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.


(www.coach.ca)
Introduction (cont.)

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

<table>
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<th>Female</th>
<th>Male</th>
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* 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
(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 entreprises 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

Pedagogy
(1) Supervisor
(2) Mentor
(3) Facilitator

Business
(4) Performance coach

Psychology
(5) Consultant

Seperate
Should we combine them?

Psychology

Business

Sport Psychology
Werthner and Trudel’s model (2006)
References


Websites

www.coach.ca
www.performancecoaching.ca