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Modelling , participation and coaching

An exploration of how they link!

Participant Development Model

Participation-oriented

Performance-oriented

Learning and Re-learning
to Participate

Participation
Coach

Performance
Development
Coach

High
Performance
Coach

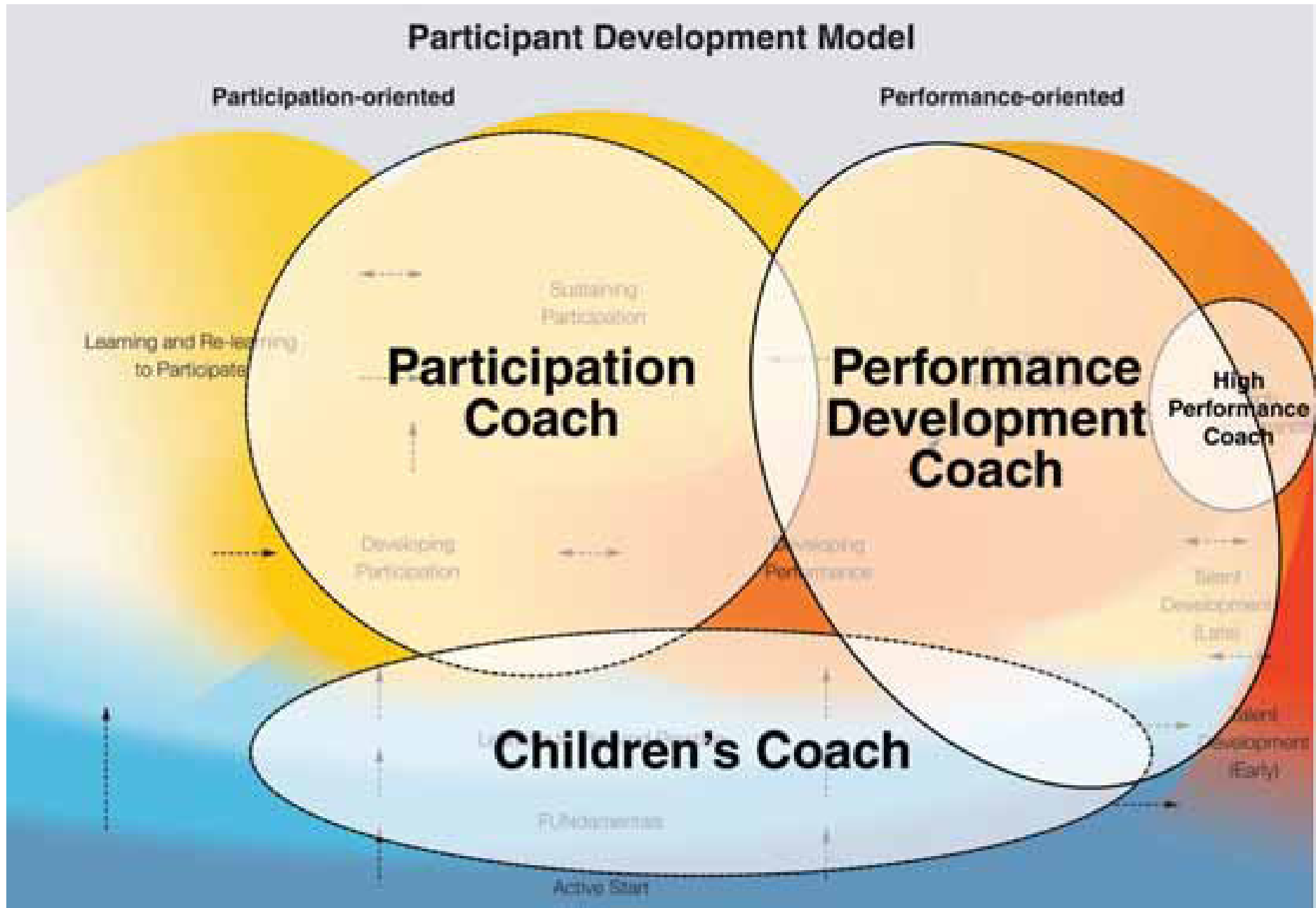
Children's
Coach

Fulfillment

Active Start

Skill
Development
(Late)

Skill
Development
(Early)



Coaching definition

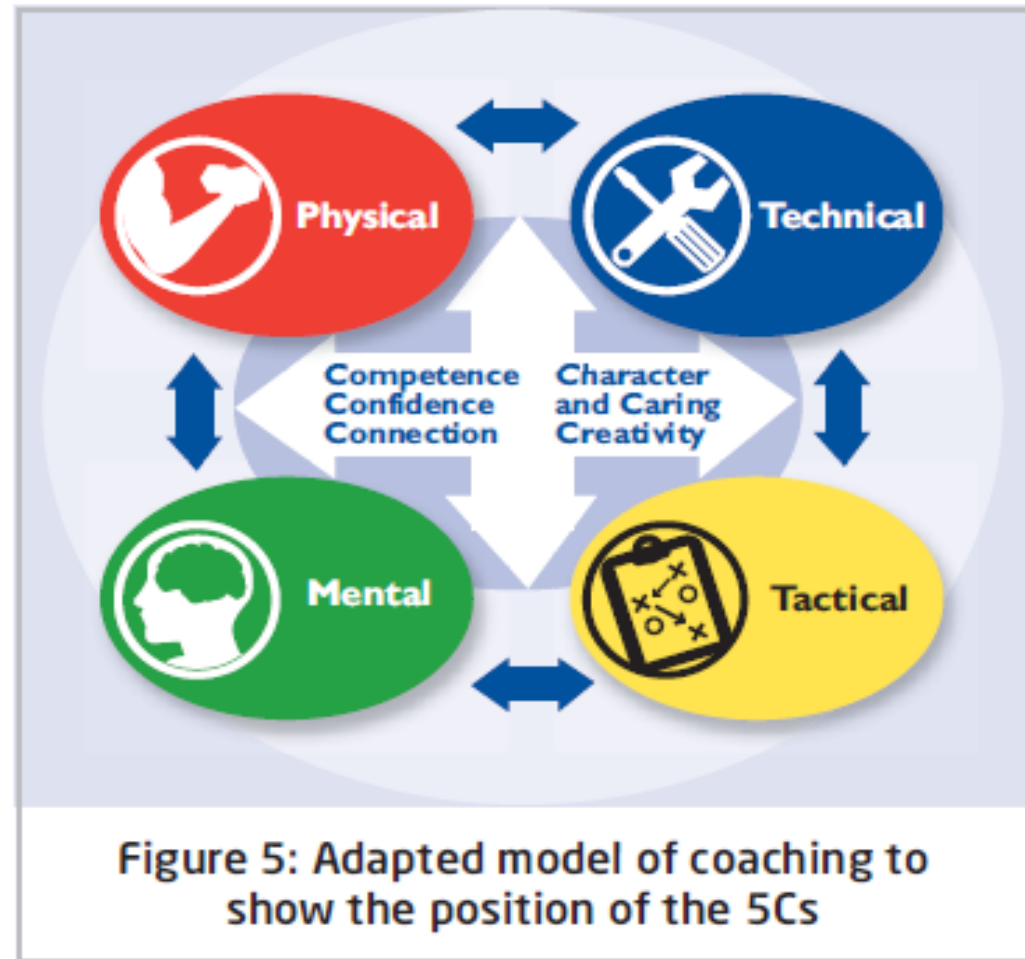
Effective coaching is the integrated application of different knowledge bases (professional, interpersonal and intrapersonal) to fulfil the multiple outcomes and varying needs of all participants within a specific context

(Cote & Gilbert 2009)

- ‘multiple outcomes and varying needs of all participants within a specific context’ are the Participant Capabilities
- ‘professional, interpersonal and intrapersonal knowledge’ refers to the coach’s knowledge domains and associated Coach Capabilities

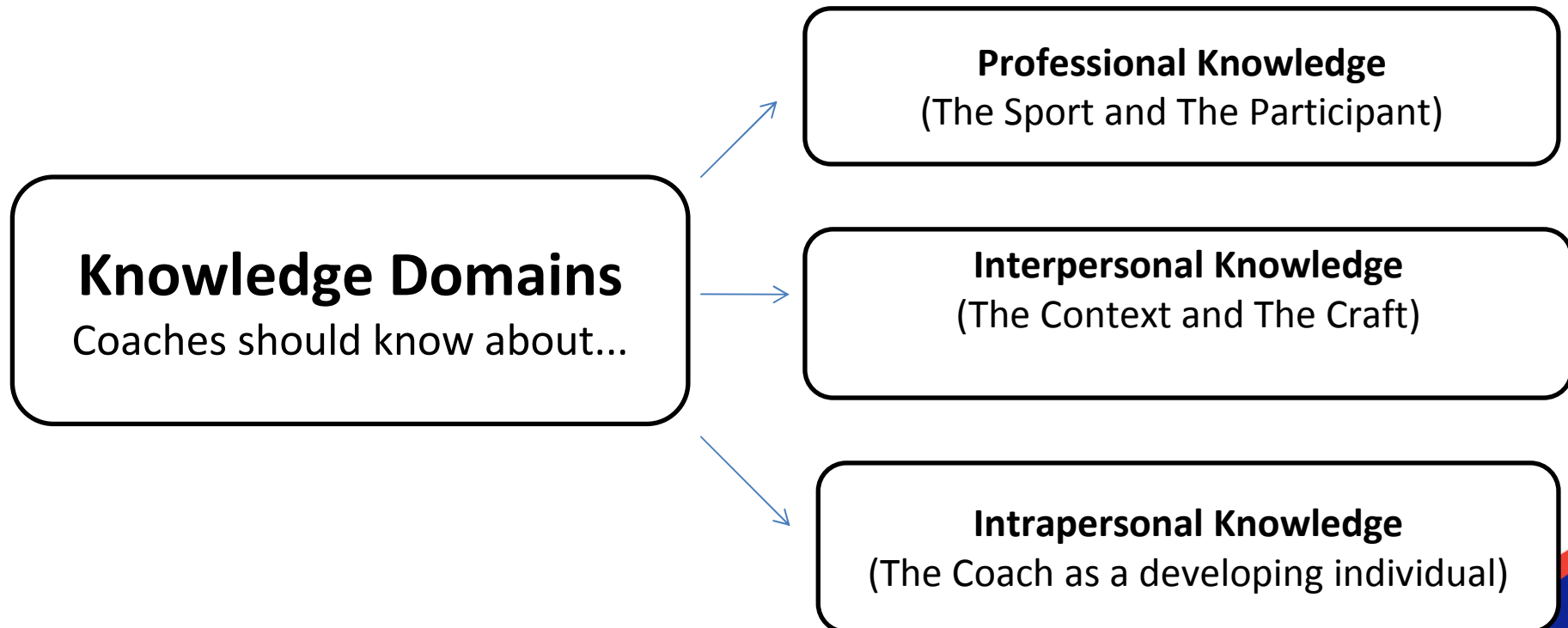
PARTICIPANT CAPABILITIES

The needs and wants of participants in sport –
What individuals should be able to learn and do through their participation in sport



COACH CAPABILITIES

The knowledge, skills and attributes coaches require to meet the needs of the children they coach – What coaches should know and be able to do to support their participants





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Participation segment
explored

Developing Participation

'Getting in the groove'

11-18 years

Generally young people of secondary school age who, not having moved on to the performance side of the pathway, still have the right and the desire to enjoy and benefit from participating in sport and physical activity

Sustaining Participation 'Active for life' 18+ years

By and large, this group is made of adults of all ages and abilities who continue to take part in various forms of recreational sport and physical activity as they progress through their life

Learning and re-learning 'Back to sport ... Even for the first time'


Here, the focus is on the engagement or re-engagement of people of all ages who have lapsed in their participation in sport and physical activity for a variety of reasons (missed opportunity, negative experience, injury, change in life circumstances)

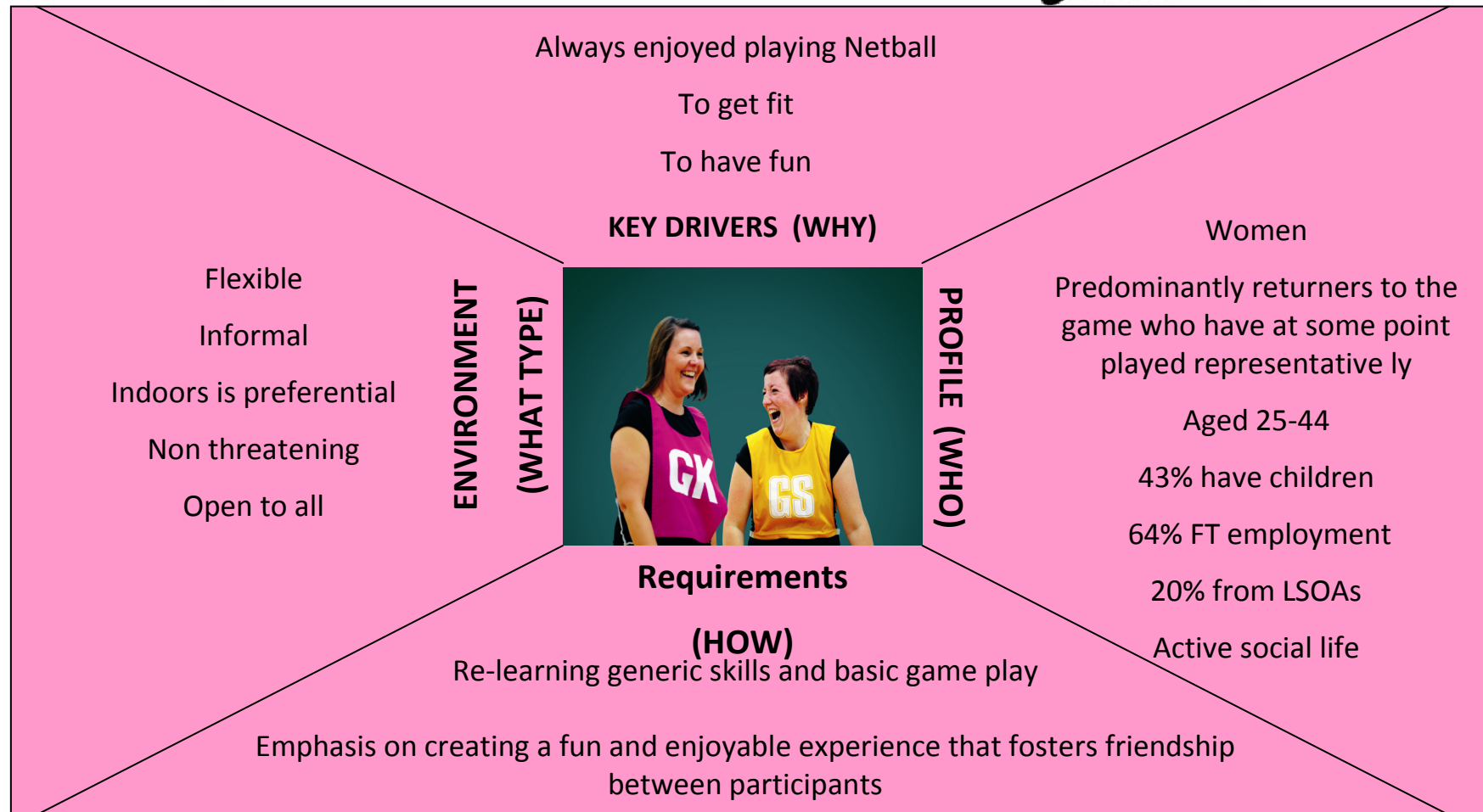
Task - Questions & challenges

- What do we know about the participants in each of your sports?
 - Motivations
 - Desires / wants
 - Needs
 - Commitment
 - Assumptions?

SEGMENT – ADULT RETURNERS / TRANSFERERS

back to netball

In association with 



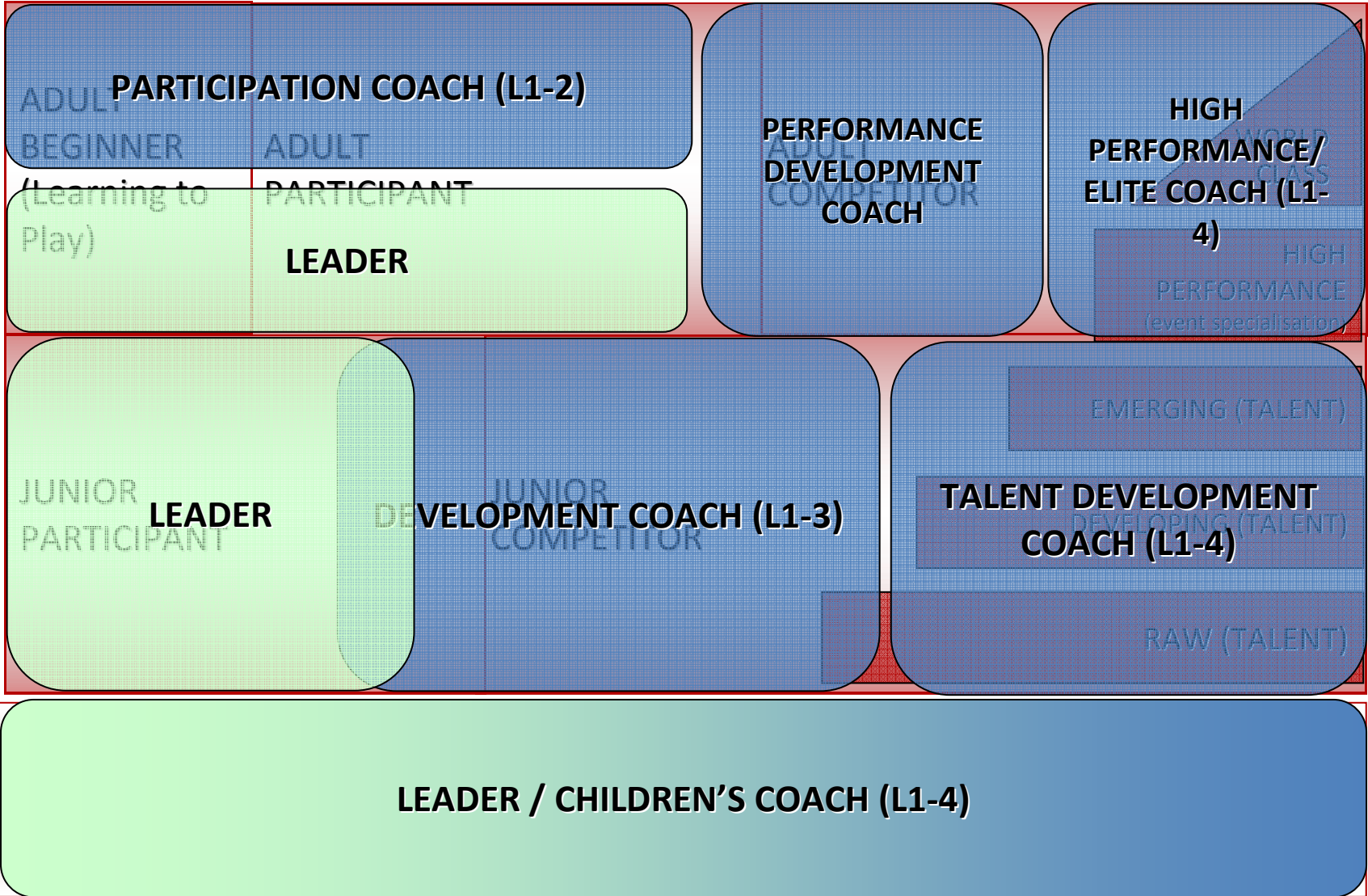
Task - Workforce implications?

- **Do you need a coach for the delivery of your participation intervention?**
 - If not then what type of deliverer/activator?
 - If a coach then do you have any with the right skills/experience?
 - Do they *really* know the participants?
- **What further training might they require?**
- Where might you source this?
- Could the Participation Curriculum help?

PARTICIPATION



PERFORMANCE



PARTICIPATION COACH (L1-2)

ADULT
BEGINNER

(Learning to
Play)

ADULT
PARTICIPANT

LEADER

**PERFORMANCE
DEVELOPMENT
COACH**

**HIGH
PERFORMANCE/
ELITE COACH (L1-
4)**

HIGH
PERFORMANCE
(event specialisation)

JUNIOR
PARTICIPANT
LEADER

**JUNIOR
DEVELOPMENT COACH (L1-3)**

**TALENT DEVELOPMENT
COACH (L1-4)**

EMERGING (TALENT)

RAW (TALENT)

LEADER / CHILDREN'S COACH (L1-4)



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An introduction to Workforce Auditing

Why carry out a Workforce Audit?

- How many coaches are actively operating in your sport
- How many coaches are qualified
- How many participants are receiving coaching
- Identify gaps in provision
- Provides evidence to support future planning
- Contributes to Recruit, Develop, Retain strategies

Principles of workforce auditing and planning

1. Where are we now
2. Where do we want to be
3. How are we going to get there



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Where are we know

Types of information you can collect

- Personal details (age, gender, disability, ethnicity)
- Status of coaches (active, full-time, part-time, volunteer etc)
- Qualifications
- Frequency of coaching
- Number of participants coached and their levels
- Continuous Professional Development
- Coaching gaps
- Time spent coaching
- What a typical coaching session looks like (numbers, length etc)

Workforce information we can easily find

- Active People
- Satisfaction survey
- Sports Coaching in the UK III
- Coach Tracking Study

Finding other information – Survey templates

Survey advice

- Don't ask questions for questions sake
- Shorter surveys will discourage drop-out
- Do make sure the question reflects your goals
- Re-read the questionnaire to make sure it is user friendly. Ask someone else to read it



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Where do want to be

What are your future plans?

- Have you carried out any participant and coach modelling?
- What are your clubs telling you?
- What are your aspirations for your sport?

Task Two

- Think about the coaching implications from your participation strategy.
 - What type of information will you need to collect?
 - How will you go about collecting it?



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How are we gong to get there

*Getting the right coaches, doing the right job,
matched with the right participants, in the right
place at the right time*

Hierarchy of planning

1. Matching supply (coaches) and demand (participants) in line with your strategy
2. Fill gaps in current workforce
3. Understand your workforce

Areas to consider in your planning

- It's not just about recruitment but also supporting the existing workforce
- You may not directly employ the coaches
- Most of your coaches are likely to be volunteers
- Coaches generally begin at the entry level
- The most realistic approach may be one that starts small
- Quality of coaching may be more important than the numbers involved.



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Not all coaches are the
same

So what does it all mean?

- In workforce planning to match demand (participants) and supply (coaches) you need to understand the relationship between the two.
- A common unit of measurement makes this easier – TIME
 - TIME spent coaching
 - TIME being coached
- Examples of using time to understand supply and demand...

EXAMPLE 1 – A coaching shortage

- A new participation project will create a demand for coaching of 510 hours but current supply is 436 hours. There is a shortage of coaching!

SOLUTION

What makes 75 hours of coaching?

- 100 new volunteer coaches OR
- 7 full time coaches OR
- Current volunteers coaching for an extra 30 minutes each week OR
- A mixture of the above

Example 2 – Growth targets

- The Governing Body have set a target of 5% annual growth in participation
- Demand rises from 510 hours to 647 hours
- Supply rises from 436 hours to 647 hours?

SOLUTION

- 300 volunteer coaches OR
- Double the number of hours volunteers coach OR
- 20 New full-time coaches OR
- Convert 50 volunteers to part-time
- A mixture of the above