The Competency-based Teaching Mode for Chinese Coaches

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Content

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Conclusion
To become qualified, or namely, to successfully guide athletes to the peak of competitive sport, coaches are demanded of many qualities.

- endless love for sport,
- thorough understanding of laws of training,
- determined will,
- continued efforts for innovation,
- knowledge and capacity,
- rich practical experience.
Introduction

How about the university coach?

- Institutions of higher education in China have been home for cultivating high-level athletes.

  well-equipped facilities
  multi-disciplinary support
  huge potential of human resources

  favourable conditions
  for cultivation of elite athletes

- The quality of coaches from these institutions, however, has formed a somewhat sharp contrast, in that these coaches are mainly PE teachers graduated from sport institutes, who have solid grasp of a specific sport but lack experience of high-level competing and coaching.

- To effectively improve the quality of the coaches, efforts have to be taken in a planned, step-by-step manner, otherwise the development of high-level university sport teams and competitive sports in China will be restricted.
Introduction

Purpose of this research

- How does the competency-based teaching mode work as the framework for coaches’ education?
### Research Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature Review</td>
<td>Competency development and teaching mode</td>
</tr>
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<td>Case Study</td>
<td>Coaches post training in China</td>
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<td>Interviews</td>
<td>Current situation of teaching mode in coaches’ professional development</td>
</tr>
<tr>
<td>Questionnaires</td>
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</tr>
</tbody>
</table>

**Subject:** in-service university PE teachers.
Content

Introduction
Research Methods
Analysis and Discussion
Conclusion
The teaching mode is constructed upon “the capacity of application” and evaluated by coaches’ performance of “teaching, managing and instructing” a team.
3.1 Establishing a coaches’ competency structure

The teaching goals of coaches' ability structure were build up.
3.1 Establishing a coaches’ competency structure

Table 1 Results of Survey on the Basic Knowledge those Coaches must Grasp

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sport Psychology</td>
<td>90%</td>
<td>7</td>
<td>Specific-event Training</td>
<td>77%</td>
<td>13</td>
<td>Sport for Health Promotion</td>
<td>64%</td>
</tr>
<tr>
<td>2</td>
<td>Sport Anatomy</td>
<td>89%</td>
<td>8</td>
<td>Graduation Thesis</td>
<td>77%</td>
<td>14</td>
<td>Training Management</td>
<td>64%</td>
</tr>
<tr>
<td>3</td>
<td>Sport Physiology</td>
<td>88%</td>
<td>9</td>
<td>Philosophy</td>
<td>77%</td>
<td>15</td>
<td>Sport Statistics</td>
<td>64%</td>
</tr>
<tr>
<td>4</td>
<td>English</td>
<td>85%</td>
<td>10</td>
<td>Sport Biochemistry</td>
<td>75%</td>
<td>16</td>
<td>Practical Writing</td>
<td>63%</td>
</tr>
<tr>
<td>5</td>
<td>Sport Training</td>
<td>80%</td>
<td>11</td>
<td>Athletics</td>
<td>75%</td>
<td>17</td>
<td>Moral Course</td>
<td>63%</td>
</tr>
<tr>
<td>6</td>
<td>Specific-event Theory</td>
<td>78%</td>
<td>12</td>
<td>Sport Biomechanics</td>
<td>72%</td>
<td>18</td>
<td>Computer Science</td>
<td>61%</td>
</tr>
</tbody>
</table>

As can be seen from the table, that coaches should master the general and specific training theories, the basic knowledge of sport physiology and sociology, and that coaches should mainly focus on natural sciences and skills, supplemented by social sciences and humanities.
3.1 Establishing a coaches’ competency structure

<table>
<thead>
<tr>
<th>Competency</th>
<th>V. important</th>
<th>Important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>talents identification</td>
<td>90.9%</td>
<td>9.1%</td>
<td></td>
</tr>
<tr>
<td>making plans</td>
<td>81.8%</td>
<td>18.2%</td>
<td></td>
</tr>
<tr>
<td>organization and implementation</td>
<td>72.7%</td>
<td>18.2%</td>
<td>9.1%</td>
</tr>
<tr>
<td>education administration</td>
<td>54.5%</td>
<td>36.4%</td>
<td>9.1%</td>
</tr>
<tr>
<td>obtaining social supports</td>
<td>50%</td>
<td>50.0%</td>
<td></td>
</tr>
<tr>
<td>mastering sport information</td>
<td>18.2%</td>
<td>72.7%</td>
<td>9.1%</td>
</tr>
<tr>
<td>doing sport research</td>
<td>72.7%</td>
<td>27.3%</td>
<td></td>
</tr>
<tr>
<td>competition management &amp; judging</td>
<td>54.5%</td>
<td>45.5%</td>
<td></td>
</tr>
</tbody>
</table>

- As can be seen from the table, the first five competencies are marked of greater importance.
- Thus, the competency structure of coaches has been decided.
- Based on the competency structure, the improvement of each competency will set a corresponding teaching goal.
3.2 Designing education programs

- Coaches ability structure
- Education program

The teaching goals of coaches ability structure were build up.
A series of training courses were designed.
### 3.2 Designing education programs

A coaches’ education program may consist of three teaching modules:

<table>
<thead>
<tr>
<th>General Knowledge</th>
<th>Athletics Specific Knowledge</th>
<th>Other Relevant Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exercises</strong>&lt;br&gt;physiology, sports biochemistry, sports psychology and others&lt;br&gt;<strong>to know how and why</strong></td>
<td><strong>Analysis of technical features of outstanding athletes, theories and practices of modern athletics, training methods and characteristics of elite athletes, altitude training for athletics and so on</strong></td>
<td><strong>Education and management of elite athletes, doping control, research method in sports coaching, moral education, international sports organisation and sports competitions</strong></td>
</tr>
</tbody>
</table>

**Notes:**
- Exercises physiology, sports biochemistry, sports psychology and others to know how and why.
- Analysis of technical features of outstanding athletes, theories and practices of modern athletics, training methods and characteristics of elite athletes, altitude training for athletics and so on.
- Education and management of elite athletes, doping control, research method in sports coaching, moral education, international sports organisation and sports competitions.
Table 1: An example of a senior coaches’ training program in 2005

<table>
<thead>
<tr>
<th>Athletics Specific Knowledge</th>
<th>General Knowledge</th>
<th>Other Relevant Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of technical features of outstanding athletes;</td>
<td>Sports biochemistry in athletics;</td>
<td>Characteristics of modern sports coaching;</td>
</tr>
<tr>
<td>Training methods for special techniques;</td>
<td>Sport biomechanics in athletics;</td>
<td>Trend of international athletics development;</td>
</tr>
<tr>
<td>Training methods for body conditioning;</td>
<td>Preventive and recovery measures of over fatigue and injuries;</td>
<td>Reform and development of Chinese athletics;</td>
</tr>
<tr>
<td>Training features of elite athletes;</td>
<td>Psychological feature of elite athletes;</td>
<td>Doping control;</td>
</tr>
<tr>
<td>Pre-competition training arrangement and competition ability cultivation;</td>
<td>Movement anatomy;</td>
<td>The science and art of coaching;</td>
</tr>
<tr>
<td>Design of training plan;</td>
<td>Basic nutrition and sports nutrition.</td>
<td>Sports statistics;</td>
</tr>
<tr>
<td>Identification of athletes;</td>
<td></td>
<td>Education and management of elite athletes;</td>
</tr>
<tr>
<td>Research methods of athletics.</td>
<td></td>
<td>International athletics organization and its competition;</td>
</tr>
</tbody>
</table>

Table 1: An example of a senior coaches’ training program in 2005
3.3 Designing the syllabus

The teaching goals of coaches ability structure were build up. A series of training courses were designed. The syllabus and hour distribution as well as teaching materials were created.
3.3 Designing the syllabus

Teaching Principle

- The main tasks and difficulties of coaches’ education reform lie in designing the syllabus, allocating teaching hours and compiling textbooks.
- Through Chinese coaches post training, a teaching principle has been established, which may also be applied to training of PE teachers in universities, namely the "three combinations and three emphases":

<table>
<thead>
<tr>
<th>combination</th>
<th>emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>systematization + specialty</td>
<td>specialty</td>
</tr>
<tr>
<td>theory + practice</td>
<td>practice</td>
</tr>
<tr>
<td>knowledge + application</td>
<td>application</td>
</tr>
</tbody>
</table>

- The nature of coach’s job is fairly practical. It is therefore important to improve coaches’ capacity of “directing training, managing teams and instructing competitions” in coaches’ education, and to do so, more teaching hours should be allocated in this respect.
- Generally speaking, over half of the total time should be distributed to practice sessions.
3.4 Choosing teaching approaches and methods

- Coaches' ability structure
- Education program
- Hour distribution
- Teaching methods

- The teaching goals of coaches' ability structure were build up
- A series of training courses were designed
- The syllabus and hour distribution as well as teaching materials were created
- Teaching approaches and methods to conduct training were provided.
The competency-based teaching goal and textbooks require corresponding teaching approaches and methods.

Traditional approach: teacher-centred, classroom-centred and textbook-centred

New teaching approach: unify teaching, exercising and practicing, in which teachers act as the guide and students the participants; teachers inspire and students involve in active discussion.

With regard to the lecturing in the classroom, examples should go before the theories; use theories and conclusions to solve practical problems in training and competition; coaches should observe or simulate the practical operation.
3.4 Choosing teaching approaches and methods

- For example, teaching methods used in Chinese sports coaches’ education

  lecture,
  post-class self-learning,
  seminar,
  problem diagnosis,
  video analysis,
  case study,
  field presentation,
  project study,
  workshop,
  social survey
  and so on.
3.4 Choosing teaching approaches and methods

- Take the 2007 national athletics coaches training programme as an example.

<table>
<thead>
<tr>
<th>6 months</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>130 hours</td>
<td>course</td>
</tr>
<tr>
<td>100 hours↑</td>
<td>self-learning, project study and thesis writing of around 5000 words</td>
</tr>
<tr>
<td>30 hours</td>
<td>coaches gathered together for one week to attend lectures, problem discussion and paper reply.</td>
</tr>
</tbody>
</table>
3.5 Conducting competency-based assessment

- **Coaches ability structure**: The teaching goals of coaches were build up.
- **Education program**: A series of training courses were designed.
- **Hour distribution**: The syllabus and hour distribution as well as teaching materials were created.
- **Teaching methods**: Teaching approaches and methods to conduct training were provided.
- **Ability exam**: Ability exam were conducted.
3.5 Conducting competency-based assessment

- As a measure of teaching, competency-based assessment is to check the teaching effect and to help the coaches review what they have learned.
- Multiple forms could be adopted in the examination, such as written test, oral test, paper writing, topic presentation, simulated training and so on.
- For example, the teaching examination for coaches’ post training in China consists of three parts:
  - 10% self-learning notes,
  - 30% self-learning assignments,
  - 60% exam during the face-to-face teaching.
- The common methods applied in the examination include assignment, close exam and open exam.
- But the methods preferred by coaches are case analysis, open exam and practical operation.
- These methods combine thinking with innovation, theory with practice and can measure coaches’ ability of applying their knowledge to solving problems effectively and efficiently.
Conclusion 1

- The feature of the competency-based teaching mode is: aimed at a comprehensive enhancement of professional capabilities, it is constructed upon “the capacity of application” and evaluated by coaches’ performance of “teaching, managing and instructing” a team.

- Such a teaching mode attaches importance to the improvement of capabilities, which will help university PE teachers work as excellent coaches for different events.
The main contents and features of the competency-based teaching mode

1. Coaches' competency structure was build up.
2. Education program and syllabus and hour distribution as well as teaching materials were created.
3. Teaching approaches and methods to conduct training were provided.
4. Ability exam was conducted.

Conclusion 2
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