

The Coach Development PATHWAY

Professor Frank Dick O.B.E.

SUMMARY

The process of Coach Development is influenced principally by the objective of effectively addressing the athlete's and/or team's development and performance needs; the coach education, CPD and certification requirements of a sport and culture; and the coaches' motivation and commitment to improved status of coaching competencies.

Just as the athlete progresses along a development pathway to fulfill performance potential in the arena, so also does the coach in pursuit of role excellence in guiding the athlete through that process.

This paper considers these influences in setting out a Coach Development Pathway and offers recommendation to enrich the coach development process.

AUTHOR

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THE COACH DEVELOPMENT PATHWAY

PREAMBLE

Note: In this paper, 'athlete' refers to the generic athlete, player, performer, etc

THE ATHLETE DEVELOPMENT PATHWAY

The concept of the athlete development pathway is now well established. It commences from earliest introduction to appropriate general physical activity or games and proceeds through the specifics of a given sport's peak performance years, then hopefully encourages a healthy life of physical activity in the post competitive years.

It is relatively easily planned according to age and ability - related developmental stages as, for example, in figure 1

Fig 1 (adapted from ref 4)

<u>Excite to practice</u>	<u>Practice to participate</u>	<u>Participate to perform</u>	<u>Perform to compete</u>	<u>Compete to learn</u>	<u>Learn to win</u>
5-8/9	8/9-11/12	11/12 – 15/16	female 15-18 male 16-19	18-23 19-23	23+

These 'stages by ages' are approximations for a sport such as athletics.

A COACH LED PROCESS

The process of athlete development is athlete/team centred; coach led; performance services supported. The process focus is unequivocally pursuit of realising optimal performance potential.

Clearly, very specific expertise is required to guide, advise and lead the athlete at each stage of development. Each specific input is as important as any other – like links in a chain. Consequently there should be parity of esteem accorded each link person, whatever their role.

The concept of the process as 'coach led' covers a broad range of persons whose input and influence have substantial impact on whether the overall process is effective in pursuit of it's focus. They range from activity leader, to teacher, to coach and may be voluntary, semi professional or professional. It is essential, then, that such persons are fully prepared and equipped for their particular role in the process. Moreover, they must demonstrate a most professional attitude to exercising the huge responsibility they have in committing time, expertise and energy to the task of realising an athlete's sport performance dream.

JOINING UP THE INPUT DOTS

For the process to be truly effective, those who input and influence, whether that be at one or several stages should understand the roles and responsibilities of all others involved in the pathway. Each should enjoy a sense of contribution to a seamless progression. Their role is as vital to the outcome as is each member of an orchestra to the overall piece.

Modern technology has contributed to supporting the process and integration of inputs through athlete tracking systems.

No less important than the athlete development pathway within the culture of sport, is the coach development pathway. Only by getting the latter right can the former be responsibly addressed.

The purpose of this paper is to propose a profile of the coach development pathway and make recommendations on its facilitation.

A LIFETIME OF LEARNING

To paraphrase the late and legendary coach, John Wooden, achievement is the sure knowledge that you have done the best you can do to be the best you can become. It is in travelling the pathway to achieving as a coach, that those coached will achieve as athletes.

Whereas the athlete development pathway for most sports is concluded once through the peak performance years, the coach development pathway spans as many years as the coach enjoys the passion to continue. Consequently not every coach will go the distance.

Those coaches who do not complete must nevertheless be competent to exercise their role in the athlete pathway efficiently and effectively for as long a they travel the pathway. It is for those who prepare these coaches to ensure that experience of the coach development pathway is both enjoyable and valuable to them.

Other coaches, however, across sport have gone the distance and enjoyed peak performance years which have commenced in most instances in the decade 35-45. This is because growing as a coach is as much about learning through all of life experience as the specifics of coach education/development programs and coaching experience. It is of fundamental importance that those who afford learning and development opportunity and resource for coaches travelling the coach development pathway, understand this and facilitate the learning process accordingly.

AGILITY IN COPING WITH CHANGE

Designing and delivering the resource which constitutes formal coach education for certification or qualification purposes; and informal coach development input for more comprehensive personal and professional growth purposes, is a never ending story.

Formal coach education programs vary across sports and across cultures. "The relationships between different coach education measures in single sports, and between sports' and national education systems can vary from total integration to close co-operation, to unnecessary competition, to almost complete disinterest". (Ref 1)

For the most part, however, the committed coach will find a route to formal coordinated coach education or certification in a chosen sport. Fig 2 is an excellent example in schematic summary of how an international governing body, the International Association of Athletics Federations (IAAF), can offer a program which is accessible to all athletics coaches via their Member Federations.

An increasing number of sports have similar programs and reflect International Council of Coach Education (ICCE) commitment to a Global Framework for Recognition of Coaching Competence and Qualification (GFRCCQ), using the European precursor (EFRCCQ) as a key point of reference.

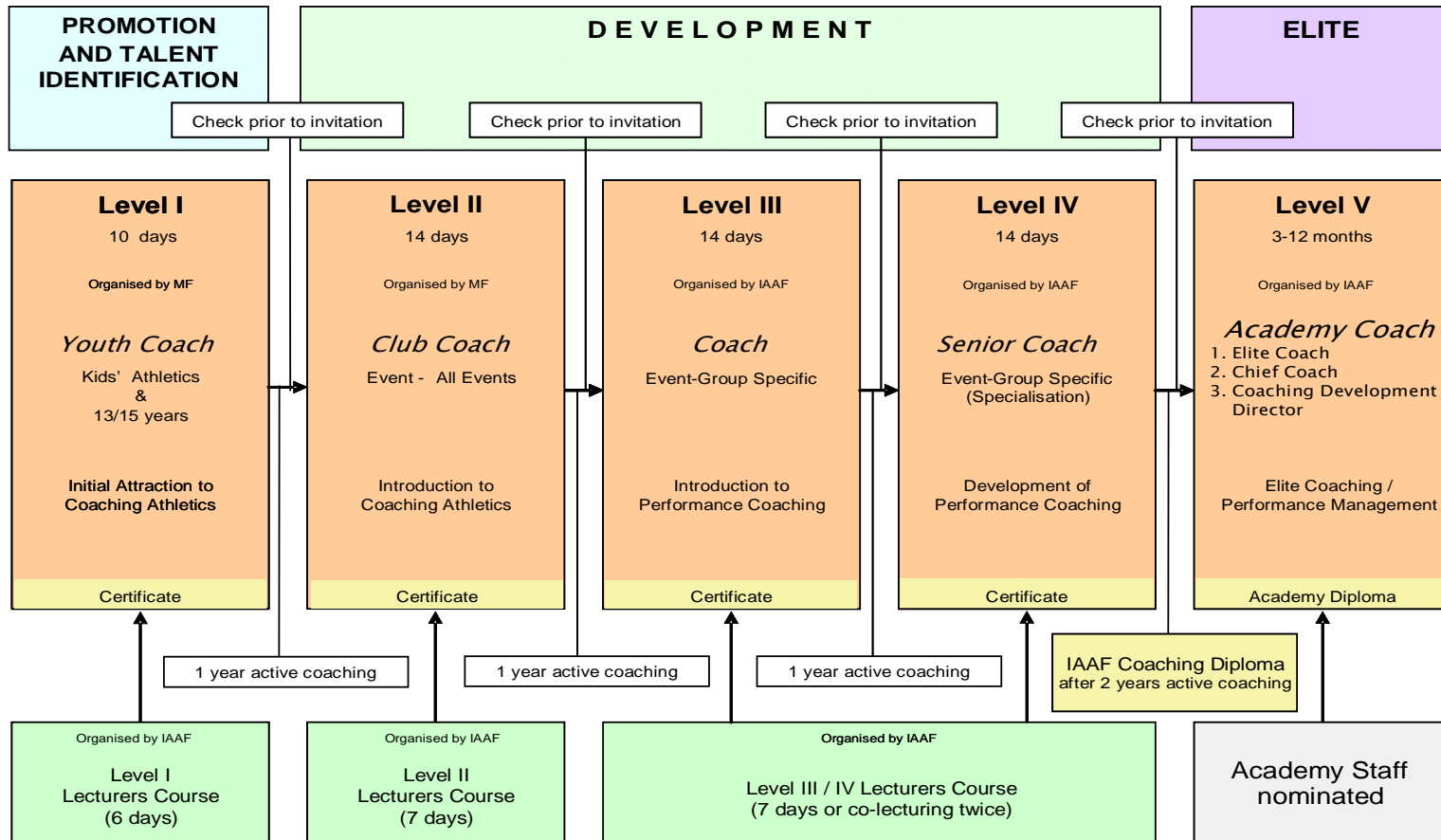
So across sports and culture, a momentum will grow to ensuring quality consistency of formal coach education. In parallel there is informal coach development which builds on the formal platform, complementing and/or supplementing. Whilst normally less structured than the formal, there should be, as in the formal, an agreed credit system for units/modules, etc, which can be quantified as part of Continuous Professional Development (CPD).

There must be an agility to responding to the changing needs of coaches in their development pathway; to the increasing rate of change in learning, teaching and communication; and to the constant shift in cultural trends, checks and balances from general sport to a specific sport. That agility requires adaptability in response to change and creativity in being proactive to effect change. It suggests that the cycle of review and revision of formal coach education and certification programs is annual and that as early as is practical in the coach development pathway, coaches have customised programs.

Fig 2



NEW IAAF CECS EDUCATIONAL STRUCTURE



FROM DEPENDENCE TO INTERDEPENDENCE

In the athlete development pathway, the athlete is progressed towards personal ownership of his/her development and performance. So also for the coach in the coach development pathway. There is shift from the formal and prescribed where the program providers direct the program and have responsibility to teach; to the informal where the coach owns the self managed learning process and the provider supports, facilitates or enables.

There is also a shift from a dependency on precedent and the evidence – basis that is the science of coaching towards applying this as a foundation to evolving the judgment basis that is the art of coaching.

COACHING COMPETENCIES

There are five broad areas of competence that the coach development pathway must ensure the coach has opportunity to develop.

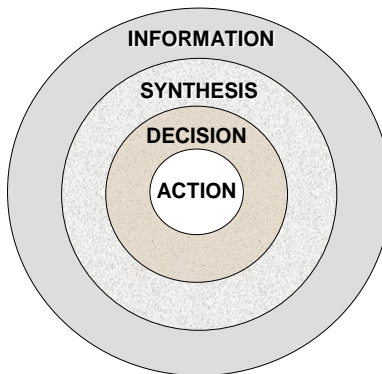
Technical - this covers techniques, training, tactics, rules, etc. it represents what athletes will be led, taught or coached to do.

Coaching – this covers pedagogy and coaching skills, styles, systems and structures, etc. It also covers code of ethics and vulnerable groups protection. It represents how athletes will be led, taught or coached.

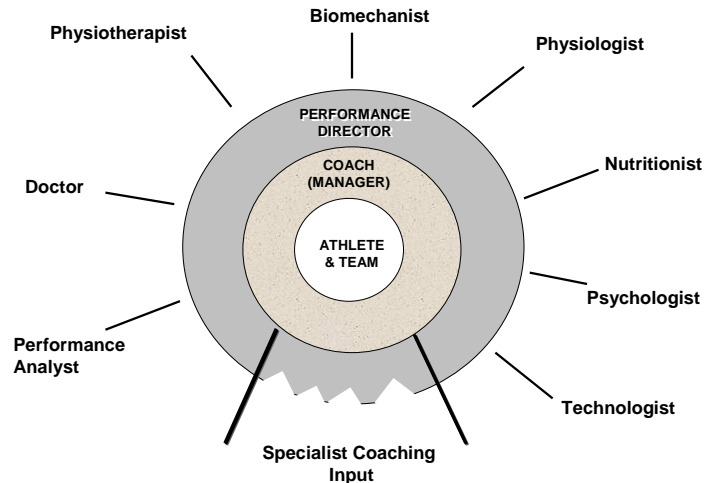
Leadership – this covers the more general territory of leadership and management skills such as goal setting, time management, planning, review, motivation, etc. Whether leading the athlete development process, or teams of players, or team of persons affording input to the process, or staff, competence in leadership and management skills is essential.

Synthesis – this is the capacity to understand what is relevant intelligence and performance-related input and to translate data as a basis for sound decision making. The process might look as Fig 3 (ref 5).

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Fig 3 (ref 5)

At the highest level of sport, the synthesis may be provided by a Performance Director, Performance Services Manager, or similar position, and passed on as counsel to the coach; or by a body or institution which will do the synthesising and to which the coach may have access. The picture might look as in Fig 4.

Fig 4 (ref 5)

The idea is not for coaches to be experts in the performance related sciences but to understand their value and know where they fit. It is for this reason that the technical agenda for coach education includes an appropriate level of anatomy, biomechanics, physiology, etc. The picture might look as in Fig 5a and 5b. Here, the coach has appropriate understanding of the sciences and applies what he or she believes relevant to his or her decision re athlete advice.

Fig 5a (ref 6)

PERSONAL COACH - ATHLETE

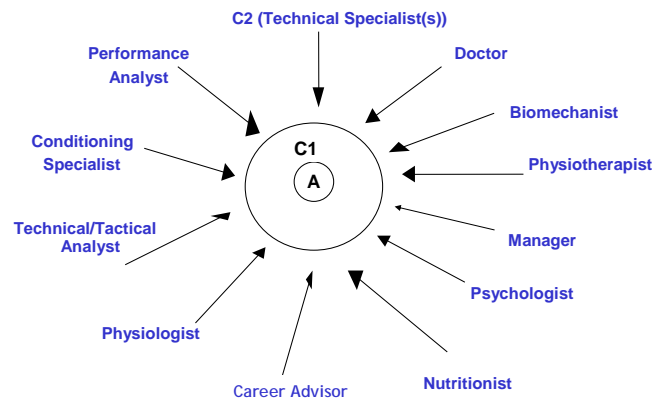
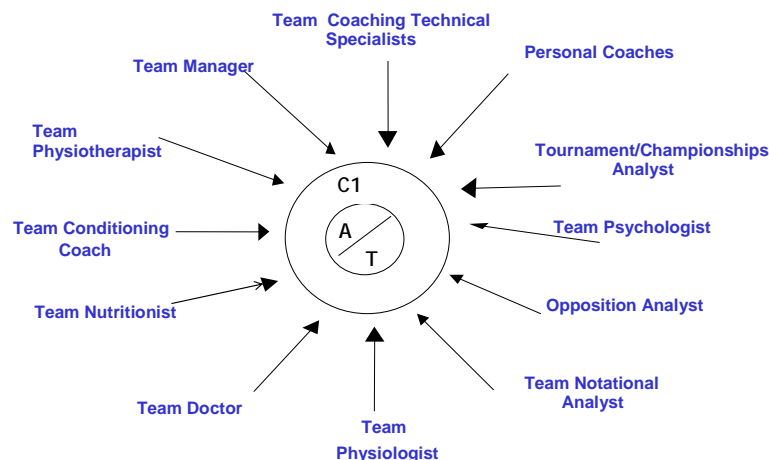


Fig 5b (ref 6)

TEAM COACH - ATHLETE/ TEAM



'The Eye' (for want of a better expression!) - this is ability to make those judgment calls and right coaching, development and performance decisions that grow through experience. So it is this that is the heart beat of the art of coaching. It is unlikely that such is established early in the pathway but it will grow faster given quality mentoring and the benefit of input from experienced coaches with acknowledged expertise.

Against all of this background, without doubt, the detail of any coach's personal development pathway experience will be unique to them. However, in broad terms, the general shape of the pathway and its influences might be explained as follows:

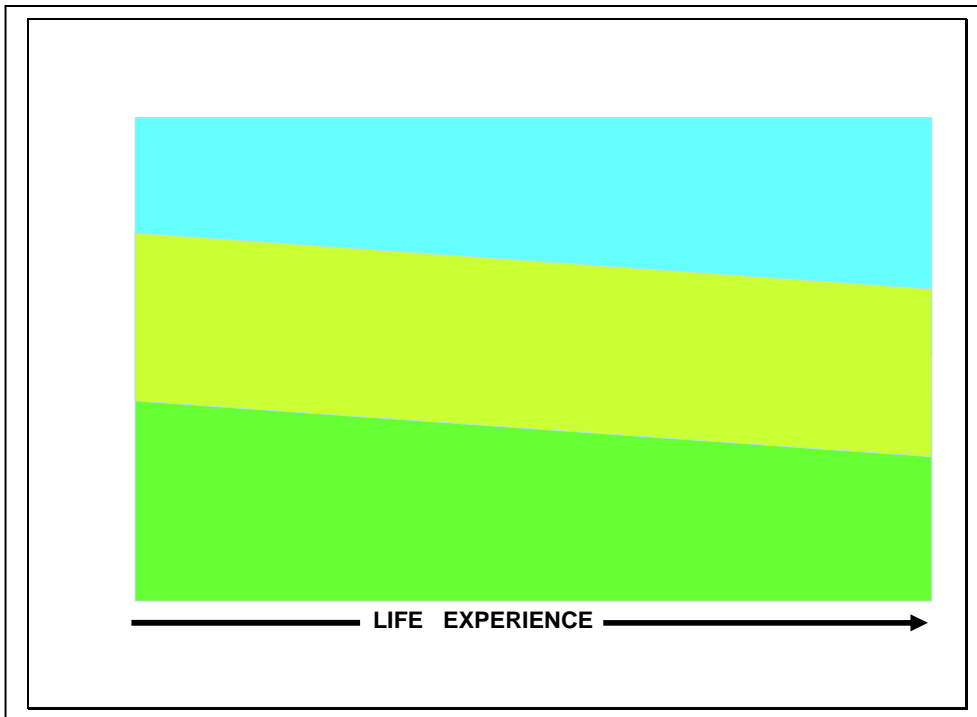


Fig 6

The Coach Development Pathway, as in any walk of life, is shaped by and through life experience. Formal and informal education and development inputs variously decrease, increase or are consistent in their import as the pathway unfolds.

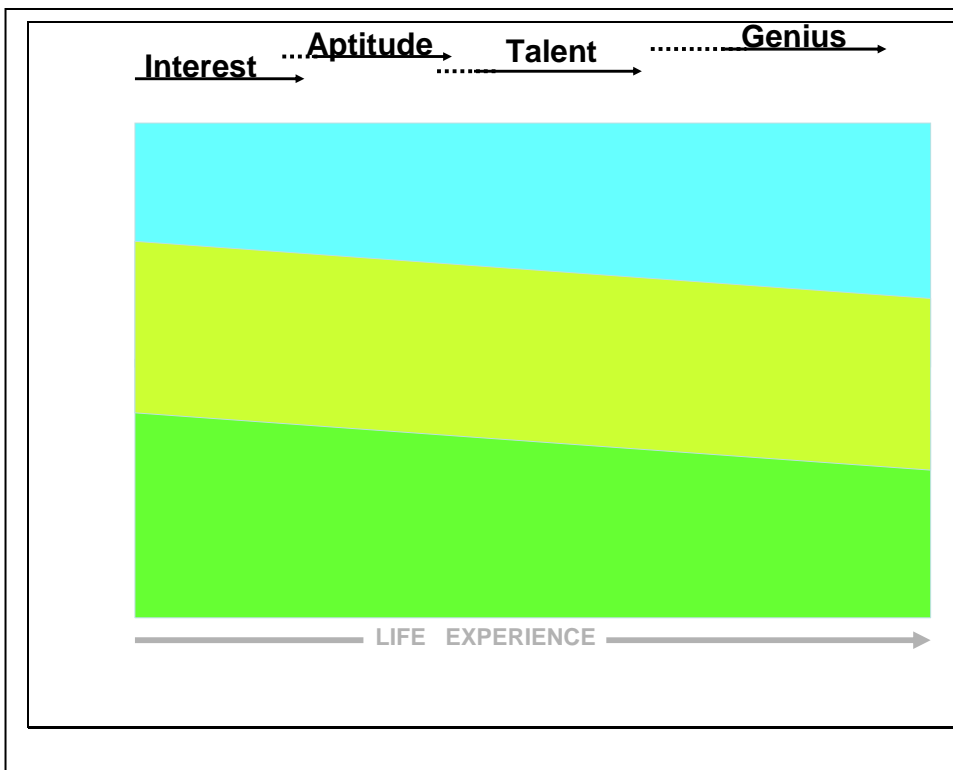


Fig 7

For the coach the Pathway commences with interest either as athlete, teacher, parent or simply a passion to coach. Interest becomes motivation which offers opportunity to demonstrate aptitude which may grow to talent or even genius. We compete for the interest of potential coaches. We must work to capture their interest.

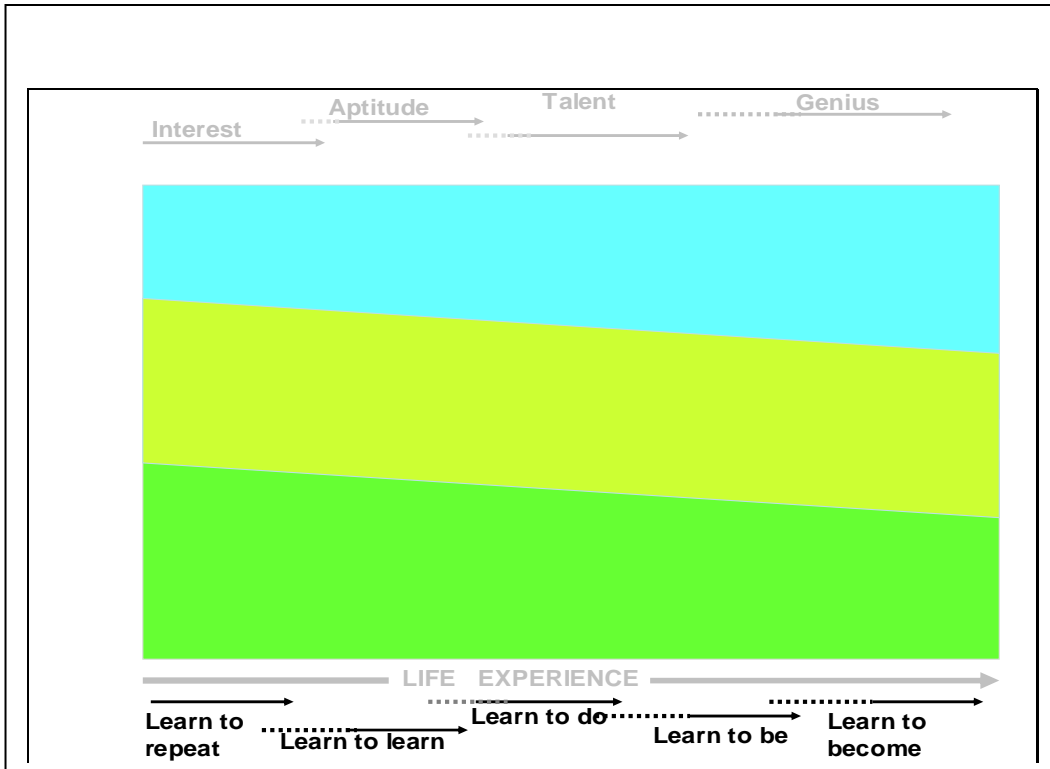


Fig 8

The Pathway is all about learning and practical coaching effectiveness. There is a growing motivation and focus to learning. It starts with learning to repeat; then learning to learn; learning to do; learning to be and finally learning to become. Effectiveness is about achieving agreed coaching objectives; athlete/team, development and/or performance.

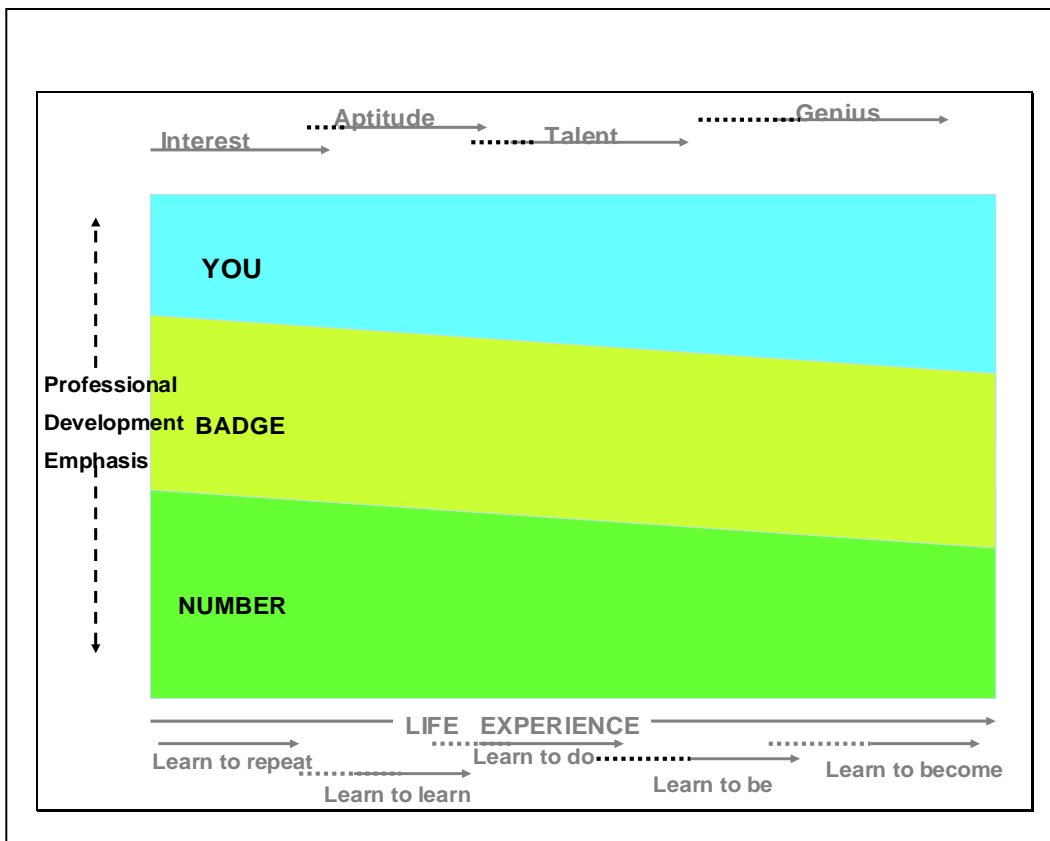


Fig 9

Education and development inputs represent professional development content and their variable emphases relate to "the number on your shirt" (the technical related aspects of their role). "The badge on your shirt" (the inter personal content that relates to what they belong to, eg, your team; the sports coaching profession). "You in your shirt" (the unique intra personal qualities that are brought to progressing along the Pathway by that coach on his/her pathway).

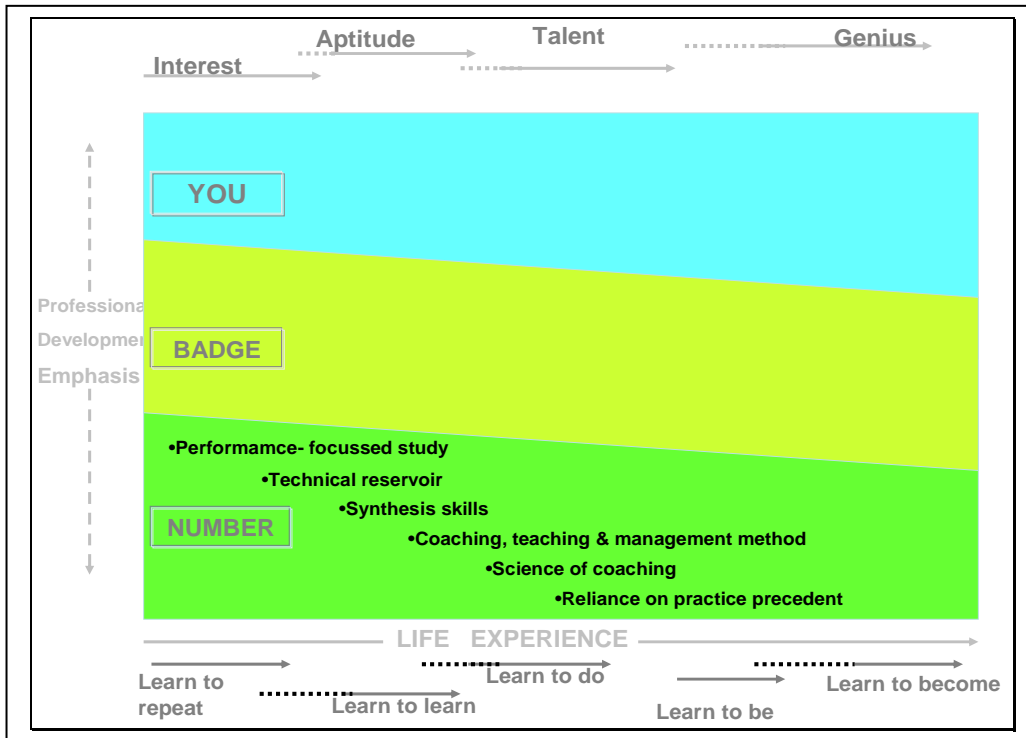


Fig 10

The broad areas which relate to 'the number on your shirt' are at the technical and science end of things. This is about the skills and knowledge that come with the role or coach. They also relate to reliance on understanding and following previous good practice. Study is performance focussed.

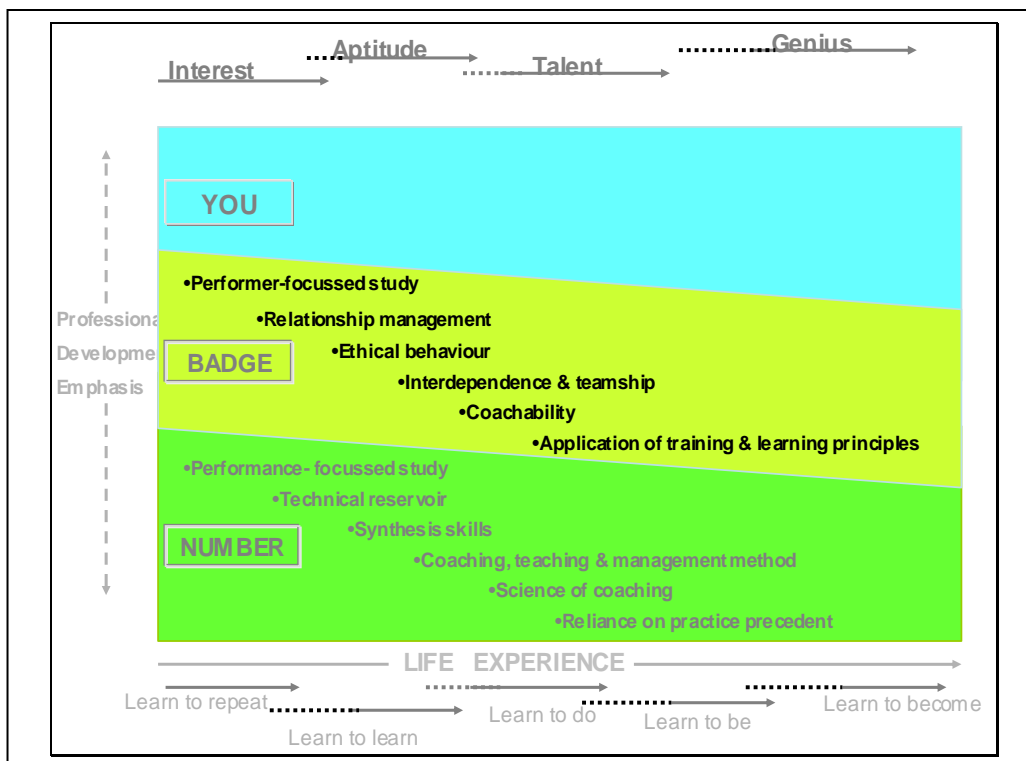


Fig 11

Those areas embraced by 'the badge on your shirt' are at core of coaching as a profession, no matter whether the coach is voluntary or paid. So continuous professional development; a code of coaching ethics; and relationship management, are included here. Study is performer focussed.

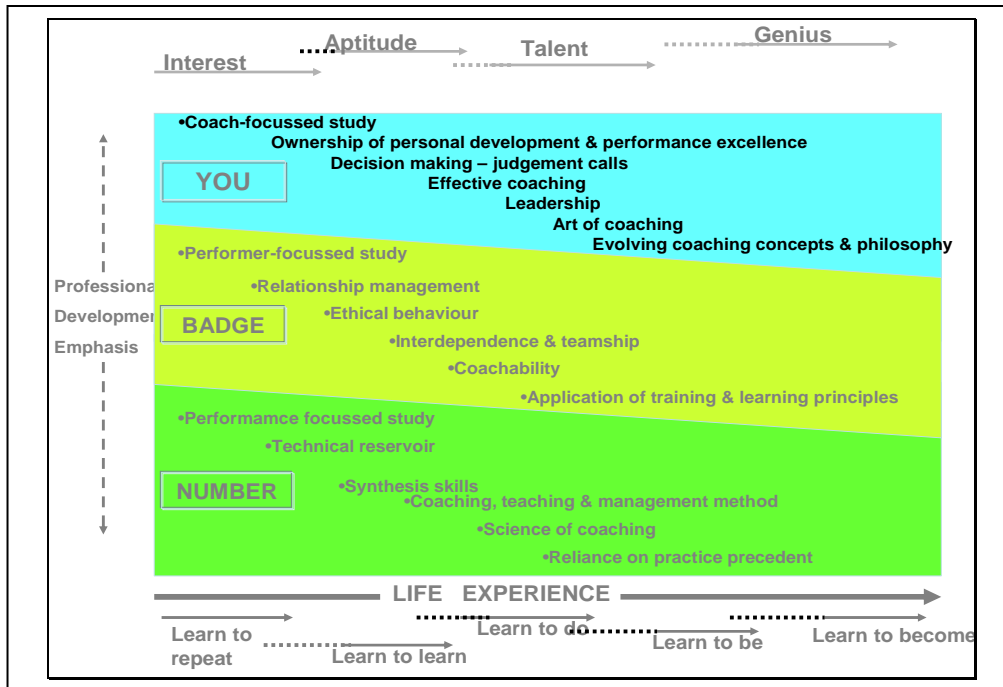


Fig 12

As the Pathway unwinds, the coach grows in terms of the art of coaching. 'You in your shirt' is about what you personally bring to the art. It is about your impression of things and expressing who you are as a coach. This includes such critical aspects as decision making, through to evolving a personal coaching philosophy. Study is coach focused.

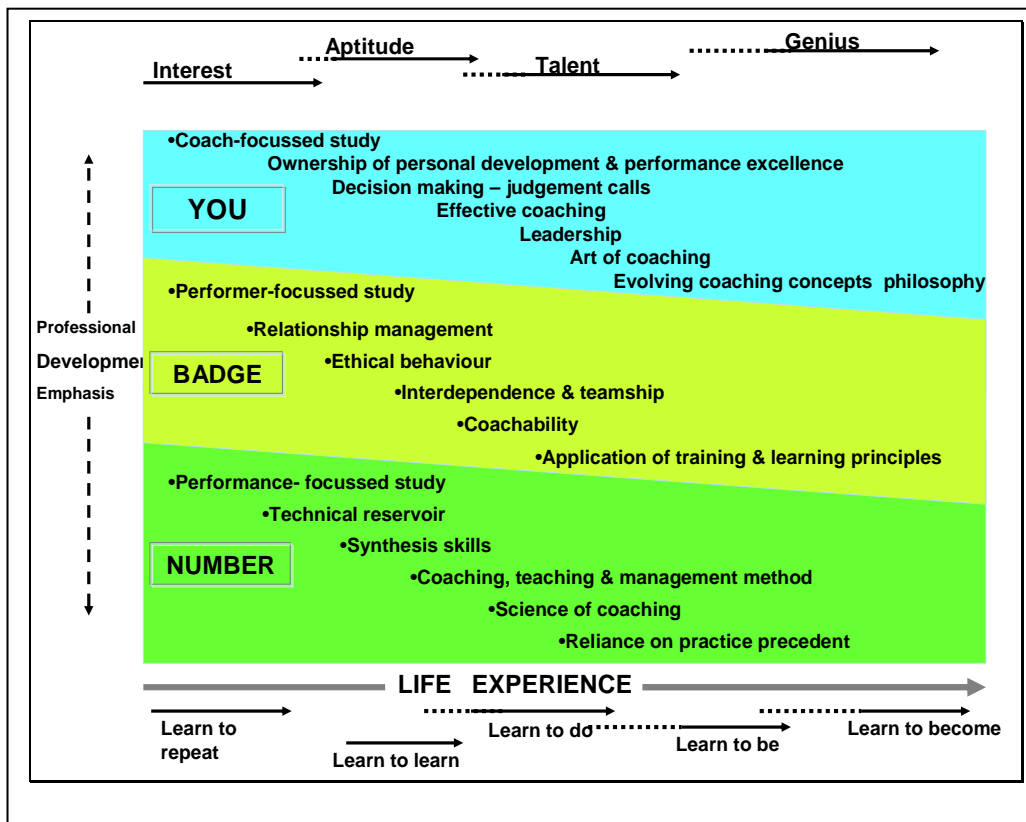


Fig 13

So the Pathway grows through seven stages – the embryonic coach; the apprentice coach; the emergent coach; the breakthrough coach, the peak productivity coach; the consultant coach; the sage mentor coach

THE PATHWAY STAGES

Having afforded each stage a descriptive title, it is worth considering what these stages might look like, then set out the appropriate package of purpose, focus, CPD, qualification, support and effectiveness.

It is important to understand that, in doing so, the coach pathway stages do not directly relate to the athlete pathway stages. So, for example, the 'excite to practice' athlete should not be coached by an 'embryonic coach'. The latter may, of course, observe, shadow or work under supervision of an established coach specialising in working with beginner athletes. To repeat a previous point, the purpose of the coach development pathway is to prepare coaches for their particular role in influencing the athlete development pathway.

The Embryonic Coach

There is a well seasoned story about a lost traveller in the Scottish Highlands, who asks a local person for directions to Edinburgh. The reply was 'well if I was travelling to Edinburgh, I would not start from here'!

It is really important to bear in mind in considering the pathway, that when people start the journey, they don't all start from the same place. They bring their unique personal life experience, professional background, etc. Consequently, their entry into things may require sensitive handling, lest motivational climate becomes confused. Prior learning must be assessed against formal education program content.

The moment someone decides they want to be a coach, role models, (established coaches with acknowledged expertise) should be identified. Recruited from these will be a mentor or mentors. In fact, it will become a personal discipline to create, grow and maintain a mentor network through each stage of the journey. Clearly the coach will identify the formal coach education program and how to access it. Having done so, formal education will commence guided by a chosen mentor.

The embryonic coach is an 'acceptor' of advice and teaching in fitting into the process of coach development. The situation is summarised in Table 1.

Table 1

STAGE	EMBRYONIC COACH
PURPOSE	Achieve sport and coaching awareness and grow a passion for coaching.
FOCUS	Learn about the sport's disciplines and variations and its position in education, development, wellbeing, sport and recreation. Recognise and appreciate coaching as a learner and/or as coach assistant.
C.P.D.	Identify learning and practice resources. Identify role models and possible mentors. Commit time and energy and get involved in learning and practice.
QUALIFICATIONS	NECESSARY: PVGC or equivalent. RECOMMENDED: Level 1 Coaching Award
SUPPORT	A.
COMPETENCE ASSESSMENT	1. C.P.D. Credits 2. C.E. Credits - Practical learning/coach assistant credits - Goal: Plan: Delivery: Review credits

Key: Lettering reference support for all tables is:

- A. -National Federation Coach Education & Certification program & website
-National Organisation Sports Coach Education & Certification Program
-International Federation Coach Education & Certification Program & Website
-National, Continental & World Coaching Association clinics, symposiums, conferences, etc
-Regional, National, Continental & International calendar of symposiums, conferences, etc
- B. Agree personal development program with National Coach Education & Training Manager or equivalent, eg, lead training person with Federation or National Sports Organisation or Coaches Association or Professional Coaching body.
- C. Self manage further professional and personal development. Cross fertilise with other professions and leverage interdependence advantage in working with international bodies through experience exchange.
- D. In collaboration with national sport organisations and professional bodies – grow and enjoy network advantage of other sage mentors.

(* PVGC = protecting vulnerable groups certification, or equivalent other vulnerable group protection program.)

Competence Assessment:-

1. Continuous professional development (CPD) credits
2. Coaching effectiveness (CE) credits

Apprentice Coach

Once given early opportunity in an existing role as activity leader or coach, it is time to try out the theory and talk of books, lectures and courses in the real world. Normally this is relatively low key, trying things out as the coach moves from following direct instruction to reduction of supervision to delivering specific coaching units with constructive debrief/review. Best advice is to pursue what amounts to an accountable apprenticeship alongside a 'battle hardened veteran of many campaigns'. Such a background will ensure a tough discipline, a strong learning foundation and protection from harm. Here, the coach becomes an 'explorer'. The situation is summarised in Table 2.

Table 2

STAGE	APPRENTICE COACH
PURPOSE	Learn from and follow/reproduce good practice
FOCUS	Learning through practical application of good practice units/programs. Focus on learning technical content of discipline (group). Focus on learning and developing coaching competencies.
C.P.D.	Work under supervision of and be guided by an established coach. Establish a mentor/advisor network of relevant expertise. Establish a learning and practice routine to develop coaching competencies. Manage and monitor effective use of time and energy.
QUALIFICATIONS	NECESSARY: PVGC, Level 1 or equivalent RECOMMENDED: Level 2 Coaching Award
SUPPORT	A.
COMPETENCE ASSESSMENT	1. C.P.D. Credits 2. C.E. Credits -Practical learning/coach assistant credits. -Meeting planned objectives under supervision credits.

The Emergent Coach

Here is where the coach begins to 'fly solo'. A formal education platform is now in place. There are still many questions to be asked as the rich learning opportunity of expanding experience opens up. However, the coach will now have a sense of intended 'career' direction, which probably relates as much to what the coach finds enjoyable and fulfilling as to a particular coaching aptitude or talent.

The direction will reflect two standard occupation areas*:

1. Coaching participation oriented sports people
2. Coaching performance oriented athletes.

It will also reflect domains:**

- coach to beginners
- coach to participants/general activity
- coach to talented ID/specialism developers
- coach to high performance

(* from Ref 2), (** adapted from Ref 1)

What to do and how to do it is part of taking ownership of self managed learning. The coach is now a 'challenger'. The mentor network to guide the coach here must be very carefully selected as persons who will have the courage to say what needs to be heard even when the coach would prefer not to hear it. Established experts are of course essential, but the coach must also look to those who have more recently (2-3 years) gone through this stage of the pathway. Learning to prioritise when to build momentum, or when to hold the ship steady, or when to fire fight, becomes important: as is learning from mistakes as fast as from when things go right. The situation is summarised in Table 3.

Table 3

STAGE	EMERGENT COACH
PURPOSE	Coaching personal small squad (3-6) of club/regional athletes; age group to reserve team.
FOCUS	Learning to vary programs to address individual needs, within accepted parameters in improving athletic performance. Progressing techniques and training knowledge and relationship build and management. Expand specific expertise input and mentor/advisor network
C.P.D.	Relentlessly pursue learning opportunities and development experience. Ensure learning synthesis via lead mentor. Reflect routinely to learn from all coaching experiences. Mistakes must be owned, learned from and not repeated.
QUALIFICATIONS	NECESSARY: PVGC, Level 2 or equivalent RECOMMENDED: Level 3 Coaching Award
SUPPORT	A.
COMPETENCE ASSESSMENT	1. C.P.D. Credits 2. C.E. Credits -Meeting planned objectives credits (athlete performances and/or development goals, result goals)

The Break Through Coach

Growing confidence through cumulative experience takes the coach to a kind of epiphany as the coach begins to deliver the art of coaching in practice. Coaches at this stage know that what they do and how they do it makes substantial difference. There is clear evidence of this in athlete/team's improved performance, also, that improving athlete performance achieves significant results. An information network is vital to refining the art whilst never losing the sharpness of understanding the synthesis input from performance, learning and coaching sciences. It is also time for the coach to have the courage to bring in people who will challenge strengths and compensate for where the coach is not so strong. Accordingly the coach must expand the network of expertise to which there is ready access. The coach embraces the Coaches Charter (Appendix A). The coach is now a 'winner' coach. The situation is summarised in Table 4.

Table 4

STAGE	BREAKTHROUGH COACH
PURPOSE	Coach full personal squad (5-10) of club/regional/national athletes; age group or reserve team, first team, senior team or select regional team, etc
FOCUS	Athletes prepared to deliver planned performance in target competitions. Focus on specialism strength by ability level (beginner, developing, high performance athletes); gender; disability; discipline. Challenge the conventional. Develop personal style.
C.P.D.	Develop synthesis skills to translate performance sciences input to basis of quality decision making. Develop leadership skills to lead/manage performance support team. Expand mentor and advisor network to other sports and apply relevant inputs from all accessed expertise to regularly update or realign technical and coaching concepts.
QUALIFICATIONS	NECESSARY: PVGC, Level 3 or equivalent RECOMMENDED: Level 4 Coaching Award
SUPPORT	A.B.
COMPETENCE ASSESSMENT	1. C.P.D. Credits 2. C.E. Credits - Meeting planned objectives credits (athlete or team performance on the day of agreed target competitions).

Peak Productivity Coach

Now come the several years where coaches are at their most productive and effective in delivering role excellence. Whether voluntary, semi professional or professional, the coach has a very professional approach as a coach and to coaching. There is a sense of pride in level of professional development and personal effectiveness as a coach. If not already, then, certainly at this stage coaches make serious coaching career decisions in terms of being either:

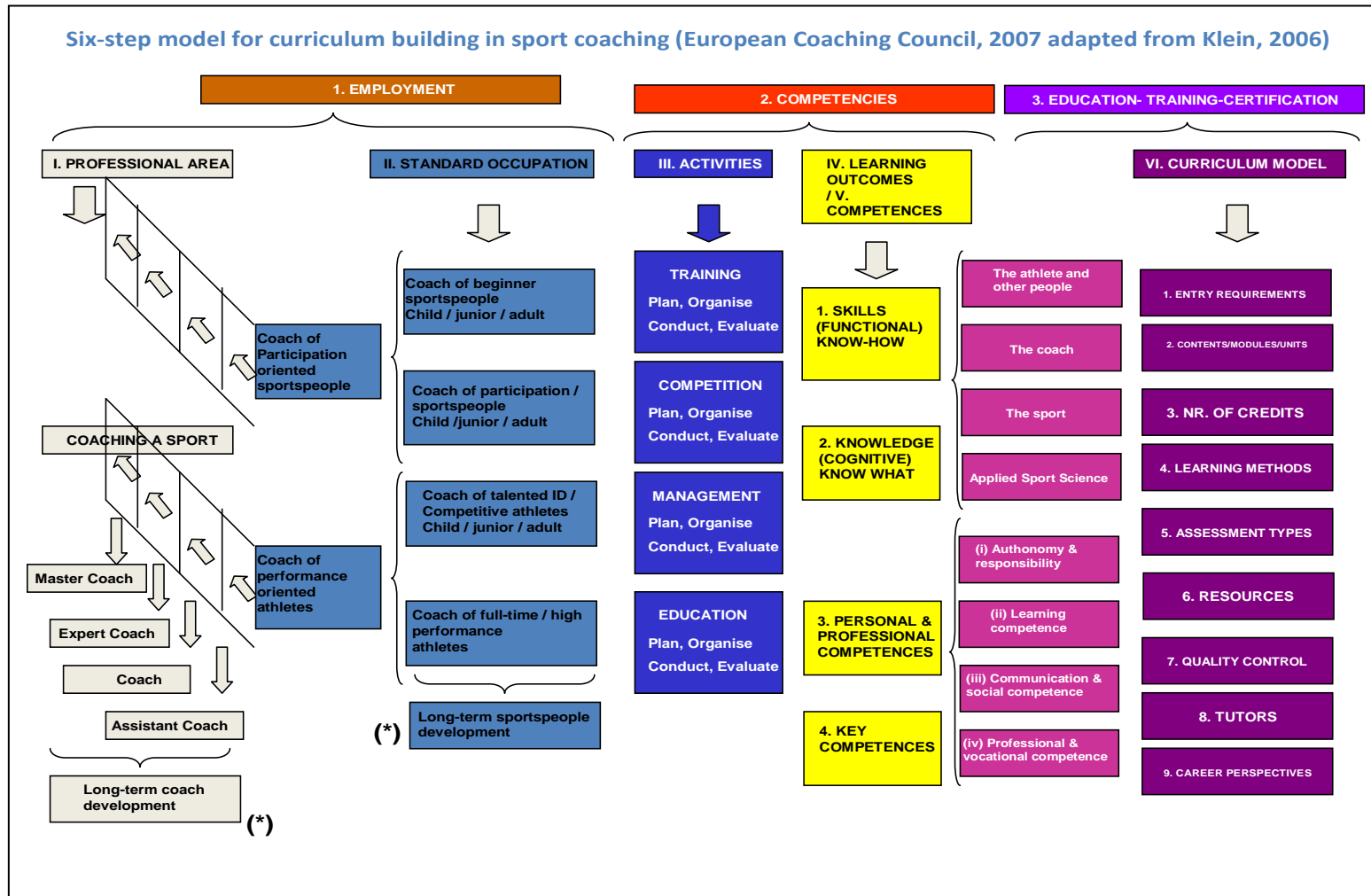
A Leader coach – eg, head coach, performance director

A Specialist practitioner coach – eg, a sprint specialist, a young athlete specialist

An Educator coach – eg, coach education/development manager

This decision will take the 'direction' suggested for the Emergent Coach to quite a different level. In Fig 14 the cumulative aggregate of knowledge sculpted by experience through the pathway to date equips the coach to focus on going to that level as a professional area and/or as coaching a sport (ref 3).

Fig 14



The 6-step model essentially draws the coach towards role excellence as a Specialist Practitioner. Extension and prioritizing of management and education competencies, complemented by leadership learning, prepares the coach for role excellence as a Leader Coach or Educator Coach.

Such roles, depending on sport, culture or preference, may be voluntary, semi professional or professional. Already the coach will have expanded the mentoring and expertise network to other sports, professions, the performing arts and business. This is a 'champion' coach. The situation is summarised in Table 5.

Table 5

STAGE	PEAK PRODUCTIVITY COACH
PURPOSE	Coaching excellence through appropriate coaching career choice.
FOCUS	<ul style="list-style-type: none"> - Elite coaching specialism practitioner, persistently coaching at national/international level, in terms of discipline, development stage or disability. OR - Leader coach moving to leadership role (e.g. head coach, national coach) in original specialism or another sport. OR - Educator coach specialising in coach development management/direction. <p>Develop agility to being adaptable and creative in coping with change, awareness of science of coaching, while becoming master of the art of coaching.</p> <p>Ensure access to relevant performance and support services manager or management institution.</p>
C.P.D	Recruit younger mentors and/or advisors into network for new thinking. Expand national and international network of expertise beyond sport and across sport to enrich coaching method, learning, communication and people skills.
QUALIFICATIONS	<p>NECESSARY: PVGC, Level 4 or equivalent: Level 5 Coaching Award (if professional career – relevant course).</p> <p>RECOMMENDED: Any areas of further/additional award which may enhance coaching excellence & effectiveness.</p>
SUPPORT	A,B.
COMPETENCE ASSESSMENT	<ol style="list-style-type: none"> 1. C.P.D. Credits 2. CE Credits <p>-Meeting planned objectives credits (athlete or team performance on the day and profession related specifics)</p>

Consultant Coach

Whilst continuing to grow in the selected coaching career channel, coaches at this stage enjoy respect inside and outside sport for their thinking and expertise in coaching. The previous years find out the people who not only will become role models of coaching excellence, but who now have a deep understanding of what coaching is all about. More than that, such key features as strategy, decision making, performance delivery and team building are now appreciated across disciplines, sports, business and so on. Their advice is sought in these areas and in affording coaching, performance, leadership or management counsel they continue to learn from these other areas to enrich their

own concepts of coaching in sport. This is a 'dynasty' build coach who will shape what coaching is for next generations. The situation is summarised in Table 6.

Table 6

STAGE	CONSULTANT COACH
PURPOSE	Create new levels of benchmark for coaching excellence and effectiveness personally and by challenging other coaches to raise their game.
FOCUS	Maintain highest professional standards in all aspects of role, committing to redefining coaching excellence and effectiveness. Active involvement in coach education/development programs and processes in original specialism and other sports. Practical clinics, writing, lecturing and conducting seminars/clinics designed and delivered.
C.P.D.	Maximise advantage of network for personal development and to leverage benefit to others. Develop skills of joining up dots across sports, professions and business to draw on value of cross discipline learning. Explore deeper understanding and application of learning, teaching and communication theory and practice to advance coaching. Examine coaching concepts and philosophies to move coaching forward and to stretch limits of excellence.
QUALIFICATIONS	NECESSARY: PVGC, Level 4 or equivalent: Level 5 Coaching Award (if professional career – relevant course) RECOMMENDED: Any areas of further/additional award which may enhance coaching excellence & effectiveness.
SUPPORT	A,B,C
COMPETENCE ASSESSMENT	1. Relevant C.P.D. credits 2. C.E. Credits -Profession related specific objectives.

The Sage Mentor Coach

Kevin Spacey said "when you get to the top, you must remember to send the elevator back down." If coaching is to continue to grow, those coaches who have made it through to the last stage of the pathway, must do just that. Just as coaches at the start of the journey needed highest quality mentoring, so the coach at this stage must afford the early stage coaches, indeed coaches at all stages, mentoring opportunity. These coaches should also take time to reflect and to understand that their life experience can add value to the life experience of those who will follow. This coach is the energy of 'renaissance'. The situation is summarised in Table 7.

Table 7

STAGE	SAGE MENTOR COACH
PURPOSE	Confirm a dynasty of coaching excellence through the legacy of shared wisdom from experience and personal expertise in being a mentor of mentors.
FOCUS	Persistently review and revise necessary coaching knowledge resource – from information mall to network of experts. Continue to expand awareness and understanding of what and how connections can be made across sport, business, professions to enhance the coach's work. Embrace, enrich and promote coaching concepts, philosophies and culture.
C.P.D.	Persistently seek advice and guidance on applying new technology and advances in learning and teaching theory and practice effectively. Seek out those who stimulate to think laterally and differently. Participate regularly in seminars/workshops where new concepts in performance and coaching are the focus. Remain coachable.
QUALIFICATIONS	NECESSARY: PVGC, Level 4 or equivalent: Level 5 Coaching Award (if professional career – relevant course) RECOMMENDED: Any areas of further/additional award which may enhance coaching excellence & effectiveness.
SUPPORT	A,B,C,D
COMPETENCE ASSESSMENT	1. Relevant C.P.D. credits 2. C.E. Credits - Mentees delivering agreed criteria of achievement.

These seven steps of coach development sit comfortably with coaching roles as set out in EFRCCQ referred to above under 'Agility in coping with Change'.

<u>EFRCCQ Role</u>	<u>Coaches Development Pathway Stage</u>
Pre Coach	Embryonic Coach
Apprentice Coach	Apprentice Coach
	Emergent Coach
Senior Coach	Breakthrough Coach
	Peak Productivity Coach
Master Coach	Consultant Coach
	Sage Mentor Coach

Clearly, coach development stages may overlap EFRCCQ role transitions.

Tables 1-7 are presented here as a chart plotting the overall Coaches Pathway (Table 8).

Table 8

COACH DEVELOPMENT PATHWAY

EMBRYONIC COACH	APPRENTICE COACH	EMERGENT COACH	BREAKTHROUGH COACH	PEAK PROUCTIVITY COACH	CONSULTANT COACH	SAGE MENTOR COACH
<p>PURPOSE Achieve sport and coaching awareness and grow a passion for coaching.</p>	<p>PURPOSE Learn from and follow /reproduce good practice</p>	<p>PURPOSE Coaching personal small squad (3-6) of club/ regional athletes; age group to reserve team.</p>	<p>PURPOSE Coach full personal squad (5-10) of club/ regional/ national athletes; age group or reserve team, first team, senior team or select regional team, etc</p>	<p>PURPOSE Coaching excellence through appropriate coaching career choice.</p>	<p>PURPOSE Create new levels of benchmark for coaching excellence and effectiveness personally and by challenging other coaches to raise their game.</p>	<p>PURPOSE Create a dynasty of coaching excellence through a legacy of shared wisdom from experience and personal expertise in being a mentor of mentors.</p>
<p>FOCUS Learn about the sport's disciplines and variations and its position in education, development, wellbeing, sport and recreation. Recognise and appreciate coaching as a learner and/or as coach assistant.</p>	<p>FOCUS Learning through practical application of good practice units/ programs. Focus on learning technical content of discipline (group). Focus on learning and developing coaching competencies.</p>	<p>FOCUS Learning to vary programs to address individual needs, within accepted parameters in improving athletic performance. Progressing techniques and training knowledge and relationship build and management. Expand specific expertise input and mentor/advisor network</p>	<p>FOCUS Athletes prepared to deliver planned performance in target competitions. Focus on specialism strength by ability level (beginner, developing, high performance athletes); gender; disability; discipline. Challenge the conventional. Develop personal style.</p>	<p>FOCUS Elite coaching specialism practitioner, persistently coaching at national/ international level, in terms of discipline, development stage or disability.</p> <p>OR</p> <p>- Leader coach moving to leadership role (e.g. head coach, national coach) in original specialism or another sport.</p> <p>OR</p> <p>- Educator coach specialising in coach development management/direction.</p> <p>Develop agility to being adaptable and creative in coping with change, awareness of science of coaching, while becoming master of the art of coaching.</p>	<p>FOCUS Maintain highest professional standards in all aspects of role, committing to redefining coaching excellence and effectiveness.</p> <p>Active involvement in coach education/development programs and processes in original specialism and other sports.</p> <p>Practical clinics, writing, lecturing and conducting seminars/clinics designed and delivered.</p>	<p>FOCUS Persistently review and revise necessary coaching knowledge resource – from information mall to network of experts.</p> <p>Continue to expand awareness and understanding of what and how connections can be made across sport, business, professions to enhance the coach's work.</p> <p>Embrace, enrich and promote coaching concepts, philosophies and culture.</p>

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				Ensure access to relevant performance and support services manager or management institution.		
<p>CPD</p> <p>Identify learning and practice resources. Identify role models and possible mentors. Commit time and energy and get involved in learning and practice.</p>	<p>CPD</p> <p>Work under supervision of and be guided by an established coach. Establish a mentor/ advisor network of relevant expertise. Establish a learning and practice routine to develop coaching competencies. Manage and monitor effective use of time and energy.</p>	<p>CPD</p> <p>Relentlessly pursue learning opportunities and development experience. Ensure learning synthesis via lead mentor. Reflect routinely to learn from all coaching experiences. Mistakes must be owned, learned from and not repeated.</p>	<p>CPD</p> <p>Develop synthesis skills to translate performance sciences input to basis of quality decision making. Develop leadership skills to lead/manage performance support team. Expand mentor and advisor network to other sports and apply relevant inputs from all accessed expertise to regularly update or realign technical and coaching concepts.</p>	<p>CPD</p> <p>Recruit younger mentors and/or advisors into network for new thinking. Expand national and international network of expertise beyond sport and across sport to enrich coaching method, learning, communication and people skills.</p>	<p>CPD</p> <p>Maximise advantage of network for personal development and to leverage benefit to others.</p> <p>Develop skills of joining up dots across sports, professions and business to draw on value of cross discipline learning.</p> <p>Explore deeper understanding and application of learning, teaching and communication theory and practice to advance coaching.</p> <p>Examine coaching concepts and philosophies to move coaching forward and to stretch limits of excellence.</p>	<p>CPD</p> <p>Persistently seek advice and guidance on applying new technology and advances in learning and teaching theory and practice effectively.</p> <p>Seek out those who stimulate to think laterally and differently.</p> <p>Participate regularly in seminars/workshops where new concepts in performance and coaching are the focus.</p> <p>Remain coachable.</p>
<p>QUALIFICATIONS NECESSARY: PVGC or equivalent. RECOMMENDED: Level 1 Coaching Award</p>	<p>QUALIFICATIONS NECESSARY: PVGC, Level 1 or equivalent RECOMMENDED: Level 2 Coaching Award</p>	<p>QUALIFICATIONS NECESSARY: PVGC, Level 2 or equivalent RECOMMENDED: Level 3 Coaching Award</p>	<p>QUALIFICATIONS NECESSARY: PVGC, Level 3 or equivalent RECOMMENDED: Level 4 Coaching Award</p>	<p>QUALIFICATIONS NECESSARY: PVGC, Level 4 or equivalent: Level 5 Coaching Award (if professional career – relevant course). RECOMMENDED: Any areas of further/additional award</p>	<p>QUALIFICATIONS NECESSARY: PVGC, Level 4 or equivalent: Level 5 Coaching Award (if professional career – relevant course) RECOMMENDED: Any areas of further/</p>	<p>QUALIFICATIONS NECESSARY: PVGC, Level 4 or equivalent: Level 5 Coaching Award (if professional career – relevant course) RECOMMENDED: Any areas of further/</p>

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				which may enhance coaching excellence & effectiveness.	additional award which may enhance coaching excellence & effectiveness.	additional award which may enhance coaching excellence & effectiveness.
SUPPORT A.	SUPPORT A.	SUPPORT A.	SUPPORT A.B.	SUPPORT A,B.	SUPPORT A,B,C	SUPPORT A,B,C,D
COMPETENCE ASSESSMENT 1. C.P.D. Credits 2. C.E. Credits -Practical learning/ coach assistant credits -Goal: Plan: Delivery: Review credits	COMPETENCE ASSESSMENT 1. C.P.D. Credits 2. C.E. Credits -Practical learning /coach assistant credits. - Meeting planned objectives under supervision credits.	COMPETENCE ASSESSMENT 1. C.P.D. Credits 2. C.E. Credits - Meeting planned objectives credits (athlete performances and/or development goals, result goals)	COMPETENCE ASSESSMENT 1. C.P.D. Credits 2. C.E. Credits - Meeting planned objectives credits (athlete or team performance on the day of agreed target competitions).	COMPETENCE ASSESSMENT 1. C.P.D. Credits 2. CE Credits - Meeting planned objectives credits (athlete or team performance on the day and profession related specifics)	COMPETENCE ASSESSMENT 1. Relevant C.P.D. Credits 2. C.E. Credits - Profession related specific objectives.	COMPETENCE ASSESSMENT 1. Relevant C.P.D. Credits 2. C.E. Credits - Mentees delivering agreed criteria of achievement.

Key: Lettering reference support for all tables is:

- A. -National Federation Coach Education & Certification program & website
 -National Organisation Sports Coach Education & Certification Program
 -International Federation Coach Education & Certification Program & Website
 -National, Continental & World Coaching Association clinics, symposiums, conferences, etc
 -Regional, National, Continental & International calendar of symposiums, conferences, etc
- B. Agree personal development program with National Coach Education & Training Manager or equivalent, eg, lead training person with Federation or National Sports Organisation or Coaches Association or Professional Coaching body.
- C. Self manage further professional and personal development. Cross fertilise with other professions and leverage interdependence advantage in working with international bodies through experience exchange.
- D. In collaboration with national sport organisations and professional bodies - grow and enjoy network advantage of other sage mentors.

(* PVGC = protecting vulnerable groups certification, or equivalent and other vulnerable group protection program.)

Competence Assessment:-

1. Continuous professional development (CPD) credits
2. Coaching effectiveness (CE) credits

RECOMMENDATIONS:

1. All international Sports Federations should work towards designing and delivering a Coach Education and Certification program embracing the principles of GFRCCQ. They should call upon their global expertise and that of other sports and other non-sports programs in doing so. The outcome should be available to Member Federations to adopt and adapt to their own situation. On the one hand this sets a bench mark for quality control, and on the other represents immense saving of time, energy and economics for Member Federations.
2. Formal coach education and certification programs do not define the coach development pathway. They are, however, an essential component. Those responsible for coach development should consider the profile set out here and afford both formal and informal input, according all modules a credit rating reference continuous professional development (CPD). Both formal and informal program structure and content must be reviewed annually and revised as necessary.
3. Entry into the coach development pathway should find the system capable of recognising prior relevant learning and affording credits for this. For example, physical education teachers have substantial depth of knowledge in the performance related sciences, pedagogies, etc. Experiential learning and learning by experience should also be considered here.
4. Consideration should be given to establishing reciprocal equivalency of coach education and development modules with academic and vocational programs modules in terms of credit. In this way coaches may work towards coaching qualifications whilst achieving credit elsewhere and vice versa.
5. Currently, most formal coach education and certification programs assess achievement against key performance indicators (KPIs) which relate to numbers of coaches on courses, number of courses, number of coaches gaining awards, etc. It is also important to have KPIs on outcomes such as coach effectiveness and CPD of those who have gone through the education process.
6. ICCE would be the appropriate organisation to lead and coordinate the creation of an international performance and coach development knowledge mall. This mall would contain general and specific coach development modules as an international CPD resource.
7. Coach tracking programs should be created to monitor coach development and performance and to be both proactive and responsive in facilitating and supporting CPD.
8. Coach tracking will also afford opportunity to relate more appropriately to the coach development pathway in effectively addressing the coaching needs of athletes at the various stages of their development pathway. Coaches must be prepared for their specific role in the athlete pathway.

9. Those responsible for coach development must exercise agility and flexibility in customising a coach's CPD as early as possible in the coach development pathway.
10. Recruitment programs for coaches should reflect not only the energy and passion of youth but the life experience and skills of the less young. Pre or even post retirement people bring a different value in terms of life experience and professional or occupation skills to the coaching population and to sport, while their coaching involvement brings for such coaches assurance that they are themselves valued and valuable (ref 7).
11. A coaching license should require not only CPD credits but Coaching Effectiveness credits. The latter should be based on the specific case by case assessment of meeting agreed annual performance/development coaching objectives.
12. Coach education programs clearly come at a cost. However, it is strongly recommended that coaches in the early stages of the coach development pathway do not face heavy economic outlay. If at all, heavier costs should only apply from levels 3 or 4 where coaches may be at 'break through' level and are committed to delivering excellence through peak productivity years. Early high charges may well be a sound business decision but create a serious disincentive to beginner coaches.
13. Due to the essential connection between learning, teaching, education, communications and coaching, it is strongly recommend that those responsible for coach development draw together, at least annually, expertise from those areas to ensure that the program applies current intelligence in its design, development and delivery.
14. Lateral thinking ensures an agility in affording the pathway flexibility on the one hand and on expanding resource to meet diversity of coach development needs on the other. It is also fuels creativity in coaching theory and practice to do things differently or do different things. Sport coaching should have access to a lateral thinking group. Diversity of input is key – performing arts, other sports business, the professions – should be brought together to excite new thinking.
15. Changes in what influences attitudes, behaviours, relationships and culture make it necessary to have intelligence of this when working with young people. They think, communicate and learn in very different ways than previous generations. Coaches must understand this and be prepared to cope with it. In deciding how best to equip coaches to operate effectively in the climate of such change, advice is probably not to be sought from an older generation but by the generation involved. In creating and living these changes a system must be designed to achieve this. Included in the system, should be a social media strategy.
16. In the interest of good order, new and existing roles in the development pathway should be clearly defined in terms of roles, responsibilities and accountabilities. This review of role definition should, then, range from personal, team and head coach to

performance directors, performance services managers and coach development directors. Currently, there is a confusion which may be damaging to athlete, coach and sport.

17. The Coaches Charter should be embraced by all coaches and those who benefit from their services.

18. ICCE and ECC endeavour to establish coaching as a properly regulated professional must be supported by coaches and by those who benefit from their services.

References

1. Duffy P., Crespo M., Petrovic L. (2010). The European Framework for the Recognition of Coaching Competence and Qualifications – implications for the sport of athletics (IAAF N.S.A. 25:1)
2. European Coaching Commission (2007:5)
3. Duffy P., Hartley H., Crespo M., Dick F., Nordmann L., Vardhan D., (2011) Sport Coaching as a Profession : Challenges and Future
4. Scottish Athletics Athlete Performance Pathway (2010)
5. Dick F. - Presentation to Leaders in Football (2008)
6. Dick F. - Sports Training Principles (5th Edition, 2007)
7. Dick F. - A Value beyond Measure (Concept Paper – Scottish Athletics 2011)

APPENDIX A

THE COACHES' CHARTER

It is agreed that the role and value of the coach is essential to the performance and delivery process of athlete or team in the culture of sport.

In order that the role be effectively exercised, and value afforded basis for measure, it is fundamental that the coach works within a framework of operational understandings.

Such understandings are a bond between the coach and those who avail themselves of and benefit from the service offering afforded by the coach.

Notwithstanding that the coach may variously range from being voluntary to being partly or wholly dependent on coaching as their professional career, the coach will constantly apply best endeavours to deliver professional standards in all things to ensure that the best interest of athlete and sport are addressed in terms of wellbeing, development and performance.

On this foundation, the framework of operational understandings is constructed as a set of eight fundamental rights and responsibilities.

Whereas access to the rights of the coach may have to be negotiated in light of cultural variations, or the coach may choose the nature and degree of exercising rights, responsibilities are mandatory.

KNOWLEDGE**The Coach has:**

A right to an accessible and coordinated program of coach education.

A responsibility to actively pursue continuous personal and professional coach development and to maintain a level of education compatible with effectively addressing their athletes' needs.

QUALIFICATION**The Coach has:**

A right to an accredited system of coach certification.

A responsibility to achieve and maintain that level of certification consistent with their coaching role and professional status.

AGREEMENT**The Coach has:**

A right to a formal contract with athlete or Club or Federation.

A responsibility to meet all aspects of their coaching role as set out in that contract and to pass on an athlete or team when personal coaching competencies are not suited to addressing the athlete's or team's development and performance needs.

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COMPENSATION

The Coach has:

A right to economic or other consideration for services rendered.

A responsibility to effectively apply best endeavours to meet agreed performance and development objectives, ensuring highest standards of product and service offering.

CONDITIONS

The Coach has:

A right to a working environment supportive of coaching and coaches.

A responsibility to contribute to enriching the coaching culture of sport and nation; and to further the profession of coaching.

REPRESENTATION

The Coach has:

A right to belong to a professional association.

A responsibility to operate at all times within relevant employment law and the IAAF code of ethics for coaches.

ETHICAL RELATIONSHIPS

The Coach has:

A right to enjoy parity of esteem whatever their role in the athlete development pathway and this applies equally to coaching able bodied athletes and those with disability and to be treated fairly and honestly

A responsibility to treat athletes, coaches and officials with respect and integrity

VOICE

Coaches have:

A right to a voice in the decision-making body of their National Federation, Area Association or International Federation

A responsibility to ensure that the collective view on issues critical to coaches, coaching and the sport is competently represented in the forum of the sport's relevant Federation, Area or International decision-making body. Such view will reflect a balance between the interest of the athlete, the interest of the sport and the rights and responsibilities of the coach and coaching as enshrined in this charter.

In the interest of good order, this Charter of Coaches' Rights and Responsibilities is herewith agreed by the Coach and those with whom the Coach engages his/her services as undersigned.