Global interest in quality sport coaching is at an all-time high, but until now, there hasn’t been a go-to resource to help national governing bodies, sport organizations, or coach educators within universities to structure coach education, learning, and development. Coach Education and Development in Sport fills that gap, offering a comprehensive guide of instructional strategies used by world leaders in coach education.

Each chapter is written by experienced scholar-practitioners, seamlessly integrating personal experience and insight with current research to show how and why to use an instructional strategy in a specific context that can be adopted or adapted to fit many sport contexts. Covering essential topics such as reflective practice, social learning, online technology, diverse populations, and more, the book provides the fundamentals of tried and trusted instructional strategies to develop coaches from youth, club and collegiate sport to elite, professional, and Olympic levels. It is a complete resource for fostering coaching excellence in small- and large-scale programming, and from volunteer to part-time or full-time coaches.

Designed to stimulate ideas and provide flexible, practical tools, this book is an essential read for anybody working in sport, including coach developers, sport managers, coaches, mentors, athletic directors, sport psychology consultants, and teachers or professors.

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COACH EDUCATION AND DEVELOPMENT IN SPORT

Instructional Strategies

Edited by Bettina Callary and Brian Gearity
We dedicate this book to the educators who have inspired our journeys in coach education, leading us down the path to better understandings of excellence in coach development. We also dedicate this book to our families, who have patiently supported us throughout this process.
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Two key events helped firmly establish the coach developer role in the sport coaching landscape and accelerate its global expansion: The publication of the ICCE International Coach Developer Framework (ICDF) in 2014 and the launch of the Nippon Sport Science University Coach Developer Academy (NCDA) in 2015.

Previously, most formal coach education programs drew heavily on experienced technical coaches or subject matter experts to pass on their knowledge, often with insufficient consideration to both the application of the learning and the effectiveness of the coach or their practice.

The publication of the ICDF shifted the emphasis to the comprehensive preparation of the coach in formal, informal, and non-formal settings, and recognized the importance of going beyond coaching courses to support coaches in their working environment. The framework offered a common language, ideas and concepts to better understand the role, preparation, and deployment of the coach developer.

Stimulated by the ICDF, and with the support of the Japanese government ‘Sport for Tomorrow’ Olympic legacy program, the NCDA has trained a strong leadership group of over 80 coach developers who are now designing, delivering and leading programs in a variety of sport coaching contexts, across five continents and in over 30 countries. The NCDA emphasizes an athlete-centered approach to coaching, and delivers a learner-centered curriculum that promotes and models these aspirational philosophies and practices for sport coaching and coach development: The context and the needs of the learner are essential for an effective learning and development experience.

Into this landscape, we welcome the publication of Coach Education and Development in Sport: Instructional Strategies. The chapter authors are outstanding leaders in coach development research and practice, and are major
contributors to the global effort to enhance the practice of sport coaching. As our understanding of learning and professional development in sports coaching continues to grow, and new research paves the way to more effective approaches to engage coaches, improve their learning experiences, and advance their practice, this book provides concrete examples of how to apply the latest ideas into your coach developer programs.

Each of the chapters in this book has important messages and ideas for those in coach development, and we challenge you, as the reader, to reflect on and identify ideas and actions you can take to experiment with and advance your work in coaching development. To stimulate your thinking as you read the book, outlined below is a description of the evolving role of the coach developer as formulated by ICCE. We hope this will help you get maximum benefit from your study of this outstanding contribution to the coach education literature.

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**The evolving role of the coach developer**

Over the last 25 years, the way coaches have been educated has undergone significant change. Initially, the emphasis was on “knowledge transfer”, and typically, more experienced coaches would share their knowledge and experience with other coaches. They adopted a presentational, often lecture-based, approach and were seen as “course leaders, presenters or conductors”.

As the research uncovered, new insight on how people, particularly coaches, learn, there was a shift away from the reliance on knowledge transfer toward “learning facilitation”. “Tutors, coach educators and course facilitators” were trained to deliver more engaging and learner-centered formal workshops where coaches were more actively involved in their own learning and helped to develop pedagogical coaching skills and apply new knowledge to their own coaching contexts.

More recently, and as a result of both further research evidence and increased experience of working across a range of different cultures and coaching systems, there has been increased awareness of the need to focus on longer-term “behavioral change” in coaches. The recognition that learning new skills takes time and that application needs to be appropriate to the coaching culture as well as the specific coaching context has led to the need to support coaches in the field in a variety of ways. While formal coach education programs and workshops play an important role in many coaching systems, the evidence of strong transfer to coaching practice has been difficult to substantiate despite significant empirical reports. The leadership research does however support the impact of post-workshop interventions in increasing the transfer effect and the impact in longer-term behavioral change.
As a result of these changes, the ICCE uses the term “coach developer” to describe the broader roles and responsibilities of those engaged in coach education and development. More specifically, the role of the coach developer is now described as “to engage, facilitate, educate and support coaches’ learning and behavioural change through a range of opportunities, and may include leading organisational change in coach education programmes and coaching systems” (ICCE Professional Coach Developer Standards – in development). Depending on the coaching system and culture in which he or she works, the role of a coach developer may include learning facilitation in more formal programs; coach observation review or assessment in the field; field-based, “in practice” or in situ coach support and mentoring; program design, monitoring and evaluation; or contributing directly or more tangentially to the leadership and evolvement of their sport or organization’s coaching system.
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We offer our sincere thanks and appreciation to all the contributors for sharing their wisdom. We appreciate Cape Breton University and the University of Denver for providing the time and resources to facilitate the completion of this important work. Also, a very special thank you to Christina Aaron, an alumna and former graduate assistant of the Master of Arts in Sport Coaching program at the University of Denver, for her editorial diligence.
Writing about coach education in our current time is exciting. The economic, cultural, and social capital of sport and sport coaches around the world has never been higher. Sport coaches directly influence millions of lives from participatory to competitive youth and adult leagues, clubs, and school sports, to collegiate, professional, and national teams. And yet, is it not shocking that much sport coach education is unregulated, haphazard, and informal? Unlike many established professions, the pathway into coaching often omits extensive, rigorous formal education, and coaching science researchers have even shown that some coaches criticize the formal coach education programs they do attend for lacking relevance. Furthermore, many sport coaches state that they prefer to learn from their peers and mentors within their specific sport context. An immediate reaction is to question: “How can we provide meaningful instruction and content knowledge to coaches that is relevant?” With more time to reflect, we philosophically wonder if all of education should be a quick and easy tool, method, or drill to be simplistically implemented. Perhaps we are caught in a sort of catch-22. We need to educate today’s sport coaches for their current social realities, where skills are needed to just “go coach”, and in today’s times, we’re also in need of imagining and creating new educational structures, systems, and regulations to provide coaches with a well-rounded, holistic, individualized, and comprehensive education. Today’s coaches over-rely on previous athletic experiences, available role models, and apprenticeships to prepare them, which leaves them as unprepared technicians needing more, better and deeper answers, wisdom, and skills. Educating coaches for today, while imagining a better tomorrow, inspired our book and its organization.

The purpose of this book is to provide an exploration, analysis, and understanding of tried-and-true and innovative exemplary instructional strategies in and for coach education. Coach education is about how we educate and prepare
the thousands of coaches around the world to hone their craft, and to become effective and ethical at achieving desirable ideals. This book is meant as a resource to sport organizations, coach developers, and sport coaches who educate and prepare coaches across all settings. In line with the International Council for Coaching Excellence (ICCE), a non-profit international organization devoted to leading and supporting the development of sport coaching globally, we use the term “coach developer” throughout this book as the “umbrella term to embrace the varied roles played by personnel engaged in the process of developing coaches” (ICCE 2014: 8).

The book is meant to be both practical and theoretical. It is practical in the sense that coach developers will benefit from a deep understanding of how to best select, adapt, and implement an instructional strategy that fits their setting. In other words, this book provides many different concrete instructional examples for coach developers teaching sport coaches. It is theoretical in the sense that chapter authors justify their strategy by connecting it to research and answering questions related to why, when, how, and under what conditions they use a particular strategy. Practical knowledge is supported and extended with theoretical knowledge. We need coach developers and sport coaches to understand what and why they do what they do, and the resulting intended and unintended effects. Like sport coaching, coach education is complex and embedded within powerful psychological, social, cultural, and political forces. And yet, we know that when done well, education can be inspirational and empowering, and create new ways of thinking and practicing solving problems and social issues. Quality coach education enables coaches to be critical of past and current practices, and provides personalized approaches to becoming a master at the craft of coaching.

The field of coach education is flourishing, as evidenced by high-quality academic journals, including the International Sport Coaching Journal, Sports Coaching Review, and the International Journal for Sport Science and Coaching, publishing original research, best practices, and insight papers. Similar to these scholarly outlets, through the chapters in this book, authors show how learning theories underpin instructional strategies in practice, but herein we take a heavier focus on the effective design, implementation, and assessment of these strategies. This reflects the holistic concerns of a coach developer who, as a master of their craft, draws upon a variety of sources to construct an engaging learning activity or assignment to enhance coach thinking, learning, and practice. As a result, this text is highly practical, while maintaining integrity and trustworthiness to diverse theoretical frameworks and research. Still, to advance the professionalization of coaching, the body of literature and research evidence on coach developers’ instruction and the learning of coaches in varying settings needs more and varying perspectives and evidence. While ICCE and other groups (e.g. Canada’s National Coaching Certification Program, the United States Center for Coaching Excellence, the Australian Sports Commission) have developed and continue to refine standards for sport coaching practice and accreditation of education programs, we do not have a large or longitudinal body of evidence on how to
optimize coach preparation. The field will advance when researchers and coach developers substantiate coach education, organize it coherently, and present it for the public good.

This book will benefit all sizes of organizations that employ a few to hundreds of coaches, or coaching staffs on which a de facto sport coach turned coach developer is tasked with the responsibility of developing coaches, such as novices or newcomers, in the organization or on their team. This book will also benefit the seasoned veteran coach looking for novel education or ways to become a better mentor. For example, the novice coach might be well served by a coach developer delivering differentiated instruction through engaged lecturing (see Chapter 15) because this approach fits well to serve the basic educational needs of diverse learners in the same space. Whereas the veteran coach, with greater knowledge, experience, and resources, is likely to find utility in collaborating with a personal learning coach (see Chapter 11) who uses a narrative-collaborative coaching approach to tailor education for an individual coach. Put plainly, an experienced coach won’t benefit much, if at all, from listening to a basic lecture with content designed for newcomers. On the other hand, a novice coach might do well in this learning space or from gaining experience within a community of practitioners to subsequently reflect on that practice. Thus, by design, this book balances breadth and depth in an original way for the field, so coach developers across all sports and contexts can broaden and deepen their understanding of instructional strategies. By enhancing their own preparation as a coach developer, they in turn will help their organization to achieve its mission.

The book is organized broadly into three sections that detail exemplary instructional strategies used in different educational contexts. We invite anybody interested in coach development to read through the whole book, extend current understandings, challenge existing beliefs, and pick up new ideas. While each chapter author speaks from personal experience and maps out a plan of action, they also encourage readers to think critically about making changes to optimize coach development in their own setting. The sections reflect the common places where coach developers work, and the instructional strategies vary to provide coach developers a guide toward design and implementation. The sections are not meant to convey that only coach developers in that context would be interested in that content or strategy, nor that these chapters represent all the best strategies that exist in coach development. Rather, freedom was provided for innovative coach developers to write about their meaningful practices, and as such, the chapters within each section provide applied, richly described, and novel examples of a well-fitting instructional strategy used within that context. This scoping foundational text provides numerous instructional strategies – but it is just the start, with more strategies yet to be shared.

In Section 1, the focus is on coach development in higher education. The chapter authors explain instructional strategies they used in undergraduate and graduate coaching programs for “student-coaches”. Section 2 delves into coach education delivered by coach developers as employees or consultants of
national sport governing bodies. This includes both “large-scale” programming (e.g. weekend workshops, conferences, and courses) and “small-scale” programming (e.g. with fewer coaches, often high-performance or an exclusive group of coaches). Finally, in Section 3, the chapter authors explore instructional strategies that are especially effective for unique populations of coaches, which often rely upon informal learning activities. This section, however, is for all coach developers, precisely because it addresses critical social issues in coach education and broader society that has marginalized or excluded groups of people, which is our shared responsibility.

Each chapter begins with a brief overview and then flows through the essential components of an instructional strategy and how the coach developer designed and implemented that strategy in real life. In keeping with the theme of preparing for our current reality while imagining a better tomorrow, full of possibilities, chapter authors also provide candid personal reflections and wishful thinking. Finally, each chapter ends with suggested activities for coach education and additional resources. Contributors were selected based on their experience and expertise as coach developers. Contributors graciously shared their instructional planning tools and assessment methods. We are thankful to all the contributors, who seamlessly integrated relevant theory, research, and practice. As such, we believe readers will benefit greatly from this text, which is the first to offer numerous high-quality examples of instructional strategies specific to coach education. Thank you for allowing us to support your journey in sport and coach education, and we look forward to hearing from you.

Bibliography

SECTION 1
Coach development strategies in higher education
MAKING DIRECT TEACHING MORE LEARNER-CENTERED IN UNIVERSITY-BASED COACH EDUCATION COURSES

Michel Milistetd, William das Neves Salles, Pierre Trudel, and Kyle Paquette

Chapter objectives

By the end of this chapter, the reader should be able to:

1. Recognize the limits of the direct teaching approach in Higher Education.
2. Identify the five key dimensions that characterize a learner-centered teaching approach.
3. Design an action plan for implementing the learner-centered teaching approach in a university-based coach education course.

Brief chapter overview

In this chapter, we start by presenting some of the arguments supporting the paradigm shift from the traditional “instructor-centered teaching approach” (ICT; direct teaching) to the “learner-centered teaching approach” (LCT; active learning) that higher education institutions should make. Second, based on the work developed by some key authors of the area (i.e. Blumberg, Cullen, Harris, McCombs, Weimer), we explain what is an LCT approach by contrasting it to the ICT approach using five key dimensions. Third, based on our collective experience of teaching in three different universities, we discuss four key aspects that faculty members should consider to progressively make their course(s) more aligned with LCT to support coaches’ preparation. Finally, we present some challenges we have faced in our efforts to adopt LCT.
Why and when I use LCT

For years, knowledge production and dissemination have been the central tenet of educational institutions. In the post-war Western societies, these institutions played a pivotal role in preparing people for the labor market by offering programs to develop technical skills (Quehl, Bergquist & Subbiondo 1999). The university system has perpetuated this model by creating a hierarchical structure composed of faculties, schools, and departments that developed curricula with the objective of awarding a diploma or degree for a specific profession. These curricula are generally composed of a fixed collection of courses that all the students must take and successfully complete to be deemed as having acquired sufficient knowledge (Barr & Tagg 1995). The quality control process requires that: (a) the sequence of courses must follow an order (i.e. prerequisites); (b) the content must be taught as intended; (c) the amount of time allotted must be respected; (d) there is a minimal score to obtain to pass the course; and (e) not all students can get a high grade, and therefore, a grade adjustment is often made to produce a normal distribution (Tagg 2003). In this environment, what dominates is the mandate given to the instructor (expert in his/her research field), that often includes designing (e.g. syllabus), teaching the predetermined content, and assessing the students’ retention of the content. When learning is viewed as a product of good teaching, we might have what is called “instructor-centered teaching” (ICT). According to Cullen, Harris and Hill (2012), in the ICT paradigm, the instructor seeks to control the individuals and master all the knowledge because the students are perceived as mere knowledge receivers.

Globalization and advances in technology have strongly marked the first two decades of the 21st century. This rapid access to constantly updated information makes the world more complex and uncertain, and therefore puts pressure on educational institutions to modify not only their functioning but also to question the values of the paradigm in which they operate (Cullen, Harris & Hill 2012). As such, if the goal of higher education institutions has historically been to prepare graduates for a specific profession, their new challenge is to prepare them for an unknown future. Thus, higher education institutions need to do a paradigm shift whereby the learner, instead of the content knowledge, will be central to their educational initiatives. This new paradigm is called “learner-centered teaching” and “represents an important step in the quest to develop creative, autonomous learners who can readily adapt to a rapidly changing society” (Cullen, Harris & Hill 2012: 21).

In a recent study (Milistetd et al. 2018), in which we have analyzed the learner-centeredness of a bachelor program in Physical Education (sport performance concentration) in Brazil, we suggested, based on the literature, the following definition of a learner-centered (LC) institution:

A flexible learning environment where teaching and learning strategies are used by instructors to support and facilitate the efforts of the students (individually and in groups) to achieve learning outcomes (knowledge base
Making direct teaching more learner-centered

and learning skills) for their growth as creative and independent learners in ways that both satisfy the Department's/School's expectations for graduation, and also prepare students for an unknown future.

(p. 106)

Experts in the education field (e.g. McCombs & Miller 2009; Tagg 2003) have mentioned that this paradigm shift will be difficult to make and will take time because all the stakeholders (i.e. administrators, faculty members, students) must first understand what is a LCT approach and then be proactive and rugged in their pursuit to bring about the required changes. It is possible to start “locally” by supporting instructors/teachers – or coach developers, as they are called in this textbook – in their effort to progressively modify their courses by applying some of the principles of the LCT.

Two main reasons suggest that the timing is perfect to discuss the integration and implementation of LCT in coach education. First, following a theoretical overview of the LCT and coach education literature, Paquette and Trudel (2016: 60) concluded that “the majority of critiques and recommendations targeting coach education are not only closely aligned with the LCT framework, but in many cases would be satisfied with the adoption of one or more recommendations by Weimer to support LCT”. Moreover, the two authors later pointed out that “there is a LC undertone that is permeating the literature and the restructuring efforts of many national coach education programs” (Paquette & Trudel 2018). Second, although for years national governing bodies were the exclusive providers of coach education programs, the reality now is that many higher education institutions are offering such programs (McCarthy & Stoszkowski 2018). Consequently, how can we influence the paradigm shift in this new learning context?

The essentials of learner-centered teaching approach

Definitions, essential components, and goals of LCT

LCT is an approach that corresponds to the learning paradigm in which collaboration and cooperation are central on educational process (Barr & Tagg 1995). LCT can potentialize direct teaching, through different strategies to leverage students’ motivations and in turn to improve their responsibilities to build their own knowledge. When coach developers possess a strong theoretical and practical understanding of LCT principles, they are equipped to adjust the learning goals and to adapt the teaching and learning methods based on the programs and course characteristics. Recently, a group of scholars (Blumberg 2009; Cullen, Harris & Hill 2012; Harris & Cullen 2010; Weimer 2002, 2013) have focused their work on how to help higher education institutions to make the paradigm shift from ICT to LCT. In Table 1.1, we contrast the two approaches using five dimensions or key changes in practice that occur when instructors move to an LCT approach.