



Considerations in Developing a Coaching Program

Identify the Core Knowledge, Skills, & Competencies for the Program Here are several resources you might find useful in considering what core content and experiences you want to offer in your coaching education program. As you consider these components keep in mind the type of student (e.g., undergraduate, graduate) and available resources (e.g., instructors, number of courses, placement locations, etc.).

Define Coach Effectiveness

Côté, J., & Gilbert, W. (2009). An integrative definition of coaching effectiveness and expertise. *International Journal of Sports Science & Coaching*, 4(3), 307-323.

Understand the National Standards for Sport Coaches

National Association for Sport and Physical Education (NASPE) (2006). *Quality coaches, quality sports: National standards for sport coaches*. (2nd ed.). Champaign, IL: Human Kinetics.

Gould, D. (2013). Effective education and development of youth sport coaches. *President's Council on Fitness, Sports & Recreation Research Digest*, 14(4), 1-10.

Understand the NCACE Accreditation Process

National Council for the Accreditation of Coaching Education (NCACE) (2017). *Guidelines for the accreditation of coaching education and instructions for the preparation of folios*. Retrieved from https://www.dropbox.com/s/b90l1rz57fji7ph/NCACE_Guidelines_Accreditation_2017_Manual.pdf?dl=0

Understand the International Sport Coaching Framework

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

Understand the International Guidelines for Undergraduate Sport Coaching Degrees

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

Understand the Types of Learning

Three types of learning with corresponding assessments have been used within coaching programs (e.g., standards-based, competency-based, and expertise-based). Program coordinators may find it useful to become familiar with these models as they develop a program. Here are resources that may be useful.

Collins, D., Burke, V., Martindale, A., & Cruickshank, A. (2015). The illusion of competency versus the desirability of expertise: Seeking a common standard for support professions in sport. *Sports Medicine*, 45, 1-7. doi: 10.1007/s40279-014-0251-1

Demers, G., Woodburn, A. J., & Savard, C. (2006). The development of an undergraduate competency-based coach education program. *The Sport Psychologist*, 20, 162-173.

van Klooster, T., & Roemers, J. (2011). A competency-based coach education in the Netherlands. *International Journal of Coaching Science*, 5(1), 71-81.

Possible Courses to Consider

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

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

Consider How Your Program Can Offer a Blended Learning Approach

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

- Cushion, J., & Nelson, L. (2013). Coach education and learning: Developing the field. In P. Potrac, W. Gilbert, & J. Denison (Eds.), *Routledge Handbook of Sports Coaching* (pp. 359-374). London: Routledge Taylor & Francis Group.
- Cushion, C., Nelson, L., Armour, K., Lyle, J., Jones, R., Sandford, R., & O'Callaghan, C. (2010). *Coach learning and development: A review of literature*. Sports Coach UK. (<https://www.sportscoachuk.org/sites/default/files/Coach-Learning-and-Dev-Review.pdf>)
- Gilbert, W. D., & Trudel, P. (2001). Learning to coach through experience: Reflection in model youth sport coaches. *Journal of Teaching in Physical Education*, 21, 16-34.
- International Council for Coaching Excellence (ICCE), the Association of Summer Olympic Federations (ASOIF) and Leeds Metropolitan University (2014). *International coach developer framework*. Retrieved from http://www.icce.ws/_assets/files/documents/PC_ICDF_Booklet_Amended%20Sept%2014.pdf
- Schön, D. A. (1987). *Educating the reflective practitioner*. San Francisco, CA: Jossey-Bass.
- Trudel, P., Culver, D., & Werthner, P. (2013). Looking at coach development from the coach-learner's perspective. In P. Potrac, W. Gilbert, & J. Denison (Eds.), *Routledge Handbook of Sports Coaching* (pp. 375-387). London: Routledge Taylor & Francis Group.
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice* (2nd ed.). San Francisco, CA: Jossey-Bass.

Review NCACE Accredited Programs

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

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