PETRO-CANADA SPORT LEADERSHIP SPORTIF and ET ICCE GLOBAL COACH CONFERENCE VANCOUVER 2009

COACHING RESEARCH ABSTRACTS • SOMMAIRES DE RECHERCHES SUR L’ENTRAÎNEMENT
**Schedule for ICCE Global Coach Conference / Horaire pour la Global Coach Conference de l’ICCE**

*(Coach Education and Research Stream of Petro-Canada Sport Leadership sportif / Volet Formation en entraînement et recherché de la conférence Petro-Canada Sport Leadership sportif)*

*(As of November 9, 2009 // au 9 novembre 2009 – sujet à modifications)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday, 11 November 2009 / Le mercredi 11 novembre 2009</strong></td>
<td>19:00-21:30</td>
<td>ICCE Board of Directors Meeting / Réunion du conseil d’administration de l’ICCE</td>
</tr>
<tr>
<td><strong>Thursday, 12 November 2009 / Le jeudi 12 novembre 2009</strong></td>
<td>7:00-19:00</td>
<td>Registration / Inscription</td>
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<tr>
<td></td>
<td>16:30-17:15</td>
<td>ICCE General Assembly / Assemblée générale de l’ICCE</td>
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<tr>
<td></td>
<td>13:30-16:30</td>
<td><strong>ICCE Open House</strong> – Come and meet members and friends of the ICCE to learn about coaching development around the world; open to all delegates to the Petro-Canada Sport Leadership sportif conference. / <strong>Portes ouvertes de l’ICCE</strong> - Venez rencontrer les membres et les amis et amies de l’ICCE afin d’en apprendre davantage à propos des activités internationales de perfectionnement en entraînement; ouvert à tous les délégués et déléguées de la conférence Petro-Canada Sport Leadership sportif.</td>
</tr>
<tr>
<td></td>
<td>19:30 – 22:00</td>
<td><strong>ICCE, SPort INnovation Summit and Own the Podium Research Exposition and Social</strong> – Leading sport scientists and researchers will present poster presentations describing recent research related to athlete and coach development, followed by a social. / <strong>ICCE, Sommet SPort INnovation et exposition sur la recherche et soirée sociale d’À nous le podium</strong> – Les scientifiques, chercheurs et chercheures les plus en vue de la collectivité du sport présenteront des affiches décrivant les plus récentes recherches en matière de développement des athlètes, des entraîneurs et des entraîneures; il y aura ensuite une soirée sociale.</td>
</tr>
</tbody>
</table>

**Thematic Poster Presentations**

- High Performance Coaching 1
- Coaching Ethics and Issues
- Coaching Effectiveness
- Teaching in Coaching
- Ongoing Development
- Youth and School Sport
- Status of the Coach
- Program and Coach Evaluation

**Présentations d’affiches thématiques**

- Entraînement de haut niveau 1
- Éthique et enjeux en entraînement
- Efficacité en entraînement
- Enseigner en entraînant
- Développement continu
- Sport pour les jeunes et sport scolaire
- Situation des entraîneurs et des entraîneures
- Évaluation de programmes et des entraîneurs et entraîneures

**Mental Preparation**

- High Performance Coaching 2
- Athlete Preparation 1
- Athlete Preparation 2
- Oral presentation: Video and Web-based Technology

**Présentation orale : Technologie axée sur la vidéo et le Web**
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:00-15:00</td>
<td>Registration / Inscritption</td>
</tr>
<tr>
<td>7:30 – 9:30</td>
<td>Continental Breakfast / Petit-déjeuner continental</td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>Petro-Canada Sport Leadership sportif</td>
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<tr>
<td></td>
<td>Opening Plenary – Keynote Address / Plénière d’ouverture – Allocution principale</td>
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<tr>
<td>9:30-10:00</td>
<td>Break</td>
</tr>
<tr>
<td>10:00-12:00</td>
<td>ICCE Keynote (Session A2)</td>
</tr>
<tr>
<td></td>
<td>Facilitator/Facilitateur</td>
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<td></td>
<td>John Bales, ICCE</td>
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<td></td>
<td>The opening ICCE keynote will present four perspectives to stimulate delegates to consider the following questions: What is our vision for coaching development? What are the expectations senior managers have of coaches? What impact do coaches have on the life skills of young athletes? How are International Federations contributing to coaching development?</td>
</tr>
<tr>
<td>10:00-12:00</td>
<td>ICCE Keynote 1: A Vision for Global Coaching Development – The European Example</td>
</tr>
<tr>
<td></td>
<td>Pat Duffy, Secretary General of the ICCE and Chair of the European Coaching Council, will highlight the important work that has been done to develop the Framework for the Recognition of Coaching Competence and Qualifications, including the follow up at the 2009 European Network conference.</td>
</tr>
<tr>
<td>12:00-14:30</td>
<td>Sport Exchange Forum / Forum d'échanges sur le sport</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>14:30-15:00</td>
<td>Break / Pause</td>
</tr>
<tr>
<td>15:00-16:30</td>
<td><strong>ICCE Workshop 1: International Development in Coaching (Session B3)</strong></td>
</tr>
<tr>
<td></td>
<td>Facilitator/Facilitateur</td>
</tr>
<tr>
<td></td>
<td>Ladislav Petrovic, ICCE</td>
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<tr>
<td></td>
<td><strong>Building sport and coaching systems in developing countries.</strong></td>
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<tr>
<td></td>
<td>This session will provide delegates with a variety of perspectives on the training of coaches from developing countries.</td>
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<tr>
<td></td>
<td>Olympic Solidarity has provided tremendous support to encourage coaching development around the world. Project Manager, Yassine Yousfi, will describe the opportunities that are available through this crucial International Olympic Committee (IOC) program, outline the changes that have recently been made, and share his views on the key factors that lead to successful program delivery.</td>
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<td></td>
<td>Oliver Dudfield, from UK Sport's International Development team, and Hikabwa Chipande, the Supreme Council of Sport in Africa Zone VI's project officer, will present examples of international coach education and development projects in Sub-Saharan Africa, the Indian sub-continent and Caribbean. The presentation will concentrate on initiatives aimed at supporting community and participation coaches and the interface with agencies using sport as a tool for community development. The pair will describe the International community Coach Education Standards (ICES) project and the Africa Zone VI Sport Education and Accreditation Framework (SEAF) projects.</td>
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<td></td>
<td>Andra Ferreira, Secretary-General of the South African sport trainers and coaches association, and Jacques Faul, CEO of the NorthWest Cricket Association in South Africa, will describe recent developments in coaching, focusing on the protection of coaches as a workforce. Because coaches are part of the Sports industry in a country, it is often forgotten that they are part of the workforce and that their interests as employees should be looked after as well.</td>
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<tr>
<td></td>
<td>Matthew J. Robinson, from University of Delaware, USA, will present the monitoring and evaluation process used to assess an Olympic Solidarity coaching education project</td>
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<tr>
<td>15:00-16:30</td>
<td><strong>ICCE Workshop 2: Facilitating on Demand: Adapting and Adjusting on the Go (Session B4)</strong></td>
</tr>
<tr>
<td></td>
<td>Atelier 2 de l'ICCE : La facilitation sur demande : Modifications et adaptations rapides (Séance B4)</td>
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<tr>
<td></td>
<td>NCCP Master Learning Facilitators will share proven techniques to help you think on your feet prior to or during a session when faced with challenging and changing facilitation situations. Consider the</td>
</tr>
</tbody>
</table>
use of T-tables, classroom assessment techniques (CATs), mural add-ons, and more. / Des formateurs et une formatrice de personnes-ressources du PNCE présenteront des techniques éprouvées qui vous aideront à réfléchir rapidement et efficacement avant et pendant une séance de facilitation lorsque la situation s'avère exigeante et changeante. Envisager l'utilisation de tables en T, de techniques d'évaluation de la classe (TEC), de compléments muraux, etc.

(Simultaneous Translation English><French available) / (Traduction simultanée français><anglais disponible)

Research and Best Practice Parallel 1: Preparing Expert Coaches (Session B5)
Facilitator/Facilitateur
Paul Ackerley, ICCE
- Lutz Nordmann, Markus Finck, Christoph Dolch, Coaches Academy Cologne, Germany
- Steven B. Rynne, Clifford J. Mallett, The University of Queensland, Australia
- Sylvie Pérez, Philippe Fleurance, l'Institut National du Sport et de L'Education Physique (INSEP), France
- H. Müller, Adrian Bürgi, Swiss Federal Institute of Sport, Switzerland
- Jean-Philippe Lavoie, Association canadienne des entraîneurs

Research and Best Practice Parallel 2: Youth Coaching (Session B6)
Facilitator/Facilitateur
Phil Sullivan, CAC Coaching Research Committee / Comité de recherche sur l’entraînement de l’ACE
- Donna O'Connor, Wayne Cotton, University of Sydney, Australia
- Jody Brylinsky, Western Michigan University, USA
- Paul Rainer, Rob Griffiths, University of Glamorgan, UK
- Jeong-Keun Park, Hoseo University, Republic of Korea
- Martin Toms, M.W. Bridge, R. Bailey, University of Birmingham, UK

Research and Best Practice Parallel 3: Status of the Coach Studies (Session B7)
Facilitator/Facilitateur
Jim Dennison, CAC Coaching Research Committee / Comité de recherche sur l’entraînement de l’ACE
PANEL
- Ian Reade, University of Alberta, Canada
- Zuoqiong, Zhongbingshu, Liyewu, Jianxinghua, Zhangruihua, Beijing Sport University, China
- Jens Behrend Christensen, Eystein Enoksen, Per-Göran Fahlström, Carl-Axel Hageskog, Rune Hoigaard, Bjørn Tore Johansen, University of Aarhus, Denmark
- John Lyle, UK Centre for Coaching Excellence, UK

18:30-22:00 Sport Leadership Awards / Prix du leadership sportif
Saturday, 14 November 2009 / Le samedi 14 novembre 2009

<table>
<thead>
<tr>
<th>Time</th>
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<tr>
<td>8:00-14:30</td>
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<td>8:00-9:30</td>
<td>Continental Breakfast / Petit-déjeuner continental</td>
</tr>
<tr>
<td>8:30-9:30</td>
<td>Petro-Canada Sport Leadership sportif Plenary</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Break</td>
</tr>
</tbody>
</table>

**Workshop 3: Enhancing the Quality of Your Coach Education System (Session C3)**

This workshop will help participants to assess how they can enhance the quality of their coach education programs. Workforce development strategies, tutor (or learning facilitator) training, coach assessments, mentoring, and quality assurance processes are critical aspects of high quality programs that will be explored. Penny Crisfield and Sarah McQuade from Apollinaire Consultancy Associates will describe how the UK is challenging sport organizations to address and improve these aspects, and will provide delegates with examples and tools that are used in the field. Guylaine Demers from Université Laval will describe the learning facilitator training and assessment process used in Quebec.

Penny Crisfield, Apollinaire Consultancy Associates  
Sarah McQuade, Apollinaire Consultancy Associates  
Guylaine Demers, Université Laval

**Workshop 4: The Development and Certification of High Performance Coaches in Various Domains and its interface with Higher Education: The Emergence of the UK Centre for Coaching Excellence (Session C4)**

The UK Centre for Coaching Excellence was established a year ago with a remit to develop high-performing coaches in the UK. This seminar will present the findings of scoping research into the various domains in which high-performing coaches operate, and will identify approaches to their development, including:

- negotiated coaching development programmes,
- targeted apprenticeships,
- and certified courses of education.

Of particular note will be the development of the UK Coaching Certificate Level 4 as a vocational post-graduate University award, complementary under-graduate degree endorsement, and the development of the coach educator workforce necessary to support such programmes.

John Lyle, Andy Abraham, Gareth Morgan, Bob Muir, Alex Twitchen  
UK Centre for Coaching Excellence, UK / R.-U.
Research and Best Practice Parallel 4: Aspects of Coaching Teaching and Learning (Session C5) / Aspects de l'enseignement et l'apprentissage en entraînement (Séance C5)

Facilitator/Facilitatrice
Diane Culver, CAC Coaching Research Committee / Comité de recherche sur l’entraînement de l’ACE

- Robyn L. Jones, Kerry Harris, K. Morgan, University of Wales Institute - Cardiff, UK
- Clifford J. Mallett, Steven B. Rynne, The University of Queensland, Australia
- Kirsi Hämäläinen¹, Blomqvist M.2, Häyrinen M.², ¹University of Applied Sciences Vierumäki, Finland, ²Research Institute for Olympic Sports, Finland
- Sophie Robitaille, Christiane Trottier, Élizabeth Migneron, Université Laval, Canada
- Martin Roy, Sylvie Beaudoin, Sylvain Turcotte, Carlo Spallanzani, Jean-François Desbiens, Université de Sherbrooke, Canada
- Alan Lynn, University of Stirling, Scotland

(Simultaneous Translation English><French available)/ (Traduction simultanée français><anglais disponible)

Research and Best Practice Parallel 5: Foundations of Effective Coaching (Session C6)

Facilitator/Facilitateur
Darren Kruisselbrink, CAC Coaching Research Committee / Comité de recherche sur l’entraînement de l’ACE

- Rick Fenoglio, Bill Taylor, Manchester Metropolitan University, UK
- Mariko Kanaya, University of Tsukuba, Japan
- Wade Gilbert, Mark Siwik, Swen Nater, BeLikeCoach, Inc., USA
- Gavin Chesterfield, Dean A. Clark, University of Gloucestershire, UK
- Kim D. Dorsch, Harold A. Reimer, Jeff Zimmer, Erwin Karreman, University of Regina, Canada
- Robert C. Schneider¹, Robert E. Baker².¹The College at Brockport, The State University of New York, USA, ²George Mason University, USA

Research and Best Practice Parallel 6: National Coach Education Systems (Session C7)

Facilitator/Facilitatrice
Cyndie Flett, Director, NCCP / Directrice, PNCE

- Uri Schaefer, Israel Sport Authority, Israel
- Bingshu Zhong, Beijing Sport University, China
- Ladislav. Petrovic, D. Pignitzky, Hungary
- Lynn Kidman¹, Tania Cassidy², Oliver Dudfield³, ¹University of Worcester, England, ²University of Otago, New Zealand, ³International Development (Sport), UK Sport, UK
- Julian North, Head of Research, sports coach UK, UK
- Fiona Reid, University of Stirling, Scotland

12:30-14:00 Petro-Canada Sport Leadership sportif Women in Coaching Luncheon
Universities play crucial roles in the education of professionals. As coaching progresses towards registration as a profession both in Canada and Europe the alignment of coach education systems takes on added importance. Can university programs accommodate the Canadian and European coach education frameworks? Can national coach education frameworks accommodate university programs? Can universities add value to coach education programs? Vice versa?

This discussion began at the London International Coaching Conference in November 2008. Much has happened in a short twelve months! This workshop will outline possibilities and present current directions in Canada and abroad. Feedback from the coaching, coach education, and research communities is crucial and the workshop will be designed to solicit such feedback.

ICCE Workshop 6: Playmakers Workshop (Session D3)

Facilitator/Facilitatrice
Lorraine Lafrenière, Director General / directrice générale, CanoeKayak Canada

Critical Coaching Issues: The Playmaker's Workshop
Frank Dick, President of the European Athletics Coaches Association, former chief coach of British Athletics, and renowned speaker will present this workshop that will focus on issues which, if effectively addressed, will bring significant and positive change to the coaching profession and how coaches prepare for and operate within it.

Delegates will choose the issue/topic group to which they wish to contribute and, at the conclusion of the workshop, each group will make recommendations on actions that will deliver real progress.

Issues/topics proposed are:
1. Creating an instrument/protocol for measuring and monitoring coaching effectiveness
2. Planning professional career pathways for coaches and agreeing on supplementary skill sets for such careers
3. Preparing a strategy to promote The Coaches Charter and embracing it within the coaching culture
4. Establishing an International Elite Coach Mentoring Network and Program
5. Learning and teaching processes that strengthen coach decision making skills
**ICCE Workshop 7: Stages of Experience – Creating a Foundation for Facilitation and Design (Session D4)** / Stades d'expérience – Créer un fondement pour la facilitation et la conception (Séance D4)

**Facilitator/Facilitatrice**

**Gretchen Kerr, CAC Coaching Research Committee / Comité de recherche sur l'entraînement de l’ACE**

Learners at different levels of experience and maturity require different facilitation styles and designed materials. Explore with NCCP Master Learning Facilitators how to successfully manage different learners using knowledge of group development and learning activities to engage coaches in directing their own learning. / Selon le niveau d'expérience et de maturité des apprenants et des apprenantes, il est nécessaire d'employer différents styles de facilitation et de documents spécialisés. En compagnie de formateurs et d'une formatrice de personnes-ressources du PNCE, découvrez comment gérer efficacement des types d'apprenants et d'apprenantes variés en utilisant les connaissances liées au développement des groupes et aux activités d'apprentissage pour amener les entraîneurs et les entraîneures à prendre leur apprentissage en charge.

*(Simultaneous Translation English}><French available) /
*(Traduction simultanée français}><anglais disponible)*

**National Coaching Certification Program (NCCP) Master Learning Facilitators/Formateurs et formatrice de personnes-ressources du Programme national de certification des entraîneurs (PNCE): Barry Bartlett, Kathy Brook, Doug Krochak, Marc Schryburt**

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**Research and Best Practice Parallel 7: Coaching Behaviours and Skills (Session D9)**

- Bill Taylor¹, Heather Piper¹, Dean Garratt², ¹Manchester Metropolitan University, UK, ²Liverpool John Moores University, UK
- Wayne Cotton, Donna O’Connor, University of Sydney, Australia
- James L. Croft¹, C. Button², ¹Auckland University of Technology, New Zealand, ²University of Otago, New Zealand
- Mohar Kassim, Education University of Sultan Idris (UPSI), Malaysia
- Kristen Dieffenbach, West Virginia University, USA

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**Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>16:30-17:30</td>
<td>Petro-Canada Sport Leadership sportif Closing Plenary / Plénière de clôture</td>
</tr>
<tr>
<td>17:30-20:00</td>
<td>Social / Soirée sociale</td>
</tr>
</tbody>
</table>
**ICCE Open House / Portes ouvertes de l’ICCE**

&  

**Thematic Poster Presentations / Présentations d’affiches thématiques**

**Thursday November 12, 2009 / Le jeudi 12 novembre 2009**

**13:30 - 16:30**  
Grand Ballroom

<table>
<thead>
<tr>
<th>Overview:</th>
<th>Aperçu:</th>
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<tbody>
<tr>
<td>• Starting at 13:30, welcome and session overview will be held in quadrants A &amp; B.</td>
<td>• A partir de 13 h 30, le mot de bienvenue et l’aperçu de la séance auront lieu dans les quadrants A et B.</td>
</tr>
<tr>
<td>• Thematic posters will be grouped by topic area, with 6 to 8 posters per grouping.</td>
<td>• Les affiches thématiques seront regroupées par sujet, et chaque groupe comprendra de 6 à 8 affiches.</td>
</tr>
<tr>
<td>• There will be a facilitator for each thematic poster grouping.</td>
<td>• Il y aura un facilitateur ou une facilitatrice pour chaque groupe d’affiches thématiques.</td>
</tr>
<tr>
<td>• During the first part of the session, the audience decides which posters they wish to visit. The presenter will explain their posters for the first <strong>8 minutes, followed by a 4 minute question and answer period.</strong></td>
<td>• Pendant la première partie de la séance, l’auditoire décidera quelles affiches il/elle ira voir. Le présentateur ou la présentatrice fournira ensuite des explications à propos de son affiche pendant <strong>8 minutes, puis répondra à des questions durant 4 minutes.</strong></td>
</tr>
<tr>
<td>• This format will be repeated <strong>3 times</strong> during each thematic poster session.</td>
<td>• Ce processus sera répété à <strong>3 reprises</strong> lors de chacune des séances de présentation d’affiches thématiques.</td>
</tr>
<tr>
<td>• Following the formal presentations, presenters will remain available to answer any additional questions that participants may have.</td>
<td>• Après les présentations formelles, les présentateurs et les présentatrices resteront sur place pour répondre, le cas échéant, aux autres questions des participants et des participantes.</td>
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</tbody>
</table>

### 14:00 Session A // Séance A

<table>
<thead>
<tr>
<th>Thematic Poster Grouping / Groupe d’affiches thématiques</th>
<th>Abstract Number / Numéro du sommaire</th>
<th>Quadrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Performance Coaching 1 / Entraînement de haut niveau 1</td>
<td>1-6</td>
<td>A</td>
</tr>
<tr>
<td>Coaching Ethics and Issues / Éthique et enjeux en entraînement</td>
<td>7-12</td>
<td>B</td>
</tr>
<tr>
<td>Program and Coach Evaluation / Évaluation de programmes et des entraîneurs et entraîneuses</td>
<td>13-20</td>
<td>C</td>
</tr>
<tr>
<td>Coaching Effectiveness / Efficacité en entraînement</td>
<td>21-27</td>
<td>D</td>
</tr>
</tbody>
</table>

### 15:00 Session B // Séance B

<table>
<thead>
<tr>
<th>Thematic Poster Grouping / Groupe d’affiches thématiques</th>
<th>Abstract Number / Numéro du sommaire</th>
<th>Quadrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching in Coaching / Enseigner en entraînant</td>
<td>28-34</td>
<td>A</td>
</tr>
<tr>
<td>Ongoing Development / Développement continu</td>
<td>35-42</td>
<td>B</td>
</tr>
<tr>
<td>Youth and School Sport / Sport pour les jeunes et sport scolaire</td>
<td>43-49</td>
<td>C</td>
</tr>
<tr>
<td>Status of the Coach / Situation des entraîneurs et des entraîneures</td>
<td>50-56</td>
<td>D</td>
</tr>
</tbody>
</table>
14:00
COACHING ETHICS AND ISSUES / ETHIQUE ET ENJEUX EN ENTRAÎNEMENT (7-12)

15:00
ONGOING DEVELOPMENT / DÉVELOPPEMENT CONTINU (35-42)

14:00
PROGRAM AND COACH EVALUATION / ÉVALUATION DES PROGRAMMES ET DES ENTRAÎNEURS ET ENTRAÎNÉES (13-20)

15:00
YOUTH AND SCHOOL SPORT / SPORT POUR LES JEUNES ET SPORT SCOLAIRE (43-49)

14:00
HIGH PERFORMANCE COACHING 1 / ENTRAÎNEMENT DE HAUT NIVEAU 1 (1-16)

15:00
TEACHING IN COACHING / ENSEIGNER EN ENTRAÎNEMENT (28-34)

14:00
ACCESS TO FOYER / ACCÈS AU FOYER

14:00
COACHING EFFECTIVENESS / EFFICACITÉ EN ENTRAÎNEMENT (21-27)

15:00
STATUS OF THE COACH / SITUATION DES ENTRAÎNEURS ET DES ENTRAÎNÉES (55-56)

Grand Ballroom
ICCE Open House
Portes ouvertes de l'ICCE
### 14:00 Session A // Séance A

**High Performance Coaching // Entraînement de haut niveau**

<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Institution</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Brad Vickers</td>
<td>Mississippi State University, USA</td>
<td>Modes of learning utilized by coaches to increase knowledge and understanding</td>
</tr>
<tr>
<td>2</td>
<td>Melissa Wiman¹, Alan W. Salmoni² and Craig R. Hall¹</td>
<td>University of Western Ontario, Canada</td>
<td>An investigation into some factors that contribute to coaching expertise development</td>
</tr>
<tr>
<td>3</td>
<td>Matthew A. Grant¹, Paul G. Schempp², Bryan A. McCullick³</td>
<td>University of Georgia, USA</td>
<td>Does professional playing experience lead to professional coaching success?</td>
</tr>
<tr>
<td>5</td>
<td>Shaunna Taylor, Penny Werthner</td>
<td>University of Ottawa, Canada</td>
<td>Using the work on learning by Moon (2004) and Jarvis (2006) to understand the learning paths of Canada’s Paralympic coaches</td>
</tr>
<tr>
<td>6</td>
<td>Andrew Bennie, Donna O'Connor</td>
<td>University of Sydney, Australia</td>
<td>People management skills in coaching: Perceptions of coaches and players from professional sports teams in Australia</td>
</tr>
</tbody>
</table>

**Coaching Ethics and Issues // Éthique et enjeux en entraînement**

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<tr>
<th></th>
<th>Name</th>
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</tr>
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<tbody>
<tr>
<td>7</td>
<td>Gretchen Kerr, A. Stirling, L. Cruz</td>
<td>University of Toronto, Canada</td>
<td>An evaluation of the NCCP Making Ethical Decisions Coach Education Module</td>
</tr>
<tr>
<td>8</td>
<td>Elaine Raakman¹, Kim D. Dorsch², Daniel Rhind³</td>
<td>Justplay Behaviour Management, Canada, University of Regina, Canada, Brunel University, England</td>
<td>Comparing coach conduct to standards of excellence</td>
</tr>
<tr>
<td>9</td>
<td>Lawrence W. Judge¹, Kimberly J. Bodey²</td>
<td>Ball State University, USA, Indiana State University, USA</td>
<td>Benefits, drawbacks, &amp; preparedness: US coaches perceptions of the Youth Olympic Games</td>
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<tr>
<td>10</td>
<td>Kylie Wehner</td>
<td>Deakin University, Australia</td>
<td>Examining sports coaching philosophy – Implications for policy, pedagogy and practice</td>
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<td>11</td>
<td>Sophie Robitaille, Christiane Trottier</td>
<td>Université Laval, Canada</td>
<td>Le développement des habiletés de vie chez les adolescents-athlètes : rôle des entraîneurs de basket-ball dans le contexte du sport scolaire.</td>
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<tr>
<td>12</td>
<td>Erin Carter</td>
<td>Royal Roads University, Canada</td>
<td>Performance to principle: A grounded theory inquiry into the value of social responsibility in the world of elite sport</td>
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</table>

**Program and Coach Evaluation // Évaluation de programmes et des entraîneurs et entraîneuses**

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<th>Name</th>
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<tr>
<td>13</td>
<td>Peggy Gallant¹, Liz Pace², Brenda Robertson³</td>
<td>St. Francis Xavier University, Canada, Nova Scotia Department of Health Promotion &amp; Protection, Acadia University, Canada</td>
<td>Building community level coaching capacity: Results of a provincial pilot project</td>
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<td>14</td>
<td>Lauren Capstick, Diane Culver, Pierre Trudel</td>
<td>University of Ottawa, Canada</td>
<td>Adopting a lifelong learning perspective to evaluate the implementation of a national coaching education program</td>
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<td>15</td>
<td>Duksun Chang¹, Inwha Lee¹, Junghoon Huh², Jihey Chung³, Youngsook Yook⁴</td>
<td>Cognition of Korean women athletes' leader roles</td>
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<td></td>
<td>Korea National Sport University, ²Chung-Ang University, ³Sookmyung University, ⁴Sungshin University, Korea</td>
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<td>16</td>
<td>Jari Lamsa</td>
<td>Supporting the development of sport specific coach education in Finland</td>
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<td>Research Institute for Olympic Sports, Finland</td>
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<tr>
<td>17</td>
<td>Kristen Dieffenbach¹, Melissa Murray², and Rebecca Zakrajsek³</td>
<td>Are they ready? An examination of student-coach internship training in US coaching education programs</td>
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<tr>
<td></td>
<td>¹West Virginia University, USA, ²The University of Southern Mississippi, USA, ³Indiana State University, USA</td>
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<td>18</td>
<td>Gavin Chesterfield, Dean A. Clark</td>
<td>Teaching games for understanding in competitive sport culture: Awareness, resistance and perception</td>
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<td>University of Gloucestershire, UK</td>
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<td>19</td>
<td>Diane Culver¹, Philip Sullivan²</td>
<td>Developing a coaching confidence questionnaire for alpine ski coaches</td>
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<td>¹University of Ottawa, Canada, ²Brock University, Canada</td>
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<tr>
<td>20</td>
<td>Fiona Reid</td>
<td>Life course approach to evaluating the Scottish &quot;Women into Coaching&quot; pilot programme</td>
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<td>University of Stirling, Scotland</td>
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**COACHING EFFECTIVENESS // EFFICACITÉ EN ENTRAÎNEMENT**

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<td>Chris J. Gee¹, Jared King²</td>
<td>Using personality assessments in the development of coaching competence</td>
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<td>¹University of Toronto, Canada, ²The Self Management Group</td>
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<td>Peter Papadogiannis¹, Derek T.Y. Mann²</td>
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<tr>
<td></td>
<td>¹Sport Psychology Consultant, Canada, ²Performance Psychology Group, LLC. (PPG), Canada</td>
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<td>23</td>
<td>Sandrine Rangeon¹, Wade Gilbert¹, Mark W. Bruner², Jean Côté²</td>
<td>Review of research on effective coaches using citation network analysis</td>
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<td></td>
<td>¹California State University Fresno, USA, ²Queen's University, Canada</td>
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<tr>
<td>24</td>
<td>Harry Hubball</td>
<td>Back-to-Back World Cup Champions!: Effective team &amp; player development in masters/veterans soccer contexts</td>
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<td>University of British Columbia, Canada</td>
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<td>25</td>
<td>Michele Carbinatto, Myrian Nunomura</td>
<td>Transdisciplinary: Understanding coaching as a complex system</td>
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<td>26</td>
<td>Hailey R. Banack, Gordon A. Bloom</td>
<td>Promoting long term athlete development through the National Coaching Certification Program</td>
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| **28** | Julia Dutove  
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| **29** | Lei Li  
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| **33** | Richard Klimushko  
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| **34** | Leith Drury  
*Canada* | Knowledge transfer: Integrating academic research into coach education |
| **ongoing development / développement continu** |
| **35** | Christian Bulota\(^1\), Martin Roy\(^1\), Christian Hrab\(^2\), Pierre Trudel\(^3\)  
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\(^2\)Fédération canadienne de snowboard, Canada  
\(^3\)Université d'Ottawa, Canada | La formation à long terme des entraîneurs de snowboard |
| **36** | Paul Rainer\(^1\), Dave Adams\(^1\), Dean Parsons\(^1\), Brendan Cropley\(^2\)  
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| **37** | Kerry Harris, Robyn L. Jones  
*University of Wales Institute – Cardiff, UK* | Coaches' communities of practise: Tensions, balances, negotiations |
| **38** | Mark A. Griffiths\(^1\), K.M. Armour\(^2\)  
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\(^2\)Loughborough University, UK | Is mentoring an effective strategy to support the professional development of volunteer sports coaches? |
| **39** | Bettina Callary, Penny Werthner, Pierre Trudel  
*University of Ottawa, Canada* | Alpine ski coaches learning in formal, social, and experiential situations |
| **40** | Mark Stanbrough  
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| **41** | Blomqvist M.\(^1\), Häyrinen M.\(^1\), Hämäläinen, K.\(^2\)  
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<td>Lindsey C. Blom¹, Steve R. Wininger²</td>
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<td>On becoming a coach: How and why coaches enter and stay in coaching</td>
<td>Melina Timson-Katchis, Julian North</td>
<td>Sports coach UK, UK</td>
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<td>Leading elite youth sport coaches to put development before competition</td>
<td>Diane Culver, Pierre Trudel, Penny Werthner</td>
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<td>48</td>
<td>Understanding how inexperienced high school teacher/coaches learn to coach</td>
<td>Geoff Winchester, Vinh Nguyen, and Diane Culver</td>
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<td>49</td>
<td>Reflections on coaching youth sports: Enriching our practises through an inter-generational dialogue</td>
<td>John Naslund, Garfield Pennington</td>
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<td>A research on the area of China's high level coaches' teaching experience</td>
<td>Han Hui, Han Xia Li</td>
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<td>Guylaine Demers, Marie-Hélène Audet</td>
<td>Université Laval, Canada</td>
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<td>54</td>
<td>Identity formation throughout varying levels of coaching expertise</td>
<td>Brad Vickers</td>
<td>Mississippi State University, USA</td>
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<td>Learning through self-study in coach education: The influence of purpose, participants and context</td>
<td>Jinhee Kim</td>
<td>Andong National University, Korea</td>
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<td>Long term athlete development within the British Canoe Union: The slippage from policy to practice</td>
<td>Anthony Gagrica, Bill Taylor</td>
<td>Manchester Metropolitan University, England</td>
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</table>
ICCE, SPORT INNOVATION SUMMIT AND OWN THE PODIUM RESEARCH EXPOSITION AND SOCIAL / ICCE, SOMMET SPORT INNOVATION ET EXPOSITION SUR LA RECHERCHE ET SOIRÉE SOCIALE D’À NOUS LE PODIUM & THEMATIC POSTER PRESENTATIONS / PRÉSENTATIONS D’AFFICHES THÉMATIQUES
Thursday November 12, 2009 / Le jeudi 12 novembre 2009
19:30 – 22:00
Grand Ballroom

Overview:
• Starting at 19:30, welcome and session overview will be held in quadrants A & B.
• Thematic posters will be grouped by topic area, with 6 to 8 posters per grouping.
• There will be a facilitator for each thematic poster grouping.
• During the first part of the session, the audience decides which posters they wish to visit. The presenter will explain their posters for the first 8 minutes, followed by a 4 minute question and answer period.
• This format will be repeated 3 times during each thematic poster session.
• Following the formal presentations, presenters will remain available to answer any additional questions that participants may have.

Aperçu :
• À partir de 19 h 30, le mot de bienvenue et l’aperçu de la séance auront lieu dans les quadrants A et B.
• Les affiches thématiques seront regroupées par sujet, et chaque groupe comprendra de 6 à 8 affiches.
• Il y aura un facilitateur ou une facilitatrice pour chaque groupe d’affiches thématiques.
• Pendant la première partie de la séance, l’auditoire décidera quelles affiches il/elle ira voir. Le présentateur ou la présentatrice fournira ensuite des explications à propos de son affiche pendant 8 minutes, puis répondra à des questions durant 4 minutes.
• Ce processus sera répété à 3 reprises lors de chacune des séances de présentation d’affiches thématiques.
• Après les présentations formelles, les présentateurs et les présentatrices resteront sur place pour répondre, le cas échéant, aux autres questions des participants et des participantes.

20:00 Session C // Séance C

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<th>Thematic Poster Grouping / Groupe d’affiches thématiques</th>
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<td>Athlete Preparation 1 / Préparation de l’athlète 1</td>
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<td>Athlete Preparation 2 / Préparation de l’athlète 2</td>
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<td>Oral presentation: Video and Web-based Technology / Présentation orale : Technologie axée sur la vidéo et le Web</td>
<td>82-85</td>
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</table>

NB: These sessions will run consecutively in Gulf Islands B, C, D
N.B. : Ces séances se dérouleront consécutivement dans les salles Gulf Islands B, C et D.
ICCE, Sport Innovation Summit and
Own the Podium Research Exposition and Social /
ICCE, Sommet Sport Innovation et exposition
sur la recherche et soirée sociale d’À nous le podium

Oral presentation: Video and Web-based Technology / Présentation orale : Technologie axée sur la vidéo et le Web (B2-B5)
NB: These sessions will run consecutively in Gulf Islands B, C, D
N.B. : Ces séances se dérouleront consécutivement dans les salles Gulf Islands B, C et D.
## 20:00 SESSION C // SÉANCE C

### MENTAL PREPARATION // PRÉPARATION PSYCHOLOGIQUE

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<th>A case on counseling to improve confidence of a Korean youth tennis player</th>
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<td>Gyeongin National University of Education, Korea</td>
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<td>58</td>
<td>Duksun Chang(^1), Inwha Lee(^1), Junghoon Huh(^2), Jihey Chung(^1), Youngsook Yook(^3)</td>
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<td></td>
<td>(^1)Korea National Sport University, (^2)Chung-Ang University, (^3)Sookmyung University, Sungshin University, Korea</td>
<td>Education and training for psychological skills of Korea national swimming team</td>
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<td>59</td>
<td>Greg Rickwood</td>
<td>Athletic performance: Is it 90% mental?</td>
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<td>University of Victoria, Canada</td>
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<td>60</td>
<td>Mark Stanbrough</td>
<td>Implementing a successful daily mental training program</td>
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<td>Emporia State University, USA</td>
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<tr>
<td>61</td>
<td>Kyle J. Paquette, P.J. Sullivan</td>
<td>Canadian curling coaches' use of psychological skills training</td>
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<td>Brock University, Canada</td>
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<td>62</td>
<td>M. Ryan Flett, Daniel Gould</td>
<td>Nice guys finish first: How character and life skills facilitate performance in competitive sport</td>
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<td>Michigan State University, USA</td>
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### HIGH PERFORMANCE COACHING 2 // ENTRAÎNEMENT DE HAUT NIVEAU 2

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<td>(^1)University of Sao Paulo, Brazil (^2)University of Tsukuba, Japan</td>
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<td>65</td>
<td>Mohsen Shafiei</td>
<td>Determining and modeling the national coaches' selection in swimming, diving and water polo</td>
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<td>Mohsen Shafiei, Islamic Azad University-Islamshahr Branch, Iran</td>
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<td>66</td>
<td>Andrew Bennie, Donna O'Connor</td>
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<td>University of Sydney, Australia</td>
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<td>67</td>
<td>Ton P. J. Biessels</td>
<td>How and what do top trainers/coaches in sports learn?</td>
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<td>Philippe Fleurance, Sylvie Pérez</td>
<td>Analyse de l’activité du Directeur Technique National et de la Direction Technique Nationale pour concevoir la formation des futurs DTN</td>
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<td>Karlene Headley-Cooper, Gretchen Kerr</td>
<td>Coaches' perspectives on athlete-centred coaching behaviours</td>
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### ATHLETE PREPARATION 1 // PRÉPARATION DE L’ATHLÈTE 1

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<th>Chris J. Gee(^1), Jared King(^2)</th>
<th>Using personality assessments to select and develop athletes: A 15-year predictive study on professional hockey players</th>
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<td>(^1)University of Toronto, Canada (^2)The Self Management Group</td>
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<tr>
<td>71</td>
<td>Margaret Dupee, Penny Werthner</td>
<td>Psychophysiological profiling for elite athletes using bio/neurofeedback</td>
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<td>72</td>
<td>Syu Andoh</td>
<td>The combined plane theory</td>
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<td>Professional Golfers' Association of Japan</td>
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<td>73</td>
<td>Dennis Hunt, Diana Wong, Andrew Hovanec</td>
<td>Utilizing a linear periodization resistance training model to enhance sport performance of female athletes</td>
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<td></td>
<td>Florida Gulf Coast University, USA</td>
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</table>
### Study on the approaching and take-off techniques of elite female pole-vaulters

**Zhou Tie-min**, Xie Hui-song, Shen Zhao-zhe  
*Beijing Sport University, China*

### The effect of arm span on the acute effects of fatigue via maximum voluntary isometric contraction on performance in the bench press

**David M. Bellar**¹, Lawrence Judge², Tiffany J. Patrick³  
¹*University of Louisiana Lafayette, USA*  
²*Ball State University, USA*  
³*Notre Dame College, USA*

### The next generation sport talent program in Korea

**Jeong-Keun Park**¹, Hyun Ok Oh², Jeong Gu Jang³  
¹*Hoseo University, ²Dongkuk University, ³Andong National University, Republic of Korea*

### Alteration of biochemical indices in the blood of high-peak performance handball athletes within the day after the match

**Antanas Skarbalius**  
*Lithuanian Academy of Physical Education, Lithuania*

### A national report card on concussion knowledge among Canadian university ice hockey coaches

**Kim D. Dorsch**, Dennis P. Alfano  
*University of Regina, Canada*

### Sport coaching in Uganda: A situational analysis

**Charles Lukwago**  
*Uganda National Paralympic Coach*

### The effect of an eight session skate treadmill and agility training program on the degree of separation (DOS) in ice hockey players

**Daniel J. Harriss***, Kelly L. Lockwood  
*Brock University, Canada*

### The effect of stickhandling and puck control (SPC) training intervention on wrist shot performance variables in female collegiate ice hockey players

**Briar M. Komenda**, Kelly L. Lockwood  
*Brock University, Canada*

### Use of web based video teaching and learning system

**Donna O'Connor**  
*University of Sydney, Australia*  
20:00

### Performance analysis in sport

**Pro Stergiou, Larry Katz**  
*University of Calgary, Canada*  
20:15

### Coaching and innovation: Factors in adoption of new technologies

**Larry Katz**¹, Jenny Vincent², Larry Katz²,  
¹*Pro Stergiou, Canada*  
²*Dwayne Sheehan, Mount Royal University, Canada*  
20:30

### Integrated and real-time use of video and force measurement technologies

**Pro Stergiou, Larry Katz**  
*University of Calgary, Canada*  
20:45
POSTER PRESENTATIONS
PRÉSENTATIONS D’AFFICHES

Abstracts (if submitted) are presented in the language and format in which they were submitted, and sorted alphabetically by last name of first author.

Les sommaires (s’ils ont été soumis) sont présentés dans la langue et le format dans lesquels ils ont été soumis et sont triés par ordre alphabétique selon le nom de famille de l’auteur principal ou de l’auteure principale.
Learning exercises that utilize image are proven to be more effective. A representative depicting a plane is often used for learning golf swings. However, the golf swing evolved by adapting to changing playing fields and equipments. Therefore, visual aids were needed to demonstrate these changes.

The purpose of this study is development of new swing method. Therefore classifications of the swings that could be learned via one swing plane and ones that could not were necessary. In the earlier study, the golf swings was categorized into 4 types: the wrist turn/I type, the wrist turn/reverse-C type, the no-wrist turn/reverse-C type, and the no-wrist turn/I type.

Amongst the four categories, the wrist turn swing, the mainstream swing used until the mid-20th century, was taught by having the student imagine a swing plane as the shaft of the club moved along a flat surface during the swing. The demonstration of the swing began from learning a swing with a small swing range, which was gradually made bigger and wider in increments to complete the swing plane, in a gradual approaching method. This instructional method made the swing practice easier to understand and it spread for many golf coaches.

In contrast to this swing, the instruction of the no-wrist turn/I type swing, as the mainstream swing from the late the 20th century to today, necessitates the learning of the wrist turn and reverse-C type swing when swinging the club shaft in the swing plane.

Therefore, it is necessary that a new swing method can teach how to swing without a wrist turn and turn movement to make an I type finish. In this study, it was made clear that an unprecedented combined-plane image, which combines 3 planes, was most desirable to achieving this. Therefore, I proposed the steps to gradually building up the combined-plane of the no-wrist turn/I type swing in this study.

Further, the instructional method in this study has been used to instruct golfers through imaging the facet swing plane. As a result, the effectiveness of this instructional method has been ascertained through observation of the changes in the swing form.

Coaches specializing in golf swings should adapt this method in future when instructing students.
Long Term Athlete Development (LTAD) is a seven-stage model that is based on the physical, mental, emotional, and cognitive development of children and adolescents (Higgs, Balyi, & Way, 2008; Way, Balyi, & Grove, 2007). According to this model, the goal of sport involvement for athletes under the age of 6 is to develop fundamental movement skills, physical literacy, and positive sport experiences (Higgs et al., 2008).

The Coaching Association of Canada recently redeveloped the structure of the National Coaching Certification Program (NCCP), moving towards a competency-based approach to coach education. This change represents a shift from coach education based on theory and skill development to coach education focused on long-term athlete development. In 2002, Cross Country Canada determined that the NCCP would be the primary vehicle for the delivery and implementation of LTAD across all levels of cross-country skiing (Manhard, 2009). By taking this approach, all trained cross-country ski coaches would be exposed to the concepts of LTAD. It seems logical to infer that coaches will play a crucial role in determining the success (or failure) of an athlete development model since they are the ones interacting with athletes on a regular basis.

The purpose of the current study was to identify: (a) whether coaches who completed an Introduction to Community Coaching (ICC) course acquired an understanding of the basic principles of LTAD, and (b) whether they were able to integrate these principles into their coaching practices. The participants in this study were six cross-country ski coaches who had participated in the ICC course prior to the start of the ski season and who had limited prior experience coaching cross-country skiing. As well, they were all working with athletes ranging from 3 to 6 years of age. Two interviews were conducted (mid-season and end-of-season) using an unstructured open-ended interview format with each coach. Results indicated that the ICC course was an effective medium for delivering the principles of LTAD to coaches who had little or no prior knowledge of LTAD.

The coaches were able to describe the fundamentals of LTAD for this age group and how they integrated these principles into their coaching practices. In addition, beginner coaches gained sport specific knowledge and were able to implement this knowledge into their coaching activities throughout the ski season. The theoretical and practical implications of this study will be discussed with respect to coaching practices and education in Canada.
THE EFFECT OF ARM SPAN ON THE ACUTE EFFECTS OF FATIGUE VIA MAXIMUM VOLUNTARY ISOMETRIC CONTRACTION ON PERFORMANCE IN THE BENCH PRESS

The purpose of this study was to determine the effects of arm span on the acute effects of fatigue caused by Maximum Voluntary Isometric Contraction (MVIC) on performance in the bench press. Eight female collegiate track and field athletes involved in the throws (shotput, discus, hammer) volunteered for this investigation. Initial assessments included one-repetition maximums in the bench press (PreMax 59.5±19.8kg) for each volunteer as well as basic anthropometric data including height, weight and armspan (maximum distance between tip of second digit with arms held outstretched). Volunteers reported twice, both days began with a standard warm-up followed immediately by two treatments that included three maximal attempts in the bench press. The standard (STAND) treatment consisted only of the maximal attempts. The MVIC treatment consisted of a 30 second maximal voluntary isometric contraction at 90 degrees of elbow flexion prior to each maximal lift. General Linear Model analysis was performed to evaluate fixed effects (Treatment, Armspan) on maximum weight lifted in the bench press. The omnibus test for the model was significant (Likelihood Ratio Chi-Square 3507.525, p<0.001). The analysis revealed main effects for treatment (STAND 59.78±18.8kg vs. MVIC 52.32±11.5kg, p<0.001) and armspan (p<0.001), as well as a significant two-way interaction treatment*armspan (p<0.001). Post-Hoc analysis via linear regression revealed that under the STAND treatment armspan was not a predictor of change in bench press performance as the Anova for the model was not significant (F=0.806, p=0.404); however under the MVIC treatment (F=16.255, p=0.007) armspan was a significant negative predictor of change in bench press performance (Beta = -0.855, p<0.001). It is common knowledge that increased armspan in track and field throws athletes is advantageous. However, coaches need to be aware of the implications that armspan has on resistance training performance, particularly regarding fatigue. Based upon the data it would appear that induced fatigue caused greater reductions in bench press performance in track and field throws athletes with larger armspans. Armspan is a simple measure that coaches can quickly and easily assess, yet also a variable that can provide valuable information for coaches to consider before planning weight training for track and field throws athletes.
This qualitative study investigated the concept of effective coaching with three professional sports teams in Australia. The present research explored the perceptions (through interviews) and behaviours (via observations) of male coaches and players from one professional cricket, one rugby league, and one rugby union team in Australia. Data collection involved forty-one semi-structured observations at team training sessions, team meetings and during competition as well as interviews with six coaches (three head coaches, three assistant coaches) and 25 players. Qualitative data analysis revealed that people management was a key effective coaching skill. This reflects the coach’s ability to (a) develop and manage relationships with players, assistant coaches and other staff, (b) maintain the dynamics of the team to ensure that everyone involved with the team ‘works off the same page’, and (c) identify and accommodate for the individual characteristics of group members.

The purpose of this paper is to discuss the main findings and practical implications of people management for coaches, researchers and coach educators. Emerging from the current participant group, is the belief that the social elements of coaching (e.g. communication and people management) have become more significant than merely winning matches and having the ability to display tactical prowess and a deep knowledge of the game. Understanding individual needs helps coaches develop appropriate strategies to cater for each player’s age, experience and personal background. For example, the younger players in the present research indicated a preference for frequent feedback and instruction while the senior players indicated a preference for less. This type of information also allows specific planning for training sessions, maintenance of interpersonal relationships, and the overall development of the player.

The findings from the present research imply that coaches should develop personalised knowledge of each player in order to better relate to the players in their team as well as teach and effectively manage their on-and-off-field needs. Coaches can garner information about players through informal conversations before and after training, or while on tour to away competition venues. Therefore, coaches must spend considerable time on developing good communication skills, relationships with players and coaching staff as well as developing a positive learning environment for optimal player development.
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LEADERSHIP STRATEGIES IN PROFESSIONAL SPORT COACHING: A QUALITATIVE INVESTIGATION OF AUSTRALIAN COACHES AND PLAYERS

The expansion of professional sport in Australia during the past 20 years, along with the advent of technology, has lead to increased scrutiny of professional sport teams by administrative staff, the public and media agencies. In addition, the funding involved in professional sport has increased over time. This has allowed head coaches (or their clubs) greater opportunities to hire assistant and specialist coaches, which has resulted in a higher number of personnel involved with each team. This means that head coaches now have an enormous responsibility to manage the dynamics of assistant coaches, players, support staff and administrative staff, whilst also responding to external agencies such as the media, past players, national team coaches. Effective coaching in this regard is partially judged by how well these differing demands are managed.

This paper addresses the various approaches to leadership and related implications for coaches and coach educators. This study examined professional Australian coach and athlete perceptions of effective coaching using qualitative interview and observational techniques. Forty-one observations and 15 interviews were conducted with coaches and players from professional cricket, rugby union and rugby league teams in Australia. Qualitative data analysis revealed that effective coaching involves the implementation of a personal leadership approach to direct their team. This includes delegating responsibilities to players, assistant coaches and support staff.

In the current research, players and coaches agreed that the head coach sets the initial strategy for the team, yet empowers others to “micro-manage” parts of the organisational, training and competition framework. However, the leadership style and philosophy of the head coach influenced what was delegated to players and coaches in planning, team roles, performance review, and communication. The results in the present study revealed a variety of leadership styles from highly facilitative (empowering) to more autocratic (amiable dictator). The results of the current research indicate that each style can be equally effective, so long as the environment created is reflective of the coach’s philosophy and that the strategy employed aligns with player preferences. This means that there is not one specific recipe for leadership success and coaching effectiveness. Rather, the current research acknowledges that coaching is a contextual process where the coaching strategy adopted reflects their personality and beliefs regarding effective coaching.
**HOW AND WHAT DO TOP TRAINERS/COACHES IN SPORTS LEARN?**

How do top trainers/coaches in sports become what they are? **What** do they have or want to know?

How do they learn and develop. In this study the authors examine several ways of learning of top trainers/coaches in sports and categorize learning contents and learning ways. It leads to a theoretical model. Learning is seen as a way to achieve a higher level in general, also in trainer/coach performance. How was learning involved in achieving this higher level?

Trainers/coaches seem to learn on the same subjects (learning fields), but use on each learning field different ways to develop necessary skills and knowledge. What are most used (preferential) strategies and what strategies are less popular? First data were gathered by interviews with 15 top coaches in the 15 most popular sports in The Netherlands. Coaches’ learning can be categorized in 15 dimensions: 3 basics, 5 fields and 7 strategies. 5 strategies of coach learning are familiar in workplace learning or are traditional. 2 are peculiar and exceptional: one (extra-practical learning) because of not being mentioned, but yet practised. The other (extreme practical learning) because of often being mentioned as a situation to learn from, but not practised.

Together, these 15 dimensions of coach learning form the theoretical model and are also the product of this research. It can be used and helpful for individual coaches for scanning their scoop of learning aspects. Also for national sport organisations and specific sport organisations to improve coach development programs, helping to analyse their professional and vocational curricula.
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HIGH SCHOOL COACHES KNOWLEDGE, CONTINUING EDUCATION INTERESTS, AND SOURCES OF FEEDBACK

While 43 states “require” their high school coaches to complete coaching education programs, only two states have specific guidelines that must be met, without exception, and require teaching certificates (NASPE, 2008). Furthermore because a national coaching certification program does not exist in the United States, the type of material covered in these programs vary and typically involve only basic sport fundamentals, first aid, CPR training, and sport rules (NASPE, 2008). Gilbert and Trudel (2001) noted that many coaches cite experience as their primary source of learning how to coach. Unfortunately the simple accumulation of experience does not always result in coaching competence. The National Association for Sport and Physical Education created and published the National Standards for Sport Coaches, which is based on the most recent scientific information related to model coaching, currently consisting of 40 standards grouped into eight domains. There is no known research examining the extent to which coaches have received training in the eight domains outlined by NASPE. The purpose of this study, which was part of a larger study, was threefold: 1) examine Kentucky and Mississippi high school coaches’ perceived levels of coaching knowledge; 2) explore preferences for future topics of training, and 3) inspect methods of continual deliberate practice and study of coaching. A survey to assess demographics, previous training related to coaching, sources of coaching feedback, and perceived level of knowledge in the forty standards was developed and administered to coaches from select team sports recruited from Kentucky and Mississippi high schools. To date 162 useable surveys have been returned, 28 female and 134 male coaches completed the survey. On average, coaches rated themselves as well informed on the 40 standards, with no significant differences based on state, but differences based on years of coaching for the teaching and communication standards (i.e. domain 5). Coaches were most interested in receiving training in the psychology of coaching, conditioning aspects, injury prevention, administrative issues, and methods of player evaluation, which is similar to Vargas-Tonsing’s (2007) findings on coaches’ preferences for continuing coaching education. Most frequent method of continuing education for coaches was watching an educational coaching video and then reading coaching related books. Coaches were least likely to take a college coaching course. Findings are discussed relative to the implications for coaching educators, the NASPE 2008 report, and Gilbert and Trudel’s (1999) strategy for evaluating coaching education programs.
L'FORMATION À LONG TERME DES ENTRAÎNEURS DE SNOWBOARD

Des travaux de recherche récents ont porté sur le développement des connaissances des entraîneurs. Certains se sont concentrés sur les retombées des ateliers de formation destinés à un large auditoire. Les résultats révèlent que ces activités de formation ont une contribution limitée (Fleurance et Cotteaux, 1999; Werthner et Trudel, 2006), notamment parce que les contenus enseignés sont souvent trop lourds et peu transférables aux tâches des entraîneurs (Trudel et Gilbert, 2002). Il semble que les entraîneurs apprennent davantage à travers (a) leur expérience athlétique (Roy et Villeneuve, 2002), (b) leurs expériences sur le terrain (Gilbert et Trudel, 2001), (c) l’influence d’autres entraîneurs (Cushion, 2001) et (d) leurs réflexions sur leur acte professionnel (Salmela et Moraes, 2003). Le cadre théorique de cette étude repose sur le postulat que tout entraîneur possède une structure de connaissances modifiable par (a) les situations d’apprentissage assistées, (b) les situations d’apprentissage non assistées et (c) les situations d’apprentissage internes (Moon, 2004; Trudel, 2008). L’objectif de la présente étude est d’apprécier la contribution de différentes situations d’apprentissage dans les tâches des entraîneurs en snowboard. Dix-neuf entraîneurs ont été interviewés à l’aide d’une entrevue semi-structurée. Ils étaient questionnés au sujet de différentes sources de connaissances : (a) l’expérience athlétique, (b) la formation PNCE et PECS, (c) la formation scolaire, (d) les divers ateliers de formation, (e) les banques d’information, (f) leur entourage et (g) leur démarche de réflexion. Pour chacune de celles-ci, ils devaient évaluer leur utilité à l’aide d’une échelle d’appréciation de type Likert (1 : totalement inutile à 7 : très utile) mais également déterminer en quoi elles étaient utiles. Les résultats indiquent que les sources de connaissances perçues plus utiles par les entraîneurs sont (a) leur entourage (Moy. = 6.44), (b) les démarches de réflexions : (Moy. = 6.38) et (c) l’expérience athlétique (Moy. = 6.33). Les formations PNCE et PECS (Moy. = 5.30) sont perçues plutôt utiles. Leur entourage est utile afin d’actualiser leurs connaissances. Les démarches réflexives permettent de réévaluer constamment leur pratique. L’expérience athlétique est essentielle pour comprendre les émotions des athlètes et pour enseigner les gestes techniques. Les formations assistées offrent des connaissances théoriques et techniques aux entraîneurs, en plus d’un statut dans leur communauté. Les résultats de cette étude appuient les conclusions de la littérature au sujet de l’importance relative et la complémentarité des différentes sources d’apprentissages ainsi que l’aspect idiosyncrasique du développement des connaissances (Trudel, Gilbert et Werthner, 2008).

* Cette étude a été subventionnée par la Fédération canadienne de snowboard et l’Association canadienne des entraîneurs.
ALPINE SKI COACHES LEARNING IN FORMAL, SOCIAL, AND EXPERIENTIAL SITUATIONS

Coaches learn from a wide variety of situations that affect how they learn what they know. What they know, in turn, guides what they pay attention to and what they will choose to learn (Werthner & Trudel, 2006). Coach education training programs, such as the National Coaching Certification Program (NCCP), and its sport specific ally in alpine ski racing – the Canadian Ski Coaches Federation (CSCF), are evolving to become more competency-based in order to ensure that the knowledge provided to coaches will enable them to translate that knowledge into effective coaching when working with athletes. This is deemed pertinent since coaches spend little time in these programs compared to the large amount of time they spend in actual coaching situations. The purpose of this research was to explore how members of the CSCF learn to coach. An on-line survey was sent out to all members of the CSCF prior to the start of the 2008-2009 competitive ski racing season. This survey included questions on demographic information about the respondents as well as open-ended questions about how the respondents learn to coach. 765 members responded to the survey. The analysis of the data indicated that the respondents learn from a wide range of situations. Specifically, it was found that: (a) the coach education training through the CSCF had an impact on coaches’ learning; (b) their experiences as coaches and as former athletes affected how they learned; (c) the social environment in ski coaching, including other coaches, program directors, athletes, and parents, influenced how they learned to coach. This study demonstrates that alpine ski coaches learn in formal learning situations such as the CSCF courses, in experiences in and out of ski coaching, and from the people who are involved in ski racing and coaching. From these results, it is apparent that learning is a process that occurs over the course of a lifetime, and should be deemed lifelong (Jarvis, 2007). It is therefore important to consider the diverse ways in which these ski coaches learn to coach so that they can be guided towards various experiences to enhance their learning.
Exploring the Biography of High School Coaches in a Canadian Context:
Implications for Coach Education and Youth Development

Sport is a very popular practice among adolescents and in Canada, over 750,000 youth actively practice sport specifically in the context of high school sport (CSSF, 2008). These high school athletes are trained by more than 52,000 volunteer coaches in over 3,200 schools. A recent study by Lacroix et al. (2008) examined the characteristics of high school coaches in Quebec and Ontario and results showed that there are marked differences between coaches in each province and also between coaches in the same province. The authors highlighted the need to conduct other studies to better understand who are the coaches in high school sport. Thus, it was decided to conduct a case study of a high school in the province of Quebec. In-depth interviews were conducted with 15 coaches from this high school. Using Jarvis’ (2006) Comprehensive Theory of Human Learning, the purpose of the study was to explore the biography of these high school coaches. Results revealed that three distinct groups of coaches were present at the school. The first group consisted of young teacher-coaches at the beginning of their teaching career. The second group consisted of adults from the community who either coached their child’s team or were solicited to coach due to a lack of available coaches. The third group consisted of recent alumni of the school whose playing careers were over and decided to coach in order to stay involved in their sport. These coaches also decided to coach because they wanted to give back to their school’s sport program. The three groups of coaches demonstrated similar characteristics on a number of categories, such as formal coach education and past sporting experience. However, coaches differed on a number of issues, especially as it relates to their coaching philosophy and how they tried to apply it in their coaching practice. For example, recent graduates who returned to coach stated they focused mainly on developing sport-specific skills while teacher-coaches were more familiar with the school’s mission and recognized the importance of promoting other skills such as life skills. Furthermore, teacher-coaches acknowledged it might be easier for them to develop relationships and positively influence athletes given that they work at the school compared to external coaches who often have to cope with career obligations that can interfere with coaching duties. These results highlight the fact that a one size fits all approach to coach education should not be privileged and that coaches’ diverse biographies must be taken into consideration.
ADOPTING A LIFELONG LEARNING PERSPECTIVE TO EVALUATE THE IMPLEMENTATION OF A NATIONAL COACHING EDUCATION PROGRAM

This presentation addresses a study which is part of a larger research program examining the new National Coaching Certification Program (NCCP) Competition-Development (Comp-Dev) multi-sport modules. The three-year research program, funded by the Coaching Association of Canada with matching funds from the Faculty of Health Sciences of the University of Ottawa, will document the implementation of these modules. This presentation is based on data collected after the first year of the implementation. The researchers conducted interviews with the Program Director and with the four Master Learning Facilitators who are responsible for the training of all Learning Facilitators in Canada who, in turn, will deliver the modules to the coaches. By framing the research within Jarvis’ theory of lifelong learning (2006, 2007, 2008), we are attending specifically to the notion of personal biography, which “comprises bodily and emotive, as well as cognitive, dimensions” (2006, p. 73). Therefore, one of the main assumptions is that each of the actors (Program Director, Master Learning Facilitators, Advanced Learning Facilitators, Learning Facilitators, and Coaches) within the Comp-Dev educational process has a different biography based on personal experiences. This leads each individual to value, perceive, and prioritize different elements related to the Comp-Dev multi-sport modules over others. The analysis of the transcribed interviews (over 90 pages, double-spaced) suggests that while the Master Learning Facilitators had similar and extensive experience within coaching, within the NCCP, and within formal educational settings, they differed on other elements. For example, their unique biographies have led them to have different perceptions about the possible challenges in the implementation of this new Comp-Dev training process. More specifically, while some Master Learning Facilitators were concerned about the Learning Facilitators’ ability to adopt a learner-centered delivery style, another Master Learning Facilitator was very confident that most Learning Facilitators will be able to transition from the former lecture-based delivery into the new style. This research is relevant to those studying or delivering coaching education programs as it reveals the importance of considering the global background of the different actors involved with the entire delivery process.
Coach Education has been historically supported by the positivism idea of science, especially by the mechanistic/reductionist paradigm that has guided the way coaches treat athletes and all knowledge of sports sciences. From that point of view, all phenomena could be measured and quantified, and so sports sciences becomes a field that views experimentation and measurement as the only research domains. The disposition to simplify nature and the world by parts has fragmented and reduced researches which became compartmentalized, with no longer exchange of information among scientists. As we identify the athlete-body, we will see a body that is very often invaded in its intimacy, deteriorated in its essence as to keep a specific level of efficiency. Hence, we must rewrite this perception of a machine athlete-body. Lined by complexity theory, thought Edgar Morin’ study coaching is viewed as comprising agents working collectively in a dynamic and often non linear ways within a complex adaptive system. In a way, the Complexity quest is not to separate a phenomenon entirely to understand it, but the need to connect it to its natural articulations. Therefore, to better understand coach education it is not enough to know the isolated parts, it is necessary to think how it occurs, how it organizes itself in the system. Proceeding with the complexity rules we come to the idea of the athletes as a reflexive and active being. Both are fundamental and complementary: after all, we cannot be reduced to individuals submitted to stimulus bombardment which are absorbed without any interference as we are beings of desire and drives and it is through these relations that we can recognize, distinguish, constitute oneself and be satisfied or not with these desires and drives. The knowledge until then separated, fragmented and packed in accordance to the subject of interest, seen through a complexity focus, to know, to make dialogues viable, cooperate and, above all, to respect the particularities of each of them that comprise the coach education and sports science area. Therefore, the construction of a project that considers the cultural, biological, psychological elements regarding the experience of the human corporal movements in a circumspect and responsible way could bring better chances of accomplishment. Therefore, we intent to help coaches understand the intrinsic complexity in their work, how better deal with it, and help its development, increasingly using teams to accomplish the varied tasks, mindful of transdisciplinary teamwork possibilities.
PERFORMANCE TO PRINCIPLE: A GROUNDED THEORY INQUIRY INTO THE VALUE OF SOCIAL RESPONSIBILITY IN THE WORLD OF ELITE SPORT

Sport in Canada is struggling to demonstrate that it is accountable, value-based, and socially responsible. Amidst this dilemma, there is a growing social movement of elite Canadian athletes using sport as a vehicle to affect meaningful social change. The impact of this social movement on performance is not well understood but could provide coaches and sport leaders with valuable insight into the future integration of social responsibility.

Through fifteen in-depth interviews with retired and current elite Canadian athletes I sought to understand what values and experiences motivated their sense of social responsibility and subsequently how this impacted their sport careers. I employed a grounded theory approach to analyze the data and to develop the Athlete Social Responsibility (ASR) model.

The ASR model offers an explanation of how these fifteen athletes came to understand that their role went far beyond just sport. Their stories had beginnings, where they narrowed their focus and learned valuable lessons like discipline, focus, and commitment. Their stories had ups and downs and heroic examples of overcoming adversity and winning in the end. Where their stories differed from the traditional sport paradigm is that every athlete described a moment in their careers where they were opened up to the human condition and realization that they could make a positive difference in the world. This moment sometimes happened at the height of a career or at the lowest point of a career, but regardless it inspired action. Athletes afterwards sought different ways to give back and were rewarded with a strengthened sense of balance, perspective, and purpose in their lives. Some went on to have even greater success in sport. Many of the athletes expressed frustration that the sport system did little to encourage such engagement and offered a number of innovative ways that the system could facilitate more social responsibility. These ideas ranged from developing a social responsibility resource guide to restructuring the Canadian Athlete Assistance Program to include both performance and social responsibility criteria.

The ASR model diverges from the pervasive paradigm that athletes need to have a singular focus and devote all their time to sport in order to be successful. The results from this study show that social responsibility can have a positive impact on an athlete’s performance, personal development, and continued participation.
Cognition of Korean Women Athletes' Leader Roles

The purpose of this study is to examine female and male athletes' cognition about Korean women athletes. This study consists of two phases.

First, phase 1 is focused on 9 excellent female athletes who have played in the world class games, based on the qualitative research. The athletes were asked why Korean female players are strong and how they perceive their position and role in the female athlete society. The result of the phase 1 shows that the motive power for dominating the world class games are a will of iron, repeated training and specific goals, and the expectation of a material compensation. Benefit, attitude, social & cultural respect, psychological experiences after acknowledging performances in the big games such as the Olympic are confidence, positive support, material help and responsibility. The qualification and education needed for female athlete leaders are professional knowledge, devotion to field, organization management and best performance, asking for an opportunity, and humanity.

Phase 2 adopted the result of depth interview from phase 1, Delphi Technique, and Analytical Hierarchy Process (AHP). We invited 72 leaders who can represent the sporting world as a panel and asked them what is needed for a female athlete to enter the leader class in the sporting world. First, Delphi Technique was used to examine the factors disturbing female athletes as leaders, improvement measures of their society participation, necessity of raising female athletes as leaders and education content for raising female athletes as leaders. The factors disturbing female athletes' activities include male-dominated operation of organizations, personnel system, lack of educational institutes and educational contents. Improvement measures demand education of professional knowledge, searching common development for female and male athletes, education and ability enhancement, and preparation of social institutes. The necessity of raising female athlete leaders was listed in order as followings; to realize gender equality, to acquire each other's advantages, to have the balanced development of Korean athletes, to raise leadership, to extend education opportunities and not to have development without new information. Desirable educational contents to foster female athlete leaders include passion(will), sociability, organization management, openness, administrative ability, and personality education. This content designed as questions was administered to 72 male and female panel engaged in Korea sport world to determine gender differences by degree of agreement and importance. One-way ANOVA was used on each question. The results showed that there were significant gender differences. Men had lower scores than women on most of the questions.

Finally, through Analytical Hierarchy Process (AHP), the relative priority of the sub-factors regarding the leader producing education for the female athletes were the needs of the times, leader's professionality, both gender development in order. The relative priority of the educational contents to produce female athlete leaders was a human nature education, organization management, administrative ability, openness and passion, and sociality in order.

Based on the result of this study future research must have preparation for social system for Korean female athletes and give them leader education.
EDUCATION AND TRAINING FOR PSYCHOLOGICAL SKILLS OF KOREA NATIONAL SWIMMING TEAM

This study was conducted by a swimming team manager's request for psychological support, in order to prepare well for the 11th World Swimming Competition 2005. The subjects were 25 swimmers (male 12, female 13), and five directors. Average age of the swimmers is 17, which is the youngest team in the history of swimming team. The psychological support was conducted 14 times at Korea National Training Center(Taeneung)'s Conference Room at 3:00pm~5:00pm, every Wednesday. In this progress, in order to promote the swimmers' active participation and stable mind state, the researchers tried to do their best quantitatively and qualitatively. The psychological training was made during a swimming training time not to interrupt the swimmers' break time. The program included developing the swimmer's strong motivation and ability to perform well without any trouble in the real games. From the 1st to 3rd training, the swimmers learned how to fill out counseling requests and question forms and why they should go on the training for psychological skills. Also, through the program, the researchers analyzed the swimmer's goals, and their routines. On the 4th training, by the directors' request, the swimmers learned to develop their responsibilities as national swimmers, the importance of World Swimming Competition, and their wills to achieve their goals. The rest of training is done to set goals for motivation and intensify relaxation, inner visualization, mind control, and concentration. After the psychological training, on the World Swimming Competition, Korean Swimming Team made six Korea's new records, one Korea's equal record, and one Korea's standard record and had one finalist, and four semi-finalists; this record is the highest one in the history of swimming records.
TEACHING GAMES FOR UNDERSTANDING IN COMPETITIVE SPORT CULTURE: AWARENESS, RESISTANCE AND PERCEPTION

Bunker and Thorpe’s (1982) Teaching Games for Understanding model is more than twenty-five years old and, despite anecdotal sources confirming its positive effect upon motivation, tactical awareness and decision-making, this ‘player-centred’ approach appears not to have achieved widespread awareness or understanding in the British Isles. Theorising that there may be sites of resistance to TGfU practices and philosophy particular to its situation in a distinct coaching culture, research using a ‘grounded theory approach’ (Glaser & Strauss, 1967) was conducted with respondents, including TGfU co-originator David Bunker, and coaches from a wide range of ‘performance’ and ‘participation’ backgrounds.

Semi-structured, in-depth interviews were transcribed and the resulting data sets ‘fractured’ to reveal distinct ‘meaning units’. Category coding via constant comparative analysis allowed 25 concepts to be developed and ‘merged’ into three initial categories, namely ‘status’, ‘coach values’ and ‘resistance.’ From these factors a further two ‘global’ themes of ‘competitive sport culture’ and ‘coach development’ illustrated the existence of a ‘success threshold’ or ‘tipping point’ that might see TGfU methods and models more widely used.

Major findings included a player preference for ‘real sport’ and ‘proper games’ rather than the modified ‘game forms’ that are central to the TGfU model and a widespread sense that coaches operated in a culture replete with ‘expectations’, concerning their role and practice, that ran counter to TGfU’s more facilitative approach. Coach’s frequent use of ‘controlling’ rather than ‘exploratory’ questioning arose as another theme, alongside the belief that tactical awareness was ‘specialist’ knowledge relevant only to ‘elite’ performers rather than conceptual content open to discussion by players and practitioners of all levels.

A recommendation is made that TGfU practitioners follow a path of ‘connection, contribution and collaboration’, after Way & O’Leary’s (2007) description of developmental stages in coach communities of practice, in order that understanding and use of ‘game centred’ approaches is disseminated to a wider audience.
DEVELOPING A COACHING CONFIDENCE QUESTIONNAIRE FOR ALPINE SKI COACHES

With the introduction of new competency-based coaching education programs, Canadian sport federations wish to assess the effectiveness of their programs. Researchers in the field of coaching conducted this research in partnership with the Canadian Ski Coaches Federation. Within coaching, few psychological variables are more influential than confidence. Research has supported theoretical linkages between coaching confidence and outcomes such as the leadership style (Sullivan & Kent, 2003) and commitment of the coach (Kent & Sullivan, 2003), as well as the satisfaction and performance of his or her athletes (Feltz, et al., 1999). Although a valid scale measuring coaching confidence exists, it was specifically designed for high school basketball coaches; such scales should be particular to the context of the coach (Bandura, 1996). The current research question was to develop a valid and reliable scale of coaching confidence specifically for the context of ski coaches. The scale was intended to be rooted in the conceptual definition of Feltz and colleagues and follows the steps for devising a confidence measure described by Bandura. Specific items were designed that reflect the specific domains of effectiveness in ski coaching. Face and content validity of these items were supported by experts in skiing, coaching, and sport psychology/confidence (Bernard, 2000). This resulted in a 14 item scale that assessed confidence in four key domains—making ethical decisions, planning a training session, analyzing ski performance, and providing support to athletes in training. Each item was placed on a four point Likert type scale, with responses ranging from 1 (low confidence) to 4 (complete confidence). The ecological validity and psychometric properties of the scale were then examined with a sample of 48 ski coaches (56% male; 86% between 15 and 18 years of age). Consistent with other measures of confidence in sports, coaches showed moderate to high levels of confidence (means ranging from 3.13 – 3.58 out of 4). Specifically, coaches appeared to be particularly confident with respect to providing support to athletes in training, but relatively less confident with respect to analyzing ski performance. Further, the scale appears to be reliable, with an internal consistency alpha of .86. The scale now stands as a psychometrically sound and ecologically valid measure of confidence in ski coaches. Its development represents a model partnership between scholars and practitioners. A comprehensive plan of research is currently designed to build on these results, specifically, to support the factor structure of the model, and to support the effectiveness of current coach education programs within the sport.
LEADING ELITE YOUTH SPORT COACHES TO PUT DEVELOPMENT BEFORE COMPETITION

Two areas of research in youth sport coaching are coach learning/development and athlete development. Researchers (e.g., Nelson et al., 2006; Wright et al., 2007) have documented the different learning situations for coaches: formal (large-scale), nonformal (clinics and workshops), and informal (through experience and participation in practice). The relative contributions of each type of learning situation vary with the individual coach’s biography, but learning through experience is ranked highly for most coaches. More specifically, researchers have recommended context specific learning situations that take into account the age and competitive level of the athletes (Wiersma & Sherman, 2005). Also it has been noted that developmental coaches in Canada would prefer to have more guidance in their learning through experience (Erickson et al., 2008). From a coach development perspective, learning through experience presents a challenge as the learning opportunities are not well defined in terms of content, space, and time. Therefore, a pertinent question for coach educators is whether it is possible to structure a coaching context in which elite coaches will learn to nurture athlete development in a climate where winning generally becomes the most important thing, and coaches tend to see each other as enemies (Trudel & Gilbert, 2004). How the sport leader of a highly competitive elite youth sport league provided coaches with learning situations within their specific coaching context while managing to promote learning development before competition is at the heart of this case study. The research question was: What type of leadership is needed to achieve coach and athlete development in a competitive baseball league for 15 to 17 year old boys? Data were collected through an archived television program and interviews with the sport leader, the league manager, and five coaches about the activities that happened over a five year period. The interviews were transcribed verbatim and thematic analysis applied to understand the vision, objectives, and actions of the leader; and the perceptions of the other participants. The results depict a strong leader with high credibility, an innovative approach, and the vigour to create major changes in the league’s operation. The case details the leadership that brought the coaches of this highly competitive elite league together into a collaborative unit, putting development before competition. Coach educators are provided with an example of a learning situation located in a specific coaching practice.
DESCRIPTION DES PREMIÈRES ANNÉES D'EXPÉRIENCE D'ENTRAÎNEURES EN SPORT

Cette étude\(^1\) vise à mieux comprendre l’expérience vécue par des entraîneures novices lors de leurs deux premières années à ce poste. Ce choix est basé sur des conclusions d’études qui ont permis de constater la sous-représentation des femmes au poste d’entraîneur ainsi que la diminution du nombre de celles-ci au cours des 30 dernières années (Acosta et Carpenter, 2006; Association Canadienne des Entraîneurs, 2007; Kerr, et Marshall, 2007; LaVoi et Becker, 2007). Non seulement y a-t-il moins d’entraîneures que d’entraîneurs, mais lorsque celles-ci optent pour cette profession, elles demeurent en poste pour une période d’environ quatre ans comparativement à 11 ans pour leurs collègues masculins (Hart, Hasbrook & Mathes, 1986).

Partant de ces constats, nous avons opté pour une approche qualitative à cas multiples visant à faire de la connaissance sur la réalité quotidienne vécue par des entraîneures débutantes en décrivant leurs deux premières années d’expérience. Douze entraîneures novices (gymnastique, basketball, soccer, taekwondo, curling, cheerleading) ont été suivies en utilisant la technique des incidents critiques pour collecter des données sur leurs problèmes et leurs succès. L’analyse des incidents négatifs a permis de les regrouper en deux grandes catégories : ceux liés aux athlètes (d’ordre affectif, cognitif ou moteur) et ceux liés à l’entraîneure elle-même (d’ordre pédagogique, organisationnel ou affectif). Pour les incidents positifs, les résultats démontrent clairement que les femmes associent leurs succès aux réussites de leurs athlètes. Toutes les entraîneures ont aussi identifié l’aide d’une mentore comme étant directement liée aux succès vécus. Les entraîneures débutantes semblent très centrées sur l’apprentissage des athlètes et sur leur bien-être. Les situations décrites témoignent principalement de réussite de mouvements, de difficultés vécues par les athlètes, d’un temps de pratique augmenté ou diminué, de leur sentiment de fier té à la suite de la réussite d’une athlète ou de leur sentiment d’impuissance lorsqu’elles ne possèdent pas les outils pour aider leurs protégées. L’analyse détaillée de l’ensemble des incidents positifs et négatifs nous a permis d’identifier un certain nombre de préoccupations communes à toutes les entraîneures : répartir leur attention équitablement entre les athlètes, comprendre les comportements déviants des athlètes pour mieux intervenir, souhaiter la réussite de toutes et trouver des stratégies d’enseignement efficaces. Pour terminer, nous présentons des conclusions plus spécifiques aux femmes, des conclusions liées à la formation des entraîneures et des conclusions liées au soutien accordé aux entraîneures débutantes.

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Are They Ready? An Examination of Student-Coach Internship Training in US Coaching Education Programs

Only a very small percentage of U.S. coaches receive formal training or coaching education (e.g. Gould, Giannini, Krane & Hodge, 1990; NFHS 2003). In order to help improve the sport training coaches receive, many different sport organizations, from youth to elite levels, are striving to provide coaching education, often in the form of written materials and workshops. Unfortunately, few of these programs go beyond textbook or lecture based information. Schempp, McCullick and Mason (2006) have suggested that gaining hands-on experience is the underlying key element within the stages of coach development and the process of becoming a professional expert in their field. Cushion, Armour, and Jones (2003) also recommend the opportunity to observe more experienced coaches as a key experience in novice coach’s development. Therefore, Cushion (2006) advocates a structured expert to novice coach mentorship experience. At the collegiate level in the U.S., a model similar to scholastic teacher training is the foundation for academic based coaching education programs that seek to combine classroom based education with experiential learning. The academic science and philosophy based coursework in many of the academic programs is based on the NASPE Sport Standards for Sport Coaches (2006). In these programs student-coaches are generally required to participate in field based internship experiences in order to develop a strong art and science based approach to coaching.

Unfortunately, little is known about the nature of the academically structured student-coach internship experience. Gilbert and Trudel (1999) called the evaluation of coaching education one of the “most pressing issues in sport science research.” Thus, this study sought to explore students’ academically structured internship experiences to better understand their perceived preparation and experience. Student-coaches, currently finishing their sport coaching based internships at the undergraduate and graduate level, were surveyed regarding their perceptions about their academic preparation, internship guidance, the actual internship experience and their preparation for entering a profession in coaching based on their internship experience. Recommendations for coaches and coach educators will be made and student-coach internship program guidelines will be explored.
Alfano, Nicholls, and Dorsch (2002) found that 90% of Canadian inter-university (CIS) ice hockey athletes reported experiencing at least one concussion during their athletic career. Despite the high prevalence of concussion in sports, it has also been discovered that athletes’ have many inaccuracies regarding concussion-related knowledge (Kaut, DePompei, Kerr, & Congeni, 2003), leading to the suggestion that improving athletes’ knowledge may be an important part of an injury prevention program. We extend that suggestion to include coaches, who are ultimately responsible for putting a player back in the game. The purpose of this study was to examine the knowledge that CIS ice hockey coaches possess regarding concussion. A national sample of 51 ice hockey coaches (37 males, 14 females) from 23 university teams across Canada were mailed the Concussion Questionnaire (Dorsch & Alfano, 1998). The questionnaire was designed to examine general knowledge of concussion in four categories: Neurologic, consisting of 8 items examining general knowledge of concussion (e.g., ‘a concussion is an injury to the brain’), Equipment, consisting of 3 items looking at the role of protective equipment (e.g., helmet, face shield, and mouth guard) in reducing the chance of sustaining a concussion, Recovery, consisting of 5 items examining recovery from concussion (e.g., ‘people who have had one concussion are more likely to have another’), and Signs and Symptoms, consisting of 9 items looking at knowledge regarding post-concussion signs and symptoms (e.g., ‘headaches are a common consequence of concussion’). Coaches’ were asked whether they believed each statement was Definitely True, Probably True, Probably False, or Definitely False. When examining the accuracy of the coaches’ responses, results showed the average number of correct answers was: a grade of ‘D’ for the Neurologic category ($M = 52.7\%, SD = 21.5$), a grade of ‘F’ for the Equipment category ($M = 6.6\%, SD = 16.1$), a grade of ‘D’ for the Recovery category ($M = 53.3\%, SD = 30.7$), and a grade of ‘D’ for the Signs and Symptoms category ($M = 53.6\%, SD = 29.1$). Overall, the coaches received a grade of ‘F’ ($M = 47.6\%, SD = 20.6$) for their general knowledge of concussion. It is obvious that more education is needed.
KNOWLEDGE TRANSFER: INTEGRATING ACADEMIC RESEARCH INTO COACH EDUCATION

This presentation will address the incorporation of concepts and findings of a research thesis into an NCCP level four coach education and development program. There is a need for increased knowledge transfer, enhanced dialogue and greater collaboration between academics, coaches and educators in Sport. (Reade, Rodgers, Hall, 2008) This initiative inaugurated the transfer of knowledge that was acquired through a research study into content for leadership seminars for the education and development of NCCP level four coaches. The presentation will discuss how learning, derived from applying, testing and refining academic research in practical coaching situations, has created enhancements that have been incorporated into the Leadership module at the Ontario NCI. It will highlight the findings of the presenter’s doctoral thesis on coaches’ perceptions of their Emotional Intelligence and the influence of their emotional intelligence abilities on their coaching process. The thesis also surveyed a number of athletes who were coached by coaches in the study about their perceptions of their coaches’ emotional intelligence. The thesis found that the coaches’ perceptions of their Emotional Intelligence differed according to their gender and their coaching environment; that coaches reported experiencing great change in the coaching environment and yet continued to coach in the way that they had been coached; and that the majority of coaches who were interviewed in the study tended to adhere to a “control and command” type of leadership style. The coaches’ strongest emotional intelligence abilities were independence, stress management and problem solving and these strengths supported this leadership style. The author suggested in the thesis that the emotional intelligence abilities of empathy, self-awareness, optimism and flexibility may be strengths that would serve the coaches more effectively in their role as developers of athletes. Coaches in the NCCP leadership seminars explore this idea. The design of the content of the leadership seminars will be discussed, explaining how the concept of emotional intelligence and its’ subscales are introduced to the coaches and applied to the practice of coaching and leadership. The seminars are interactive and experiential. The coaches evaluate their own emotional intelligence abilities, practice applying them in different coaching scenarios of their personal experiences and learn how to enhance their emotional intelligence abilities if they so choose.
A psychophysiological profile for an athlete is developed using multiple physiological and neurological measures. An 18-site EEG assessment and a 5 modality physiological assessment are used in determining the athlete’s psychophysiological profile. Target optimal functioning criteria are used to determine the athlete’s baseline arousal and relaxation response and range. The type of responder the athlete is, when exposed to stress, recovery and rest, is identified. Information gathered during the assessment is used to create each athlete’s profile and following this a bio/neurofeedback training program is developed to improve the athlete’s self-regulation ability and psychological skills of focus, relaxation and anxiety control, first in the lab setting and then in the practice and competitive environment.

During biofeedback training, the athlete learns to voluntarily control aspects of the autonomic nervous system. Muscle tension, skin conductance, body temperature, heart rate and respiration feedback are the modalities used to train self-regulation of the physiological components of arousal. Neurofeedback (EEG biofeedback) is used with reference to the cerebral functions relating to the brain’s electrical activity. During neurofeedback training the individual trains his own brain waves to function more efficiently within the desired mental state.

Bio/neurofeedback is considered a temporary learning aid and in time the athlete becomes more sensitive to internal states and sensations of stress and learns to manage his/her body and mind optimally. Self-regulation eventually begins to become habitual, requiring less and less conscious involvement.
COACHING KNOWLEDGES: A CRITICAL REFLECTION ON A SWIMMER'S UNDERPERFORMANCE

The coach-athlete relationship is an important relationship in sport, with coaches having a great opportunity to influence the athlete’s sport experience (Eitzen & Sage, 2003; Wheeler, 2003). The knowledges relied on by a coach to solve problems are therefore crucial for a coach to consider. This paper is an analysis of a young competitive swimmer’s underperformance and the knowledges I relied on in my response as her coach. At an important meet, this swimmer was not performing as well as she or I thought she could. After explaining to her that her underperformance was a direct result of her lack of effort in practice, she started to work harder in practice and was able to improve subsequent performances. A case study approach was used to describe the situation and my response. The analysis of my response uses ideas from Foucault’s genealogical approach to understand where the knowledges came from that I relied on to solve this problem (Markula & Pringle, 2006). Through this analysis, I realized I was relying on two dominant practices to guide my response. They were: “coach as you were coached” and “what you train is what you race.” Since my swimmer improved, I considered this solution to be successful. By tracing the history of these stories and considering the dominant discourses these stories developed from, however, I was able to see how much of my coaching was a result of traditions from my own experiences, chance, and accident (Markula & Pringle, 2006). Following this analysis, I can see the value in considering alternative approaches to dealing with underperformance, and the value of not establishing fixed practices when it comes to problem solving as a coach. This has led me to conclude the importance of critical reflection before, during and after problem solving.
NICE GUYS FINISH FIRST: HOW CHARACTER AND LIFE SKILLS FACILITATE PERFORMANCE IN COMPETITIVE SPORT

“Nice guys finish last.” “If you’re not cheating, you’re not trying.” These expressions are engrained in our culture and reflect an implicit and pervasive view that competitive success and character are contradictory objectives in sport. However, anecdotal evidence and limited research suggest that there may be a positive connection between character-life skills (CLS) and performance (Gould, Collins, Lauer, & Chung, 2007). If the two are related, what is the nature of the connection? To explore this question, semi-structured interviews were conducted with 10 highly trained and successful university coaches from Western Canada. On average, coaches had 18 years experience and worked 50 hours per week in-season. Three coders reviewed 401 single-spaced pages of transcript and used a combination of grounded and hierarchical analyses to identify salient themes (Corbin & Strauss, 2008; Patton, 2002). Coaches described a strong positive relationship between CLS and performance. In fact, performance benefits were a major motive in coaches’ efforts to recruit and nurture CLS in their players. Simply stated, coaches believed that talent is not enough: you cannot just recruit players, you have to develop them, and you must do so on and off the field. Coaches explained that developing the personal attributes of their players benefited performance by enhancing work ethic and long-term development, teamwork, mental toughness, and the overall ability to actualize potential. However, over-emphasizing CLS can be detrimental to performance in that it may distract resources that are necessary for optimal performance. Also, performance benefits from CLS are more long-term. As such, it is important for coaches to balance their time and attention. Finally, there seems to be a reciprocal relationship, in that success helps to foster positive development initiatives. For instance, success gives coaches more credibility and a stronger voice of influence with players. Also, competitive success reinforces the character mission of the program. By integrating positive youth development (PYD) initiatives with the competitive motives of coaches, there is an opportunity to maximize the benefits of each. Framing PYD in terms of competitive advantages will also appeal to coaches who might otherwise not prioritize PYD. The implications of this study suggest that researchers, administrators, and media should explore and promote the positive relationship between character and performance. Practitioners could make this relationship part of their coaching education curriculum by providing new ideas about how to enhance performance by teaching life skills. Limitations, future directions, and applications to coaching development are shared.
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Analyse de l’activité du directeur technique national et de la direction technique nationale pour concevoir la formation des futurs DTN

Aujourd'hui en France, le Directeur Technique National des Fédérations Sportives n’est plus seulement – voire n’est plus - un directeur technique (sous-entendu de la technique de l’entraînement sportif) mais bien au-delà, un « manager », c'est-à-dire quelqu’un qui possède la manière de conduire, diriger, structurer et développer une organisation. Cette étude consiste à « saisir » l'action « du DTN » - « de la DTN » par le process de travail, en proposant une orientation de recherche centrée sur l’action, c'est-à-dire sur l’agir en situation : Qu’est ce qui structure « l’action DTN² » ? Comment le DTN arrive-t-il à articuler les différents aspects de sa mission - management stratégique des projets et des ressources humaines, financières, organisationnelles, etc. - et à se représenter la stratégie globale de sa fédération pour orienter au quotidien, les actions individuelles et collectives et interagir ?... pour concevoir une formation innovante des « staffs DTN ».

DTN : le challenge de l’action dans les environnements complexes

Ce travail s’inscrit dans des approches de la complexité qui actent que l’action en contexte naturel mobilise des entités autonomes ayant des informations incomplètes ; des champs d'action limités ; des contrôles répartis et distribués ; des traitements synchrones et asynchrones ; des dynamiques en interaction ; des incertitudes ; … Et au final œuvre dans un contexte de décisions/actions multi-acteurs, multidimensionnels, multicritères, multi-échelles. L’action DTN se construit :

• **Dans un espace institutionnel dual** et consiste à chercher « la bonne distance » entre un « centre » i.e. l’état dont il est le représentant et une « périphérie » constituée d’acteurs locaux (la fédération, les clubs, les ligues, …) qui développent leur autonomie, ...
• **Dans de l’indétermination, de l’incertitude, de l’ambiguïté de phénomènes « flous », mais face aussi aux événements imprévus**, qui obligent les acteurs de la DTN à « travailler à poser les bonnes question »,
• **Dans les contraintes de l'action en temps réel, avec son lot de ruptures, de surprise et de contraintes temporelles.** Se pose alors la question du contrôle de la situation et de la manière dont le DTN peut organiser ce contrôle...,
• **Dans le cadre de collectifs qui ne correspondent pas à la notion classique « d'équipe constituée » mais qui renvoient plutôt à la constitution ad hoc émergente d’un réseau d'acteurs.**

Le rôle managérial du DTN consiste à comprendre, orienter et coordonner les divers acteurs de « la DTN » afin de les amener vers la résolution d’enjeux collectifs - présents et à venir - en prenant en compte – ensemble - les dimensions humaines, économiques, organisationnelles, technologiques, politiques et sociétales qui entourent les choix d’action. Ce travail de reliance se caractérise au sein de la DTN par :

² Nous parlerons i) du/le DTN pour parler de la personne étant entendu que pour simplifier nous parlons à la fois des hommes et des femmes DTN et ii) de la DTN pour parler de la Direction Technique Nationale comme organisation collective. L'expression « du DTN - de la DTN » envisage à la fois l'individu et le collectif de manière indifférenciée.
Un (des) porteur(s) de projets
- qui crée(ent) des dynamiques dans les communautés de pratique qu'il(s) constitue(ent)
- dans un environnement distribué et dans une dynamique d'échelle temporelle diversifiée
- avec des risques anticipés de chaque action
- dans une organisation qui apprend en faisant et fabrique des normativités intermédiaires
- pour anticiper l'avenir en gérant le quotidien.

Vers un cahier des charges pour l’ingénierie de formation des « staffs DTN »

Comment prendre en compte des réalités sociales, des pratiques multiformes et disparates en fonction des disciplines sportives et des orientations des acteurs pour accompagner et renforcer l'efficacité « du DTN – de la DTN » ?

Suite à cette étude, nous plaidons pour un « saut qualitatif » qui amène les futurs DTN à penser et agir dans cet espace complexe. Cela consiste à :

- **Apprendre à travailler dans la complexité et l’incertitude** conduit à identifier, délimiter les exigences, la nature des situations « managériales » et par suite de mettre en œuvre une ingénierie permettant de développer des connaissances pratiques fortement contextualisées,
- **Favoriser les interactions sociales dans les formations et former à des attitudes.** La formation est une construction d’apprentissages certes individuels, mais aussi collectifs et interactifs. Ils ouvrent ainsi la voie à une réflexion sur l’ingénierie des pratiques collectives en formation organisée autour des idées que l’on peut apprendre des autres en situation.
At the present time, the capacity does not exist within the province of Nova Scotia to deliver the National Coaching Program (NCCP) effectively. A pilot initiative has been undertaken by the Nova Scotia Department of Health Promotion & Protection (NSHPP), in cooperation with the Nova Scotia School Athletic Federation (NSSAF), Acadia University and St. Francis Xavier University, to develop coaching standards and to build sport specific Learning Facilitator and coach capacity at the school and community levels. Six PSOs were recruited to participate in the pilot project: basketball, curling, hockey, soccer, volleyball, and wrestling. Each PSO sought to develop capacity in their sport in one region of the province. Through a series of meetings facilitated by the NSHPP sport coordinator involving representatives of the PSOs, NSSAF, recreation community, and the university researchers, an action plan was developed. The plan included the following stages: the collection of sport specific data from schools and community clubs regarding the current state of coaching capacity; development and implementation of sport specific strategies by PSOs to address barriers in order to increase capacity; assessment of the effectiveness of each strategy; and development of a framework to be used by sport organizations desirous of increasing standards based coach capacity at the grassroots level. Data were collected from the schools and community clubs via a self administered questionnaire and through face to face interviews conducted with the key stakeholders in the project. In addition to the survey and interview data analysis, content analysis was carried out on meeting and field notes generated by the NSHPP sport consultant who served as project facilitator. The proposed poster presentation will feature: an identification of the systemic and structural barriers that limit intersectoral collaboration relative to coach capacity development; a comparison of the state of coach development between the sports engaged in this study at the school and community levels; and an assessment of the potential of PSOs to effectively and purposely effect change in coach capacity levels within community club and school settings.
This poster seeks to examine issues surrounding the adoption of the Long Term Athletic Development (LTAD) model in a contextual setting. There has been limited research into the effective transfer of international sport policy and in particular of LTAD. Using a case study approach based on the British Canoe Union (BCU - the UK national governing body (NGB) of paddlesports) the research employed a mixed method data collection approach. Drawing on data collected from over 200 BCU coaches in the North West of England the aims of this research were to explore the degree of (1) understanding that coaches (levels 1 to 4) had of the model, (2) their willingness to apply the concepts of LTAD into their own coaching practice, (3) and to consider the processes of implementation of LTAD within a particular coaching group. The general finding from the online survey, focus groups and interviews undertaken were that lower level coaches had limited understanding of the model with 51% suggesting they had no knowledge and of that percentage, 43% indicated they had only partial understand (on line survey). Data from the focus group suggested that coaches felt ill-equipped to employ central LTAD principles in their coaching. Interviews with senior BCU officers indicate dismay at the reported lack of knowledge and an insistence that communication to members and the imbedding of LTAD in coach education should have guaranteed transfer of knowledge. These findings are set against a situation in which UK NGBs have been subjected to an increasing cascade of state sponsored policy (Houlihan & Green, 2008), where limited attention is given to the ability of the host organisations to implement the policy into existing structures and practice or to evaluate and manage the policy through its states of adoption and imbedding.
Research and initiatives aimed at influencing coaching competence have almost uniformly focused on the technical and strategic aspects of sport. However, recent research in the area of coaching competence has uncovered salient interpersonal constructs that athletes deem equally, if not more, important when evaluating the effectiveness of their coaches (Myers, Feltz, Maier, Wolfe & Reckase, 2006). Consequently, the coach’s ability to deliver relevant information while understanding, motivating and developing their athletes in an individualized manner, appears to be an important consideration when discussing coaching competence and its impact on overall effectiveness. Using Chelladurai’s (1978) Multidimensional Leadership Model as a template, this presentation will explore how providing a coach with insight into their own inherent leadership style, combined with personality information about their athletes, can impact the coach’s motivation and character building competence (two sub-constructs of the coaching competence model), and ultimately their overall effectiveness. This line of research has implications with respect to the curriculum contained in coaching education courses. By including a self-assessment in the program, and thus fostering self-awareness, coaches can leave clinics with not only a better understanding of the technical and strategic aspects of their sport, but also a better understanding of their natural coaching style and how they must tailor and customize it to be effective with various athletes.
DOES PROFESSIONAL PLAYING EXPERIENCE LEAD TO PROFESSIONAL COACHING SUCCESS?

This study analyzed the relationship between elite coaches' playing experience and their coaching success. The sample (n=134) included coaches with the equivalent of 3 full seasons of head coaching experience in either the Major League Baseball (MLB) (n=46), National Basketball Association (NBA) (n=38) or the National Football League (NFL) (n=50) between 1997-2007. The coaches’ success was measured by their winning percentage as calculated by dividing the total number of victories by the total number of games coached in their professional lifetime, regardless of the timeframe in which those games were coached. Data for this study included each coach's: a) years of playing experience in the MLB, NBA, or the NFL, and b) coaching success as measured by the winning percentage in the same respective leagues. Data for this study were collected from on-line data bases managed by each professional league.

Descriptive statistics were calculated for each sport to determine: a) average number of years coached, b) range in years coaching experience, c) average winning percentage, and d) range in winning percentages. ANOVA determined if playing experience was a predictor of coaching success in the three sports studied. Pearson Product Moment Correlations were also calculated to test the relationship between playing experience and coaching success.

The ANOVAs failed to find significant differences between coaches with more or less playing experience and coaching success in baseball (F 1, 45 = 0.782, p = .70), basketball (F 1, 37 = 0.658, p = .76) or football (F 1, 49 = 0.710, p = .71). Further, Pearson Product Moment Correlations failed to identify significant relationships between professional playing experience and professional coaching success in MLB (r = -0.16), NBA (r = -0.05) or NFL (r = 0.00). It was, therefore, concluded that professional playing experience was not a predictor of professional coaching success.

The amount of playing experience accumulated by the coaches in this study varied both within and between the three sports studied. The findings of this study suggest, however, that to be a successful coach at the professional level, one does not necessarily need professional playing experience. Further, the amount of playing experience one gains at the professional level is not a predictor of one's success as a professional coach.
IS MENTORING AN EFFECTIVE STRATEGY TO SUPPORT THE PROFESSIONAL DEVELOPMENT OF VOLUNTEER SPORTS COACHES?

In the UK over the last 10 years, mentoring has proliferated within sports coach certification programmes. Mentoring has been embraced enthusiastically because it is regarded as an effective strategy that can support coaches’ professional learning (Gilbert & Trudel, 2006). Yet, the effectiveness of specific mentoring processes within coaching has rarely been analysed systematically, and Cushion (2006) has argued that in too many cases, mentoring is adopted in a largely functional and uncritical manner. It can be argued, therefore, that the absence of operational mentoring constructs has led to a limited understanding of mentoring interaction, mitigating against a critical analysis of mentoring processes and behaviours (Lyle, 2002).

The main research question addressed in this study was: “what can be learnt about coach learning from the interaction between volunteer mentor and coach within a structured mentoring framework?”. Data are reported from a 12 month longitudinal study of eight coach mentors and eighteen mentees that were organized into formal mentor partnerships in one region of the UK. Methods included semi-structured interviews, questionnaires and focus groups with all participants. Data analysis was undertaken using a constructivist revision of the Grounded Theory Method (GTM) (Charmaz, 2006), recognizing that themes, issues and categories are constructed from data and are mutually negotiated. ‘Core’ conceptual categories were identified, depicting actions that embody mentoring processes.

Findings from the study revealed that mentoring was the result of continuous interaction between coach and context, and that context must be understood in both spatial and temporal terms. The context of volunteer coach mentoring can therefore be viewed as what Day & Sachs (2004) have called “situatedness in time”; that is, the mentoring process was valued when interaction was situated ‘locally’ (spatial), and where participation was perceived as relevant to practice (temporal). Two key implications of the findings are: 1) that requisite competencies, skills and inclinations of both coach and mentor need to be acknowledged when recruiting participants to any formalised mentoring programme; and 2) there is a need to re-conceptualise coach mentoring in ways that differ from the ‘borrowed’ formal models with quantifiable cost-benefit outcomes (Singh, 2002). It is argued that coach mentoring should be located within a community of practice model that can maximise professional learning in a shared and sustained social network.
SUPPORTING HIGH QUALITY EXTRA-CURRICULAR PRIMARY SCHOOL SPORT IN WALES: THE DEPLOYMENT OF STUDENT COACHES

The twenty year strategy for sport in Wales, Climbing Higher, establishes a target of getting all primary school children physically active for 60 minutes on at least 5 days of the week (Welsh Assembly Government, 2005); currently only 44% are achieving this target (Sports Council For Wales, 2007). In an effort to contribute to national participation targets and provide high quality learning experiences to young children, the University of Glamorgan has developed an innovative partnership with the Sports Council Wales and Rhondda Cynon Taff Education authority involving the training and deployment of undergraduate students to deliver an after school physical activity programme. The framework of the programme is designed around the developmental model of socialisation (Cote et al., 2003) that supports interventions involving quality learning experiences for primary age children through the integration of community and school resources.

The programme is in its eighth year of operation but has expanded significantly in recent years, with over 1000 primary school children annually taking part in sports clubs and festivals. An evaluation of this program highlights multiple student, community and university benefits. Students gained valuable ‘real world’ experiences and the necessity to coach children of all abilities in a wide variety of sporting contexts led to a vast improvement in their coaching and interpersonal skills. The ability to reflect on practice and develop delivery skills are important attributes for all those involved in sports coaching, but something that are often neglected due to time constraints in the paid ranks of the profession. However, a number of key challenges were identified that may compromise the quality of such provision in the future, including: poor facilities; a lack of equipment; and the training and recruitment of volunteers.

This community partnership approach utilising well qualified student coaches ensures that a high quality physical activity programme is delivered. This supports the idea of primary schools as a site for multi sports clubs as suggested by Kirk (2005) with suitably qualified staff and the opportunity for primary school children to “sample” a range of sports. The success of the initiative relies upon the formation of multi agency partnerships at a local and regional level. Experiential learning underpins the program with students required to reflect upon the challenges that they face in getting children more active. It is a unique and holistic approach, but one that is supported by key local and national partners and is fundamental in supporting the objectives set by the Welsh Assembly Government.
ASSOCIATIONS BETWEEN THE STATUS OF CANADIAN COACHES AND THEIR COMPETITIVE EXPERIENCE AS AN ATHLETE

Coaching researchers have recently brought attention to coach’s previous experiences as a competitive athlete and how it relates to coaching (e.g., Gilbert, Cote, & Mallett, 2006; Rodgers, Reade, & Hall, 2007). Rodgers and colleagues suggest that coaches with previous experience as a competitive athlete are more likely to exhibit certain behaviours that are viewed as sound coaching practices. Furthermore, they imply that the idea of hiring ex-athletes to be coaches may have some merit. The present study was designed to expand upon this research by providing descriptive data regarding how level of competitive experience as an athlete is associated with the status of a coach. Status is defined as a combination of salary, position, benefits, employer expectations, evaluation, social support, and stress.

The data used for this study came from data that was collected as part of a CAC funded research project on the status of Canadian coaches of high performance athletes. The sample consisted of 606 Canadian coaches that varied in the level at which they competed as an athlete in the sport they now coached. Of the sample 182 had competed at the international level, 231 at the national level, 123 at the provincial level, 53 at the school level, and 17 at the local level. All of the coaches worked with high performance athletes (National Team, Jr. National Team, College, University, and Canada Games level athletes), they ranged in age from 13-17, and gender was also indicated (male = 440, female = 156, not provided = 10). All participants completed an On-Line survey that was composed of questions regarding demographics and coaching status. Level of competitive experience as an athlete was found to be associated with many different factors related to coaching status. For example, 44.2% of individual sports coaches compared to 21.% of team sports coaches had competed at an international level as an athlete. This may suggest that an increased recruitment of coaches from team sports athletes needs to be considered. Coaches who competed as an athlete at an international level were also positively associated with working with more carded and higher competitive level athletes, having higher NCCP level, holding a full time position, finding coaching positions, and higher gross annual salary for their coaching position. More results and practical implications based on these findings were discussed.
COACHES' COMMUNITIES OF PRACTISE: TENSIONS, BALANCES, NEGOTIATIONS

Significant work in the social sciences has argued the nature of learning as a collaborative, social process (Lave & Wenger, 1991). Similarly, research within coaching has confirmed interaction and experience within practical coaching contexts as the principal knowledge source of both novice and experienced coaches (Chesterfield, et al, in press; Cushion et al, 2006; Jones et al, 2004; Potrac et al, 2002). Coaching scholars have recently begun to examine this phenomenon in more detail, with the emphasis on how coaches’ knowledge can be enhanced through the provision of social learning opportunities/environments founded on Lave and Wenger’s (1991) ‘communities of practice’ (e.g., Jones, et al, 2009; Harris, 2007; Culver & Trudel, 2006). The impact on current coach education provision, however, continues to be minimal, which perhaps is not surprising given the continued lack of empirical evidence examining the complexity of the position. Whilst recent work has attempted to provide examples of coaches’ learning through peer interactions within the same sports (Culver & Trudel, 2006), a dearth of research exists examining the complexities inherent in establishing, developing and facilitating such a social learning environment. This is particularly so in terms of appreciating the tensions between the demands of the group and the needs of individuals, all housed within a particular cultural context. The aim of this paper, which forms part of an ongoing PhD project, is to explore the difficulties inherent in establishing productive ‘communities of practice’ particularly where coaches perceive themselves to be in unwritten competition with each other and where jobs are dependent on managerial opinions and resources which, in turn, exist in a constant state of flux.
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THE EFFECT OF AN EIGHT SESSION SKATE TREADMILL AND AGILITY TRAINING PROGRAM ON THE DEGREE OF SEPARATION (DOS) IN ICE HOCKEY PLAYERS

The sport of ice hockey places multiple simultaneous demands on the physiological, mechanical, and cognitive abilities of individual players. At the elite levels, players are required to intuitively forecast and react to game play by performing complex mechanical tasks at intensive levels of physical exertion. Often mechanical tasks are performed in an automated, uncoordinated yet sequenced fashion. The term, degree of separation (DOS) has been coined to describe an athlete’s ability to sequence the uncoordinated sport specific movements of lower body (skating) and upper body (stick handling & puck control). Thus, the purpose of this study was to investigate the effect of an eight-session degree of separation (DOS) training intervention on sport specific measures of sequenced yet uncoordinated sport specific movements in sixteen male, major bantam competitive ice hockey players. More specifically, the training intervention challenged the athletes to skate and control a puck at varying degrees of separation while performing unrelated cognitive tasks in an uncoordinated sequence. Participants completed a battery of pre and post skill specific tests developed to evaluate DOS abilities: T-test of agility, a modified Cunningham Faulkner test of anaerobic capacity, and a DOS skate treadmill test. The DOS test is a lower body (skating) and upper body (stick handling & puck control) coordinative test. The pre and post tests were separated by 4 weeks of DOS specific training; eight – 90 minute training sessions scheduled twice a week, with a minimum of 48 hours between sessions. Total duration of the study was 6 weeks. Each training session included a standardized warm up, 45 minutes of DOS skate treadmill training, and 45 minutes of DOS agility training. The DOS training combined both upper and lower body exercises. These exercises were performed at varied speeds and across three planes of motion, specific to the movements of the lower (skating) and upper (stick handling & puck control) in ice hockey players. Volume and intensity of drills scheduled over the four weeks were progressively overloaded. Pre and post-test scores were analyzed using independent Paired T-Tests. Results revealed significant differences between pre and post test scores in agility, anaerobic capacity, and DOS measures (p < 0.05). In conclusion, the results of this investigation suggested that DOS specific training can enhance the sequencing and coordination of ice hockey movements.
The purpose of the study was to identify coaches’ perspectives on athlete-centred coaching behaviours. The athlete-centred model of sport is of significance to elite coaches and athletes, as it expands upon the traditional focus on athletes’ performance by recognizing the importance of pursuing the athletes’ personal excellence and acknowledging the athlete as an active participant within the coach-athlete relationship (Clarke, Smith & Thibault, 1994; Kidd, 2006; Kidman, 2005, Miller & Kerr, 2002). The basic principles of the athlete-centred model of sport include a mutual respect amongst athletes and coaches, the understanding that sport performance is an important part but not the entirety of the athlete’s life experience, and recognition of the athlete as a whole and developing person. In spite of an interest in the athlete-centred model of sport, empirical research on this approach to sport is lacking. More specifically, very little is known about the coaching behaviours which exemplify an athlete-centred approach. As a first step, this study examined the specific views of coaches regarding the meaning and practices of athlete-centred coaching. It addressed the questions, ‘what does the term athlete-centred mean to coaches’, and ‘how do coaches describe athlete-centred coaching behaviourally?’ Semi-structured interviews were conducted with 10 (5 male and 5 female) current coaches of female athletes on Canadian national team sports: ice hockey, soccer, rowing, water polo, basketball, rugby, baseball, synchronized swimming, and handball. In the interviews, coaches were encouraged to share their perspectives with respect to the meaning of and behaviours associated with athlete-centred coaching in elite sport. The data were analyzed qualitatively, revealing divergent views and definitions of the term “athlete-centred sport.” The participants referred to the themes of a philosophy of the athlete as more than an athlete, a philosophy of success that extends beyond athletic performance, specific values as well as coaching practices that involve athletes, as requisite components of athlete-centred coaching. The coaches also spoke of existing barriers to implementing an athlete-centred sport system. The findings of this study will help to inform our understanding of the development of coaching excellence, needs for future coaching research, as well as holistic athlete development.
BACK-TO-BACK WORLD CUP CHAMPIONS!: EFFECTIVE TEAM & PLAYER DEVELOPMENT IN MASTERS/VETERANS SOCCER CONTEXTS

Recent advances in sport pedagogy have made a significant contribution to team and player development programs across Canada. However, very little has been documented regarding effective team and player development programs for masters/veterans level players. This presentation examines the implementation of a unique high performance team and player development program for a select masters soccer team at the University of British Columbia, Canada. This team’s outstanding development and record of success throughout British Columbia and in the United States led to participation in, and winning the 2006 and 2008 Universities Masters World Cup 6-a-side Tournaments in England and Switzerland respectively.

Context based learning (CBL) provided an integrated approach to team and player development, and draws upon a wide range of sports science disciplines in order to meet the diverse needs and competitive circumstances for these masters soccer players. CBL is central to contemporary adult learning theories and has its pedagogical roots in constructivism, situated learning experiences, and communities of practice. Essentially, CBL focuses team and player development on the interactions with other team mates in a critical learning community; the game setting provides cues that are critical to cognitive processing; and it incorporates the masters players' developmental needs, ideas and competitive circumstances into the learning experience.

Action research methodology was employed to evaluate the implementation of team and player development experiences for this select masters soccer team at the University of British Columbia. Longitudinal data suggest that CBL experiences: organise team and player development programs around issues relevant to masters players; ensure that the practice environment closely simulates the competitive context; engage masters players as stakeholders in the team development process; develops reflective players and fosters greater appreciation for team and player development; and enhance masters soccer performance! CBL, however, is not a panacea for effective team development or for winning competitive games since many factors influence performance results. Further, problems can arise by poor implementation of CBL approaches. To implement effective CBL strategies for team and player development, requires a coach to conduct a comprehensive needs assessment of the game context and engage players with an eclectic range of facilitation (coach-centred to player-centred) techniques in order to meet the diverse needs and circumstances of masters players. Team and player development processes described in this masters soccer context can also be applied to a broad range of masters/veterans team games.
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A RESEARCH ON THE AREA OF CHINA’S HIGH LEVEL COACHES' TEACHING EXPERIENCE

During the course of a season, various people make judgments of coaches. Athletes, parents, Club members, employers, sponsors, owners of the clubs as well as supporters all judge the coaches based on issues such as enjoyment safety win/loss records and cost. But the Coach is very important during athletics growth in the long term system. So it will be necessary that Research coaches’ teaching experience change for coaches’ development offer conditioning.

This study utilizes the methods of documental studies, Questionnaires and talking with track and field officers in china as well as professors and National coaches. From the 90s to now, they have even trained to attain international masters’ degrees or pass a few time Olympic Games enrollment. From December 2005 to January 2006, forty-one persons have attained a certain standard in athletics pursuance

Results and discussion had shown that:
1. It is necessary that elite athletics cooperation with the coach himself/herself, Coach’s training guide ideology, intense course and spirit of utter devotion is athletics successful conditions. An elite athlete needs up to 8-10 years to get to a good performance.
2. Coaches record of formal schooling had since the 1993 Bachelor’s degree improved to about 51.22 per cent (and up to 58.3 per cent in junior colleges in 1993), 46.9per cent in junior colleges but only 2 per cent post-graduate masters.
3. It is a main element that a good Coach has a solid special field of study knowledge and overall theory knowledge. It is obtained from more news’ knowledge passed by varied coaches’ studies and practices combine. With time , the coach should possess overall knowledge including anatomy, the muscular system, sport biomechanics, Training theory and so on. For example during discussions on the consequences of methods, the Coach should have an overview of some of the characteristics of the methods. The rationale for doing this is that some readers of books may not be familiar with some of the methods. Being unfamiliar with the range of methods would make it difficult to question current practices. A Thorough research had shown that china is part of a high level of athletics injuries(90.14%)in training and competition and had made choice about the appropriateness of adapting particular methods.
4. The Thought coach confirmed of some methods and learner-centred practices to have good performances, hence the need to adapt to modern times science training and competitions is very important.
5. Associations improve with coaching because coaches will have more opportunities for their athletes to compete with other international athletes in the same athletics arena. The coach’s treatment of athletes will be improved and this will cultivate a modern and diversified form for athletics.
Utilizing a Linear Periodization Resistance Training Model to Enhance Sport Performance of Female Athletes

Enhancing the level of sport performance by developing appropriate training systems utilizing a best practices approach should be a goal for sport coaches. The purpose of this study was to investigate the effect of an 11 week periodized resistance training program on sport fitness parameters in untrained females ages 13 – 18 who participated in interscholastic volleyball and/or basketball. A periodized resistance training program utilizing a variety of exercise strategies was used to determine if any changes occurred in sport-specific physical fitness parameters. Eleven previously untrained females (ages 13-18) participating on either a high school volleyball or basketball team participated in an 11 week off-season periodized resistance training program three times a week. Training sessions lasting approximately two hours consisted of three components. The first component included a dynamic warm-up and speed, agility and quickness instruction. This was followed by a strength and conditioning segment. Finally, each subject participated in a flexibility and cool-down component. Subjects performed the following assessments pre and post-training: sit and reach flexibility test, sit-up and pushup muscular endurance tests and bench press and parallel back squat to determine muscular strength. To establish power levels vertical jump, power clean and push press tests were utilized. The 300 yard shuttle run was used for anaerobic fitness evaluation and results from a 1.5 mile run determined aerobic fitness level. To determine an agility profile the T-test and 20 yard runs were used. At the conclusion of training pre and post training test data were analyzed using paired 2-tailed t-tests. Results of analysis indicated that there was a significant difference in the areas of muscular endurance, muscular strength, power, anaerobic and aerobic fitness, flexibility and speed. The findings of this study concluded that the 11 week periodized resistance training program provided an adequate training stimulus that enhanced sport specific training attributes in young untrained female athletes. Specifically, participants in the training program evidenced statistically significant increases in the sport specific attributes of muscular endurance, muscular strength, power, aerobic fitness, anaerobic fitness, speed and flexibility. The results of this study indicates to sport coaches that adolescent female athletes who receive correct instruction and supervision in an appropriately designed resistance training program can safely attain sport performance benefits. Future research needs to examine the effects of multi-strategy training programs on both untrained and trained female high school athletes related to sport specific performance.
BENEFITS, DRAWBACKS, & PREPAREDNESS: US COACHES PERCEPTIONS OF THE YOUTH OLYMPIC GAMES

In 2007, the International Olympic Committee created the Youth Olympic Games (YOG) to extend the Olympic Movement and stimulate worldwide sport activities. The first summer games is a 12 day multi-sport, cultural, and educational event for young people (14-18 years) to be held in Singapore Malaysia in 2010. Considered a flagship event, the YOG aims to prepare young elite athletes to have an ethical approach to sport, be aware of the dangers linked to sport (e.g., doping), and understand the importance of sport to health and social integration (IOC, 2007). This event has raised concerns in the United States (US) about whether youth sport coaches are properly trained to prepare athletes for elite competition.

In the US, approximately 47 million young people between the ages of 5 and 18 years take part in sport activities each year (Ewing & Seefeldt, 2002). Over 3 million coaches oversee these athletes (Clark, 2000). Yet, estimates indicate 90% of coaches have no formal preparation in coaching techniques or injury prevention (Seefeldt, 1992). The US is the only major sporting nation without a coaching certification program. This is largely because the autonomy granted to states and national governing bodies (NGB’s) does not easily lend itself to a unified national effort (Interscholastic Coaching Report, 1996). USA Track and Field has taken significant steps to educate coaches by conducting face to face training sessions, sponsoring seminars, and distributing resource materials.

A quasi-experimental study was performed to assess whether level of certification (i.e., not certified, developmental, Level I, and Level II) produced different perceptions of need for training in five areas: coaches’ skills and abilities, coaches’ subject area knowledge, coaching practice, coaching environment, and coaching relationships. Youth sport coaches enrolled in the USATF Coaching Education Programs (N=177) were included in the study; however, because random selection was not possible, race and gender were used as covariates. ANCOVA results revealed a single main effect for coaches’ subject area knowledge: F(3, 161) = 5.851, p = .001, η²=.101. Coaches agree additional training across the five areas is necessary; however, based on level of certification, there are differences in perceived subject area knowledge needs. Through open ended responses, coaches also indicated there are significant benefits and drawbacks associated with the YOG.

This presentation will share study results and discuss the implications of the YOG on the recruitment, training, and retention of youth sport coaches in the US and abroad.
A SYSTEMATIC OBSERVATION STUDY OF THE SOCCER COACH.

The purpose of this research is to study the behaviour of (n=4) four coaches in training and competition at two soccer academies in Malaysia. The study applied a qualitative methodology-observation technique to explore the unique features and circumstances surrounding the soccer academy coaches. Subsequently, the findings of this study revealed that i) the development of knowledge of coaching has taken place in the academy but constrained by factors involving the coach education programme at the academy level; ii) the coaches’ behaviour that were seen in organizing the players and training them for competition has impacted on the players’ performance; and v) other factors which have impact on the coaches’ behaviour during the coaching process.
COACHING AND INNOVATION: FACTORS IN ADOPTION OF NEW TECHNOLOGIES

Technology innovations have led to changes in the way sports are performed and even in the rules that govern sports. The impact has been widespread covering everything from administration (e.g., scoring, drug screening), clothing, equipment, planning, training, and movement analysis, to nutrition and rehabilitation.

A computer-assisted coaching model will be presented which divides technology use in sport into three broad categories: managing, monitoring, and mentoring. These categories encompass a multitude of sport science components that include data management; notational, pattern, performance and game analysis; biomechanics, physiology; and collaborative and distributed communications technologies (e.g., multimedia, GPS).

This presentation will highlight a number of innovations and discuss the issues in the adoption of new innovations particularly with respect to the factors that influence acceptance and effective implementation. Issues such as level of engagement and technology acceptance models will be emphasized. Coaches and administrators are constantly bombarded by vendors and proponents of new innovations. Since these tools are usually expensive, potentially time-intensive, and risk being left in the closet, a practical guide to navigating the technology maze will be provided.
A FOUCAULDIAN REFLECTION ON TEACHING THE AXEL: A CASE STUDY OF MY KNOWLEDGE AS A FIGURE SKATING COACH

As research has shown coaches are critical in conducting safe and educationally sound athletic programs. This has led to the development of national standards and certifications (Houseworth, Davis, & Dobbs). For example, the governing body of figure skating in Canada, SkateCanada, requires coaches to demonstrate prerequisites, attended formal standardized courses, follow mentor coaches, and gain monitored practical coaching experience prior to certification. In addition, beginner coaches are required to learn the technical aspects of the job (Jones, Armour, & Potrac, 2002). During all of this they learn to become a contributing member of the SkateCanada coaching culture. Through a case study approach of my own coaching experience in teaching the axel to a skater, I explored the knowledges I used, and critically reflected on why I used them, as well as any unintended consequences attached to them. After determining that my skater met a number of basic abilities as a skater, I taught her the axel with a variety of progressions following the SkateCanada manual. We practiced the skill together to correct a number of errors and built her skill confidence until she successfully landed it. As a coach, I relied heavily on the protocols and progressions of the SkateCanada manuals and courses. However, my improvisation and innovation abilities were restricted because I felt bound to the curriculum. To understand why this was the case, I applied Michel Foucault’s (1972) principles of control, surveillance and docility. I internalized the principles and acquired skills learned through SkateCanada as the norm. SkateCanada’s constant control and monitoring of all aspect of my coach learning lead to my own self-surveillance following certification to ensure I was following their standards. This monitoring created a lack of alternatives for me and decreased the opportunity for creativity and reinforces the cultural norm. This analysis enabled me to see how SkateCanada imposed forms of power, control, and discipline over member coaches, including myself, potentially resulting in docility, burnout and lose of autonomy. In conclusion, I discuss alternatives to dominant coaching practices, including critical and ethical reflection to ensure that I am not becoming a docile body, but am actively participating in the coaching process for my athletes.
AN EVALUATION OF THE NCCP MAKING ETHICAL DECISIONS COACH EDUCATION MODULE

The purpose of this study was to evaluate the NCCP Make Ethical Decisions (MED) coach education module. This module was designed to enhance ethical conduct in sport by building coaches’ competencies in making ethical decisions. To address the research purpose, a mixed method research design of semi-structured interviews and an online questionnaire was employed. Thirty coaches, 12 females and 18 males, from a variety of sports, who had previously completed the MED module, participated in a semi-structured interview. These participants were asked about their general opinions of the MED module, their perceptions of the impact of the MED module on decision making processes, and their self-efficacy, motivation, and perceived barriers with respect to making ethical decisions. Additionally, 3700 coaches from a variety of coaching backgrounds completed an online questionnaire that assessed the various ethical dilemmas faced by coaches in the sport environment, and coaches’ perceived need for further education on various ethical dilemmas in sport. Taken together, the findings indicate that the participating coaches who completed the MED module were very satisfied with the course, found the information useful and easy to understand. Additionally, 73% reportedly changed their thinking with respect to ethical decision-making, and 60% reportedly changed their coaching behaviour or intended to change their coaching behaviour as a result of the course material. The responding coaches perceived they had a lack of information with respect to ethical and legal issues, as well as interventions. Many respondents desired more opportunities to discuss ethical decision-making. Recommendations were made for a support system accompanying the MED module, such as a 1-800 number, online resource they could contact with any questions or concerns following the course, or for access to an expert who may provide advice on ways to address unethical cases as they arise. The coaches saw the MED module as one part of a much larger ethical coaching framework and referred to the need for challenging attitudes, providing avenues for people to express concerns about unethical behaviours, periodic reviews of coaches, and establishing accessible arbitration panels. And finally, a surprising number of coaches recommended ongoing, mandatory professional development for coaches on ethical issues, based upon the belief that ethical coaching is critical to athlete health and development, as well as the advancement of the coaching profession in general.
LEARNING THROUGH SELF-STUDY IN COACH EDUCATION: THE INFLUENCE OF PURPOSE, PARTICIPANTS AND CONTEXT

This research examines the nature of self-study in terms of coaching, learning and research and begins to build an understanding of the influence of purpose, participants and contexts in shaping learning of coaching and coaching about coaching. By exploring learning through contexts and approaches to self-study, the purpose and value for practitioners in these situations in highlighted. These contexts include the sites in which coach education occurs (universities and schools) and the situations in which coaches and coach educators place themselves to better understand the complex world of coaching and learning. It also involves understandings of approaches to coaching and coach education that can only be examined by practitioners researching their own practice and making explicit the purpose for such study. The research concludes with a synthesis of the issues considered being illustrated in action through a case-study of learning through self-study. This case-study is designed to highlight how self-study can lead practitioners to develop insightful understandings of practice that also lead to meaningful changes in practice and, of illustrating how such learning might be conveyed and understood by others.
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COACH LEADERSHIP: AN ANALYSIS OF LEADERSHIP THEORY AND HOW REFLECTION-ON-ACTION CAN LEAD THE COACH TO NOVEL LEADERSHIP PRACTICES

This presentation is based on my ongoing investigation into leadership theory and how it relates to my experiences as a collegiate football player and coach. Through my thesis research I will be investigating the evolution of leadership from the ‘Great Man,’ trait, and other theories of transactional leadership and lead up to more modern conceptions of transformational leadership. In using the works of Burns, (1978); Bass, (1985); Fielder, (1967); Chelladurai, (1978 & 1989); Smoll & Smith, (1989); Avolio & Bass, (1988, 1994 & 2002); Fairholm, (2007); Bass & Steidlemeier, (1999); Greenleaf, (1995); Northouse, (20070; among others, to provide the basis of my review, I develop an analysis that will lead to new insights in coach leadership. In addition, in illustrating an innovative perspective on coach leadership I will point out a direction for novel coaching practices that emphasize the role of the coach and their consideration for their athletes as the determinant in leading individuals and their teams to new levels of athletic performance.

Through a review of leadership research and identifying the dimensions of initiating structure and consideration and connecting these to work on reflective practices by Gilbert and Trudel (2006); Cassidy, Jones & Potrac, (2009); Calderhead (1989); Van Manen (1991); Hartog, (2002); and others, I intend to show how the characteristics consistent in all instances of effective leadership may be cultivated through reflective practices and lead the coach towards new insights of sport leadership. Lastly, I hope to conclude by drawing on the work of Michel Foucault and his ‘Technologies of Self,’ and how this practice helps to mediate the tension between the bottom line of winning and a consideration for athlete development. Through the use of personal narratives, acquired from my experiences as a collegiate football player and coach, and providing the framework for my analysis I will illuminate specific issues in coaching that lead to a new perspective of coach leadership.
The effect of stickhandling and puck control (SPC) training intervention on wrist shot performance variables in female collegiate ice hockey players

Shooting, stickhandling and puck control (SSP) are fundamental skills in both the male and female game of ice hockey. Scoring statistics cited from Ontario University Athletics revealed that men scored approximately twice as many goals as females (www.universitysport.ca), thus begging the question of, whether or not the non-contact nature and head down style of play in the female game has contributed to the underdevelopment of fundamental skills in female players. The purpose of this study was to examine the effect of a 16-session stickhandling and puck control (SPC) training intervention on shooting speed, release, accuracy, and puck control. Eighteen female, collegiate, ice hockey players (mean age 19.76 ± 1.72 yrs) were randomly assigned to two SPC training conditions; normal vision (NV) and restricted vision (RV). The crossover design allowed both groups to participate in both conditions. Pre, mid and post testing included a battery of SSP drills under both conditions (NV and RV). Athletes trained using their own sticks on an individual SPC puck pad, designed for the purpose of the study. Each session was 10 minutes in duration and included a continuous routine of supervised drills. A mixed model ANOVA was used to determine the effect of the training in the two conditions. Significant differences in shooting accuracy were revealed PRE-POST ($p = .000$) and MID-POST ($p = .004$), with an increase in overall accuracy of approximately 12% (4.33 ± 1.94 to 6.17 ± 2.31 targets hit). Both simple and complex SPC tests in the NV condition showed significant improvements (22.83 ± 4.76 to 26.78 ± 3.10 reps, $p = .002$) and (6.44 ± 2.06 to 7.78 ± 1.93 reps, $p = .026$) respectively. Restricted vision SPC tests showed significant improvements for simple PRE-MID (17.50 ± 4.13 to 20.44 ± 3.78 reps, $p = .005$), MID-POST (20.44 ± 3.78 to 23.06 ± 2.58 reps, $p = .015$) and PRE-POST (17.50 ± 4.13 to 23.06 ± 2.58 reps, $p = .000$). Complex skills in the RV condition also revealed significance PRE-POST (0.44 ± 0.78 to 1.61 ± 1.15 reps, $p = .001$). Those who trained NV followed by RV had greater overall performance improvements in comparison to players who trained RV followed by NV. Therefore both training and sequencing of SPC training (NV-RV) was recommended for optimal skill development.
FLUCTUATIONS OF COACHES IN TRACK AND FIELD IN SWITZERLAND

In the Swiss Athletics Federation, like in many other sport federations, the fluctuation of coaches causes a lot of problems: Each year new coaches are educated, but at the same time coaches with experience leave the sport. This fluctuation is endangering the development of Track and Field, as important coaching knowledge is lost with the resignation of experienced coaches in the federation.

A questionnaire was administered to 139 Track and Field coaches (with a 45% return rate) who were educated between 1971 and 2008. The questionnaire was designed to find out the possible factors for the fluctuation.

The author suggests 5 factors that could explain this phenomenon.
1. Economic situation: Few coaches can make a living from coaching. There are not enough professional positions in Swiss Track and Field.
2. Professional growth: Because of the lack of opportunity to live from coaching many coaches choose to concentrate on their professional career. 60% of coaches said that their professional career was more important, because they did not have a better job perspective in Track and Field.
3. Unpaid positions: 90% of coaches work voluntarily. As long as the structure in Swiss Athletics does not change and there are limited finances to pay the coaches, the fluctuation of the coaches will not decrease. Another reason could be that the coaches' family have an impact on the available time for the voluntary coaching.
4. Social acceptance: "The coach" is not yet accepted in society. Swiss Athletics should do more to improve the acceptance.
5. Federation's support: The Federation does not support coaches enough. The lack of career plans for coaches in order to support and motivate them results in a loss of motivation and incentive for the coaches to continue their job.

These 5 factors illustrate the current situation for coaches in Track and Field. The author suggests three measures that could decrease the fluctuation of the coaches:

- First, the Federation should develop career planning for coaches.
- Second, coaches could be more motivated to coach voluntarily by non-monetary rewards (e.g. every year the association should give prices for the best coaches, as well as, for the coaches of elite athletes and youth athletes).
- Third, the Federation should develop a Track and Field training center for the talented athletes, where these athletes can train, live and work/study at a high standard. This would enhance the opportunity for more coaches to work under professional conditions.
SUPPORTING THE DEVELOPMENT OF SPORT SPECIFIC COACH EDUCATION IN FINLAND

The five year development project of Finnish coach education (VOK-project) was launched in 2005. It aims to develop the education of both coaches and instructors in child and youth sport, in elite sport and in recreational physical activity for adults. VOK –project is a network, which is coordinated by the Finnish Sports federation, Youth Finland, Finnish Sport for all Association, Finnish Olympic Committee and Finnish coaching Association. The network is open to all 74 national sport federations, 11 sport institutions and other organizations developing coaching. The focus of development is sport specific, which means that the national sport federations are the key agents developing coach education in their disciplines.

This presentation highlights the different support mechanisms offered by the VOK-project to the person’s responsible for developing coach education in national sport federations: formal and informal meetings of the network, annual VOK-seminar, national curriculum for coach education, economical support, tutor education studies, electronic working environment, discipline analysis and mentoring. These mechanisms were evaluated by the persons, who were responsible for the coach education development in national federations.

The results show that most of the support mechanisms were evaluated positively. The network model offer new ideas to implement coach education model into sport. New partners to develop education are found and many federations utilize the electronic working environment. However, some respondents criticize the project, by offering too wide curriculum model. Some also miss formal models to help developing sport specific coach education. These results are discussed and interpreted through the fragmented structure of Finnish sport system.
A TECHNICAL SERVICE SYSTEM MEETING NEEDS OF COACHES - A CASE STUDY

Consisting of 6 laboratory groups and 38 laboratories, the Scientific Research Center of Beijing Sport University is committed to leverage its discipline and talent advantages and every possible resource to meet scientific training needs of coaches and provide services for sports teams. During more than one year since its establishment, the center provided various types of scientific and technical services for coaches from more than 20 national teams, which won 17 Olympic gold medals, 6 silver medals and 8 bronze medals. These achievements are associated with the consistent top priority in the center to meet needs of coaches.

1. Integrate first-class resources to build a service platform. Aimed at realizing high level athletic sports and actively providing service for coaches from national teams, the center is accommodated in a 5276 square meter sports scientific building, which is furnished with top end sports research equipment valued at RMB 45 million.

2. Focused on improving service level through administrating measures. To help coaches get to know precise and timely physical performance information of athletes, the center has created physical performance files for excellent athletes. The center has also developed an online administrating platform, through which coaches can instantly access and analyze athlete test data to guide their scientific training activities.

3. Build its scientific research team and enhance scientific research activities. Through its primary scientific research workforce consisting of professors, the center carries out scientific research activities to solve various specific difficult problems in game preparing works, and provides various scientific and technical services including physical training, rehabilitation therapy, psychological counseling, sports technical analysis, sports nutrition, etc.

4. Introduce cutting-edge techniques, and promote advanced methods. To transfer the most advanced training methods to coaches, the scientific and research center has established a joint training institute with companies from the U.S.A, Norway, and Esthonia, etc., providing services including vibration training, core strength training, "Living High-training Low" and non-invasive muscle test technique for coaches to improve their training level.

5. Innovate in autonomous techniques, and develop sports science and technology. The center is bold in making innovations. In view of commonly occurred psychological stress in sports teams, cooperating with Tsinghua University, the center has developed a “far infrared ceramic beads training rehabilitation apparatus”, and helps coaches develop new fatigue recovering methods. The center has also established an athlete stress relieving room to help athletes relieve pre competition stress with various methods including physical therapy and psychological and physiological regulation.

6. Hold a science and technology lecture hall to educate coaches. The center frequently provides training classes for coaches to promote new techniques and methods. The center also holds irregular lectures in sports teams to improve scientific training level of coaches.

The Scientific Research Center of Beijing Sport University consistently gives top priority to providing service for coaches. It continuously meets various needs of coaches and provides better and better scientific and technical service for sports teams.
L’APPROPRIATION DES CONNAISSANCES DES ENTRAÎNEURS AU SUJET DES HABILETÉS DE VIE: PRÉSENTATION DU MODÈLE DE WERTHNER ET TRUDEL (2006)

A STEP-BY-STEP EXERCISE TO REACH A HIGHER ACQUISITION LEVEL ~CASE STUDY OF "TONG FEI" IN GYMNASTICS COMPETITION~

Today, there are various skills used in gymnastics competitions. However, there are few guidance methods, and players present a similar performance. This is also true for domestic top-level players. Have focused on the skill of "Butterfly with 1/1 twist (Tong Fei)" in floor exercises. This skill accents the composition of a performance, but has not been used except as a teaching method in training for gymnastics competitions. Therefore, research on this guidance method is necessary. In this study, I analyze the exercise method used by myself from the viewpoint of anthropology of the phenomenology. And introduce a step-by-step exercise to the acquisition level of this skill. In addition, it can contribute to the guidance methods in training for gymnastics competition.

At the beginning, I performed guidance method to do the acquisition of the skill even if posture is not beautiful.

1. Acquire motor sensation by occasionally using stools
2. Takes into consideration security
3. After that I changed exercising consciousness by coaching to become better.
4. Use arm well and step up efficiency of twist.
5. Allow body to sink and change for jump course when takeoff from the floor.

During the first stage, a student used the stool and was able to obtain a sense of the exercise, and learn the skills with consideration for security. Furthermore, the acquired technique allows you to refine the skill. In conclusion, it is effective to show an example of a guidance method for skills that are not yet studied. Using a stool, helps a gymnast find various possibilities thorough developing motor sensation.
A major determinant of the quality of youth’s sport experiences is the relationship with their coaches. As Donnelly and Kidd (2002) explain, it is highly desirable to investigate coaching practices as the values and practices employed by adults can be powerfully enabling and enriching, or can drive individuals out of sport for a lifetime. In this poster presentation, two youth sport coaches, who are fifty years apart in age, examine their coaching experiences. Through the use of reflective techniques, such as Gibbs’ (1988) reflective cycle, they begin a dialogue. Such dialogue offers practitioners the opportunity to reflect on their own practices, question their own coaching beliefs and values, and identify areas in need of improvement while developing new ideas and strategies (Knowles et al. 2001).

In this research, framed by the theoretical and practical understandings of “reflection” as an investigative process, these youth sport coaches engaged in reflective practice and applied it to a practical analysis of community coaching strategies. Through this open and honest dialogue between two coaches, one an experienced veteran and the other a novice, a mentoring relationship emerged and by purposefully sharing their experiences as volunteer community coaches at what may be described as a kitchen table dialogue, each began to read more widely and clarify more fully their individual coaching values and philosophies.

This qualitative study was conducted through a series of in-depth semi-structured and audio-recorded discussions. The coaches engaged in reflective dialogue, posed questions of personal interest and considered how generational differences influenced their coaching styles. They discussed important topics ranging from communication and teamwork, to respect and disciplinary action. They began to tell their stories, describing attempts to provide good sporting experiences for kids and finding inspiration in the words of great coaches and philosophers.

From an analysis of these audio-recorded discussions, there are differences in responses that vary in detail given differences in the sports they coached and in their ages. However, there are common themes. These coaching dialogues create powerful portraits of youth sport coaches who continuously strive to learn and want to make a difference in the lives of others. Five themes important to coaching development emerged and revolve around motivation, relationship building, fair play, skill development and team spirit. The conclusions from this study demonstrate the importance of reflective practice for coaching development as applied to the experiences of two youth sport coaches for purposes of enhancing their coaching practices.
SUCCESSFUL COACHING: INSIGHTS FROM HIGH PERFORMANCE BRAZILIAN COACHES

There is an increasing investment around the world in elite competitive sport. Olympic sport is heavily dependent on government funding for its survival. There are ongoing calls for this investment to be accountable. Accountability requires the knowledge of what factors contribute to success (De Bosscher 2008). The coach is central to the development of expertise in sport (Bloom, 1985) and there has been an increasing interest by coaching science scholars to support coaches in their pursuit of quality coaching. Many ‘critical-success factors’ interact and are associated with performance coaching and the development of elite athletes. Identifying which factors, in any given circumstance, lead to success is the subject of much debate and ongoing research. Despite a lack of systematic professional development opportunities and pathways for Brazilian coaches, there are ongoing and increasing pressures to achieve results at the highest level. Twenty four elite coaches from six different sports were interviewed. Given the widely acknowledged importance of the coach in athlete success, the study examined the role of informal learning in the development of the coaches. An analysis of the coaches’ narratives relating to their coaching experiences provided insights into the coaches’ pathways to develop their coaching knowledge and skills. The majority of coaches in this study had university degrees but they were general Physical Education qualifications and there is no government support for coach development in Brazil. Because the degree qualification only developed generic coaching skills its value was diminished in the eyes of the coaches for its lack of sports specificity related to performance coaching. A small number of Sport Federations have adopted coaching certification systems including volleyball, track & field and recently soccer. But the certification is not mandatory as we have seen in other countries. Some other coach qualification programs are developed based on local or regional needs, but are not part of a standardized national program. Given the relatively strong international performance of Brazil in some sports such as volleyball and the occasional good results in gymnastics, swimming, judo, and other few sports it was hypothesized that coaches were developing informally and despite them having university qualifications. Are some coach qualities best learned informally and can opportunities be provided that facilitate informal learning? What are the shortcomings of informal learning? More research needs to be done on the best combination of formal award-based professional development programs and informal learning.
USE OF WEB BASED VIDEO TEACHING AND LEARNING SYSTEM

In this presentation I would like to discuss the use of a web based video teaching and learning system that I use in our postgraduate coach education degree. This platform now allows the development of modules where coaches are able to observe, analyse and annotate videos of national coaches conducting practice sessions. This assists the coaches to bridge the theory-practice gap in their course.

I also use the system whereby coaches upload video of their own coaching, team meetings and in-class coach-athlete role plays. They can log-in from anywhere in the world and insert their observations and self-analysis into the comment box. Coaches can also respond to time-coded annotations made by other coaches.

This new learning environment allows student-to-student and teacher-to-student online annotation and encourages context-richness, situated learning and collaboration. The application of this technology has many benefits and supports the reflective practitioner approach and collaborative student led inquiry.

I will demonstrate several different examples, the annotations made by coaches within the class and their feedback on the use of this system as a learning tool.
OPTIMAL COACHING: A COMPREHENSIVE PROGRAM DESIGNED TO IMPROVE COACHING EFFECTIVENESS

The purpose of the paper presentation is to examine how emotions, attention, and interpersonal skills interact to influence coaching effectiveness. The regulation of emotions is an important part of any coaching situation. The ability to regulate emotions effectively contributes not only to the ability to solve problems, but also to the speed of decision-making, the quality of athlete interaction, and the capability to read and react to their environment. When coaches fail to regulate their emotions effectively, they sacrifice their ability to accurately perceive relevant performance cues coupled with a decline in interpersonal functioning effecting their ability to meet changing performance demands.

Fluctuations in emotional arousal and management have a predictable effect on information processing and decision-making. An understanding of the relationship between attention and emotional arousal, and of the conditions that impede a coach’s ability to control emotions and concentration is critical for improving coaching effectiveness.
The coaching process is complex (Bloom, 2007). Additional research is required to gain a better understanding of the factors that increase overall coaching effectiveness (Gilbert & Trudel, 2004). Horn’s (2008) model of coaching effectiveness proposes a series of direct relationships between the beliefs and values of coaches, their behaviors, and the perceptions of their athletes. One specific area of coaching behavior that is in need of more research is their use of psychological skills training (PST). Although the literature suggests that coaches promote sport psychology (Read et al., 2008), and believe PST to be an integral part of athletic training (Thelwell et al., 2008), many coaches fail to implement it into the training of their athletes (Gould, Damarjian, & Medbery, 1999). The purpose of this study was to examine the relationship between the beliefs and behaviors of curling coaches with respect to PST, and the perceptions of their athletes. In collaboration with the Canadian Curling Association, data was collected from a national sample of 115 curling teams with varying levels of competition and experience. In total, 115 coaches (74 male, 41 female) completed the Sport-Psychology Attitudes-Revised Coaches questionnaire (Zakrajsek & Zizzi, 2007) and Mental Skills Questionnaire (Bull, Albinson, & Shambrook, 2002), and 413 athletes (206 male, 207 female) completed the Coaching Competence Scale (Myers et al., 2006) and Sport-Confidence Inventory (Vealey, 2005). Interclass correlation coefficients (ICC) were calculated to ensure intra-team consistency. All ICCs were positive, ranging from $r = .39$ to $.56$, and significant at the $p < .01$ level. A series of multiple regressions were performed. Three of the four regression models were significant, with coaches’ PST behaviors accounting for 16% of the variance in athletes’ evaluation of their coaches’ competencies (GCC). The models for athletes’ Physical-Sport Confidence (P-SC) and Cognitive-Sport Confidence (C-SC) accounted for 15% and 36% of the variation, with GCC and coaches’ PST behaviors both being significant predictors of the models. After statistically controlling the influence of GCC, coaches’ PST behaviors accounted for 3% and 26% of the variation in athletes P-SC and C-SC. These results provide partial support for Horn’s (2008) model of coaching effectiveness, and offer new insight into the benefits of coaches’ use of sport psychology-related training behaviours.
THE NEXT GENERATION SPORT TALENT PROGRAM IN KOREA

The Korean Foundation for the Next Generation Sport Talent (NEST) is in charge of the Next Generation Sport Talent Program in Korea. The NEST is under the supervision of the Ministry of Culture, Sport, and Tourism in Korea and consists of 3 visions: Expansion, Expertise, and Globalization for sport talent. The purpose of this study was to gather and present information pertaining to the Next Generation Sport Talent Program in Korea.

The expansion vision for the Sport Talent Program includes; an Industry-University Cooperation Program for P.E. Students, as well as a Blog Web-site. The expertise vision includes; Programs for Sport Talent Growth, along with a Coaching Academy Program. The Globalization vision includes; Supporting Programs for Overseas Training, and Supporting Programs for International Professional Personnel.

The Industry-University Cooperation Programs for P.E. Students provides internships to increase job competitiveness, as well as a job creation component. The Blog Web-site provides advanced information relating to the program, and the Sport Talent Growth Program facilitates the development of the next generation of global star athletes. These programs include; the selection and advancement of sport talent, and the promotion of talent for strong local, and strategy sport.

Coaching Academy is a program designed for the development of next generation of global leaders. Coaching Academy includes; invitations and seminars geared to successful overseas coaches, circuit education (sport technique analysis), workbook development, and an instructional component for special education coaches.

Supporting Programs for Overseas Training are tailored to future professional personnel. These programs include; educational programs for retired athletes, overseas master’s, doctorate and post-doctorate degree programs, supporting programs for training overseas coaches and international officials, as well as professional training in the fields of sports medicine, science, and media.

Supporting Programs for International Professional Personnel was created for professional global sport diplomacy personnel and include; supporting programs for international professional personal in the Sport Federation, and supporting programs for sending individuals to the International Sport Federation.

It has been concluded that the NEST, via its internship programs, provides many opportunities for people to contribute to both Korean and the International Sports Organizations, such as the International Federation. This, in turn, will strengthen Korea’s sport diplomacy power and aid in developing its international administrative ability.
COMPARING COACH CONDUCT TO STANDARDS OF EXCELLENCE

It is now generally acknowledged that coaches have a powerful impact on the outcomes of youth sport experiences (Ewing, Seefeldt, & Brown, 1996). Research indicates that negative explicit or implicit values presented by the coach (e.g., an emphasis on winning, competition, unsportsmanlike attitudes and/or conduct) can negatively influence the moral development of the participants (Duda, 1989, Duda et al., 1991; Stephens, 1993). Therefore if developing coaching excellence is to be our goal, it is incumbent that we as professionals and researchers strive to investigate and develop the best practices that ensure positive outcomes associated with this goal. The purpose of this study is to examine samples of negative coaching conduct, its prevalence, and suspected impact relative to international standards set forth by the UN Convention on the Rights of the Child (of which Canada is a signee, 1992), and the subsequent Human Rights in Youth Sport (David, 2005). The standards set forth in these articles are standards of excellence adopted in many countries. Understanding the types and severity of coaching behaviour that has been identified as problematic, relative to the standards set forth in the Convention can help to reveal where coaches are falling short of their excellence and perhaps need more education and support. Data collected by the Justplay Behaviour Management program, a program that monitors the conduct of coaches/players/spectators on a game-by-game basis, was sorted to provide samples from three competitive youth sport organizations (hockey, indoor and outdoor soccer). A content analysis was performed on comments that were associated with ratings considered to be unacceptable during the 2007 season. Ratings were received from 56% (hockey) and 15% (both soccer leagues) of the games played during the season. Of these, 40.1% of the hockey ratings and 17.3% and 20.8% of the soccer ratings contained unacceptable behaviour. Abusive comments directed at the official were plentiful; however, perhaps more disturbing were the comments that were directed at the athlete (in many cases pre-teen athletes). For example, “The coach used excess foul language when dealing with his own players”, or “Team A’s coach made a derogatory comment about the injured player when he was taken away to go to the hospital”. The comments will be discussed with respect to the standards of the UN Committee on the Rights of the Child.
INNOVATIVE DEVELOPMENT IN COACH EDUCATION - HIGHER EDUCATION AND NATIONAL GOVERNING PARTNERSHIPS

Currently, recruitment pathways into coaching are haphazard; there are enduring issues in the status and social standing of coaches; and coach education is characterised by individualised and ad-hoc learning pathways. (Cushion & Nelson, 2006) Central to this process are the National Governing Body (NGB) awards, however, contemporary research would suggest that coach education courses are not preparing coaches for this role and the literature is unequivocal in adopting the position that coach education to date is perceived to lack relevance (Abrahams and Collins, 1998; Cushion, Armour and Jones, 2003). The creation of the UK Coaching Framework with the vision to promote coaching as a professionally regulated vocation and for coaching in the UK “to deliver a long-term coaching legacy and world leading UK system by 2016” (Sports Coach UK, 2008) will aim to professionalise sports coaching and improve the quality of coach education.

In support of current recommendations, the University of Glamorgan have successfully developed undergraduate degree programmes in Football Coaching & Rugby Coaching & Performance in consultation with the Football Association Wales trust and Welsh Rugby Union. Embedded within modules is the opportunity for students to acquire NGB awards and deliver 360 hours of work based experience that is supported by mentors in a variety of environments that include both professional football and rugby clubs and local authority sports development. This environment allows students to learn through interaction with their peers, coaches and mentors, in a community of practice where students can develop their knowledge and expertise by interacting on an on-going basis. (Wenger, McDermott and Snyder, 2002)

Courses are innovative and demonstrate the effective partnerships that can be developed between Higher Education and employers. More importantly the integration of NGB awards within the modular programme, supported by high quality academic provision ensures that a new breed of coaches is being developed. More importantly the fragmented, sequential, ad-hoc approach typical of coach education is being re-conceptualised though a more structured, contextualised and supportive environment. This new innovative approach to coach education would suggest the experiential learning opportunities offered through this approach are not as Jones and Wallace (2005) suggest “removed from reality”, but provide coaches the opportunity to facilitate the integration of new knowledge into coaching practice (Nelson & Cushion, 2006). The course echoes the views of Cushion et al., (2003) of the need to situate the trainees’ learning in the practical experience of coaching in an appropriate supportive context, through work based learning in a variety of contexts.
Many aspects of coaching have been studied over the past 40 years (Gilbert & Trudel, 2004). As this body of published research grows, obvious questions that have high practical significance are ‘What are the seminal studies that are shaping current coaching science and ‘What theoretical and conceptual frameworks have most influenced the field of study?’ While research on coaching continues to grow the field of study has been criticized for its lack of conceptual clarity (Lyle, 2002). One research synthesis technique that may be constructive in addressing this issue is citation network analysis. To our knowledge, citation network analysis has not been used to examine coaching research, although two studies were recently completed using the methodology to analyze athlete development models (Bruner, Erickson, McFadden & Côté, 2009; Bruner, Erickson, Wilson & Côté, in press). The purpose of the present study was to conduct a research synthesis of coaching research using citation network analysis. Through the implementation of citation network analysis, the authors aimed to identify key articles/authors and to determine the pathway of linking texts shaping current coaching science research. The selection of texts for the main path analysis was conducted in two phases. Phase one involved searching for English-language peer-reviewed research articles which contained the word “coach” in the title between 2004 and 2008 using multiple databases. Phase two added texts cited most frequently by Phase one articles. Results of the citation path analysis revealed how the field of coaching science has been influenced by previous work on coaches and by other academic fields (e.g., education, business). The study findings have a number of practical implications both for how future coaching research should be designed and how to provide practitioners with a better understanding of past and current coaching science literature.
LIFE COURSE APPROACH TO EVALUATING THE SCOTTISH "WOMEN INTO COACHING" PILOT PROGRAMME

In Scotland, a pilot programme aiming to encourage more female sports coaches to develop their skills began in 2008. In particular the Programme targets were to retain coaches in the coaching workforce and increase the levels of qualification of coaches on the Programme. Partnerships between a number of Local Authorities, sport National Governing Bodies, and sportscotland (the national agency for sport) have facilitated the involvement of coaches from four different sports in a coaching scholarship programme to run over three years. This Programme allocates funding for development of the coaches aligned to an individual development plan written with the assistance of a mentor.

The life course approach provides a method of understanding the context of each individual over their lifetime without linking any stage of life to a particular age. This approach was adopted by Brackenridge (2009, p18) and as she noted “to understand women’s long-term engagement in sport and other physical activity it is necessary to locate their sport and activity ‘careers’ within their own complex biographies”. To understand the impact of the Pilot Programme on coaches and mentors, in-depth interviews, questionnaires, diaries and ethnographies within the life course approach were utilised.

This paper presents an outline of the life course approach, key findings and a preliminary assessment of some impacts of the Pilot Programme.
ATHLETIC PERFORMANCE: IS IT 90% MENTAL?

It has been estimated that one child in every thirty will have an anxiety disorder (Ford et al., 2003). Above and beyond those with anxiety disorders, many individuals experience heightened anxiety prior to and during competitive sporting events. This can be particularly true for athletes who perceive there is a mismatch between their skill level and the task presented. By reducing stressors, coaches can open this space for an athlete with anxiety and in turn, capture learning possibilities once concealed.

The aim of this presentation is to provide an evidence-based synthesis of the relationship between anxiety and long-term athlete development (LTAD). According to the LTAD framework, coaches should integrate mental and emotional components into their athletic programs when coaching athletes as young as nine years old. In support of induction at this stage, Grossbard et al. (2009) found that athletes (9-14 years) worry about their performance in competitive sport situations. Furthermore, Hanton et al. (2008) discovered that athletes with minimal experience in their sporting environments experienced greater anxiety, and were not able to positively cope with their feelings.

However, there are strategies that coaches can employ to reduce performance anxiety. For example, performance anxiety can be attenuated by: a) showing athletes (e.g. via video or coach demonstration) the skills being asked to perform six weeks in advance of execution; b) ensuring that their skills are well-rehearsed; c) helping athletes understand and operate in their optimal state of arousal; and d) ensuring that progressions are achievable.

For some athletes, competitive sport environments can be daunting and stressful leading them to burn out or withdraw from sport. The pedagogical practices suggested in this presentation will benefit all athletes, but particularly those individuals who experience anxiety.
Mohsen Shafiei  
Islamic Azad University- Islamshahr Branch, Iran

DETERMINING AND MODELING THE NATIONAL COACHES' SELECTION IN SWIMMING, DIVING AND WATER POLO

The main target in success of sport teams is role of the coach. An efficient coach could improve the performance of her/his athlete and team, ultimately by using his/her knowledge and experience. Coaching is one of the most complex jobs in comparison with other jobs which every body couldn’t cope it. A coach should have specific knowledge about his/her domain and be skillful in his/her field.

Accordingly, the purpose of this study was to determine and model the national coaches' selection in Swimming, Diving and Water polo. In this research all of the statistic society because of less number of coaches in national, provincial & club level were scanned and finally the number of subjects and total coaches is equal (37 swimming coaches, 10 diving coaches, 33 water polo coaches and they were 80 in total). It has been tried in this research to categorize the components of main coaching domain by choosing the important components that are effective in coaching and then by analyzing data extracted from questionnaire, the rate of their importance of each one being prepared and finally a suitable pattern designed for selection of national coaches teams.

The method of this research is descriptive, and also information was gathered by questionnaire. Delphi method was used in selecting factors of national coaches. In validity of questionnaire some specialists who were faculty member of universities and had related experience in practice, selected and their opinions were asked in this way. In reliability of questionnaire also 10 coaches in each field of this sport were selected randomly and calculated by ChronBach alpha (α = 0.93). In this method the rate of accuracy of each variable evaluated by specialists and technical persons and finally gathered results were used for preparing research main questionnaire.

Descriptive statistics were calculated for each factor on the demographic section of the survey. This information included the age, educational background, and undergraduate major field of study, graduate major field of study, current coaching status, and years of experience as an athletic director, enrollment of high school, coaching classification for swimming, diving and water polo. In addition, descriptive statistics of the composite scores were calculated for each of the individual items on the survey and for the entire items combined grand mean.

Table 1: Summary of statistical indicators related to priority of domains in coaching determination criteria

<table>
<thead>
<tr>
<th></th>
<th>Humani ties factors</th>
<th>Character s criteria</th>
<th>Technical skills</th>
<th>Social factors</th>
<th>Managerial skills</th>
<th>Related experienc e</th>
<th>Personal characteri stics</th>
<th>Related sport abilities</th>
<th>total Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Rank</td>
<td>29.19</td>
<td>29.60</td>
<td>32.29</td>
<td>30.17</td>
<td>30.21</td>
<td>30.43</td>
<td>28.30</td>
<td>24.46</td>
<td>26.11</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>0.3673</td>
<td>0.41988</td>
<td>0.42607</td>
<td>0.532</td>
<td>0.42543</td>
<td>0.65088</td>
<td>0.6486</td>
<td>0.658</td>
<td>0.34508</td>
</tr>
<tr>
<td>Asymp Sig.</td>
<td>0.637</td>
<td>0.015</td>
<td>0.024</td>
<td>0.311</td>
<td>0.17</td>
<td>0.022</td>
<td>0.872</td>
<td>0.182</td>
<td>0.086</td>
</tr>
</tbody>
</table>
The principal component analyses of the two data sets yielded eight main domains in coaching which were prioritized using the Freidman Test as follow: Humanities factors, Characters criteria, Technical skills, Social factors, Managerial skills, related experiences, Personal characteristics, and Related sport abilities.

Kruskal-Wallis Test indicated: No significant differences among Swimming, Diving and Water polo coaches' opinion about the: Priorities of the main domains ($\chi^2 = 0.086$, $P>0.05$), Preference of the subgroups' Characters criteria, Preference of the subgroups' Technical skills, Preference of the subgroups' Managerial skills, Preference of the subgroups' Related experiences, Preference of the subgroups' Personal characteristics, and significant differences among Swimming, Diving and Water polo coaches' opinion about the: Preference of the subgroups' Social factors, Preference of the subgroups' Humanities factors, Preference of the subgroups' Related sport abilities.

In final summary should be pointed out that all researchers have paid attention to the importance of coach’s criteria to achieve succeeding in their goals. Each of them has scanned some criteria of coaching. Generally, it is suggested that each of them has enough effect on their succeeding. All researches, articles and books about coaching point out those aspects of coaching that can be effective in succeeding. Therefore, it has been tried in this research to categorize the components of main coaching domain by choosing the important components that are effective in coaching and then by analyzing data extracted from questionnaire, the rate of their importance of each one being prepared and finally a suitable pattern designed for selection of national coaches teams.
ALTERATION OF BIOCHEMICAL INDICES IN THE BLOOD OF HIGH-PEAK PERFORMANCE HANDBALL ATHLETES WITHIN THE DAY AFTER THE MATCH

Introduction
Handball players perform intermittent actions of short duration and high intensity, covered more than 6000 meters during the handball match, heart rate exceed more than 180 beats min⁻¹, lactate in blood increases in 4–9 mmol l⁻¹. The aim of this study was to establish alteration of lactate, glucose, urea, and pH within the day after the match in the blood of elite handball players.

Methods
Indices of lactate, glucose, urea, and pH in the blood of handball athletes were measured before the match, after 4, 8 and 24 hours rest. The subjects were 12 elite handball players (8–10 trainings per week, age – 27,3±2,1 m; height – 187,7±5,4 cm; body mass – 89,5±4,9 kg; VO₂max – 57,3±7,7 ml kg⁻¹ min⁻¹).

Results
Indices of urea and pH after the match increased statistically significant (P < 0.001), but not lactate and glucose (Table). Glucose, urea decreased most of all during the first 4 hours. After 24 hours rest indices were close to initial level.

<table>
<thead>
<tr>
<th>Indices</th>
<th>Before the match</th>
<th>After the match</th>
<th>After 4 h rest</th>
<th>After 8 h rest</th>
<th>After 24 h rest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lactate (mmol l⁻¹)</td>
<td>1,69±0,34</td>
<td>2,73±0,37</td>
<td>1,88±0,21</td>
<td>0,67±0,12</td>
<td>0,75±0,16</td>
</tr>
<tr>
<td>Glucose (mmol l⁻¹)</td>
<td>6,08±2,16</td>
<td>6,17±1,68</td>
<td>5,07±0,46</td>
<td>4,43±0,27*</td>
<td>4,84±0,62</td>
</tr>
<tr>
<td>Urea (mmol l⁻¹)</td>
<td>5,47±0,5</td>
<td>7,91±0,88***</td>
<td>5,63±0,67</td>
<td>5,36±0,66</td>
<td>4,87±0,54*</td>
</tr>
<tr>
<td>pH</td>
<td>7,35±0,02</td>
<td>7,39±0,03***</td>
<td>7,32±0,04***</td>
<td>7,37±0,01**</td>
<td>7,37±0,01**</td>
</tr>
</tbody>
</table>

* P < 0.05; ** P < 0.01; *** P < 0.001 compare to the indices before the match.

Discussion/Conclusion
Significant alteration within first four rest hours make a possibility to train several times per day, however next training sessions of low intensity are recommended. Establishment of lactate and glucose indices are not informative. It is possible to estimate fatigue level of high peak performance handball athletes and recovery during rest by means of urea indices.
Mark Stanbrough  
Emporia State University, USA

LESSONS LEARNED FROM COACHING EDUCATION PRACTICUM

Attendees of this presentation will be able to obtain ideas to incorporate into coaching education programs. The purpose of this presentation is to examine a successful coaching education practicum experience of students in the Coaching Education program at Emporia State University, Kansas, USA. Emporia State University offers a minor in Coaching Education that prepares students for the coaching profession by complying with the requirements of the United States National Council for Accreditation of Coaching Education at Level 3. The coaching education practicum at Emporia State University is designed to prepare the coaching education professional by providing an opportunity for the student to obtain a practical experience within a public school setting. Students work under the supervision of a coach in a middle/high school or college setting. Each student chooses a practicum site and works with an athletic team for one complete athletic season. An initial orientation meeting is held the weekend before the school season starts with an overview of the placement and goals/objectives agreed upon with the supervising coach. A web site using Blackboard is utilized to facilitate assignments and communication throughout the season between student coaches and instructors as well as student coach and fellow student coaches. Some examples of topics discussed throughout the season and to be presented are: (1) the responsibilities, (2) positive aspects of the experience, (3) negative aspects of the experience, (4) skills utilized from the educational experience, (5) skills that would have helped coaches perform better, (6) overall reflection about the experience.

The final practicum report provides the student with the opportunity to describe in detail the practicum experience in written form. The presentation will focus on topics in the report that are pertinent to all coaching education students: (1) major responsibilities, (2) new knowledge and skills learned, (3) proper preparation for the experience, (4) skills that would have improved the experience, (5) problems encountered and how they were handled, (6) improvement of the practicum experience.
IMPLEMENTING A SUCCESSFUL DAILY MENTAL TRAINING PROGRAM

Many coaches believe that a large percentage of successful sports performance is mental. However, they do not incorporate mental training into their training program. Sports psychology is one of the most neglected areas in coaching. Many coaches have very little background in sport psychology, are not comfortable implementing a mental program, and do not have sufficient practice time to devote to it. This presentation will share ideas on a season long-daily mental training program that coaches can use to introduce and enhance mental skills of athletes using minimal practice time. Daily mental training assignments focusing on five different psychological skills: goal setting, relaxation, self-talk, visualization and confidence building will be shared.

A research study demonstrated the effectiveness of a daily, formal mental training program and the athletes believed the mental training program to be valuable and effective. Participants on a high school track and field team (N= 80) were assigned to one of two conditions: (a) experimental- regular physical training plus the daily mental training program, and (b) regular physical training with no formal mental training program. Results showed that athletes who participated in the mental training program significantly increased their self-confidence and relaxation skills more than those athletes on the team not participating in the mental training program. They were also able to significantly reduce their anxiety levels.

The focus of the presentation will be on how coaches can use mental training techniques through the use of mental training assignments and reinforcement of mental training principles during practice time. Coaching techniques on how mental training can positively influence a competitive environment will be demonstrated. Coaches who lack knowledge in the area of sports psychology or may not wish to spend a large amount of practice time will find the ideas presented to be practical and can be immediately implemented into their program. The program uses minimal practice time, is easy to implement and was highly successful with two state championship teams last year.
PERFORMANCE ANALYSIS IN SPORT

Performance analysis, as related to sport, can be defined as the analysis of data or information to help in the acceleration of athlete performance. The identification of performance indicators, repeatable methods for collection of data and the manner in which the information is analyzed, are all key factors to a successful performance analysis.

This presentation will define and describe Performance Analysis as it is related to elite sport in Canada. Presentation content will include:

- Descriptions of databases and their use for storing and managing sport related data
- The use of video hardware/software technologies for the collection of data
- Extracting information from videos for the analysis of skills or the analysis of game play
- The implementation and co-ordination of technologies used in performance analysis

Using the basis of the science of biomechanics and technology that we have available in video analysis hardware/software, we will describe how we can provide quantitative and meaningful information to coaches and athletes. Practical examples will be provided throughout the presentation showing how performance analysis has been used with various Olympic and Paralympic sports over the last several years. Additionally, an introduction to the Centre for Video and Performance Analysis (CVPA) will be provided. CVPA is a newly formed centre at the University of Calgary with education and research and development initiatives to move the state of performance analysis forward in Canada.
INTEGRATED AND REAL-TIME USE OF VIDEO AND FORCE MEASUREMENT TECHNOLOGIES

Introduction
A good start in Luge is understood as a start that produces maximal velocity of the sled with a trajectory that is symmetrical (right to left symmetry) off the handles. Video and force measurement systems have been used offering the coach and athlete feedback on the kinematics (geometry of motion) and kinetics (external reaction forces). The co-ordination of these two technologies into one real-time feedback system have provided much of the necessary information for the assessment and correction in technique.

Methods
The co-ordination of the video and the force into one video stream was achieved via a digital integration and mixing of a graphical output of the force trace with the video. This provided feedback of force produced by the athlete on the handles (force information provided as right and left, horizontal and vertical force as four separate signals) overlayed on a sagittal video of the athlete performing the pull. Two images during different parts of the pull phase are shown below in Figure 1.

Figure 1: Two still images captured from video of the pull start in luge. Graphical representation of the force information from horizontal and vertical force sensors are shown overlayed on the video.
Additionally, a study was performed on the force data to see how it was related to performance of the athletes. Nine Luge athletes (Senior and Junior National team members) provided a total of 43 pulls on the Luge force handles. Simultaneous force and video were collected for each trial. Performance times from photocells embedded above the ice surface were collected to provide an indication of athlete performances. Simple r-squared correlations compared the performance times to a series of variables calculated from the force signals. A typical force trace from the force handles is seen in Figure 2.

**Figure 2:** Graph of a typical pull in the Luge start. Four signals are collected, processed and shown in the above graph.

**Results**
Correlational analyses showed that a series of force variables were related to increased performance of the athletes. A Luge athlete performed better if by:

1) Maximizing horizontal forces for both right and left hands
2) Maximizing impulses (force x time) for both left and right hands
3) Minimizing the differences in horizontal forces between hands (symmetrical pulling)

**Discussion**
A real-time video and force measurement system was created, customized and implemented for Luge Canada providing valuable and immediate feedback to athletes. The future of adding more technologies (i.e., accelerometers mounted on the sled) for the measurement of sled velocity is underway with the end goal to provide force, video and velocity information in one integrated package.
STUDY ON THE APPROACHING AND TAKE-OFF TECHNIQUES OF ELITE FEMALE POLE-VAULTERS

This article analyses the approaching and take-off techniques of the top 8 female pole-vaulters in the 10th IAAF World Championships in Athletics and some elite female pole-vaulters in China. Not only seek to obtain outstanding results in a high level of technical characteristics, but also in time pole-vaulters’ technology for the diagnosis, in order to promote the Chinese female pole vault to improve the standard of the sport rapidly. During the research, the author used a combination of research methods including documentary and picture shooting and reached the following results:

1. In the last 15-10m and 10-5m of approaching, the velocity of foreign female elite pole-vaulter is increasing. On the contrary, in the last 1 to 2 strides, the velocity of Chinese pole-vaulters is decreasing. The distance between take-off point and plant point of them all is about 3.00-3.50m.

2. The pole holding position of both domestic and international elite pole-vaulter is always lower than 4.3m. Yelena Isinbayeva is an exception. She managed to jump as high as 5.01m with a holding potion of 4.37. The optimal distance between projection points of grip and take-off is about 0.06-0.07m. Take-off distance athletes pole grip vertical projection distance the greater the flight to the moment from the perspective of the larger of the trunk close to 90°, the athletes will take-off effects and better results.

3. International elite pole-vaulters and domestic elite pole-vaulters group in a high center of gravity away from the varying degrees to an instant improvement to the center of gravity away from the height difference between 0.189 and 0.211, respectively, the level of the two groups showed significant difference (P <0.05). Compared with domestic elite pole-vaulters, the international elite pole-vaulters lose much less velocity and have a more proportionate vertical velocity.

4. Compared with domestic elite pole-vaulters, international elite pole-vaulters always have a smaller take-off angle, a larger landing angle and a smaller angle of departure. Besides, international elite pole-vaulters spend significantly less time on take-off.

5. Our study on international elite pole-vaulters has shown: at the moment of take-off, the closer the body angle is to 90°, the more effective the take-off is; Their speed of pole lifting with right high is lower than that of left hand. They also lift the pole faster than domestic elite pole-vaulter.
ON BECOMING A COACH: HOW AND WHY COACHES ENTER AND STAY IN COACHING

This paper discusses the circumstances, reasons and motivation for individuals to become coaches using data from a large-scale longitudinal project focusing on coaches’ employment/deployment and development characteristics.

The findings are based on data collected from a sample of 851 coaches using a panel survey approach over a two-year period, supplemented with qualitative interviews with 19 coaches.

The results suggest that most individual’s entry into coaching is deeply rooted in their own experiences of sport as participants, with coaches having an average of 15.6 years experience in sport and having sampled on average 15 sports (4 of which at a competitive level) at their point of entry.

The evidence further illustrates that coaches’ entry into coaching was principally through opportunities afforded to them through their own sporting experiences, such as assisting with the coaching of younger participants in their clubs. In addition data suggests that a significant number of coaches enter the profession as a result of their children’s participation in sport, as parent helpers. It is not surprising therefore to note that entry into coaching peaks before the age of 24 and on or around the age of 30.

With regards to motivation to enter coaching almost half of all coaches stated that they had considered coaching as a profession and wanted to pursue this career. In comparison the most cited reasons for remaining in coaching related primarily to the interpersonal element of coaching and the associated rewards.

Results offer some additional insights into the interplay between reasons for entry into coaching and coaching objectives. Individuals that enter coaching as a means of continuing their own involvement in sport or through their job as a PE teacher are more likely to rate competitive success higher and therefore focus more on the development of participants’ technical and tactical skills. Whereas coaches that enter coaching through volunteering positions or opportunities afforded to them through their jobs appeared more likely to focus on elements such as participants’ life skills, their fun and enjoyment.

The study reveals the role of a coach’s history and their motivation on the recruitment, retention and indeed the practice of coaches and paves the way for more research in the understudied area of coach motivation.
MODES OF LEARNING UTILIZED BY COACHES TO INCREASE KNOWLEDGE AND UNDERSTANDING

Houle (1980) provided “three major and overlapping modes of learning” (p. 31) as the basis for individual enhancement of professional knowledge. These modes of learning include instruction (acquisition of fact-based knowledge), inquiry (discussion and synthesis of information into a usable form), and performance (implementation of ideas to determine effectiveness). The purpose of this study was to determine the utilization of different modes of learning by novice, intermediate and expert football coaches. The novice and intermediate football coaches were high school level coaches while the expert coaches included Bobby Bowden of Florida State University and Tommy Bowden formerly of Clemson University. The data were collected through interviews and observations of the coaches revealing that coaches’ progression of expertise (from novice to expert) lead to a lessened dependence on instruction as a mode of learning and more utilization of inquiry and performance. With little experience and high dependence on the head coach, novice coaches primarily relied on fact-based information (instruction) disseminated by head coaches to increase their knowledge and understanding of football and coaching. The intermediate and expert football coaches were similar in their dependence on inquiry and performance to increase knowledge and understanding, but differed slightly in their dependence on each mode of learning. The intermediate coaches placed more emphasis on discovering additional information about their ideas and strategies (inquiry), while the expert coaches emphasized the implementation of ideas into daily practices and games (performance) to discern what aspects were beneficial and what should be revised or discarded.
Identity formation involves the evolving individuality within a community of practice in which the individual may alter personality characteristics dependent upon the expectations of other community members as the individual learns through relations development (Lave & Wenger, 1991). Therefore, individuals must be able to manage their image in relation to the other members of the community of practice in order to have full access to the knowledge within that community. The purpose of this study was to analyze the peer interactions of novice, intermediate, and expert football coaches to gain a better understanding of their peer interactions in regards to knowledge acquisition. Six coaches (two novices, two intermediates, and two experts) participating in a Nike Coach of the Year Clinic for football coaches in Atlanta, GA or Orlando, FL were selected to participate based on their level of expertise and their willingness to participate. Data was collected via clinic observations and audio recorded interviews that were transcribed and inductively analyzed revealing that a) socialization; b) appearance; and c) participation decisions; were aspects that affected the participants’ interactions. The findings also revealed that the level of expertise, the type of coach (head coach or assistant coach), and the coaching level (high school or college) significantly impacted the focus on appearance portrayed by the coach to gain acceptance into the community.
EXPERIENCING PROGRESS IN STAGES OF MOTOR LEARNING FOR COACH DEVELOPMENT

Teaching new skills is a main role of sports coaches/teachers. In this teaching process, coaches must understand learners’ skill level or phase of motor learning to create a positive learning environment, give helpful feedback, and communicate instructions clearly.

Generally speaking, coaches are well skilled in the sports or events they coach, while learners or young athletes are not. Therefore, there is a gap in the skill level of the target skill between coaches and learners. This gap makes it difficult especially for young coaches to understand the learners’ skill level even if they have a good knowledge of the phases of motor learning. Moreover, design of effective practice sessions that promote skill acquisition also become harder for them.

I took charge of the course: “Theory of the human movement and behavior” at Tokai Gakuen University. This course consisted of fifteen ninety-minute sessions and is a required subject for students who want to become a sports teacher in Japan. As a part of this course, a new program was adopted aimed at helping students recognize the importance of understanding learners’ skill level in the teaching process. In this presentation I report on the results of this program.

The theory of motor learning stages was taught during two ninety-minute lectures and group work sessions were provided as practical sessions. In these practical sessions, students worked at mastering a skill of rope skipping: “Chinese wheel” by practicing and coaching among themselves.

All students had never practiced this skill and they couldn’t do it at first. However, all students mastered this skill through the sessions. This result indicates that all students personally experienced progress in the stages of motor learning. Comments from students suggested that the combination of theoretical lectures and practical learning/coaching sessions enabled students to understand the importance of grasping the learners’ skill level in the teaching process. Therefore, it is necessary for students not only to learn the theory of learning stages but also to experience progress in learning stages for coach development.
Developing a coaching philosophy has been seen as a significant factor in becoming an effective coach (Fuoss & Troppman, 1985) and is a key learning outcome in coach education through the National Coaching Accreditation Scheme (NCAS) in Australia despite the lack of research on the relationship between coaching philosophy and coach effectiveness (Lyle, 1999). Most coaching effectiveness literature provides guidelines on how to develop a coaching philosophy (Martens, 2004) rather than investigating the importance or value of such philosophies. The aim of this research was to explore the coaching philosophies of basketball coaches who had completed at minimum an introductory level course through the NCAS. Coaches were classified by coaching context; recreational coaching, developmental coaching or elite coaching (Trudel & Gilbert, 2006); and level of NCAS qualification (Level One, Two or Three). This research built upon the limited knowledge of coaching philosophy and its links with coach effectiveness and coach education to provide a better understanding of the use of philosophy in the coaching profession. Previous research by McCallister, Blinde and Weiss (2000) found that although coaches could state their coaching philosophies, the actual implementation of these in their practices and behaviours were different. In addition, research by Nash, Sproule and Horton (2008) revealed that coach education experiences were not attributed as a factor in the development of coaching philosophies. In this project practising basketball coaches participated in semi-structured interviews to explore their personal coaching philosophies and how they implemented these in their coaching. Systematic observation of the coaches was then conducted after the interview process to enable a more comprehensive comparison of stated versus implemented coaching philosophies compared to that of McCallister et al. (2000). Coaches were also interviewed about the origins of their coaching philosophies and whether coach education programs such as the NCAS contributed to the development of their philosophy, to expand on the findings by Nash et al. (2008). Investigating the philosophies of coaches will redefine the role that philosophy has in the practice of coaching in terms of aligning coach’s values with their practice and examine the inclusion of the concept of coaching philosophy within coach education programs such as the NCAS.
Using the work on learning by Moon (2004) and Jarvis (2006) to understand the learning paths of Canada’s Paralympic coaches

The research literature in coaching science continues to grow as more and more research is conducted to better understand the coaching process and how coaches learn to coach. We are also beginning to understand that learning by coaches takes place in a variety of settings, not just within a formal education environment (Érickson, Cote, & Fraser-Thomas, 2007; Gilbert, Cote, & Mallett, 2006; Gilbert & Trudel, 2004; Mallett, Trudel, Lyle, & Rynne, 2009; Trudel, Gilbert, & Werthner, in press; Werthner & Trudel, 2006, 2009).

Moon’s work (1999, 2004) on reflective and experiential learning and her distinction between two views of learning - the ‘building a brick wall’ and the ‘network’ - enables us to think more deeply about coach learning. From the viewpoint of the ‘building a brick wall’, the “teacher provides for the learner the ‘bricks of knowledge’. It is assumed that the teacher knows how these will fit the pattern of the wall. The wall – knowledge – is thus built up” (p. 16). Her second metaphor is a “vast but flexible network of ideas and feelings with groups of more tightly associated linked ideas/feelings. In the network some groups are far apart and some are near to each other and there are some relatively isolated ideas” (2004, p. 16). This network of knowledge, feelings or emotion is called a ‘cognitive structure’ and represents “what is known by the learner at a particular time” (p. 17). This cognitive structure plays an important role in the learning process because it guides what we choose to pay attention to or what we choose to learn. An important characteristic is its flexibility in the sense that it has the possibility to change in the presence of new material of learning.

Jarvis’ (2006) theory of human learning is a comprehensive way to think about learning in general. In Jarvis’ view, the learning process is life long, and takes into account an individual’s “life-world”. A person’s life experiences, social networks, positions and identity all have an impact on how and if they learn. Jarvis argues that many of our theories of learning were actually theories of learning and teaching, and he suggests that “to try to study learning as something divorced from the learner in the wider world is artificial and non-realistic’ (Jarvis, 2006, p. 194). Jarvis’ definition of learning combines the body and the mind, arguing that each of us is a complex phenomenon, and that learning encompasses the cognitive, the emotive, and the physical.

In recent years there has been a call for increased awareness and research in disability sport (Cregan et al., 2007). Given that little research has been conducted with coaches of athletes with a disability the proposed PhD research will use the conceptual frameworks of Moon and Jarvis to guide an in-depth investigation of the lifelong learning of Paralympic coaches.
AN INVESTIGATION INTO SOME FACTORS THAT CONTRIBUTE TO COACHING EXPERTISE DEVELOPMENT

The research on how coaches develop their expertise is sparse, considering the large amount that has been undertaken to determine how athletes develop. For this reason, Wiman, Salmoni and Hall (2008- In submission) asked a group of elite coaches to delineate what is needed to become an expert coach in an attempt to further our knowledge of this process. Open-mindedness, introspection, feedback and mentoring were some of the categories that emerged from the inductive data analysis and prompted the authors to study these further for the current study. Seven elite coaches were asked how the aforementioned qualities and processes contributed to their development as a coach. They were also asked to provide an account of how they recognize and deal with their strengths and weaknesses as a coach. The results suggest that open-mindedness uncovers necessary learning opportunities that would not be available to the closed-minded coach. Our study participants indicated that they became more open-minded over the course of their careers and that this trait or characteristic can be learned. Introspection allows the coach to self-evaluate and become more self-aware. A form of introspection that our participants have utilized is visualization. As with open-mindedness, our participants indicated that they became more introspective as they developed. Feedback was said to be obtained from a variety of sources. The study participants highlighted the importance of developing relationships with their athletes and peers, for example, so that these parties feel comfortable giving them feedback. The coaches explained a rigorous process of analysing and processing the feedback and then how they make the decision to act. Our participants have undergone both formal and informal mentoring experiences and admitted they are currently challenged to find suitable mentors as they are expected to serve as mentors themselves due to their elite status. They delineated the usefulness of their role as a mentor; it allows them to reflect on their own coaching techniques and philosophies. Our participants indicated that they discover their strengths and weaknesses through a combination of introspection and external feedback and this assessment is driven by the needs of the athletes. Various psychological underpinnings of coaching expertise development also emerged.
Understanding how inexperienced high school teacher/coaches learn to coach

Ontario teachers must complete five years of post secondary education, as well as 40 hours of practicum (Ontario College of Teachers, 2009). With the recognition that new teachers face many challenges and that the retention rate is low, the Ontario Ministry of Education has implemented a formal mentoring program to help new teachers adapt. New teachers face pressures to be involved in extracurricular activities, like coaching. Approximately 16,000 Ontario teacher/coaches coach 270,000 athletes. Considering that high school teacher coaches (a) do not require any formal coach training, (b) are more likely to coach a wide variety of sports (Lacroix, Camire, & Trudel, p. 32), and (c) are relatively young in age which is evidenced by a problem of long-term retention (Montreuil (2007); Pauline, Lund, Pauline, & Weinburg, 2004), this study examined how eight inexperienced (<5 years) teacher/coaches are learning to coach. This research used Jarvis’ (2006) lifelong learning theory as its theoretical framework. Jarvis contends that learning occurs when our life experiences transform our biographical repertoires. The interview guide sought to identify and understand the actual, relative importance of different learning situations and resources. The participants’ responses were organizationally categorized into formal, non-formal, and informal learning situations, before Jarvis’ theory of lifelong learning was applied to substantially and theoretically categorize the data (Maxwell, 2005). Results indicate that the two teacher/coaches who had formal coach education were ex-varsity athletes who had coached before beginning teaching. Their appreciation of this formal education was tempered by their biographies, much of the material being too elementary. Other new teacher/coaches stated time restraints as the reason they had not participated in formal learning situations. Non-formal learning situations were viewed as attractive due to less time commitment. Informal learning situations were the dominantly reported learning situations. Learning from veteran coaches and informal knowledge networks were regarded by all coaches as very important. Consistent with previous studies examining coach learning, inexperienced teacher coaches recognized the Internet and books/DVDs as valuable resources for learning new drills and strategies. All participants had playing experience; however, only those who had high level playing experience identified this as a valuable contributor to coach learning. Participants without high level playing experience put more importance on learning through being an assistant coach. Lack of sport specific knowledge and excess time commitment were challenges faced when beginning to coach. One implication of this study is the development of clinics specifically designed for inexperienced teacher/coaches.
A CASE ON COUNSELING TO IMPROVE CONFIDENCE OF A KOREAN YOUTH TENNIS PLAYER

The purpose of the study was to get confidence of a youth tennis player under competitive situation as a result of applying Barns (1993)’ Confidence Improving Program to counseling. The participant of the study was 6th grade girl who played excellent in practice. However, the player was in trouble once she is aware of competition because of her high anxiety. The counselor met her 8 times every 2-week. In the very first session, Sport Confidence Test (Kim won bae, 1999) was administered and the general and categorical factors indicated her confidence level was low. Many other remarks regarding her athletic life were indicators of her low confidence under competition. Thus, the ultimate goal of the counseling was to get her confidence in competitive situation. The ultimate goal was divided into 8 short term goals in which each goal could be achieved in each session. One day before 7th session, the participant had tennis match with rival player to measure her confidence level which was measured with same tool as in pre-test. After the competition, she also talked about her feeling about her confidence in her competition. Her interview and confidence scores confirmed that she improved her confidence which has many implications in youth sport.
SOURCES OF COACHING KNOWLEDGE AND SKILLS

In Finland 42% (417,000) of children aged 3-18 years participate in sport activities organized by sport clubs. Regardless of the outcome of sport participation, high demands and responsibilities are always imposed on coaches. In order to respond to these increasing expectations and demands for more qualified coaches for different levels, the education of coaches must be improved. Objective research is needed to support the informal lifelong learning of coaching skills, develop formal coach education systems, and improve the effectiveness of current coach education programs at recreational, performance, and elite levels.

According to Trudel & Gilbert (2006), coaches learn how to coach mainly through large-scale coach education programs (acquisition metaphor) and through experience (participation metaphor). Researchers have also proposed that formal programs are only one of the many ways to develop coaching expertise and that coaches spend less time in formal coach education than in other coaching activities when learning how to coach (Lemyre et al., 2007; Gilbert et al. 2006). Even though, internationally, the development of coaches and coaching knowledge has received increased research attention in recent years, similar studies have not been conducted among Finnish coaches.

The general purpose of this three-year research project is to examine how Finnish coaches learn to coach and develop their expertise during their coaching career. The main goal is to gain objective information to support the development of the present coach education system and programs in Finland. In the first study year, a web-based survey was conducted for coaches at recreational, developmental, and elite levels (N=5064) in different sports. The questionnaire focused mainly on exploring the primary sources of coaches’ learning via acquisition and participation and discovering possible needs for future education and development.

The purpose of this presentation is to introduce the preliminary results of the web-based survey concerning the primary sources and experiences used by coaches in developing their coaching knowledge and skills (N=2476). Coaches were asked to rate the given sources of information and experiences on a three-point scale (not important – important – very important). The findings revealed that the most important sources of coaching knowledge and skills identified by coaches were experiences as a coach (68%), experiences as an athlete (49%), learning and observing other coaches (47%), formal coach education leading to a certificate (41%) and interaction with other coaches and peers as well as reflecting on their coaching practice (39%). How these may vary in terms of athletic and coaching experience, level of coach education, and different sports needs further analyses.
ORAL PRESENTATIONS
PRÉSENTATIONS ORALS

Abstracts (if submitted) are presented in the language and format in which they were submitted, and sorted alphabetically by last name of first author.

Keynote and workshop presentations will be available for download following the conference.

Les sommaires (s'ils ont été soumis) sont présentés dans la langue et le format dans lesquels ils ont été soumis et sont triés par ordre alphabétique selon le nom de famille de l'auteur principal ou de l'auteure principale.

Les présentations utilisées lors des allocutions et ateliers seront disponibles pour téléchargement après la conférence.
THE USA NATIONAL COACHING REPORT: UPDATE OF FINDINGS AND IMPLICATIONS IN A NEOLIBERAL SOCIETY

This paper will provide a synthesis of methods and results of the 2008 National Coaching Report produced by the National Association for Sport and Physical Education (NASPE). This inaugural report provides a comprehensive overview of what organizing bodies and state athletic associations require of coaches employed in interscholastic and youth sport across America. Major findings will be presented along with suggested implications of how the “American” approach to coaching education is shaped by neoliberalism.

Findings indicate that there is an increased demand for quality coaches at all levels of youth sport in America. Organizing bodies have responded to this need by increasing pressure on local agencies to require some form of coach education or training. However, a more detailed analysis indicates widespread exception to established requirements and minimal scope of educational content. Training materials seem to focus on improving the coach’s ability to ensure athlete safety and sportsmanship over skill development and performance. Results also provide increasing evidence of non-education requirements such as background checks and health screening for coaches.

To better understand the state of coaching education in America, one must consider the current economic and political climate of neoliberalism. The growth of youth sport in a climate of rapid economic growth, low unemployment, low government deficits and controlled inflation shaped coach training requirements in a boom era of capitalism. As such, education and background requirements were motivated by consumer interest and profit motives. But in the current economic crisis facing America, a neoliberal view of society may present different motives influencing coach education. A strengthening global coaching workforce, massive tax cuts affecting grassroots sports movements, increased privatization of youth sport, media interests in youth sport and the changing role of the family in support of youth sport will all have impact on the current coaching education movement. A cross-cultural comparison of the coach education movement will also provide some insight on the impact of economic and political change in fostering the development of coach education.
The aim of this paper was to investigate the potential for using video enhanced reflective discussion in the development of coaching practice. Data was gathered over a ten week period, from ten (n=10) postgraduate coaching students, chosen via purposive sampling procedures, in line with given criteria. Data included over twenty hours of direct coaching delivery followed by ten hours of facilitated reflective discussion. Individually identified ‘frames’ were used to facilitate discussion and promote both peer and mentor feedback. Participants were interviewed via in-depth semi structured methods and data analysed using a variant of grounded theory. Results indicated that video enhanced reflective discussion allowed the participants to ‘step back’ from their coaching performance and more critically self analyse whilst benefiting from more specific and tangible feedback. Results further indicted that positive peer feedback developed greater coach confidence and was viewed as having increased relevancy as they had ‘lived’ the same experience. The findings of this study outline the need for improved reflective understanding, and further promote the need for more innovative reflective methods to be employed in coaching, as coaches remain detached from the reflective concept due to being continually force-fed reflective logs. In addition, this paper calls upon coach educators to provide greater opportunities for coaches to engage in video enhanced reflective discussion with peers, as a means of developing coach confidence, self awareness and ultimately coaching practice.
Jens Behrend Christensen, Eystein Enoksen, Per-Göran Fahlström, Carl-Axel Hageskog, Rune Hoigaard, Bjorn Tore Johansen
University of Aarhus, Denmark

THE MYTH OF THE TYPICAL SCANDINAVIAN ELITE SPORT COACH

The purpose of the study was to investigate the background variables such as coaching experience, education, sport science education, and income from sport coaching among the Scandinavian elite coaches. A questionnaire was distributed to coaches all index in the current countries athletic federation.

A total of the 149 elite coaches (e.g., national coaches, coaches for athlete on high international level (e.g. athletes participated in international competition such as Olympics, world championship or other world tournament) and coaches for athletes on high national level) from Denmark (50), Norway (50) and Sweden (49) participated. Totally it was 15 female coaches mean age of 39.1 (SD = 8.4), and 134 were males mean age of 38.3 (SD = 9.8). 58 percent was coaches in individual sports and 42 percent was coaches in team sport.

50 percent of the coaches had more than 15 years of coaching experiences. 75 percent of the coaches had 3 years or more of university education. 52 percent had either a university bachelor or master degree in sport science. 47 percent had one year of sport studies. 50 percent of the coaches had less than 12,000 euro income per year. 41 percent had an income between 12,000 and 62,000 euro per year. The findings reveal that Scandinavian coaches have a solid practical and educational background, and based on their income from coaching the money seems not to be an important motivational factor. In fact, one could say that their coaching involvement is more or less pure enthusiastic (Martens, 1997).
Community junior coaches play a critical role in providing opportunities for players to develop motor skills, physical health and psychosocial skills. This age group is part of the ‘sampling years’ (6-12 years) within the Developmental Model of Sport Participation (Cote, Baker and Abernethy, 2003) where an emphasis on diversity of sport and a focus on deliberate play activities is important in developing player perceptions of competence which contribute to continued participation (Kirk, 2005).

Currently there is very little empirical evidence on what constitutes an effective youth sport training session. To investigate this and to start identifying what makes up an effective session it is necessary to explore not only what players are currently doing during training sessions, but also what the players like about the training sessions.

The specific aims of the research are to:
- Investigate the type of physical activity and the players’ physical activity levels during U/10 training sessions.
- Examine what factors U/10 players enjoy about training sessions
- Determine how different levels of coach accreditation and the experience of the coaches impacts on the training session.

Participants
A total sample of 60 coaches and their respective U/10 yrs team will participate in this study. An equal sample will be drawn from Rugby Union and Rugby League associations throughout the Sydney region.

Method
Systematic observation of 60 coaches and their respective U/10 team (i.e. 30 rugby league coaches, 30 rugby union coaches, observed twice) will be undertaken from April-July, 2009. Data will be collected and analysed using:
1. A Modified SOFIT Testing Instrument. The valid and reliable SOFIT instrument (McKenzie, Sallis and Nader, 1991) will be used to gather information about the physical activities levels of the players during the coaching session, how the context of the session is delivered (i.e., the amount of time during the session that related to: the management of the session, fitness, skills practice, game play and general free time). The modified component of the instrument will involve indentifying the amount of time players are involved with specific skill development in each session (i.e., catch/pass, kick, tackle, ball carry, ruck/maul, and code specific skills).
2. A Modified Short Form - Physical Activity Enjoyment Scale (S-PACES). S-PACES is an instrument specifically designed to measure physical activity enjoyment in adolescences (Raheem et al.2008). It was derived from the original PACES instrument (Kendzierski & DeCarlo, 1991) and has be proven to be valid and reliable (Raheem et al.2008).

This presentation will discuss the main findings in relation to the aims outlined above
Since the start of the ITF Coaches’ Education Programme, its main goal has been making nations self-sufficient in coach education and providing coaches the most up-to-date information possible. In July 2004 www.itftennis.com/coaching was launched and it became an invaluable tool for thousands of coaches across the globe. In 2005 the ITF started its e-learning project including on-line presentations available for download covering a wide range of tennis specific sports science topics in English, French and Spanish.

Coaches taking part in some courses are recommended to complete all 20 modules and quizzes for the preparation or follow up of the courses. This is a very cost effective way of reaching a wide audience. Coaches study on-line prior to attending a course and the ITF provides the most up-to-date information in English, Spanish and French for free.

In order improve the quality of the resources, www.tenniscoach.com was launched in July 2007. The website offers videos of presentations at ITF Coaching Conferences, video clips of exercises and drills for players of all ages and skill levels, biomechanical video analysis by ITF coaching experts of top players, over 1,000 sequence photographs of all the best players in the world, more than 50 e-learning modules directly linked to ITF courses, expert contributions from leading coaches from every corner of the world, articles from ITF Coaching and Sport Science Review in html format, and exclusive one-to-one interviews with world renowned tennis experts and touring professionals and coaches. In November 2008, the Spanish version of tennis icoach was launched.

The next step has been to produce a platform that would help coaches customise their education and long-life-learning process. The benefits include: an individualised education, a live updated database, the evaluation of the specific individual competencies needed by each coach, the assessment of the skills and knowledge for that occupation, the identification of the gaps coaches have in their education, and provision of the relevant information coaches need to improve their competencies.

The platform takes the coach through a step-by-step process that identifies the areas to improve and guides them towards the resources in www.tenniscoach that will assist them in this process. The ITF Customised Coaches Education Platform (ITF CCEP) is designed to act as a user-friendly tool that will help not only coaches but national associations in their quest for quality individualised coaches’ education for professional development and long-life-learning programmes.
Studies in a wide range of sports related tasks have shown that skilled performers search their visual field more efficiently, locate key characteristics of the environment more quickly and consistently, and that they focus on important information to support their movement. Most research has required participants to respond to a two-dimensional video presentation of an opponent performing an action, typically with verbal responses or a reactive button press at a critical moment. These types of responses decouple perception and action and have little in common with the specific actions required during sport performance.

Studies using in situ tasks, have shown that task representativeness affects both the visual strategy and the movement. For example, a recent set of studies measured visual search strategies and movement responses of experienced goalkeepers for video simulation and in situ task constraints of the penalty kick in football (see Dicks, Button & Davids, under review). As the task constraints became more representative of real-life conditions: a) experienced goalkeepers were more accurate at anticipating penalty kick direction; b) players focussed their attention on the ball more than the penalty taker. The results emphasise the importance of specificity in the design of training practices that emphasise the learning of functional information-movement couplings. Failure in the design of training drills to fully capture the nature of information available to players during real-life performance conditions may result in the acquisition of a diminished set of perceptual skills that are not compatible with the precise coordinated actions that are replete in expert football performance.

Perceptual training based upon findings from video simulations may result in athletes learning to attend to information that is less effective in performance environments. Manipulation of task constraints in representative conditions should encourage athletes to utilise and develop functional and adaptive (degenerate) movement solutions and learn to attend to varying information sources (Chow et al., 2008). Additionally, novices may benefit from perceptual training that constrains the practice environment so that athletes are forced to attend to other information sources or to alter the timing of information pick up. Such interventions could be implemented using occlusion goggles to effectively control the information available for pick up while also importantly preserving the coupling between perception and action.
"Our profession is a powerful tool": A Qualitative Exploration of Coaches' Thoughts on Ethics in Sport

The ethos of sport, to strive for peak performance through hard work and perseverance, draws many people to the profession. Over 90% of NCAA coaches have indicated that there should be a code and it should be enforced in sport (Jordan, et al, 2004). Unfortunately, not all coaches feel compelled to follow the rules and guidelines that govern ethical sport. In a study of high school aged athletes, Josephson Institute for Ethics (2004) reported that a high percentage of coaches were engaged in questionable behaviors. However, coaching ethics are rarely a topic in sports until a serious breach occurs.

The elements of a profession include specialized training, specialized knowledge, formal qualifications, membership in a professional regulatory body, and an ethical code of practice. Coaching education programs spend a large amount of time and resources on specialized sport training. While most major sport professional organizations, such as the USOC, the National Federation of High Schools association, and the Coaching Association of Canada, and the Australian Sports Commission, have codes of ethical behavior that provide both guidance and structure, little time is spent on teaching and understanding the implications of ethics and philosophy in sport.

In an effort to address these concerns, coaching education needs to be proactive and the opinions and thoughts of coaches regarding ethics need to be better understood. A large sample (N=10,400) from the National Federation of High School coaches association (NFHS) were surveyed regarding their beliefs and behaviors about coaching ethics. The majority of the sample was composed of head coaches representing 17 different sports. Despite reporting affiliations with professional organizations and exposure to coach training, 12% reported having no previous exposure to ethical training and 32.5% reported that they had never read the NFHS’s coaching code of ethics. Additionally 30.8% indicated that they believed other coaches did not do a great job following coach ethics. From this sample, over 2,000 study participants provided responses to a series of open ended questions regarding their opinions, experiences and attitudes about professional coaching ethics. Researchers used content analysis to explore the qualitative data to determine key themes. These themes will be explored and recommendations for coaching educators and coaching education programs regarding coaches’ key sport ethic concerns as well as ideas on improved ethical training and code reinforcement will be discussed.
COACHES’ CHARACTER BUILDING EFFICACY: ARE THEY AS GOOD AS THEY BELIEVE?

When examining coaching effectiveness, Feltz, Chase, Moritz, & Sullivan (1999) suggest that one of the more powerful variables is coaching efficacy (i.e., “the extent to which coaches believe they have the capacity to affect the learning and performance of their athletes”, p.765). They conceptualize coaching efficacy as a multidimensional construct that takes into account a variety of roles identified as crucial for effective coaching (e.g., motivator, teacher of technical skills, game strategist, and character builder). In youth sports, coaches’ efficacy for character building (i.e., the development of positive attitudes towards sport and good sportspersonship) is an important construct to examine due to its link to prosocial behaviours (Boardley, Kavussanu, & Ring, 2008). In order to advance the model of coaching efficacy, links need to be made to actual coaching behaviours. It is the purpose of this paper to examine the relationship between minor hockey coaches’ perceptions of character building efficacy (CBE) and the perception of the athletes’ parents of the coaches’ performance of this skill. As part of a larger study, Atom ice hockey athletes (ages 9 and 10) were randomly recruited from the registration lists in two Canadian provinces. The parents of the athletes who agreed were invited to participate as well. Atom ice hockey coaches were recruited in a similar manner. Coaches and parents were then matched by team, resulting in a sample of 48 (42 coaches, 32 fathers, and 34 mothers). Each coach had at least one parent rating their behaviour. Character building efficacy was measured on a scale of 0% Not Confident to 100% Very Confident. Parents were asked to rate the coaches’ character building behaviours on a scale of 1 Never to 9 Always. Overall, coaches’ CBE was quite high ($M = 90.4, SD = 7.1$). Parents perceived the coach to exhibit these behaviours fairly often (fathers: $M = 7.7, SD = .98$; mothers: $M = 7.8, SD = 1.4$). However, correlations suggest there are no significant relationships between coaches’ and parents’ perceptions (fathers: $r = -.22$; mothers: $r = -.02$). It appears that some coaches are not behaving in a manner consistent with their beliefs in their ability. Potential explanations include: lack of variability in CBE (instrument sensitivity), CBE does not equate with actual coaching behaviour, or differing philosophical starting perspectives regarding character building (e.g., meaning of fairplay). To promote excellence, coaches should seek feedback from parents regarding behaviour effectiveness and work toward shared meanings.
According to David (2005), article 31.1 of the 1989 UN Convention on the Rights of the Child affirms that ‘State Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child’. Furthermore, David (2005) claims that those youth sport organisations that in reality propose an environment in which the rights of the athlete override the objective of developing a champion are very rare indeed. This study critically analyses the history and key features of one such emergent ‘rarity’ in the United Kingdom. With its roots in children’s soccer, the Give Us Back Our Game philosophy aims at both developing sporting talent and fulfilling the human rights and dignity of children in its various programmes. The movement, its magazine and website provide a conduit by which interested parties may share ideas, gain inspiration and forge a sense of solidarity. The institutionalising and codification of youth sport and play has over emphasised the role of adults with competition formats and environments often objectifying and marginalizing children. With an emphasis upon fun, age-appropriateness, child consultation, inclusivity, mutual respect and other elements, the delivery mechanisms of Give Us Back Our Game are practical, easy-to-implement and applicable to all sports in a wide variety of contexts.
Wade Gilbert, Mark Siwik, Swen Nater
BeLikeCoach, Inc., USA

BeLikeCoach, Inc.: A national learning community for coach education in the United States

The purpose of this presentation is to describe a framework for establishing a national learning community for youth sport coach education in the United States. The United States, despite having nearly 60 million youth sport participants, has no national coach education system. Individual states, and sports, are left to design and teach their own versions of coach education resulting in a wide array of untested programs. Furthermore, there is no system in place to capture and share the collective wisdom of the millions of individuals who assume the role of youth sport coach each year. Based on two years of extensive study and discussion, a 10-member group of nationally-recognized experts from sport, business, and academia joined forces to incorporate BeLikeCoach. The mission of BeLikeCoach is to create infrastructure for a nationwide learning community for youth sport coaches, administrators, and parents. BeLikeCoach has developed a plan of action that rests on a three-prong strategy of research, education, and collaboration. These strategies are aligned with the latest evidence for successful learning practices in coaching, education, and the business world. The research component of BeLikeCoach will focus on compiling comprehensive case studies of quality youth sport coaches that will be used to stimulate discussion and reflection on quality youth sport coaching. In time, this ever-growing body of research will be used to design, assess, and redesign specific educational models and materials for specific youth sports settings. For the education component BeLikeCoach intends to make research-based and technology-driven strategic interventions to help program directors, coaches, parents, and athletes form local and national learning communities. The first round of education interventions will be completed in partnership with leaders and coaches in the sport of basketball. The third and final component of BeLikeCoach is collaboration. Using the Internet and new web tools (blogging, video-sharing etc.), BeLikeCoach will begin distributing messages that lets the public in and seeks their input in creating connections for people to learn, contribute, support, and spread the word about effective teaching practices in youth sports. The presentation will include an update on progress made in each of these three strategic focus areas: research, education, and collaboration.
COACHING LIFE SKILLS

Youth development research has shown that sport participation is associated with both positive (e.g., learn initiative, emotional control) and negative (e.g., experience stress, drink alcohol) youth developmental outcomes (Eccles & Barber, 1999; Hansen, Larson & Dworkin, 2003). Because coaches are seen as critical amplifiers of the effects of sports participation on youth a systematic line of research designed to examine how coaches teach life skills to their athletes have been initiated. The first study in the series surveyed 300 high school coaches to determine their opinions relative to their athletes life skills needs (Gould, Chung, Smith, & White, 2006). Results revealed that the failure to take personal responsibility for one’s self and one’s actions, poor communication and listening skills, and lack of motivation and work ethic were areas that youth most needed to develop. In a second study, high school coaches who had been recognized for developing character in their players were interviewed to determine the strategies they use to develop life skills (Gould, Collins, Lauer & Chung, 2007). Results revealed these coaches had well thought-out philosophies that were characterized by clear expectations relative to rules, player behavior, and team expectations. The coaches were skilled at building relationships with their players and not only had specific strategies for teaching life skills, but infused the teaching of life skills in everything they did as coaches. Two additional studies have been conducted to examine the relationship between the developmental experiences former (Study 1) and current high school athletes (Study 2) perceive they gain from sport participation and the perceptions of their coaches’ behaviors (Gould & Carson, 2009a, 2009b). Findings revealed that the link of life skills with sports participation is more complex than appears in initial studies, with the role of athlete-coach relationship building being of particular interest. Lastly, Flett, Gould, Paule and Schneider (under review) examined the process by which Canadian university coaches recruit athletes based on their life skills and social-emotional development. Results support three conclusions: (1) positive development initiatives should consider both life skills and instrumental character; (2) coaches value positive development through competitive sport for emerging-adults; and (3) coaches have strategies for recruiting players with stronger life skills, as well as to filter out recruits who lack character or life skills. Based on the result of these studies, practical implications for coaching education are forwarded and findings are discussed relative to current theories of youth development.
COACHES SELF-ASSESSMENT OF THEIR KNOWLEDGE AND FUTURE NEEDS FOR EDUCATION

In Finland 42 % (417 000) of children aged 3-18 years participate to sport activities organized by sport clubs. Regardless of the outcome of sport participation, high demands and responsibilities are always imposed on coaches. In order to respond to these increasing expectations and demands more qualified coaches for different levels must be educated. Objective research is needed to support the informal lifelong learning of coaching skills, develop formal coach education and to improve the effectiveness of current coach education programs at recreational, performance, and elite levels.

According to Trudel & Gilbert’s (2006) review coaches learn to coach mainly through large-scale coach education programs (acquisition metaphor) and through experience (participation metaphor). Researchers have also proposed that formal programs are only one of the many ways to develop coaching expertise and that coaches spent less time in formal coach education than in other coaching activities when learning how to coach (Lemyre et al., 2007; Gilbert et al. 2006).

Even though, quite considerable amount of data already exists concerning the development of expertise in coaching similar studies have not been conducted among Finnish coaches.

The general purpose of this three year research project is to describe how Finnish coaches learn to coach and develop their expertise during their coaching career. The goal is to gain information for developing the coach education system. The aim of the first study year 2009 is to conduct a web based survey and coaches at recreational, developmental, and elite levels in different sports will serve as the participants. Data collection is presently under way and preliminary results will be available in August.

The purpose of this presentation is to describe how coaches assess their skills and knowledge. The data was collected by using open questions. The coaches were asked to identify the problems they are solving or what problems need to be solved in their present job. They were asked what kind of information they need and they were asked to assess their future needs for the coach education. The topics as well as preferred methods or sources of knowledge were included in the questionnaire. The coaches were also asked to define what factors affect their development as coaches and what factors prevent their professional development.
FINDING A BETTER WAY TO TEACH COACHING: AN EMPIRICAL CASE FOR ACTION RESEARCH

Despite evidence of experience within practical coaching contexts as the principal knowledge source of coaches (e.g., Chesterfield et al., in press), academic (and professional) coach education programmes continue to rely heavily on didactic pedagogies (Jones & Turner, 2006). The aim of this paper is to describe a study which employed an action research methodology as one means through which the practice-theory gap can be addressed. The unit in question involved students being introduced to a particular theoretical position with the expectation that they would integrate that theory into their practice in the upcoming week. The students then shared their experiences in structured discussion groups during the following class. A qualitative researcher was deployed in each session to record the conversations and discussions, whilst the views of both students and teachers were canvassed through focus-group interviews at the end of the unit. The students were generally positive about the approach in terms of it better ordering the knowledge they had and in developing new insights about coaching practice. Although not unproblematically, the staff were also positive about the unit; citing better and more continuous student engagement as a result of it. The result here then, was a seeming convergence of practice and theory, which has obvious implications for coach development. This is not only in ensuring the provision of contexts and structures within which professional communities of practice can prosper, but also in giving coaches access to the theoretical “resources necessary to learn what they need to learn in order to take actions and make decisions that fully engage their own knowldgability” (Wenger, 1998: 10).
SUCCESSFUL COACHING MAKING THE MOST OF ATHLETES' CHARACTER

So many athletes, so much character. Each athlete has his or her own particular characteristics, joint flexibility, physiological nature, motor ability, personality, and so on. These all comprise the character of the individual athlete. Leading technical training is one of the principal tasks of coaches in sports. However, the varieties of character makes it difficult for coaches to lead technical training effectively for each athlete because each athlete has different abilities, possibilities, and ways to succeed in his or her sports or event.

I’m a coach for the artistic gymnastics women team at the University of Tsukuba. In this presentation I will report on the process of acquiring the skill: “The Giant circle forward to handstand with initiation of 1/1 turn (360°) on one arm before handstand phase” in uneven bars. This skill is categorized as “E” value in the 2009 Code of points (WAG) and there are few athletes in the world who are able to perform it. In the process the athlete’s character was considered.

The coaching process of this case could be divided into four stages:

**Step 1:** Find advantages of the athlete through the observation, conversation, and various other personal assessments.

**Step 2:** Propose a target skill that enables the athlete to get high score making the most of her advantages.

**Step 3:** Design and practice training sessions that promote and encourage the athlete to acquire the acceptable level of the skill.

**Step 4:** Design and practice training sessions that promote the athlete to perform high level of the skill constantly.

It is proper for sports coaches to be able to find advantages of athletes or to design and practice training sessions effectively. The most difficult and important phase in coaching is to set the target skill to make the most of their advantages. Therefore, it is concluded that coaches must have a thorough knowledge of skills in sports or events to lead athletes according to their character.
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**THE IMPACT OF COACHES BEHAVIOUR ON PLAYERS PERFORMANCE DURING THE COACHING PROCESS**

This study constitutes an endeavour on my part to throw light on practices in Malaysia in order to contribute to the improvement of the coach education system, particularly for soccer. Evidently, coach education in Malaysia is facing a range of challenges which are in urgent need of attention and resolution and there needs to be a continuous evaluation of the existing problems. Since there is no research on coaching results of this research would contribute towards a better coaching education in Malaysia, especially in soccer. In addition, it is expected that a better coaching education will eventually help to upgrade the quality and image of coaches and free them from criticism. Under such circumstance, I felt there was a need for an in-depth study related to behaviour in coaching practice, particularly in soccer in order to produce a more effective coach education system in Malaysia. Therefore, the purpose behaviour, particularly in Malaysia, it is hoped that the of this research is to study the behaviour of four (n=4) soccer coaches in the coaching process at two soccer academies in Malaysia. The study applied a qualitative methodology to explore the unique features and circumstances surrounding the soccer academy coaches. The major sources of data include the interview, observation and documentation analysis. Subsequently, the findings of this study revealed that the coaches’ behaviour that were seen in organizing the players and training them for competition has impacted on the players’ performance; the important of coaches’ behaviour that play a significant role in the development of the players; and other factors which have impact on the coaches’ behaviour during the coaching process. Apart from that, the analysis of the data also revealed that the coaches’ behaviours were located mostly within the Organization, Training, and Competition categories and these behaviours are affected by the Coach-Centered Process, Player-Centered Process and Contextual Factor categories which emerged in this study. The finding of this study identified that the behaviour of coaches in the coaching process is very important apart from the knowledge of coaching.
THE BIG CHANGE: IMPLEMENTING A NATIONAL COACHING CURRICULUM

A number of countries have heavily invested in the provision of large scale coach education programmes, often framed by elaborate qualification frameworks. We have argued that the development of the New Zealand Coach Development Framework (CDF) (SPARC, 2006) reflected a paradigmatic shift in the conceptualisation of educating coaches in the New Zealand context (see Cassidy & Kidman, under review). This presentation stems from a large, on-going, research project that utilises a range of methods to describe, interpret and critique the ‘initiation’, ‘use’ and ‘assessment’ of the New Zealand Coach Development Framework (SPARC, 2006).

Specifically, in this presentation we report on research that investigated one National Sporting Organisation’s (NSO) ‘use’ of the CDF.

The design of the research is an ethnodrama (Sparkes 2002). This provided two researcher-authors the opportunity to draw on shared and personal experiences to describe how one NSO ‘used’ the CDF as the organisation moved from adopting an ‘accredited and certified, standardised programme, to an on-going professional development process informed by an applied athlete-centred philosophy’ (Cassidy and Kidman, under review). The ethnodrama documents two years of critical ethnographic fieldwork and enabled the Coaching Director of one NSO to give an account of his experiences during discussions with stakeholders and the processes involved in attempting to shift practices from ones that reflected orthodox coach education to practices that reflected professional development for coaches. The first author was also involved in the ethnodrama as a consequence of her being employed by a government agency to assist NSO’s ‘use’ the CDF. The data sources for the ethnodrama included NSO documentation, field notes and retrospective interviews, the latter collected by the second author.

The presentation focuses on the outcomes of the following conversation between the Coaching Director and the SPARC facilitator:

- Ollie: This [the CDF] will be interesting.
- Lynn: Why will it be interesting?
- Ollie: Well the principle of prioritising, facilitation and recognizing ongoing learning is something that resonates strongly in theory but becomes more of a challenge on the ground. A large part of the coaching fraternity equates ‘learning’ with formal classroom workshops which is not often seen as totally relevant to developing coaching. Add that to the often outdated ‘qualifications’ that suggest completed development and it becomes a challenge to encourage coaches to invest in their development and to take a wider view of what constitutes learning.
- Lynn: So how what are you going to do?
Coaching workforce development plans have been conducted for 12 Governing Bodies of sport in Scotland. These projects involved an audit phase and a planning framework phase, based on evidence collated from the sport’s representatives. The audit phase involved a survey of clubs, local authority provision, and coaches. At the end of this process, recommendations were made to the sports for the coaching supply (recruitment, coach education, and coach development) of active coaches necessary to address the identified growth demand for increased numbers and upskilling of coaches. The collection of this substantial body of coaching data permits a snapshot of coaching provision and a selective review of coaches’ motives and characteristics in relation to coach education.

This presentation provides a 12-sport summary of the survey data. The club survey evidence focuses on the number and certification levels of coaches, with particular emphasis on conversation and progression rates through qualification levels, and the proportion of unqualified coaches in each sport. The progression rates (proportion of coaches moving to higher levels of award) are compared to an aspirational or model distribution. These data also provide evidence on the age and gender distribution of coaches in the 12 sports.

The coaches’ survey data are extensive and the presentation focuses on a selective number of issues. In particular, data are provided on the coaches’ motives for entering coaching, their motives for taking subsequent certification, and their roles at the time of certification. These will demonstrate the important place of ‘personal satisfaction’ in voluntary sport. Data are also provided on the coaches’ previous experience as performers in that sport – data that confirm the assumption that coaches have significant experience as performers at club level and beyond.

The dataset is extensive and the purpose of the presentation is to provide a snapshot of the coaches and their characteristics, focusing on issues that are relevant in the current literature on coach development.
This presentation reports on the outputs from a scoping project carried out for the UK Centre for Coaching Excellence. The results are interesting for coach developers as they raise significant conceptual and boundary issues about the ‘reach’ of coaching itself.

The project was tasked with scoping the ‘participation coaching’ domain and evaluating the appropriateness of devising domain-specific and higher-level coaching certification awards for that domain. Evidence was gathered from the literature on participant development modelling, policy documentation, conceptual analysis, and interviews with 10 sports that had an evidently substantial proportion of ‘recreational’ participants and a tradition of ‘instructor-like’ sport leadership roles.

The results of the scoping exercise are presented as a number of headline findings. These are focused on (1) the proportion of sport populations that might be embraced by this domain, and therefore need to be ‘served’ by these coaches; (2) the implications for the Participation and Coaching Development Models (that form the cornerstone of the UK Coaching Framework development process); (3) the key characteristics of ‘coaching’ at this level; and (4) the demand for these higher levels of coaching award. This demand issue is important, as there is clear evidence that instructors in the commercial sector wish to be ‘badged as coaches’.

The domain is found to be wide-reaching, and it is necessary to differentiate between adult performers and adult participants. The outcome of these deliberations is provided in diagrammatic form. Key to the discussion is that the coaching process in this domain could be characterised as ‘instructor-like’, with no substantial intervention programme, and a high level of personal proficiency in that sport. These findings are perhaps not surprising, but have implications for the concept of coaching itself, raising questions about the wisdom and practicality of an all-embracing characterisation of the coaching role. The presentation concludes by addressing these questions and the implications for coach education and development.
A personal construct psychology (PCP; Kelly, 1955; Fransella, 2005) approach was adopted in an attempt to analyse and gain insight to the coach education experiences of a performance coach in swimming. The coach is 27 years old and has been a practitioner for 9 years. Data were collected by means of PCP Repertory Grids (McCoy, 1983) and follow up interviews, pre- and post-participation in a UKCC Level 3 certification programme and were analysed using PRINCOM software (Shaw, 1991) and grounded theory procedures. The coaches’ education journey is presented from an internal perspective against the PCP framework of personal constructs and includes an evaluation of ‘self’ against ‘the ideal coach’. Findings indicate that the overall experience was a rewarding one with a number of overlapping intercessions contributing to improved capacity. Researchers have increasingly commented on the efficacy of coach education programmes in developing coaching knowledge and expertise (Jones, Armour & Potrac, 2003; Bowes & Jones, 2006; Trudel, 2009). This preliminary paper attempts to assess the increased competence of one coach as a direct consequence of a coach education intervention.
Agency and Affordances in High Performance Coaches’ Learning

Previous research in the area of coach learning has shown that organisational affordances (structure) and personal motivation and intentionality (agency) contribute to the learning of high performance sports coaches (Rynne et al., in press). What is less clear is the degree to which these elements influence the learning that is and is not desirable or indeed possible. Recent research involving the coaches in the National Coaching Scholarship Program has begun to reveal the nature of this relationship. The National Coaching Scholarship Program (NCSP) aims to prepare coaches for a career in high performance coaching, and in many cases the preparation of future national coaches, through a structured program of mentoring, tertiary education and practical coaching experience. The Australian Sports Commission (within which the NCSP operates) and the School of Human Movement Studies at The University of Queensland are involved in a collaborative research project investigating the learning and mentoring of the NCSP coaches. While there are some guidelines regarding the components of the program (e.g., placement with an elite national program coach, enrolment in tertiary study, attendance at professional development events) there is a large degree of flexibility and variation inherent in the daily operation of the NCSP. This openness and fluidity is one of the reasons why it may be suggested that the scholarship coaches’ personal agency is of greater significance than might have previously been indicated. Through this research a greater understanding of the contribution of personal agency has been developed. When questioned, the scholarship coaches were able to describe some of the considerations that influenced whether or not they chose to engage with certain affordances (beyond basic barriers to participation). Similarly, this research sought the perspective of the designated mentor coach. It was universally agreed that the scholarship coaches wanted to improve in their coaching abilities but while there was a large degree of overlap, there were some differences between how the mentor coaches and scholarship coaches described this desire to improve. Issues of isolation and agency will form the basis of the discussion in this presentation.
**STRENGTHS, NEED FOR OPTIMIZATION AND DEVELOPMENT POTENTIAL OF HIGH PERFORMANCE SPORTS COACHES IN SWITZERLAND**

**Introduction:**
The evaluation of the vocational and work situation of high performance sports coaches in the Swiss sports federations (2002) and the secondary analysis of Lamprecht/Stamm (2006) on coach education in Switzerland show that as far as coaches are concerned there is room for improvement with regard to self competence and social competence. Coach Education Switzerland wished to analyse this potential in greater detail in 2007, so that by 2008 corresponding offers could be defined for the consultation of top coaches in high performance sport.

The aim consisted in recognising the strengths, the potential for optimisation and possible measures required on the part of the coaches of Swiss Olympic top athletes.

**Methods**
In the study on Swiss coach education *strengths, need for optimisation and development potential of high performance sports coaches in Switzerland* (2007) national and personal coaches of Swiss Olympic top summer sports athletes (n=23) were questioned personally. In a first part, two open questions were posed: What are your strengths in your work as a coach? Where do you see weaknesses/a need for optimisation in your work as a coach?

In the second part of the talk, the coach estimates his abilities in the five dimensions of leadership, management, expertise, methodology, self competence and social competence with the help of a questionnaire.

**Results  experiences with coach consultation**
1. The results of this self estimate reveal the greatest development potential in the areas of competence of work-life-balance, self and energy management as well as in the methods of organisation and work techniques.
2. Empathy, sports and discipline-specific expertise and the ability to reflect appear as strengths.
3. With regard to being able to take action, the coaches see their social competence as strength and their self competence as greatest area worth developing.

**Experience with coach consultation**
During coach education (case consultation) and after education the experience with coach consultation over the past three years show that individual, requirement- and solution-specific consultation can provide effective support for high performance coaches in their professional work in high performance sport. Coach education Switzerland in Magglingen is the point of contact for consultation, information and mediation concerning coach consultation. The range of consultation comprises the following services: coaching, specialist consultation, supervision, case consultation, coach the coach, project consultation, crisis intervention/ mediation and consultation during extra-occupational coach education.
THE DEVELOPMENT OF COACHING EXPERTISE ON THE DIPLOMA-COACHES-STUDY

Introduction
Here, the example of the Diploma-Coaches-Study (DTS) is used to examine how coaches’ skills can be explicitly developed, and how specific coaching expertise can be formed. This expertise is expressed in subject-related competencies, defined as a combination of skills, knowledge and attitudes. Competencies cannot be imparted directly; they reveal themselves very specifically within the framework of the activity. Consequently the DTS at the Coaches Academy Cologne uses the following approach.

Linking practical experience
The clientele of the Coaches Academy Cologne stands out for their wide-ranging practical experience as athletes and/or coaches. This experience is deliberately activated and developed in the form of interconnections. As part of complex teaching and learning arrangements, concrete problems of practical relevance for professional sports are taken up and dealt with in specific learning situations. The aim is to make knowledge productive by linking it to practical experience-based understanding and applying educational methods enabling coaches to turn it into functional, practical knowledge applied appropriately to the situation.

Informal learning and reflective action
Developing competencies is a long-term process which takes place in various learning environments including formal and informal learning processes. Considering the relatively short period of time spent by coaches on formal training programmes and the dynamic system of elite sport, developing an “ability to learn” is crucial, as that is what produces “lifelong learning”. In this regard, the ability to reflect critically on one’s own activity as a coach is particularly important.

To support reflective action and informal learning processes a special learning platform is provided to systematise and evaluate what is taught on the professional training in the framework of their work as coaches and of their own learning process. The learning platform uses an educational method aimed specially at supporting informal learning processes. “eLearning 2.0” provides students with various tools such as an e-portfolio, mind mapping software, wikis and their own blogs.

Mentoring
Another central aspect of the training concept is that students are mentored by experienced coaches. This method promotes knowledge transfer and helps the students develop their own coaching expertise. On the DTS, coordinators of leading associations mentor coaching students. The students thus gain practical insights into the work of experienced national coaches and experts by means of sport-specific training courses, and work experience / job shadowing in their own sport and others.

Summary
This paper outlines the demands placed on those involved. From the point of view of education theory and methodology, the central foundations are derived for competency-oriented coach training courses and experiences are put up for discussion.
Julian North  
*Head of Research, sports coach UK, UK*

**THE ROLE OF ’COACH DEVELOPERS’ - EVIDENCE OF IMPACT FROM A UK PERSPECTIVE**

There is a growing evidence base to suggest that coaches use a wide range of learning sources and environments to inform their development, and improve their practice. These learning sources and environments range from the informal (e.g. coaching practice, observing other coaches) to the formal (e.g. coaching workshops, coaching qualifications).

In the UK a significant Government investment was made into recruiting, developing and deploying 45 ‘coach development officers’ (CDOs). One of the CDOs’ roles was to provide 1:1 development support to coaches - therefore establishing relations with, and facilitating and directly providing development opportunities for practicing UK coaches. The CDOs, in other words, provided intensive tailored access to a whole range of informal and formal learning experiences for UK coaches.

This paper provides evidence of impact of the CDO programme using results from a large-scale UK survey (the UK Coach Tracking Study; *n*=1,264 year 1; *n*=851 year 2) and qualitative interviews with 46 coaches who had received CDO support.

The evidence suggests that the CDOs provided a range of services including access to information and signposting (for example, to workshops and mentoring opportunities), and direct support. It was these direct services - support through Training Needs Analysis (TNAs), Personal Development Plans (PDPs), observing sessions and providing feedback, being an informal mentor or critical friend - which were the most valued.

The paper concludes by assessing the strengths and weaknesses of the CDO programme. In particular it examines the CDO programme against a range of wider coach development interventions and opportunities from an efficacy and resource perspective.
The community junior sport coach can have a significant impact on young athletes' development and enjoyment of sport (Hedstrom & Gould, 2004). Paradoxically, little educational, social, financial, and psychological support exists for the development and retention of community junior sport coaches given their importance to the overall development of young athletes. Considering the importance of the coach in determining the quality and success of an athlete's sport experience, the existence of information that specifically relates to ‘best practice’, and the development and retention of community junior coaches is surprisingly negligible.

Liukkonen, Laakso & Telama (1996) assessed the coaching behaviours of 128 youth sport coaches in Finland. Using systematic observation and a rating scale for coaching sessions they found that two-thirds of the session comprised of instructions, modelling and assisting performance, and observation. Interestingly, there was little feedback given (positive or negative), activities were mainly to the whole group with instructions given in an authoritarian manner, and little interaction among players.

The specific aims of the research are to:

- investigate the behavioural patterns of coaches in a training environment
- examine the cognitive processes contributing to these behaviours
- gain a deeper and more complete understanding of what coaches derive enjoyment from and what challenges junior community coaches face so that sporting organisations and coach educators can assist in their development and maintain their active participation in youth sport

Participants
A total sample of 60 coaches and their respective U/10 yrs team will participate in this study. An equal sample will be drawn from Rugby Union and Rugby League associations throughout the Sydney region.

Method
Video taping of 120 training sessions (i.e. 30 rugby league coaches, 30 rugby union coaches, observed twice) will be undertaken from April-July, 2009. Data will be collected and analysed using:

- A Combined Coach Behavioural Assessment System and Arizona State University Observation Instrument. Frequency, duration and percent of total time for each variable will be calculated.
- A Modified Rating scale for coaching sessions (Liukkonen et al., 1996). The rating scale (1 to 5) for coaches includes aspects such as teaching arrangements, communication skills, working methods, interaction between coach and athlete, and engagement in tasks.
- Pre and Post Training Session Coach Interviews. These semi-structured interviews will be conducted and recorded in order to obtain the coach’s views on why they are coaching, their coaching style, their interaction with players, how they attempt to bring fun and success into the youth sport experience, the enjoyable aspects of coaching and areas of dissatisfaction (for them).
The policy to initiate change regarding the fundamental problem with school sports, that is, ‘student athletes play only sports while non-athletes only study’ has begun. The policy has been solely applied to soccer (which is largest and most popular sport in Korea), though it will gradually be applied to other sports as well. From this year, national tournaments held by some organizations will be abolished, and a new local league and a national championship (king to king championship) will be implemented for elementary, middle, and high school soccer. For this, a leading business project for, "the normalization of school sport" was initiated. The purpose of this study was to provide information on the revolution of school sport through the balance of athletics and academics in Korea. As a result, investigation into the abolishment of many national tournaments and the change over to the new local league system for elementary, middle and high school soccer was executed. The Ministry of Education, Science, and Technology, the Ministry of Culture, Sport, and Tourism, and the Korea Football Association said that, school sport teams which have incorporated studying into the athletics program are more beneficial in terms of the overall growth and success of student athletes, as well as in regards to soccer performance, compared to those who employ the, ‘sports only’ method. Last April, a ‘Task Force Team’ consisting of members from, The Ministry of Education, Science, and Technology, the Ministry of Culture, Sport, and Tourism, and the Korea Football Association, as well as soccer coaches, professors, and reporters, was established to set out policy guidelines. Through a variety of channels, the following soccer revolution regulations were created: 1. An Abolishment of national tournaments and changing to a local weekend league. 2. The opening of participation to all youths who enjoy playing soccer. 3. The expansion of soccer’s base and the strengthening of study, through both academics and athletics. 4. Soccer performance enhancement and local cultural involvement by way of the, ‘Home and Away method’. 5. The creation of an Organizing Committee and establishment of game rules. 6. Education, public relations and infrastructure. The Ministry of Education, Science, and Technology and, the Ministry of Culture, Sport, and Tourism recognize soccer as their leading business and will evaluate the operational success of the policy and progressively apply it to other sports in the future.
RÉFÉRENTIELS PROFESSIONNEL ET DE FORMATION DES ENTRAÎNEURS NATIONAUX « CHEF DE PROJET PERFORMANCE » DES ÉQUIPES DE FRANCE

Actuellement, le sport de haut niveau (SHN) est entré dans une phase accentuée du travail entre les nombreux acteurs du projet performance et les modalités de décision et d’action sont de plus en plus partagées. L’ensemble des activités autour des SHN se focalise sur la réalisation d’un objectif clairement identifié : le projet « performance ». Les entraîneurs nationaux et les athlètes sont engagés dans des activités qui ne sont pas des tâches ponctuelles, délimitées, mais des systèmes d’activités dynamiques et complexes dont la gouvernance s’effectue par l’action. Agir en entraînement, ce n’est plus alors appliquer des savoirs, mais prendre en charge les problèmes, en construire la signification au fil des événements, car le problème à traiter évolue de manière partiellement imprévisible.

Cette étude a pour objectif de proposer un cadre d’analyse du travail des entraîneurs nationaux (EN) et une formation innovante en cohérence avec cette analyse.

Le référentiel professionnel des entraîneurs nationaux « Chef de projet de performance » : réaliser « l’action qu’il convient »

Au delà de leurs compétences personnelles à entraîner qu’ils ont déjà démontrées, la spécificité et la finalité globale du métier d’entraîneur national « chef de projet performance » est :

- d’assurer le rôle d’interface entre les différents intervenants impliqués dans la réalisation de la performance ;
- d’optimiser le potentiel du réseau d’ entraînement en s’appuyant sur sa compétence technique et son expérience dans sa discipline sportive ;
- d’organiser et mener à bien en relation avec les attentes des athlètes un « projet performance » conciliant les contraintes temporelles, stratégiques, financières, réglementaires…

Au regard de l’analyse du travail des EN et de l’exploitation des entretiens que nous avons effectuées, un référentiel « métier » « en tension » privilégiant une entrée à partir des « dilemmes³ » a été présenté. Quatorze « dilemmes » ont ainsi été révélés en fonctions de situations typiques en entraînement :

³ Par dilemme est entendu les contradictions inhérentes à l’action, les ruptures et questions professionnelles, les points de rapprochement et d’intégration de connaissances de différentes natures, les thèmes de réflexion et de débats possibles entre des savoirs théoriques et des savoirs expérimentaux analysés et formalisés qui vont appeler des stratégies pertinentes et « l’action qui convient » en fonction des circonstances locales. Cela se traduit par des controverses professionnelles portant à la fois sur les « normes » du métier et sur la façon dont chacun reconfigure ces normes.
Dilemme 1. Entre concevoir, construire un projet stratégique de performance à X années pour des compétitions internationales et réguler, adapter constamment le projet sans « perdre le cap »

Dilemme 2. Trouver un équilibre « optimal » entre charge et sous/surcharge de travail dans le projet d’entraînement et de performance

Dilemme 3. Entre construire une vision de la performance, envisager ses évolutions au regard de la concurrence internationale et individualiser le projet de performance/entraînement en prenant en compte le développement spécifique de chaque athlète/équipe

Dilemme 4. Entre développer des qualités générales et organiser une préparation spécifique au regard des exigences globales de la performance

Dilemme 5. Entre avoir des conceptions singulières du développement sportif et conserver une cohérence globale du projet collectif de performance/entraînement

Dilemme 6. Entre engager et préserver des relations individuelles avec chaque athlète ou chaque membre du collectif de travail et initier, organiser des échanges avec des collectifs d’athlètes et/ou d’encadrement

Dilemme 7. Entre se servir d’outils d’observation et de mesure rationnels et apprendre de l’expérience, faire confiance à ses intuitions et ressentis

Dilemme 8. Entre avoir des ambitions, des rêves, des intuitions, des convictions, oser les innovations et rester réaliste et rigoureux

Dilemme 9. Entre détecter, sélectionner et créer, maintenir un collectif d’entraînement et de performance

Dilemme 10. Entre instaurer un climat de travail serein, une ambiance de groupe positive à l’entraînement, en compétition et affronter les déviations, les conflits et les crises

Dilemme 11. Entre carrière sportive, professionnelle, devenir des athlètes et résultats immédiats

Dilemme 12. Entre autoformation et qualification (reconnaissance professionnelle), entre implication de soi, travail sur soi et économie de soi et de son entourage

Dilemme 13. Entre fermeture et échanges, entre protection et veille - Renforcement de sa culture disciplinaire et ouverture

Dilemme 14. Entre prendre en compte les contraintes réglementaires du système SHN et avoir une autonomie d’action

Le référentiel de formation des entraîneurs nationaux « Chef de projet de performance »…
Vers un cahier des charges pour l’ingénierie de formation

Le référentiel professionnel présenté est un outil de dialogue entre les EN, les formateurs et les chercheurs. Il oriente la FPC vers des dispositifs centrés sur l’analyse des pratiques de ces cadres.

L’agir en situation et l’expérience analysée sont donc la source privilégiée de la formation continue des entraîneurs. Ceci consiste à :
Privilégier le point de vue sur l’action et/ou sur l’activité ;
• Apprendre de l’expérience et des situations réelles ;
• Apprendre à travailler dans la complexité et l’incertitude ;
• Favoriser les interactions sociales dans les formations et former à des attitudes ;
• Préservé les spécificités de l’entraînement/compétition

« Comprendre pour entraîner - Entraîner pour comprendre », c’est le défi que la formation professionnelle continuée doit relever et, par son organisation, provoquer
Paul Rainer, Rob Griffiths
University of Glamorgan, UK

HIGH QUALITY EXTRA-CURRICULAR PHYSICAL EDUCATION AND SCHOOL SPORT - A WELSH PERSPECTIVE THROUGH THE 5 X 60 SCHOOL SPORT PROGRAMME

Whilst the Physical Education curriculum is commonly regarded as the major vehicle for the promotion of physical activity in schools (Biddle and Mutrie, 2001), physical activity recommendations for children and adolescents cannot be met through physical education alone. In response to this the Welsh Assembly Government (WAG) has moved the health of the population of Wales to the top of the political agenda and the health of children and young people is a key priority. Climbing Higher, the physical activity strategy for Wales, recommends “at least 90% young people (11-16yrs) will participate in sport and physical activity for at least 60 minutes, five times a week and all schools will provide a minimum of two hours curricular base and one hour of extra-curricular sport and physical activity per week.” According to the latest Sports Council for Wales’ survey (2006), only 24% of secondary school pupils are physically active for 60 minutes on at least five days of the week.

Therefore the aims were as follows:

- To provide a sustainable coaching workforce to contribute to high quality extra-curricular physical education and school sport in Rhondda Cynon Taff.
- To impact upon Climbing Higher policy and ensure young people participate in 5 x 60 minutes of physical activity on a daily basis.

In an attempt to increase participation the Welsh Assembly Government has focused on promoting opportunities to deliver after school physical activity through the Sports Council for Wales 5 x 60 School Sport programme. However, there are concerns that increasing the range of opportunities offered through extra-curricular sport does not always ensure the quality. In an attempt to address these issues and to ensure high quality physical education, the University of Glamorgan are working in partnership with Rhondda Cynon Taff Education authority and utilising final year students as a coaching workforce.

The University of Glamorgan, working in partnership with Rhondda Cynon Taff Education authority utilised final year students as a coaching workforce to support the delivery of the 5 x 60 School sport programme in 16 secondary schools in RCT. Funding provided by RCT Teaching Local Health Board supported the training of students in a number of sports including Netball, Hockey, Rugby, Basketball and Badminton. Students were mentored by the 5 x 60 school sport officer within their school.

A total of 600 11-16 year old children were delivered to on a weekly basis. In addition a multisport festival for 500 children was held at the end of each term at the University. Whilst this is in only 1 of the 22 local authorities in Wales, the results clearly demonstrate the impact that students can have as a potential coaching resource. This partnership approach will significantly impact on the quality of extra-curricular delivery, address policy issues identified in Climbing Higher and significantly increase young people’s physical activity. The programme provides a framework to ensure young children through the 5 x 60 School sport programme are provided with access to high quality extra-curricular physical education and school sport and a pathway to develop lifelong physical activity.
STATUS OF THE HIGH PERFORMANCE COACH IN CANADA

The research undertaken to study the status of coaches of Canadian high performance athletes was, from the outset, a collaborative process. Collaborators included the Coaching Research Group at the University of Alberta, the Coaching Association of Canada, and the national sport organizations. The research design involved the distribution of a questionnaire to a database of coaches and the distribution was critical to the success of the research. The importance of this preamble is that one of our most important findings was the lack of an accurate and reliable database of these coaches. This unfortunate gap in our sport system due to a failure to effectively collaborate must be recognized and rectified.

Nevertheless, despite the gaps in the database, over 800 coaches responded. In the first phase of the analysis, we found that as a group, Canadian coaches of high performance athletes are experienced, educated and dedicated. Their situations vary widely, with many as volunteers without contracts, or with one year contracts. Most have other jobs to support themselves. Many work without job descriptions. It is also clear that some sport organizations have begun to professionalize their management practices through long term contracts, more substantial wages and benefits, and fair evaluation procedures.

In the second phase of our analysis, we investigated the status of the coach on the basis of measures such as income, stress and intent to remain in the position. As an example, we did find evidence of some important correlations between factors such as contracts, income and job descriptions and the stress that coaches feel.

We also found a concerning probability that many of the coaches are not committed to staying in their positions beyond two years. However, due to the lack of data in many of the sports, it is important to avoid generalizing those findings to all sports in Canada. While some sports such as soccer, volleyball, hockey and basketball in organizations such as CIS and CCAA have reasonably good data on their coaches, there is no evidence that the other sports have similar data. Therefore, while our second phase findings contain some interesting possibilities, it is clear that care must be taken to avoid drawing sweeping conclusions. The lack of data in some sports is a major problem, and maybe THE major problem in moving forward with improvements to the status of Canadian coaches. Any profession that lacks baseline data also lacks the capacity to create and manage improvements to the fundamentals.
A NATIONAL "WOMEN INTO COACHING" PROGRAMME

Research has consistently identified the gender imbalance evident in sport. Women are less active than men, and data from 2005-7 indicates that 56% of Scottish men and 39% of Scottish women had taken part in physical activity in the preceding two weeks (Reid, 2009). This gender imbalance is evident in sports organisations where just 28% of leadership positions in sport in the UK were occupied by women in 2007-8 (sportscotland 2009b). Sport coaching is an important area where women are under-represented. In Scotland there are twice as many male coaches as female ones, and in particular female coaches are more likely to work with novice or very young athletes (sportscotland 2009a). Brackenridge (2009) in a review of women’s experiences in sport, suggested that a very different approach to provision was required and that “the habitual provider focus on barriers and constraints has simply not delivered what governments require and what women want” (p49). New approaches to addressing the issue of gender imbalance in the coaching workforce have been used in London and in the North-West of England, where coach development projects have recruited new female coaches and assisted them to achieve higher qualifications.

In Scotland, a pilot programme aiming to encourage more female sports coaches to develop their skills began in 2008. Partnerships between a number of Local Authorities, sport National Governing Bodies, and sportscotland (the national agency for sport) have facilitated the involvement of coaches from four different sports in a coaching scholarship programme to run over three years. This Programme allocates funding for development of the coaches aligned to an individual development plan written with assistance of a mentor. The mentors were identified and trained through the Programme and each remains with one individual coach throughout the three years. An assessment of the impacts of this Programme has begun using life-course, ethnographic and constraints methodologies.

This paper outlines the Pilot Programme, highlighting the strategies employed to overcome potential barriers for coaches, and presenting preliminary findings.
THE MONITORING AND EVALUATION OF AN OLYMPIC SOLIDARITY COACHING EDUCATION PROGRAM

The International Coaching Enrichment Certificate Program (ICECP) was an Olympic Solidarity and United States Olympic Committee funded coaches’ education program executed over the 2008-09 Academic Year.

The ICECP organizers utilized a Sport Plus sport development theoretical model (Coalter 2005) in which the major aims of a program was to train, support and develop the expertise of leaders and coaches for the purpose of creating opportunities to promote the development of physical literacy and sporting skills in athletes but to also achieve non-sport related aims. Promoting the high ideals of the Olympic movement and sport as an educational tool that coaches could use to develop the future business, political and civic leaders for their country were also intended aims of the program.

The ICECP program organizers utilized the Coalter (2005) Logic Model to monitor and evaluate the program’s ability to achieve the aims. Coalter (2005) defined a logic model as a planning tool that indicates how various stages of a program are intended to produce specific, describable and measurable results. The elements of the Coalter (2005) Logic Model are: sport and non-sport aims and objectives; inputs; outputs; the process for participation inclusion; and the sport related and individual outcomes.

Along with the above-state aims, the program inputs included a financial support from Olympic Solidarity and USOC; human resources that included over 20 university faculty, 6 researchers from the US Olympic Training Center, six international tutors and 12 national level or university level coaches; the facility inputs included the facilities at a major universities, US Olympic training centers and professional sport facilities. The program outputs included lectures, demonstrations, guest speakers, participant presentations, group work, field trips, an apprenticeship and project planning. The participants were 27 national level coaches from nine sport disciplines. Sport related outcomes included 27 implemented projects (e.g. Research on Effectiveness of Training System of Track Sprint Cycling in China); an appreciation for school-based competitive sport programs; a greater appreciation for the Olympic movement and personal and professional growth for participants.

The monitoring and evaluation of the program using the Logic Model determined that the ICECP achieved its aims by effectively using its inputs and outputs to produce the desired sport related and individual outcomes. Results will be presented from the methodology used for the monitoring and evaluation and discussion of the influence of the Logic model results on planning for the 2009-10 ICECP program will be discussed.
À notre connaissance, aucune étude n’a porté sur la façon dont les entraîneurs ont appris à favoriser le développement des habiletés de vie auprès des adolescents-athlètes. Pour combler ce manque, un projet de recherche appuyé sur l’étude de cas multiples (Yin, 2003) a été mené. Des entretiens semi-structurés ont été réalisés auprès de 24 entraîneurs; 12 entraîneurs en sport d’équipe scolaire (basket-ball) et 12 entraîneurs en sport individuel amateur (natation). Les entraîneurs sélectionnés œuvrent auprès d’athlètes d’élite, âgés entre 13 et 17 ans, de la province de Québec. Ils sont aussi reconnus dans le milieu sportif pour l’importance qu’ils accordent non seulement au développement de la performance sportive, mais également au développement personnel des athlètes. Les entretiens ont été réalisés de façon à donner la parole aux entraîneurs pour qu’ils s’expriment sur la façon dont ils ont appris les stratégies qu’ils utilisent pour développer des habiletés de vie. Pour ce faire, la discussion a été orientée d’après les trois pôles de situations d’apprentissage du modèle de Werthner et Trudel (2006) : 1) les situations d’apprentissage assistées, 2) les situations d’apprentissage non assistées et 3) les situations d’apprentissage internes. Suite à l’analyse des études de cas, les résultats mettent en lumière que les entraîneurs apprennent principalement par des situations d’apprentissage internes (des réflexions sur leurs valeurs, sur les problématiques qu’ils vivent, leurs expériences passées comme athlète, etc.). Quelques différences entre les entraîneurs en basket-ball et en natation ont été notées et seront discutées lors de la présentation. Par exemple, certains entraîneurs de basket-ball ont souligné la discussion avec d’autres entraîneurs et la lecture de biographies d’entraîneurs américains comme sources d’apprentissage non-assistées. Finalement, peu d’entraîneurs ont mentionné avoir appris à développer des habiletés de vie par des situations d’apprentissage assistées. Ces nouvelles connaissances permettent de mieux comprendre comment les entraîneurs développent leurs savoirs concernant les habiletés de vie, en plus d’apporter certaines pistes de réflexion quant à la formation des entraîneurs.
Analyse des connaissances des entraîneurs inscrits à une formation « Introduction à la compétition – Partie B » en matière de planification d’entraînement

Les programmes de formation de type assisté destinés à un large auditoire sont souvent abordés lorsqu’il est question de formation d’entraîneurs. Toutefois, des études en identifient certaines limites : (a) grande quantité d’informations transmises en peu de temps, (b) horaire des activités de formation pas toujours respecté, (c) négligence des besoins de connaissances manifestés par les entraîneurs et (d) informations difficilement transférables dans le contexte d’intervention (Abrahams et Collins, 1998; Trudel et Gilbert, 2004; 2006). De plus, aucune étude ne démontre que la participation aux activités de formation contribue au développement des compétences des entraîneurs (Smoll, Smith et Cummings, 2007; Trudel, Gilbert et Werthner, 2008). Le présent projet vise à apprécier la contribution d’une activité de formation de type assisté et à large échelle au sujet d’une tâche déterminante de l’entraîneur, soit la planification de l’entraînement. Trois objectifs sont poursuivis : (a) déterminer ce que des entraîneurs en formation connaissent en matière de planification d’entraînement, (b) comment ils ont acquis ces connaissances et (c) comment ils intègrent, dans leur pratique, les contenus enseignés lors des stages. Dix entraîneurs ont participé à l’étude. Ils ont été interviewés avant des stages « Introduction à la compétition – Partie B », couvrant la section « Élaboration d’un programme sportif de base » du PNCE, afin de dresser le profil de leurs connaissances en terme de planification d’entraînement. Les entraîneurs ont été interviewés à deux reprises à la suite des stages afin de connaître (a) leur évaluation du stage, (b) leur perception de son utilité (1-« totalement inutile » à 7-« très utile »), et (c) les apprentissages réalisés en lien avec la planification de l’entraînement. Les résultats indiquent que le profil et les connaissances préalables au stage des entraîneurs sont très variables. Leur acquisition provient d’une multitude de sources : (a) expérience comme athlète, (b) interactions avec des collègues et (c) autres activités de formation. Ils perçoivent les stages du PNCE comme étant utiles à leur formation (Moy. : 5,61), soit pour confirmer ou nuancer leurs connaissances. Les retombées d’un tel stage de formation sont très différentes d’un individu à l’autre : certains amorcent l’élaboration d’un plan annuel d’entraînement, alors que d’autres modifient peu leurs pratiques de planification. Les résultats confirment que l’entraîneur est au centre du processus d’apprentissage. L’acquisition de connaissances est déterminée par l’histoire unique, le contexte, les besoins et les préoccupations de l’entraîneur (Jarvis, 2006; Lyle, 2002; Trudel et Gilbert, 2006).
The Australian Sports Commission (ASC) National Coaching Scholarship Program (NCSP) commenced in 1992. Since that time more than 200 coaches have progressed through the program, with a number going on to secure national coaching positions. While the duration, structure and application process for the program has changed since its inception, currently Scholarship Coaches and Mentor Coaches are nominated for involvement by the individual National Sporting Organisations (NSO; e.g., Athletics Australia) and the ASC is responsible for awarding and managing the scholarships. The aim of the NCSP is to prepare coaches for a career in high performance coaching through a combination of education, practical experience and philosophical development. As well as receiving a living allowance, scholarship coaches must be enrolled in some form of tertiary study (generally a Graduate Certificate, Graduate Diploma or Masters in Sports Coaching). Funds are also allocated so that Scholarship Coaches can access a variety of professional development opportunities. But the major aspect of the program is the placement of the scholarship coach with a recognised elite mentor coach in an elite athlete sports program for a period of 24 months (e.g., Australian Institute of Sport Soccer Program [elite youth], Australian Institute of Sport Rowing Program [elite senior]). While these elements of the program have some grounding in educational research (e.g., learning through formal study, such as tertiary education in sports coaching and learning from more experienced mentor coaches) this does not ensure that the experiences of the scholarship coaches during the scholarship period are optimal. The aim of this presentation is to consider the practicalities of such a program, highlighting aspects of good practice and considering the elements that are problematic in some instances. In particular, a case-study approach will be adopted to demonstrate the ways in which the learning that takes place during the two-year program is differentially experienced. Moreover, the scholarship coaches’ access to, and interest in, tasks of daily coaching, para-professionals, educational resources, study time, and time for structured reflection will be discussed in more detail.
ISRAEL COACH EDUCATION SYSTEM - THE STARTING POINT FOR SPORT IN ISRAEL

Until 2002 the Nat Holman School for Coaches and Instructors at the Wingate Institute – Israel's National Sports Center –, was the only Coach Education body in Israel recognized by the Ministry of Education, Culture and Sport and has based its activities relying on the "Sports Law" of 1988.

Petitions by various other bodies in Israel led to the Supreme Court decision in 2002 to open coach education courses to competition and thus led the Ministry to legally enable any professional body who applies for permission to conduct coach education programs and meet the relevant criteria, to be certified and authorized to do so.

Today 7 years following that particular decision we have 26 organizations who are entitled to conduct Coach Education Programs.

As a result whilst the quantity of certified coaches has increased significantly, regrettably, the quality of our coaches and current coach education programs is decreasing.

This reality led the Israel Sport Authority (after consulting with experts – local and overseas) to change the system of Coach Education in Israel and adopt the European Model which was recently recommended by the ECC of the ENSSEE as well as by the ICCE.

This paper presents the changes that are going to be implemented in the newly modeled Coach Education structure in Israel.
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INTEGRATING MORAL VALUES INTO A COMPETITIVE COACHING PHILOSOPHY

This presentation will help coaches integrate ethics and moral values into an athlete-centered coaching philosophy. How to center a coaching philosophy on moral values will be offered throughout this presentation. The primary intended audience for this session is coaches at all levels of all sports. Today’s strong and sometimes over-emphasis on winning in competitive sport brings to the attention of coaches the importance of being aware of good practices in ethics. A coaching philosophy based on moral values is essential to good practices of ethics in coaching. The demands on coaches to win in athletics oftentimes create conflict between coaches’ competitive actions in the interest of winning and their moral values, which support the good of the game. A goal of this session is to enlighten coaches to the notion of being able to maintain a competitive edge while at the same time fostering and reinforcing good actions through moral values in athletes. Real cases related to coaching will be used for the purpose of demonstrating how good moral behavior and competition can coexist in coaching. An analysis of real world examples will be used to provide coaches with insights as to how their coaching philosophy can be centered on moral values and maintaining a competitive edge. Coaches will learn how to apply moral values when confronted with real choices related to pressures to win and the temptation to act immorally in the pursuit of victory. The coaches will benefit from the realistic nature of sport cases and the practical approach the presenters use while discussing how to coach competitively while at the same time adhering to a philosophy grounded in moral values.
HANDS-OFF COACHING*: PRESUMED GUILT AND THE POLITICS OF TOUCH

In this paper, we focus on issues of touch within sports coaching. We argue that recent implementation of policies (both formal and informal) within coaching, and other settings where adults engage with children and young people, has fostered the development of a culture of defensive practices, which is inhibiting both effectiveness and good relationships. In the coach-athlete context, touching practices are affected by: an increasingly risk adverse society; an institutionalised moral panic which has led to a re-definition of all ‘touch’ as inherently sexual; and a more pervasive uncertainty and ambivalence towards what constitutes normative adult engagement with young people. The establishment of Criminal Records Bureau checks has compounded the situation, as coaches and others now have to ‘prove’ they are not paedophiles before they are allowed to coach young people. This culture of suspicion has already had significant effects on the professional lives of teachers, social workers and many working in a volunteering capacity with children (Piper et al, 2006, 2008). All such groups have started to ‘self police’ (Foucault, 1988), as adults watch not only themselves but also regulate their colleagues. The resultant emotional and physical distancing has been compounded by a lack of trust. In particular, some have argued that the recent Children Act (1989/2004) and other childcare legislation has given rise to a skewed focus on children, to the detriment of certain adults, as professionals have come to be regarded as problematic and in some cases rendered marginal. Drawing on examples from a range of sports, including swimming, cycling, canoeing and hockey, we consider the changing context of professional discourse and action, as adult coaches attempt to navigate a route through the negative and pervasive atmosphere of presumed guilt. We foreground a range of accounts from coaches who feel they are no longer trusted to be with or near young people. The risk of accusation has led some to withdraw entirely from coaching. For others the issue is a sense of betrayal by a system that is prescriptive and highly demanding and yet offers very limited support. Finally, we suggest that this current practice of ‘hands-off’ coaching’ will have wider implications not only for the continued recruitment of coaches, but also for the development of healthy relationships between adults and children. These are, in turn, likely to impact on levels of achievement and elite performance in sport.
A DEVELOPMENTAL PERSPECTIVE OF SPORTS PARTICIPATION IN THE UK: IMPLICATIONS FOR COACHING

This paper seeks to analyse the data from an online questionnaire which looked at the background, sporting history of athletes across the UK. A sample of 1,047 respondents (gained through advertising the web link to University sports clubs, National Governing Bodies, sports organisations, local sports leagues and personal contacts) completed a questionnaire that sought to explore their participation patterns in organised (school, club, representative and national) sport from the ages of five to eighteen.

Using the UK sporting framework as its starting point, this paper considers Côté’s (1999) and Côté & Hay’s (2002) Developmental Model of Sports Participation (DMSP) in a UK context. A growing emphasis on talent and participant development strategies in sport (Kirk et al, 2005; Bailey et al, 2009), necessitates a greater understanding of national cultural and social contexts in the application of the key models (notably Balyi’s LTAD and Cote’s DMSP). More importantly for coaches, governing bodies and administrators, a better understanding of how people develop their sporting biography is vital when developing coaching programmes, talent development strategies and support systems.

Initial results from this empirical study indicate that sportspeople in the UK are heavily influenced by an education system that impacts upon sporting provision and opportunity. Data suggest that regardless of the level of competition achieved there is an increase in participation at age 11-12 (transition to secondary school), and that Sampling behaviour is at its highest at around 14-15, with Investing behaviour only occurring at 16 (another key school transition age). More importantly it highlights that those in the sample who played at national or representative level were still not investing at that age. These observations are interesting in that they contrast with the suggested elite player development proposed within the LTAD and DMSP models. The data suggest a tendency for athletes to maintain a wide balance of organised sporting behaviour in contrast to focusing upon one single activity.

In conclusion it is evident that sports participation in the UK is complex, relying heavily upon educational age group systems and trends that need further analysis. For those who are interested in developing talent through sport specialisation, there are clearly cultural and behavioural factors that need consideration. In short this data suggests that sports people of all levels in the UK are ‘all-rounders’ more than they are focussed upon a single sport.
THE COMPETENCY-BASED TEACHING MODE FOR CHINESE COACHES

This paper takes the competency-based teaching mode as the framework for analysis and intends to explore a suitable teaching mode for coaches’ education in China. A literature review on competency development and teaching mode is undertaken. A case study of coaches post training in China is adopted to explore the competency-based teaching mode. Interviews with and questionnaires for sport administrators, experts and coaches were employed to understand the current situation of teaching mode in coaches’ professional development. Conclusions: 1. Coaches do more than people can imagine. To undertake this multi-dimensional work, a coach needs to be dedicated, to fully grasp the theories and practices of a specific sport, and to comprehensively understand various disciplines including physiology, sociology, psychology and management, as well as to be able to apply knowledge to daily training practices. Their coaching competencies include talents identification, making plans, organization and implementation, education administration, obtaining social support, collecting sport information, doing sport research, managing and judging competitions, etc.. 2. Coaches in the institutions of higher learning in China are mainly PE teachers from sport institutes, who have good base of specific knowledge while lack in high-level competing and coaching experience. Effective continuing education should improve the quality of the coaches step by step and in a planned manner, otherwise the development of high-level sport teams of China's universities and China’s competitive sports will be limited. 3. 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. 4. The essential factors for competency-based teaching mode include: to analyse and decide the competency structure of coaches, according to which corresponding teaching goals will be set; the teaching modules will represent the fusion of general knowledge, specific knowledge and practice with the unified teaching, exercising and practicing; based on the teaching modules, the syllabus design, the teaching hours allocation and the textbooks compilation should be completed. Coaches’ education should depart from the traditional approach of teacher-centred, classroom-centred and textbook-centred instruction, and choose various teaching measures and methods. According to the teaching goal of improving coaches’ competency, all kinds of competency assessment should be adopted.
AN ANALYSIS OF THE PRESENT SITUATION OF CHINA'S COACHES

Introduction
The problem of coaches in China becomes the hot spot in the area of the sport science since the success with Beijing Olympic Games and the excellent performance of our athletes in Beijing Olympic Games. In order to prepare for the Olympic Games in 2012, analysis the present situation of the coach team in China is pressing needed.

Method
This study investigated 29,317 coaches in China. In detail, the quantity of coaches on the national level is 448, and the quantity of coaches on the senior level is 4538. The quantity of the first, the second, and the third grade coaches respective is 11,032, 9,134, and 3,926.

Results
1. From the aspect of the quantity, the coaches on the medium level are much more than those on the low level which means that there are not adequate coaches working on the grass roots therefore it goes against cultivating the reserved talents.
2. From the aspect of the distribution of the administration division in China, the East Region has the biggest number of coaches which is almost 9000 and the Central South Region is on the second place with the number of nearly 7000 while the West South Region has the least number which is less than 2000. According to the economic division, the gap of the coach team between the east and the west is huge. On the whole, the east is much stronger than the west in the distribution of coaches.
3. The number of qualified coaches in certain events of Olympic Games is little, such as the events of Modern Pentathlon, Beach Volleyball, Ski Jumping, Freestyle Skiing and Biathlon.
4. There are almost no professional coaches of the outdoor games, such as Auto Racing, Golf, Billiards, Squash, Motor Paragliding, Kite-Flying, Bodybuilding and Dart. There are few coaches with the qualifications of Soft Tennis, Triathlon, Dragon-Boat Race, and Life Saving. So we recommended that the relevant policy be issued, the admittance of the coaches be controlled, the training of the coaches be enhanced and the management of the coaches be standardized.
5. The level of the games the coaches achieved when they were athletes is higher in the East Region of China than in the West and in the Central Regions.
6. The ages of the coaches when they got their best achievements are smaller in the east Region of China than in the west and in the central.
7. From the aspect of the economic distribution of the regions, the average teaching time of the coaches is shorter in the east. From the aspect of the sports events, the teaching time of the coaches in Tennis is the shortest. This result might be caused by the high level of its professionalization and mobility.