INTERNATIONAL COACH DEVELOPER FRAMEWORK

Version 1.1

LEEDS BECKETT UNIVERSITY

ICCE
International Council for Coaching Excellence

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International Council for Coaching Excellence

Association of Summer Olympic International Federations

Leeds Beckett University

Dedicated to the memory of Pat Duffy

who contributed so much to coaches and

coaching throughout the world

ACKNOWLEDGEMENTS

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FOREWORD

Who coaches the coaches?

An essential component of a coaching development system is an expert workforce that can help coaches learn and perfect their craft. In recognition of this, the International Council for Coaching Excellence (ICCE) Innovation Group of Leading Agencies struck a workgroup to articulate the key roles, competences and standards for coach developers as they progress through their own learning pathway. Coach developers are not only subject matter experts and are not only concerned with delivering courses. They have a key role to play in different learning situations and bring significant expertise in the process of learning to enhance coaching effectiveness and ultimately the benefits that athletes and sport participants receive from high quality coaches.

The ICCE is very pleased to launch Version 1.1 of this companion volume to the International Sport Coaching Framework (ISCF). This International Coach Developer Framework provides additional details on the important role of coach developers. Like the ISCF, this is a reference document for countries and federations that have, or are putting in place, a coach development system. It reinforces the importance of how, when and where coaches learn. Like Version 1.1 of the ISCF, this document is open to use, comment and consultation with sport associations, our leading partners and other organisations interested in creating a robust international coaching framework.

Pat Duffy, Vice President, ICCE

INTRODUCTION

A step forward for coach development

Coaches are playing an increasingly important and diverse role in sport and the community globally. They are engaging with a broader range of participants (Figure 1) who place significantly greater demands on them, whether working with novice children or elite athletes. They are expected not only to coach the sport technically and tactically but to coach and develop the person physically, emotionally, socially and cognitively.

Figure 1: Sport participation spectrum and pathway

Adapted from ICCE international Sport Coaching Framework version 1.1, 2012
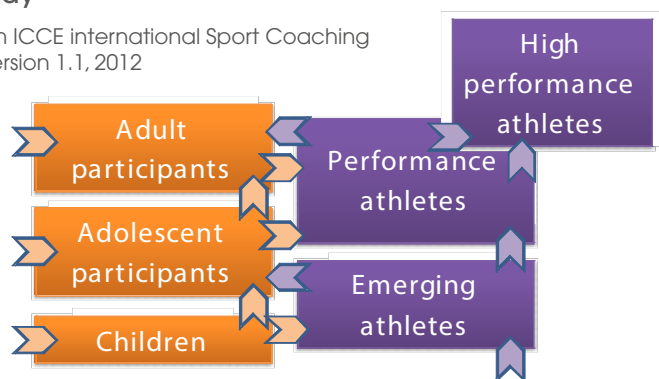
The International Council for Coaching Excellence (ICCE) has defined sports coaching as 'the guided improvement of sports participants in a single sport at identifiable stages of participant development' (ICCE, 2013, 1.2, p. 14), claiming that 'coaching is in its most dynamic era in history' (ibid., 1.2, p. 7). The ICCE responded to this challenge by harnessing and coordinating the skills and expertise of coaching experts across the globe to produce an international coaching framework.

This provides a research-based, authoritative and flexible reference document to provide sports federations, coaching organisations, international federations and educational institutions with good practice guidelines to support the design, benchmarking and refinement of their coach education and development programmes. It emphasises that this is not a 'set of proposed mandates' but stresses the need for 'multiple effective approaches … tailored to sport and country-specific circumstances' (ICCE, 2013, p5).

This complementary document focuses on the work of coach developers; those trained to develop, support and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants. Coach developers include all those who have undergone training to fulfil one or more of the following roles: coach educators, learning facilitators, presenters, mentors and assessors.

Version 1.1 of this document has arisen from the work of the ICCE's Innovation Group of Leading Agencies (IGLA) on Coach Developers. The group comprises experts from a number of different countries who have shared their experiences and their challenges to produce good practice guidelines to help countries, sports organisations, international federations and educational institutions to establish effective systems to identify, train, support and nurture those responsible for the education and development of sports coaches at all levels and in all contexts.

CHAPTER 1

The role of coach developers

While a great deal of work has been done to research standards for coaching, little has been done to date to research the important area of how we develop those people who contribute to the development of coaches and the most effective methodologies to use.

Coach developers[1] are not simply experienced coaches or transmitters of coaching knowledge. They are **trained** to develop, support and challenge coaches to go on honing and improving their knowledge and skills to provide positive and effective sport experiences for all participants.

Coach developers include all those people who have undergone training to fulfil one or more of the following roles: coach educators, assessors, learning facilitators, presenters and mentors. They should be first and foremost experts in learning and then have:
- expertise in coaching *and*
- in either a stage of athlete development (see Figure 1) *or*
- a related discipline such as an aspect of sport science or medicine, coaching pedagogy or technology.

The umbrella term 'coach developer' encompasses a range of roles and functions including:
- facilitating
- assessing
- mentoring
- programme design and evaluation
- leadership and personal development.

Coach developers respond to coaches' needs and the context in which they operate by providing and facilitating a range of formal and non-formal learning opportunities.

> Coach developers are able to synthesize the input of more experienced coaches and experts, assess coaches and encourage them to take responsibility for their ongoing development. They role-model best practice, portraying a growth mindset, critical reflective skills and a hunger for personal improvement. Coach developers are able to help coaches to become 'learning coaches' by teaching them how to learn and reflect.

Coach developers should play a crucial role not just in the initial formal training of coaches but also in the way coaches are educated, supported and nurtured 'on the job'. This requires coach developers to be deployed within an **effective coaching system** (see Chapter 5) that supports their ongoing professional development alongside a framework that trains, sustains and grows novice and experienced coaches, whether they introduce sport to young people, use sport for personal growth or community development or identify and develop those with the desire and talent to compete at the highest levels.

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[1] *The term 'coach developer' was agreed as an umbrella term to embrace the varied roles played by personnel engaged in the process of developing coaches. It was preferred to 'tutor' or 'learning facilitator' which was deemed to limit their role to traditional presentations and workshop-style delivery, and to 'coach educator' which again was perceived to be less all-embracing (eg not seen to include the role of mentoring).*

CHAPTER 2

Helping the coach to learn

It has already been stated that coach developers first and foremost need to be experts in learning so they can optimise the opportunities they provide for coaches. Learning 'should be viewed as a process of changing conceptions and not to simply accumulate knowledge' (Moon, 2004: 201). As such it takes time, requires motivation, application and practice.

There are many explanations and theories about how learning takes place; all however accept that learning changes the brain by building new pathways and increasing neural connections. This infers that the learner, the coach, must be actively involved in the process and so a facilitative approach to learning is deemed to be one of the most effective approaches for adult learners. Facilitative approaches are many and varied but include learner-centred methods, problem-based strategies and experiential learning techniques. It is generally accepted that coach developers need to:

- comply with adult learning principles (see box below)
- provide a range of learning opportunities
- use a blend of facilitated interventions to cater for different types of learner, the range of experiences and knowledge and the context and situational constraints.

Adults learn best when:
- their experience and abilities are recognised and they are helped to reflect on and build on this
- they feel the need to learn and understand the relevance of the material
- they are encouraged to take responsibility for their learning
- the climate is positive and supportive so minimising anxiety, encourages experimentation and challenges individuals appropriately
- account is taken of the way they like to learn and recognition made that this might be incidental and idiosyncratic
- they have plenty of opportunity to engage in practice and apply the information to their own context
- they are involved and engaged in their own learning
- they experience some success and gain feedback that builds their self-confidence.

Researchers (eg Cushion and Nelson, 2013; Werthner and Trudel, 2006) agree that all types of learning situations are important to coaches and these should mirror the complex and changing environment in which coaches operate. Effective coach development should therefore offer a blended learning package comprising all types of learning opportunities and must be based on sound learning theories and adult learning principles. This will promote learning and behavioural change and encourage coaches to take responsibility for additional self-directed learning.

'Coach developers aren't only subject matter experts, aren't only concerned with delivering courses; they have a key role to play in different learning situations and bring significant expertise in the process of learning.' (Pat Duffy)

Figure 3 provides an example of a blended learning journey for a coach starting with a taught coach education programme and then working through a range of taught and self-taught learning situations before returning to another taught coach education programme.
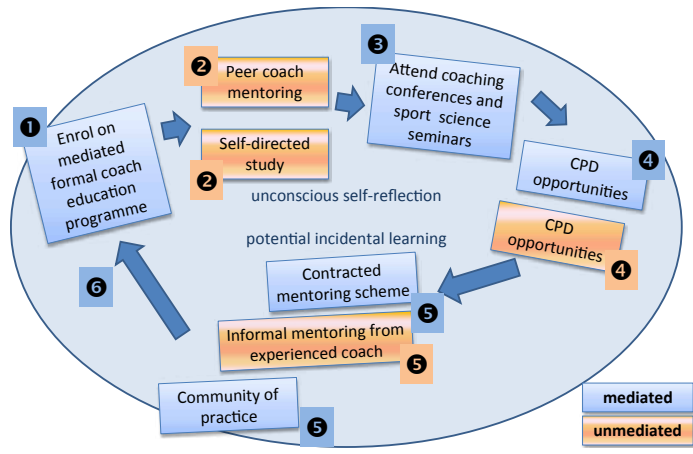

Figure 3: Example blended learning journey

The generally accepted classification of learning opportunities is between mediated and unmediated (Moon, 2004) and this is depicted in the context of coach development in Figure 4:

- **Unmediated or informal learning** refers to situations where 'the learner is responsible for choosing what to learn about something' (Moon, 2004: 74). It refers to learning that occurs when coaches choose what to learn, when and how to learn (eg through consciously initiated self-reflection; self-directed, for example, from books, online learning and DVDs).
- **Mediated learning situations** refer to 'learning that is aided directly by another person or through the use of a medium that simplifies the material of teaching' (Moon, 2004:74) This means coach developers select the material to be learned, the delivery format and when and where the learning takes place (Trudel and Gilbert 2013; 24). A prime role of coach developers is with mediated learning and a further distinction is often made between formal and non-formal education:
    - ○ **formal education** 'takes place in an institutionalised, chronologically graded and hierarchically structured educational system' (Combs and Ahmed, 1974: 8). Content, format and timing are imposed. In coach education, this would typically include sports bodies coaching awards/ qualifications and coaching degrees where there is a predetermined syllabus, delivery format and assessment protocol; they are normally delivered by sport-specific coach developers (perhaps with assistance from experts in some situations).

- **non-formal education** is any 'systematic, education activity carried on outside the framework of the formal system to provide select types of learning to particular subgroups in the population' (Combs and Ahmed, 1974: 8). This might include clinics, seminars, mentoring and structured communities of practice.

Moon (2004) also refers to two other types of learning situations (internal learning) where the learner 'is not exposed to new material, but rather reconsiders or reflects on existing ideas in his/her cognitive structure' (Werthner and Trudel, 2009: 437). This internal learning can happen in both mediated and unmediated contexts and can be sub-divided into:

- incidental learning which is unplanned and haphazard but can be very powerful
- unconscious self-reflection: while conscious reflection may occur as a result of mediated or unmediated learning, unconscious or implicit self-reflection is the process of introspection that goes on constantly at a subconscious level.
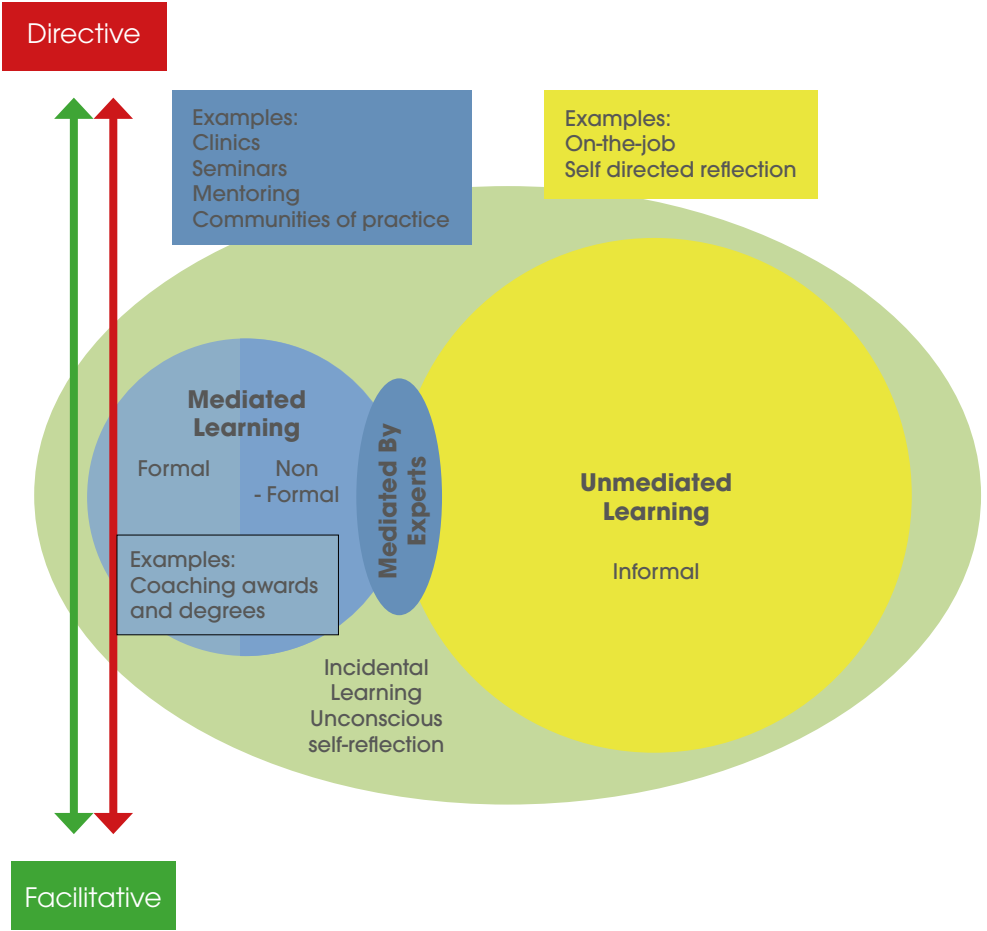

Figure 4: Types of learning situations

Traditionally, coach education has tended to offer predominantly formal mediated learning situations (eg coaching awards and degrees) and some informal mediated learning situations (such as clinics, seminars, conferences, continuing professional development workshops, formal mentoring programmes and leading communities of practice). Very often, mediated coach education (especially in formal learning situations) is strongly classroom-based, assessment-focused and qualification-based. However, research suggests that coaches learn better from practical experience and interaction with other coaches (Carter and Bloom, 2009), so there is a need to take formal coach education out of the classroom and onto the track, gym, pool or court. Simulated micro-coaching in formal mediated situations, mentorships and clinics in non-formal mediated situations would therefore be advocated.

> Coaches learn better from practical experience and interaction with other coaches (Carter and Bloom 2009).

The all-important unmediated learning situations have largely been left to chance. Yet, there is considerable evidence to support the contention that unmediated learning contributes significantly to a coach's learning (Moon et al, 2009): `unmediated learning situations[2] should be considered an important way to learn because the meaningfulness of the material of learning is probably high' (Werthner and Trudel, 2009: 204). However, the authors note that the effectiveness of unmediated learning may depend on coaches' ability to learn by themselves, their openness and eagerness to create new learning opportunities and the fact that coaches cannot look for information on a topic if they do not know it exists. The type of learning situation best suited to the coach will also depend on the stage of coach expertise with less experienced coaches requiring more mediated learning and more expert coaches benefiting from more unmediated and internal learning situations (Figure 5, Trudel and Gilbert, 2013).
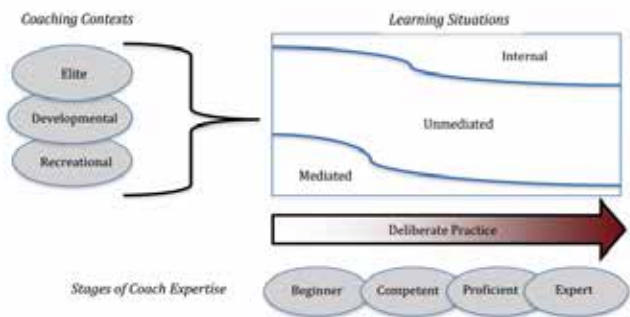

Figure 5: Contributions of learning situations and deliberate practice in developing coaching expertise (Trudel and Gilbert 2013)

[2] For this reason, the size of the unmediated circle is larger than the mediated circle in Figure 4.

While coach developers have limited direct impact on unmediated learning, they can and should encourage this type of learning by teaching coaches self-reflective skills, encouraging critical thinking, signposting new learning and creating a learning environment which encourages and fosters coaches to become 'learning coaches', self-motivated, with a passion for further development and learning and a willingness to take responsibility for their own learning and development. If unmediated learning is to be encouraged, there may be a need to find ways to recognise evidence from this source as an acceptable contribution towards professional development, accreditation, qualification and licensing. The ability to stimulate and trigger unmediated learning may well be an important challenge for coach developers and researchers to establish how this may be most effectively achieved.

Traditionally, formal mediated coach education has adopted a strongly directive approach where the predominant methodology has been instructional presentations, in which knowledge transfer is perceived to be high, application often limited and where coaches are largely passive and relinquish responsibility for learning. More recently, there has been a shift towards more facilitative approaches where coaches are more involved in their own learning and where problem solving, application and practice coaching are central. This has been criticised for failing to transmit essential coaching and performance knowledge and the valuable role of experts[3]. The relative characteristics and benefits of each extreme are shown in Figures 6 and 7 (opposite).

Figure 6: Directive and facilitative styles

Directive / instructional

- CD-led
- Highly instructional & repetitive
- Strictly structured
- Content -driven
- There is a 'best way' only

KEY SKILLS:
- thorough planning
- presentation skills
- demonstrations
- explanations
- observation + analysis
- provide feedback

Facilitative / collaborative

- Learner –driven (highly involved in thinking process)
- Flexibility within a clear plan
- Learning is contextualised
- Focused on coaches' needs
- Focus on practice and application not just on understanding content
- Encourages learning from peers

KEY SKILLS:
- all red skills +
- questioning
- active listening
- generating feedback
- modelling
- negotiating
- empowering

Coach developers can impact positively on the likelihood of a coach's incidental learning and unconscious self-reflection (internal learning).

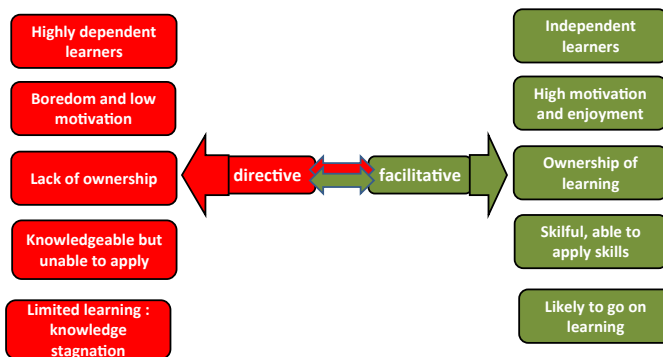| Highly dependent learners | | Independent learners |
Boredom and low motivation		High motivation and enjoyment
Lack of ownership	directive ↔ facilitative	Ownership of learning
Knowledgeable but unable to apply		Skilful, able to apply skills
Limited learning : knowledge stagnation		Likely to go on learning

Figure 7: Impact of directive and facilitative delivery styles

This has led to a current debate over the relative merits of **facilitative and directive** approaches. While there is a tendency to argue the relative merits of each extreme approach. It is advocated that we consider a continuum of styles from directive to facilitative (Figure 8).

TELL · SELL · SHARE · EMPOWER

DIRECTIVE/INSTRUCTIONAL ←→ FACILITATIVE/COLLABORATIVE

Figure 8: Delivery style continuum

The very best coaches and coach developers are able to operate along the continuum, adapting their approach to meet the unique needs of the learner and the context, spending a significant proportion of their time on facilitation but recognising the time and place for directive approaches and the role of coaching discipline specific experts. Coach developers can also play a key mediator role in helping coaches to synthesize and apply the expert's content to their own coaching domain and context. Coach developers should identify when and where experts can make a significant contribution and work with them to provide the very best learning environment.

CHAPTER 3

Coach developer pathway

The long-term coach development (LTCD) pathway provides a progression for coaches to extend their coaching skills from that of a coaching assistant to a coach, senior coach to master coach. A parallel pathway shows how coach developers progress along a pathway as their expertise grows.

While every coach has responsibility for developing less experienced coaches, coaches with appropriate motivation and sufficient experience and a genuine desire to develop coaches, may wish to cross over onto the long-term coach developer pathway (Figure 2, middle column). They would undergo training to become coach developers.
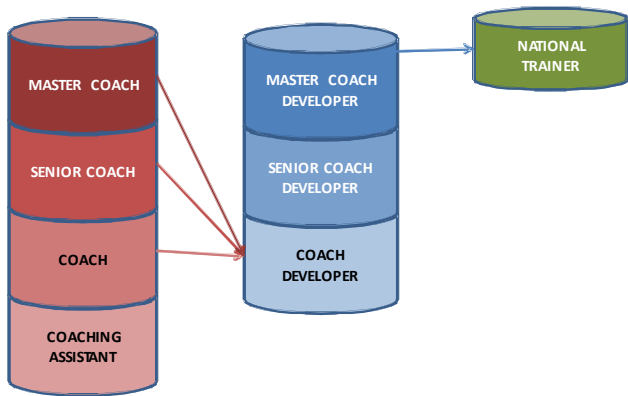

Figure 2: Coach, coach developer and trainer pathways

NB Not every organisation requires such a sophisticated system; many may only need coach developers and perhaps senior coach developers (see Chapter 5)

This long-term coach developer pathway shows the increasing opportunities and roles available for those who have the interest and mindset to develop coaches. The pathway describes the transition from **coach developer** to **senior coach developer** through to master coach developer. An overview of the roles and capabilities is given in Table 1 on the next page.

The third pathway (column three in Figure 2), the trainer pathway, provides further opportunities for exceptional master coach developers, especially for larger programmes that need greater numbers of coach developers and so an individual or group to oversee the programme. **Trainers** have additional skills (and typically further and specific training); they are outstanding experts in learning, learning facilitation, mentoring and educational programme design. These roles may be undertaken by master coach developers in medium and smaller sports or programmes or trainers may operate across different sports.

Table 1: An overview of coach developer roles

Descriptor	Coach developers	Senior coach developers	Master coach developers	Trainers
	have successfully completed initial training and orientation	are effective and experienced coach developers	are highly effective and experienced senior coach developers	are exceptional master coach developers and educationalists
Role	• facilitate formal learning situations through prescribed coach education programmes with minimal customisation • assess coaches • provide leadership and engage in personal development opportunities	• customise and facilitate coach education programmes and sessions • co-deliver and support coach developers • assess coaches • provide leadership and engage in personal development opportunities	• provide initial training for coach developers • support senior coach developers and coach developers through mentoring, co-delivery and feedback • design sport-specific coach education programmes • quality assure their own sport-specific programmes • assess coaches and coach developers	• provide leadership, quality assurance and verification of coach development and education programmes • design and lead coach developer programmes and professional development opportunities • select, assess and support senior and master coach developers • establish, monitor and evaluate coach developer systems

CHAPTER 4

Coach developer standards and capabilities

To fulfil their very demanding role, coach developers need extensive knowledge, a broad range of skills and some highly specific attitudes. The required capabilities have been identified according to the role of coach developer, senior coach developer and master coach developer, and produced as a set of standards shown in the tables on the next page. Different functions have been identified across the four levels of coach developer:

	Coach developers	Senior coach developers	Master coach developers	Trainers
Facilitating	✓	✓	✓	✓
Assessing	✓	✓	✓	✓
Leader/Personal Development	✓	✓	✓	✓
Mentoring/Supporting		✓	✓	✓
Programme Designer/Evaluator			✓	✓

Skill progressions from coach developer to trainer are shown in Table 2 over the page. A more detailed chart showing the curriculum, outcomes and assessment of coach developers is shown in Table 3. This has also been developed at senior and master coach developer levels.

Table 2: Skill progression from coach developer to trainer

Skill	Coach developer		Senior coach developer
Facilitation Skills	• communicate with individuals and groups • accelerate the learning of coaches • adopt a learner-centred approach to facilitation • select and use a range of delivery styles and methods to optimise learning • set, lead and review micro-coaching sessions • plan and evaluate sessions to optimise learning • develop questioning, listening and reviewing skills	**+**	• communicate with individuals and groups • accelerate the learning of coaches • adopt a learner-centred approach to facilitation • select and use a range of delivery styles and methods to optimise learning • set, lead and review micro-coaching sessions • plan and evaluate sessions to optimise learning • develop questioning, listening and reviewing skills
Assessing Skills	• conduct coach assessments	**+**	• manage an assessment day • assess coaches using a range of methods • conduct quality assurance of assessments
Leadership and Personal Development Skills	• assess and develop own practice • identify responsibilities of a coach developer in your organisation	**+**	• assess and develop own practice
Mentoring Skills			• support coach developers through co-delivery • promote self reflection
Learning Programme Design and Evaluation Skills			

Master coach developer	Trainer
• model best practice in presentation and facilitation • design, plan and evaluate coach education programmes	• apply learning theories and models • demonstrate expert practice as a learning facilitator
• prepare, lead and review a series of assessments for coaches or coach developers • design and implement recognition of prior learning strategies • design a competence assessment	• prepare, lead and review assessments for master and senior coach developers
• manage self and others (emotional intelligence) • assess and develop own practise • model best reflective practice • facilitate communities of practice	• demonstrate high emotional intelligence • model best practice in personal growth and development
• support coach developers to improve their practice • mentor coaches	• mentor coach developers
• design coach education learning programmes • quality assure coach education of coach developer programme	• design coach developer programmes • monitor and evaluate formal and non-formal coach developer programmes • quality assure coach developer programmes and systems

Table 3: Curriculum outcomes and assessment of coach developers

		COACH DEVELOPER		
Module	**Global Outcome**	**Learning Outcomes**	**Assessment**	
1 Presentation skills (directive)	• communicate with individuals and groups	• build rapport • present information clearly and succinctly • use voice in a clear, modulated and varied way • use simple and clear words and sentences that are free from jargon and discriminatory language • use non-verbal communication to complement the verbal message • use AVAs for maximum impact	• formative during workshops • observed formative delivery • observed final summative workplace	
2 Learning models and principles	• accelerate the learning of coaches	• explain what is meant by learning • apply different learning models • identify adult learning principles and how to apply them in their own learning • create and maintain a supportive and positive environment that optimises learning • build rapport with others • identify when and how to use ice-breakers and energisers • select/create icebreakers and energisers that are purposeful and relevant • reflect on their learning	• knowledge test • formative during workshops • observed formative delivery • observed final summative workplace assessment portfolio of evidence	
3 Identify individual needs	• adopt a learner-centred approach to facilitation	• conduct a needs analysis • describe different learning preferences and the types of delivery methods each prefer • identify different learning preference behaviours and the implications for their facilitating practice • identify their own learning preferences and how this might influence their facilitation skills • self-reflect on their preferred delivery style • adapt their facilitating to accommodate people with different experience and skills	• knowledge test • formative during workshops • observed formative delivery • observed final summative workplace assessment portfolio of evidence	

Facilitation Skills

Facilitation Skills			
4 Delivery styles and methods	• select and use a range of delivery styles and methods to optimize learning	• differentiate between push and pull skills • identify their default style and the implications on learning and motivation • review the potential impact of different delivery styles • identify when to pull, when to push • select and use a range of delivery methods to optimise learning • select and use a range of audio and visual aids to accelerate learning	• knowledge test • formative during workshops • observed formative delivery • observed final summative • workplace assessment portfolio of evidence
5 Learning principles in practical coaching and teaching contexts	• set, lead and review micro-coaching sessions	• set up micro-coaching practice • introduce and develop how- to-coach skills • draw out learning • use a framework to ensure high quality feedback	• formative during workshops • portfolio of evidence
6 Planning and evaluation	• plan and evaluate sessions to optimise learning	• structure sessions to optimise learning • plan to achieve the desired outcome • identify ways to check if learning has taken place • plan how to set up, run and review learning activities • allocate and manage time to optimise learning	• observed formative delivery • observed final summative • workplace assessment • portfolio of evidence
7 Delivery skills	• develop questioning, listening and reviewing skills	• differentiate between poor and effective listening • identify when and why they don't listen • action plan to improve their use of a review process to aid reflection and action planning • differentiate between everyday and learning questions • re-word questions to make them more effective • apply tips to improve their questioning skills • provide constructive feedback to reinforce learning	• observed formative delivery • observed final summative • workplace assessment • portfolio of evidence

Table 3: Curriculum outcomes and assessment of coach developers continued…

	Module	Global Outcome	Learning Outcomes	Assessment
COACH DEVELOPER				
Assessment Skills	8 Principles of competence assessment	• conduct coach assessments	• apply the principles of assessment • brief a coach prior to an assessment • gather and record evidence against competence transcript • analyse evidence and determine competence • use questions to generate further evidence • make and share assessment decision • provide feedback • assist action planning • complete assessment documentation	• observed formative delivery • observed final summative workplace assessment • portfolio of evidence
Personal Skills	9 Organisation vision, mission and values, CD role and function	• identify responsibilities of a coach developer in your organisation	• explore the mission and values of your organisation • describe the role and function of coach developers • identify the skills, knowledge and qualities required to be a coach developer	• portfolio task
Personal Skills	10 Self-assessment, reviewing and action planning	• assess and develop own practice	• self-benchmark facilitation and assessment skills • record facilitation and assessment practice • maintain a reflective log • seek development opportunities • create an action plan to develop facilitation and assessment skills	• observed formative delivery • observed final summative workplace assessment • portfolio of evidence

CHAPTER 5

Building the coach development system

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. The quality of coaching is dependent on the quality of the coaching system and strategy.

The strategic plan may include some or all of the following:
- Audit of the current system
- Identification of potential coach developers against selection criteria
- Initial training of coach developers, field support and assessment
- Further training for coach developers
- Selection and training of senior and/or master coach developers
- Monitoring and quality assurance: of coach developers, learning programmes and the coaching system.

Audit

The first step is to audit the current 'system' (Figure 9) to identify:
- the number, role, context, capability and qualification status of existing coaches
- the number of coaches required for deployment in specific sports, contexts and locations
- if, how and by whom coaches are offered training, personal development and support
- the numbers, capabilities and qualifications of personnel currently involved in developing coaches
- anyone acting as senior or master coach developers and assess the need for these. Remember in Figure 2, it was stressed that not every organisation would need all levels of coach developer.

Figure 9: Developing the system

1 Some might only need coach developers and use master coach developers from other sports or organisations

2 Others might need coach developers and their own master coach developers

3 Some larger or more evolved systems might need senior coach developers as well

4 A few argue that well evolved organisations might also need the trainer role

Figure 10

Faults	Fixes
• training too many coach developers too quickly so they cannot be fully supported in the field • assuming the best coaches or sport science experts will automatically be effective coach developers • focusing solely on the face-to-face initial training element • failing to provide supervised practice soon after the workshop	• start slowly, training a few of the very best and only extend the numbers when the first group have become good role models • ensure those selected for coach developer have a positive mindset towards developing expert coaches • plan in advance when and how each coach developer will be supported through co-delivery • ensure this is within 6 weeks of the training • grow the system slowly with quality

Selection of coach developers

If coach developers are critical to the health and effectiveness of your whole coaching system, it's important to take great care in selecting your potential coach developers. Too often, organisations fail to stop to think about not just how many they need but who will make the best coach developers.

> The best coach developers are experts in learning, they role-model best practice, portraying a growth mindset, critical reflective skills and a hunger for personal improvement. They are able to help coaches to become 'learning coaches' by teaching them how to learn and reflect.

To do this they must have a certain mindset, a willingness to stay up to date in knowledge in the area they are teaching and some core skills that enable them to create effective learning opportunities for coaches. The following table summarises the attributes you should be looking for in potential coach developers, while a more detailed exploration of coach developer selection can be found in the example Quick Guides in the Appendix. Remember that knowledge can be readily gained and skills can be learnt but mindset and attitude are hard to change.

Mindset and Attitudes (must have):	• a growth mindset • 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 honest self-reflection and a hunger for personal growth and development
Experience (should have):	• significant and successful coaching experience in one or more coaching contexts
Skills (desirable):	• excellent how-to-coach skills (eg how to observe, provide feedback) • good questioning, listening, reviewing and feedback skills • sound planning, monitoring and evaluation skills
Knowledge (desirable):	• professional knowledge (learning, teaching and competence-based assessment) • content knowledge in area(s) in which they will teach (eg sport's techniques and tactics, coaching, coaching methodology, sport science, sports medicine, talent development, coaching children, disability sport) • interpersonal knowledge (eg relationships, the social context) • Intrapersonal knowledge (eg lifelong learning)

Initial training, support and assessment

Coach developer training is not a quick fix; like any real learning, it takes time. Having selected the best possible people, plan all training phases in advance (Figure 11).

Figure 11: Initial CD training phases

Face-to-face training would need to cover all the areas in which competence needs to be demonstrated (see Chapter 4) and should mirror expert facilitation styles and include all the areas in the panel below. It is skill-based and not an induction into the programme they will be delivering.

Content should include:
- significant amounts of micro-teaching in both classroom and practical situations where the trainee coach developer can practise facilitating learning with small groups of peers acting as coaches
- content to help them apply adult learning theories and models to accelerate coaches' learning
- delivery styles and methods
- facilitation skills including questioning, listening, feedback, reflection and reviewing
- climate setting and ways to engage learners
- planning and preparing to facilitate
- assessment principles and practice

In particular, you need to plan not just the preparation and the face-to-face training but also how, when and with whom each potential coach developer will have a chance to practise applying their skills under the guidance of appropriately trained and experienced coach developers (ideally senior or master coach developers). This is where the real learning takes place. Supported practice can take many forms but should include:
- induction to the programme that will be delivered
- co-delivery with an expert coach developer which would include leading small areas of the programme while assisting with all group work and micro-coaching, gradually leading more and more until confidence and competence is gained in all areas of the learning programme delivery
- planning, assisted reflection and action planning.

Approximate time frames are shown in Figure 10 for progression through the training phases. While this may vary, it is essential to ensure that the gap between 3 (face-to-face training) and 4 (practice) is kept to a minimum and certainly less than 6 weeks. Otherwise the skills, confidence and motivation acquired through training will have dwindled. The time taken to reach the assessment phase will vary dependent on the initial skills and experience of each coach developer and the amount and quality of the practice opportunities provided. Assessment should be undertaken wherever possible in the field with real coaches and using the competence framework with underpinning criteria.

Further training for coach developers

Like coaches, coach developers should never stop learning and developing their skills and knowledge. It's important therefore to plan a programme of ongoing personal development, some of which could be provided by senior or master coach developers or trainers. These learning opportunities should be a blend of formal, non-formal and informal opportunities.

Selection and training of senior and/or master coach developers

As coaching systems grow and develop, senior coach developers initially evolve and ultimately need to be selected and provided with additional training to achieve the competences outlined in Chapter 4. Figure 11 illustrates how systems evolve in line with the growing demand for more and better coaches. This is discussed in more detail in the Quick Guide on Building Coaching Systems in the Appendix. The selection of senior and master coach developers should be made against clear specifications and competences. They too may require further training to achieve the required capabilities (see Chapter 4) and ongoing personal development opportunities.
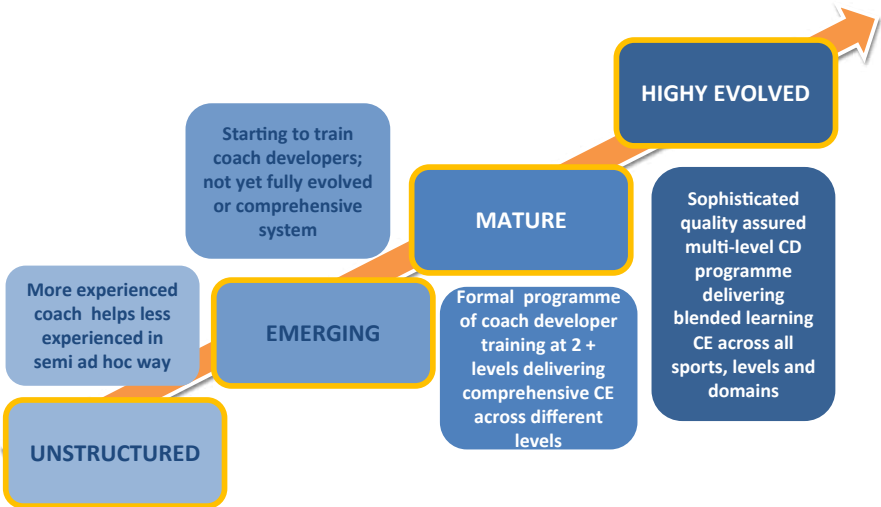

Figure 12: System development continuum

Monitoring and quality assurance

This is crucial and is frequently an area forgotten or ignored. This should be undertaken by the organisation (typically the master coach developers) regularly and systematically and should include:

- monitoring the impact of coach developers in formal and non-formal training events, in supporting coach developers in training and in their personal and professional development. Accreditation and licensing or registration schemes can be used to monitor currency, regular active involvement, continual professional development and professional standards and compliance with code of conduct
- evaluating the impact of learning programmes of both coach developer training programmes and coach education programmes
- an impact study on coaches and coaching
- auditing the coaching system[4].

[4] *The Quality Sport Coaching (QSC) Tool has been developed by the ICCE to help organisations to self assess the quality of their coaching systems.*

APPENDIX

Quick guides

A number of quick guides are being developed to help organisations and individual coach developers address specific issues. Some will focus on the needs of unstructured and emerging organisations (see Figure 11 in Chapter 5), others provide guidance for more mature and highly evolved organisations. Three guides have been reproduced here; all will be available on the ICCE website.

Quick Guide to what is a Coach Developer

Coach developer is the umbrella term used to capture the roles of everyone directly responsible for the development of coaches. Coach developers are not simply experienced coaches or transmitters of coaching knowledge; they are 'trained to develop, support and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants'. Coach developers are trained to fulfil two primary roles:
- to deliver standard coach education sessions
- to assess coaches.

There are advantages to training the same person to fulfil both roles but, in some organisations, coach developers may specialise in either the delivery of coach education or the assessment of coaches. The advantages of understanding and being skilled in both roles means that everyone has the same picture of good practice in what coaches are being trained to be able to do and in how they are assessed. The assessment role can also take place during the training programme (formative) as well as at the end of the training phase (summative).

Coach developers may facilitate training and assess coaches at any level dependent on their coaching qualifications and experience, Curriculum Vitae (CV), performance and pedagogical knowledge and experience. While every coach has responsibility for developing less experienced coaches, coaches with appropriate motivation and sufficient experience and a genuine desire to develop coaches, may wish to undergo training to become a coach developer.

What is the difference between coaches and coach developers?

It is sometimes easy to confuse the two and assume they do the same thing. While they use a similar skill set and have some common areas of knowledge, the purpose of what they do and the context in which they operate are different.

Coaches coach athletes to help them improve their technical, tactical, physical, mental and lifestyle skills; coach developers, on the other hand, coach coaches to enable them to work effectively with athletes to develop these capabilities. Coach developers therefore teach coaches not just about all aspects of the sport (the what-to-coach) but, just as importantly, about the people they coach (the who-to-coach such as children, adults, recreational or talented athletes) and about the skills they need to coach (the why and how-to-coach skills such as the ability to plan and organise, to build rapport with participants, to provide information, to demonstrate, to observe, analyse and provide feedback).

If coach developers slip into the role of coach inadvertently (easily done on the court, in the hall, by the track), then by default the coaches become athletes developing their sport skills rather than coaches learning their coaching skills.

Why are trained coach developers important?

A coach developer is likely to work with many coaches in one year; each of these coaches will probably work with a high number of athletes in any one year. Consequently, a highly effective coach developer can influence the sporting experience of a very large number of sports participants at every level of the sporting arena from playground to podium. The better the coach developer, the better the coach, the better the sporting experience of the participants. It is therefore very much worth significant investment in time and funding to build a sound system of coach developers.

Who makes an effective coach developer?

To be able to execute tasks and behaviours required to fulfil their roles, coach developers need:
• **knowledge:** professional knowledge about the sport, performance-related knowledge (eg exercise physiology, mental skills) and knowledge about learning; interpersonal knowledge about people/coaches, the domains in which coaches operate and pedagogy; **intrapersonal knowledge** about philosophy, beliefs and values; self-reflection
• **skills** such as the ability to build rapport, create a positive learning climate, observe and analyse coach behaviours, facilitate learning, provide mentoring, give feedback, assess coaches
• **attitudes and values** such as a growth mindset, trustworthiness, honesty, integrity and empathy.

Quick guide to selecting new coach developers

Coach developers (CDs) are not simply experienced coaches or transmitters of coaching knowledge; they are 'trained to develop, support and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants' (ICCE Coach Developer Workgroup, 2012). While senior and master coach developers fulfil a range of roles, CDs typically deliver standard coach education sessions designed by others and assess coaches following formal coach education programmes.

Coach developers are critical to the health and effectiveness of your whole coaching system. It is important therefore to take great care in **selecting** your potential coach developers; assumptions are easily made about long-standing service, expertise and coaching but developing coaches demands a different mindset from coaching athletes, different skills and expectations.

Attributes of coach developers

The best coach developers are experts in learning, they role-model best practice, portraying a growth mindset, critical reflective skills and a hunger for personal improvement. They are able to help coaches to become 'learning coaches' by teaching them how to learn and reflect. To do this, they must have a certain mindset, a willingness to stay up to date in knowledge in the area they are teaching and some core skills that enable them to create effective learning opportunities for coaches.

Mindset is crucial:

- First and foremost, CDs need a growth mindset, a genuine belief that through commitment and purposeful practice, people can learn to do anything.
- A passion for and a belief in the power of coaching and a desire to help coaches become the best they can be. This normally means significant and successful coaching experience in one or more coaching contexts.
- A willingness to engage in honest self-reflection and a hunger for personal growth and development; these attributes ensure that CDs stay up to date and role-model best practice.

A consistent characteristic of experts in any field is a wealth of relevant and up-to-date **knowledge** in their specialist area. For CDs, this would normally mean relevant:
- professional knowledge:
    - about learning, teaching and competence-based assessment
    - of the content area they will be teaching or assessing (eg of the sport's rules, techniques and tactics; of coaching, coaches and coaching methodology; of sport science, sports medicine, talent development, coaching children and disability sport).
- interpersonal knowledge: eg relationships, the social context
- intrapersonal knowledge: about lifelong learning and their philosophy.

Coach developers need to model best practice and so require many technical and soft **skills** dependent on what they will deliver or assess. This might include the ability to demonstrate by coach developers:
- excellent how-to-coach skills (eg how to observe, provide feedback, build rapport)
- good facilitation skills (eg questioning, listening, reviewing and feedback skills)
- sound planning, monitoring and evaluation skills.

Coach developer specification

It's important to draw up a job and person specification for the coach developer work to be done.

The **job specification** should detail:
- **what** precisely the coach developer would be expected to do (eg deliver a Level 1 coach education programme, deliver a coaching children programme, deliver a strength and conditioning programme for L2 coaches, assess coaches in simulated or actual coaching situations)
- **how often the coach developer would be required to deliver** (eg 6 days per year, 1 day a month); this is important as people only become expert at something if they do (and so practise) that thing sufficiently often to improve their skills
- **the training required and qualifications to be gained**: the number of days training, any costs, specific dates if fixed, assessment requirements
- **any payment** that would be made, eg following successful training when delivering or assessing.

The person specification should detail what the applicant must have and what would be 'nice to have'. Remember here that while knowledge can be relatively easy to acquire and skills can be learnt, attitudes and mindset are hard to change. An example job and person specification are provided in the following panels.

Job Specification

The Underwater Bog Hockey Association is wishing to extend its coach developer (CD) team and select three new people to help deliver the Level 1 coaching award predominantly in the Hart Province. Successful applicants would need to:
- observe an L1 course
- undergo a 3-day training programme
- co-deliver alongside a more experienced CD
- complete a portfolio and be assessed as competent on an L1 course
- commit to working a minimum of 6 days per annum
- accept a daily payment + expenses of £150.

Personal Specification

Applicants are expected to:
- exhibit a growth mindset, a genuine belief that through commitment and purposeful practise, people can learn to do anything
- show a passion for and a belief in the power of coaching and a desire to help coaches become the best they can be
- demonstrate a willingness to engage in honest self-reflection and a hunger for personal growth and development
- have an exemplary coaching background and experience of coaching recreational participants
- model best practice in coaching methodology (how-to-coach skills)
- demonstrate excellent interpersonal skills and preferably experience of teaching groups of adult learners
- be up to date with contemporary bog hockey techniques and tactics (help is available if necessary).

Ideally, applicants will also have:
- experience of working with coaches
- set up learning opportunities and facilitated the learning of adults
- excellent questioning, listening, review and feedback skills.

Applicants should send a letter detailing their knowledge, skills, experience and philosophy to xxxx.

Quick guide to coach developer systems

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. The quality of coaching is dependent on the quality of the coaching system and strategy.

A **coaching system** is defined as 'the structures and delivery mechanisms in any given sport or nation to support coaches and the development of coaching' (ICCE 2013: 53). An element of this must focus on the selection, training and growth of coach developers.

Although a multi-levelled long-term coach developer pathway has been identified (below), it is recognised that many countries and organisations will not require such a sophisticated system, either straight away or even in the long term. The complexity of the system will be dependent largely on the number of coaches actively deployed in various contexts (eg talent, recreational, children and beginner) and at differing levels of experience (ie master, senior and coach levels).
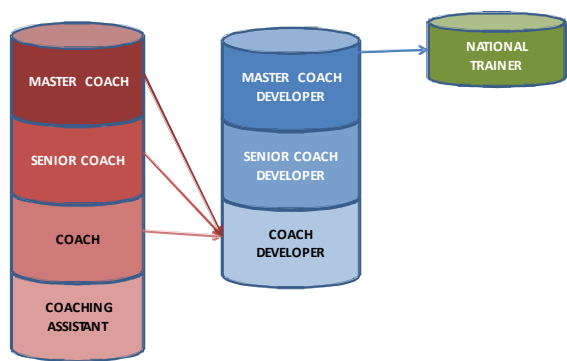

Figure: Different pathways to suit organisation's needs

Strategic plan

The strategic plan should be based on the audit and you may readily assess where your organisation lies on the continuum in the diagram below and explained on the next page.

- **Characteristics of unstructured systems:** guidance for novice coaches is provided in an episodic and haphazard way, largely 'on the job', by a more experienced coach or possibly a named coach acting as an untrained coach developer. The need for more and better coaches may make the system an 'emerging' system.
- **Characteristics of emerging systems:** the need for more coaches and recognition that the capabilities of a coach developer are different from those of coach, leads to dedicated coach developers and the desire to provide some training for them. More experienced coach developers are assigned the role of training and supporting new coach developers. More formal programmes of coach education are now available not just for the novice coach but for the ongoing development of coaches.
- **Characteristics of mature systems:** there are now dedicated senior coach developers and coach developers, specialists who deliver coach developer training; there is a comprehensive system of initial and ongoing coach education for all levels of coach in all contexts.
- **Characteristics of highly evolved systems:** a three-tier system of coach developers and a trainer responsible for coach developer training; a very comprehensive system of formal and informal coach education at all levels across all contexts.
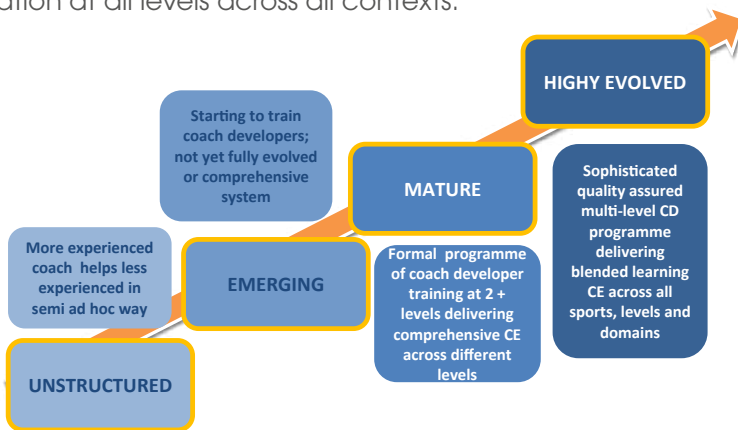

Figure: System development continuum

The strategic plan may include some or all of the following and some example questions are offered in the following panel:
- Audit of the current system
- Identification of potential coach developers against selection criteria
- Initial training of coach developers, field support and assessment
- Further training for coach developers
- Selection and training of senior and/or master coach developers
- Monitoring and quality assurance: of coach developers, learning programmes and the coaching system.

ELEMENT	SAMPLE QUESTIONS
AUDIT	• What coaches do you have? • What do you need in terms of coach education? • What coach developers you have? • What are their capabilities and what do they need? • What and where do you need more coach developers? • What provision is there for ongoing development of existing coach developers?
SELECTION OF POTENTIAL COACH DEVELOPERS	• Who? • How many? • Where and when will they be deployed? • What will they deliver and to whom? • How often can they deliver coach education?
INITIAL TRAINING OF COACH DEVELOPERS	• What is the content? • What capabilities do they have and need? • Who will deliver it? • What is the format? • When and how will they be assessed?
ONGOING CD TRAINING AND SUPPORT	• What already exists? • What is requested by coach developers? • What would improve your coach developers (what do they need)? • How can you make it readily accessible? • How can you make it attractive and effective?
SELECTION AND TRAINING OF SENIOR AND MASTER COACH DEVELOPERS (if required)	• Do you have a range of experience within your coach developer workforce? • Who delivers the initial training for new coach developers? • How and by whom are new coach developers supported when they start delivering? • How well do the capabilities of your 'senior' and 'master' coach developers match the required capabilities?
MONITOR AND QUALITY ASSURE THE SYSTEM	• How do you currently monitor the system? • How effective are your coach developers (senior/master)? • How effective is initial coach developer training? • How effective is your ongoing professional development provision?

Elements of the strategic plan focused on coach developer work might include the:
• number of active coach developers delivering coach education services across different coaching levels and domains (and at coach developer, senior coach developer and master coach developer levels, if appropriate) compared with the number of coach developers required to deliver the desired coach education services across coaching levels, domains and geographical regions. This will, for example, identify the need to select and train new coach developers and/or to identify and train senior or master coach developers.
• effectiveness of the current coach developer workforce to deliver quality coach education services across coaching levels, domains and geographical regions. This, for example, will identify the need for possible changes to the initial training of coach developers and/or further learning opportunities (mediated or unmediated, formal, non-formal and/or informal) for existing coach developers at whatever level.

GLOSSARY

Blended learning is a formal education programme containing a range of different delivery methods of which at least one is non-mediated informal learning over which the person has control over time, place, path or pace.

Capability refers to the ability to perform or achieve certain actions or outcomes to a defined standard.

Directive approach is where the predominant methodology is instructional presentations, in which knowledge transfer is high, application often limited and where learners are largely passive and relinquish responsibility for learning.

Coach developers are 'trained to develop, support and challenge coaches to go on honing and improving their knowledge and skills in order to provide positive and effective sport experiences for all participants' (Crisfield and Brook, 2012: 2). Coach developers include all those who have undergone training to fulfil one or more of the following roles: coach educators, learning facilitators, presenters, mentors and assessors.

Coaching is defined as 'the guided improvement of sports participants in a single sport at identifiable stages of participant development' (ICCE et al., 2013: 14).

Coaching system refers to 'the structures and delivery mechanisms in any given sport or nation to support coaches and the development of coaching' (ICCE et al., 2013: 53).

Competence standards specify how people should perform a job or work role in a structured way that enables objective assessment to be made.

Facilitative approach is where learners are highly involved in their own learning and where problem solving, application and practice are central.

Formal learning 'takes place in an institutionalised, chronologically graded and hierarchically structured educational system' (Combs and Ahmed, 1974: 8) where content, format and timing are imposed.

Functions of a coach developer include facilitator, assessor, programme designer, mentor, leader and ongoing learner.

Incidental learning is unplanned and haphazard learning that can be very powerful.

Innovation Group of Leading Agencies (IGLA) is a term used by the ICCE to refer to groups of experts from a number of different countries who share their experiences and their challenges in order to produce good practice guidelines to help countries, sports organisations, international federations and educational institutions to establish effective systems.

Long-term coach development (LTCD) pathway provides a progression for coaches to extend their coaching skills from that of a coaching assistant to a coach, senior coach to master coach and/or to extend the context in which they operate (eg participation with child, adolescent and adult contexts and performance with emerging, performance and elite contexts).

Mediated learning situations refer to 'learning that is aided directly by another person or through the use of a medium that simplifies the material of teaching' (Moon, 2004: 74).

Non-formal learning is any 'systematic education activity carried on outside the framework of the formal system to provide select types of learning to particular subgroups in the population' (Combs and Ahmed, 1974: 8).

Unconscious self-reflection is the process of introspection that goes on constantly at a subconscious level.

Unmediated or informal learning refers to situations where 'the learner is responsible for choosing what to learn about something' (Moon, 2004: 74).

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'Coach developers aren't only subject matter experts, aren't only concerned with delivering courses; they have a key role to play in different learning situations and bring significant expertise in the process of learning.' (Pat Duffy, Vice President, ICCE)

Coach developers are not simply experienced coaches or transmitters of coaching knowledge. They are trained to develop, support and challenge coaches to go on honing and improving their knowledge and skills to provide positive and effective sport experiences for all participants.

This is a reference document for countries and federations that have, or are putting in place, a coach development system. It reinforces the importance of how, when and where coaches learn.

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