

Who could help coaches in their development?

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Introduction

In Canada

- Over **900 000** coaches have been certified since the creation of the NCCP in 1974.
- More than **450 000** of these people are still coaching.
- New program (2004)

(www.coach.ca)



Introduction (cont.)

Coaches part of NCCP – Old program (1990 à 2005)

Certification	Female	Male	%
Level 1	72 534	173 349	77
Level 2	21 018	41 083	20
Level 3	2 559	6 246	3
Level 4	158	634	0.003
Level 5	8	75	0.00003

* As of November 30th, 2005

(www.coach.ca)

Introduction (cont.)

Limitations

- **Short length** (e.g., weekend course).
- The current structure allows **limited occasions** to improve after the certification.



Introduction (cont.)

How can a coach enhance his/her knowledge **after** receiving his/her certification?

1. By specialized courses / workshops.



2. By individual initiatives (books, websites, ...).



3. By access to **sources of support** in order to satisfy specific needs.



Literature Review

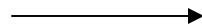
Sources of support

Pedagogy

(1) Supervisor

(2) Mentor

(3) Facilitator



Psychology

(5) Consultant



Business

(4) Performance coach /
Life coach



Supervisor

(Pedagogy)

(1) Classic

- Acting as a « **didactic expert** », the supervisor helps the learner acquire the required knowledge that will allow him/her to apply a structured program.

(2) Clinic

- More of a mutual agreement where the supervisor offers assistance for pedagogical problems (e.g., Classroom behaviors).

(3) Auto-supervision

- Initiates the teacher to **self-observation**, **self-diagnostic** and **self-formulation** techniques.

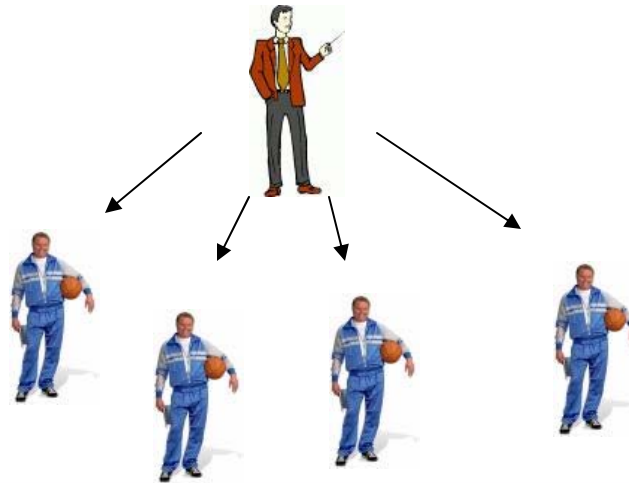
(Brunelle et al., 1989)

Mentor

(Pedagogy)

(1) Formal

- The intent is to impose the mentor to coaches or to have him/her available.
- This mentor is usually working with many coaches and is usually named on behalf of his/her reputation (experience and abilities).
 - E.g., Hockey Canada – National Coach Mentorship Program



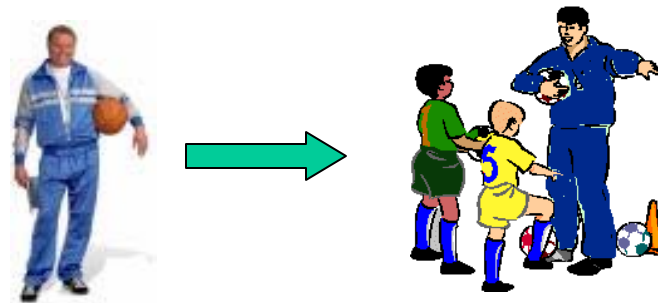
Mentor (cont.)

(Pedagogy)

(2) Informal

- Is an **experienced person** (e.g., experienced coach) who takes a special interest in helping another person (e.g., rookie coach) develop into a successful professional in **the early stages**.
- Not being structured, it is often a matter of being at the ***right place at the right time*** to find an informal mentor.

(Bloom et al., 1998)



Facilitator

(Pedagogy)

(1) Learning to learn

- Establishes procedures that will help a coach acquire the information and skills needed for a specific context.
- Offers, if needed, **direct** (e.g., experience) and **indirect** (e.g., referral) support.

(Smith et al., 1990)

(2) Community of practice

- Creates favorable conditions where coaches can **interact** and **share** knowledge.



(Trudel and Gilbert, 2004)

Performance coach

(Business)

(1) In a group

- This source of support offers workshops to business managers and administrators in enterprises or organisations (e.g., « **Performance Coaching** » by Peter Jensen).

(www.performancecoaching.ca)

(2) One on one

- His/her primary tasks are to guide a manager/administrator to excel at his/her job and also help him develop personally.
- Usually, this person has done consulting in sports before entering into the business industry.

(Jones, 2002)

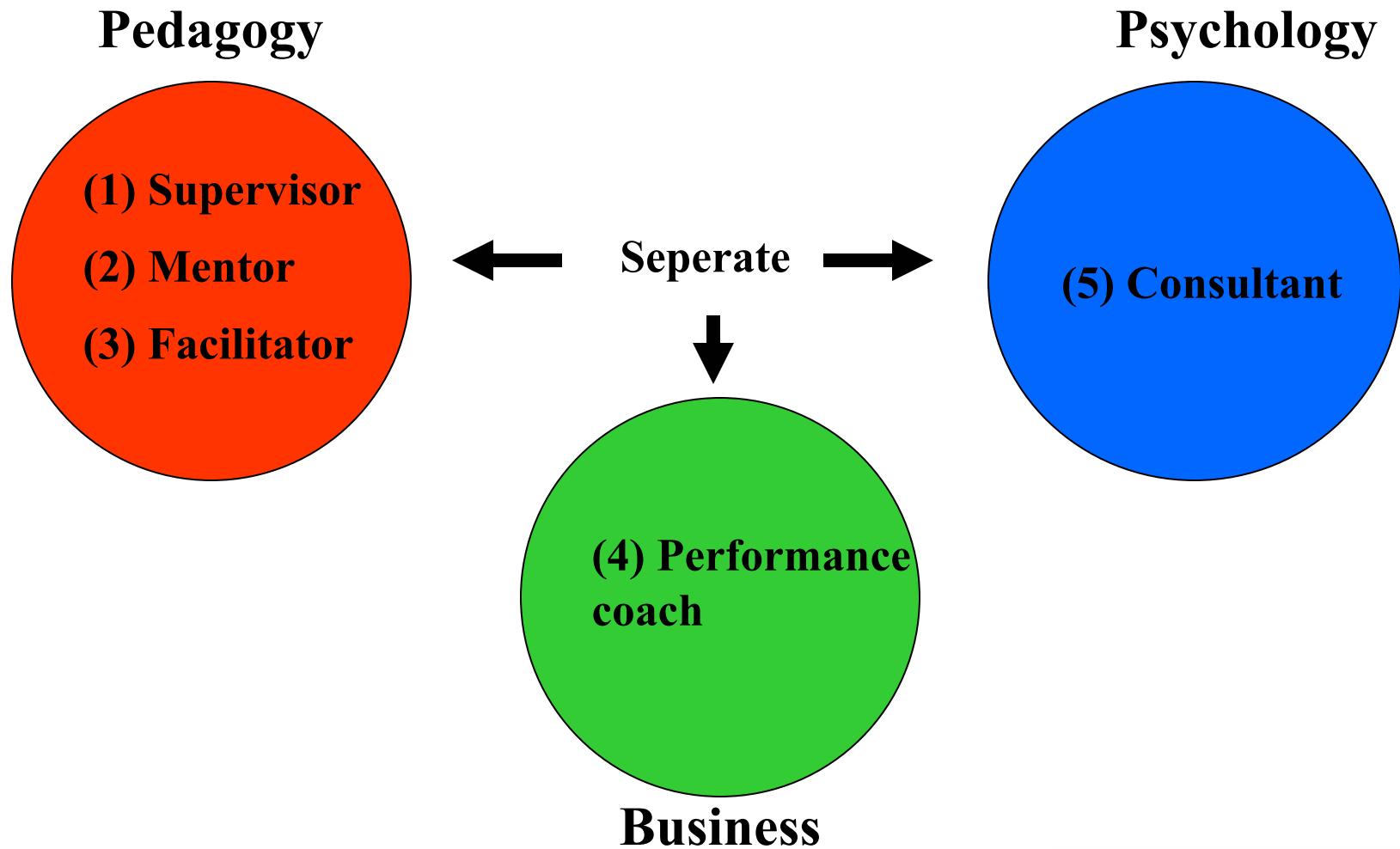
Consultant

(Psychology)

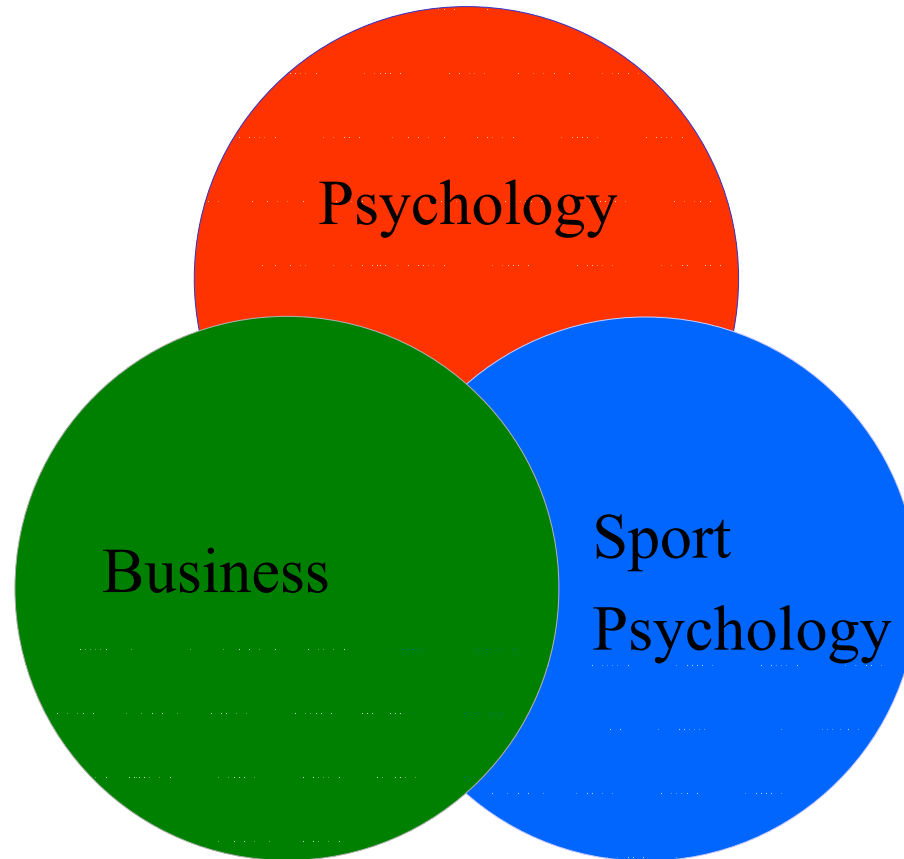
- Promotes **self-awareness** for the coaches to better understand their strengths and weaknesses.
 - Self-awareness provides an opportunity for *change*.
- Helps a coach determine his/her **feelings, thoughts** and **behaviors** that could harm his/her effectiveness and, in turn, how they could react to them.

(Giges et al., 2004)

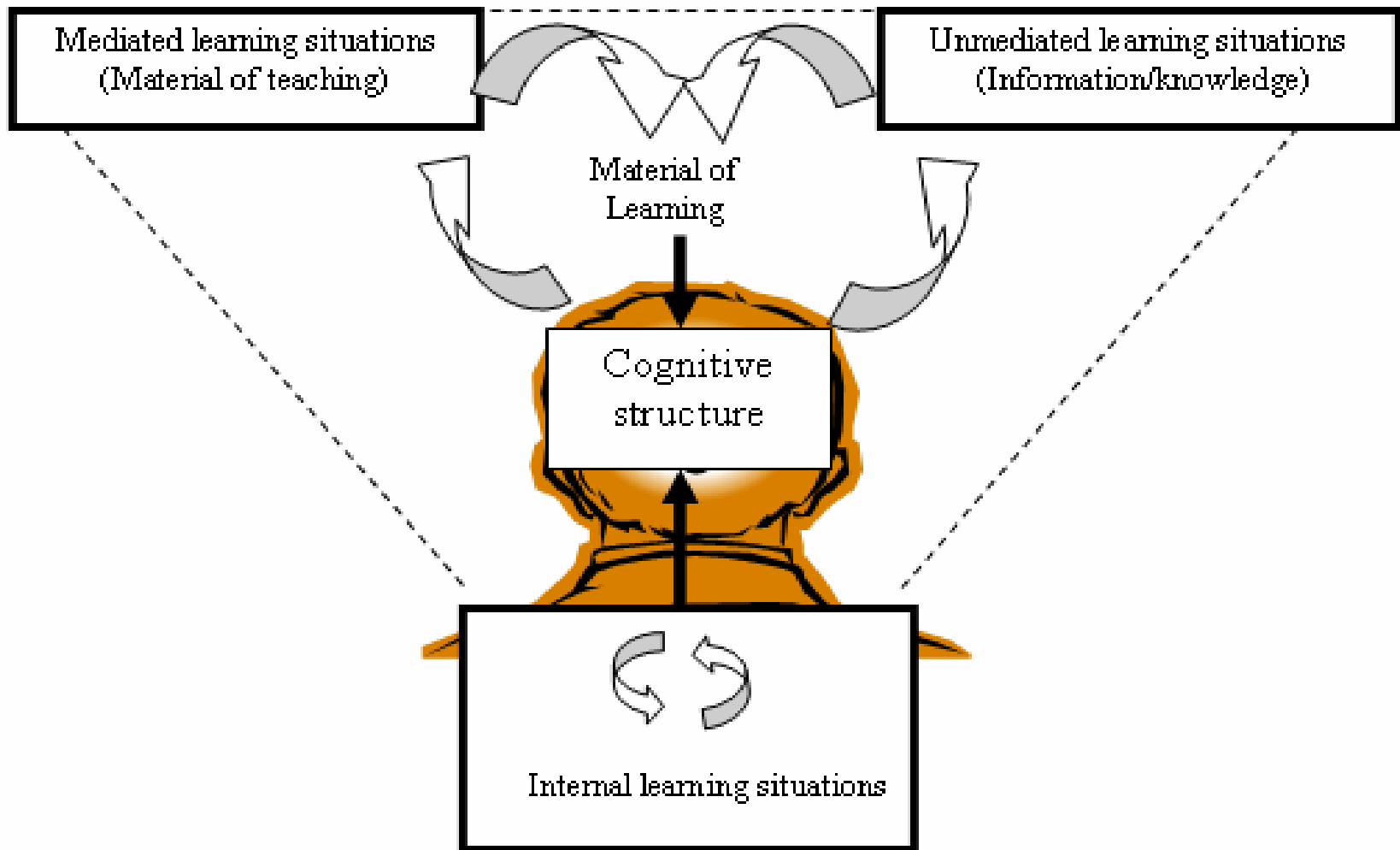
The exclusivity of the disciplinary fields



Should we combine them?



Werthner and Trudel's model (2006)



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