

# THE ORGANIC DEVELOPMENT OF COACH EDUCATION STRUCTURE FOR THE FUTURE – A COLLABORATIVE EFFORT BETWEEN HIGHER EDUCATION AND NATIONAL FEDERATIONS IN SWEDEN

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## The organic development of coach education structure for the future – a collaborative effort between higher education and national federations in Sweden

### Introduction

Sweden is a country, where coaching can be said to be a blended profession (Duffy, Hartley, Bales, Crespo, Dick, Vardhan, Nordmann & Curado, 2011). Out of 335.000 coaches in Sweden, approximately 10% or 33.500 has an income that is directly related to their coaching duties (personal communication, 2009). Based on the international sport coaching framework (International Sport Coaching Framework, 2012), a collaboration of four different national federations and institutions of higher-education, has developed a model, to make both coach education feasible and to develop coaching effectiveness in the process. The model considers aspects of both non-mediated and mediated learning. It takes into consideration aspects of certification, educational content and education-providers. These aspects are considered from both a stakeholders- and education-providers perspective.

### Argumentation

The model has developing organically (since 2011), using both the AEHESIS-project (Petry, Froberg & Mandella, 2006) and the ITESCE-project ([www.itesce.eu](http://www.itesce.eu), 2013) as templates. It strives for inclusion of stakeholders focusing on; 1) structures of collaboration, 2) educational content and need depending upon coaching level and 3) the process of validation. In the specific context, the process of validation is of utmost importance. The current cohort of coaches, exhibit a range of professional experience. Many coaches have, through non-mediated learning (Becker, 2009), gained a tacit knowledge that improves their effectiveness. Thus, aligning a coach education program with the competences of current coaches in the blended profession has been a high priority. Quality control of coaching competences both through the validation process and educational process needs to be harmonized in order to develop a possible scheme for certification.

Four aspects under consideration in developing the educational process are: 1) the coaching context, 2) the athletes expected outcome (Côte & Gilbert, 2009), 3) the need for practical experience to develop coaching effectiveness in younger coaches (Becker, 2009), and 4) the feasibility to participate in an educational process over a period of years in order to gain mastery as a coach in relation.

The current model utilizes the European Framework for Coaching Competences Qualifications (Petry, Froberg & Mandella, 2006) to provide general competences based on an identification of thematic professional content areas. Aligning the national federation education with higher education courses allows for flexibility in continuous professional development and quality control in validation process and certification programs. It is based on e-learning, part-time and both mediated and non-mediated learning experiences.

### Implication

1) The program needs to be contextualized based on the employment structures 2) The program needs to take into account longitudinal aspects of maintenance of the program 3) The program needs to focus on competences needed for effective coaching and long-term development of athletes 4) The program needs to focus on developing competences aligned with a National Qualification Framework 5) The structure needs to identify the roles and responsibilities all agents 6) The program needs to allow valorization of current coaches.

### Reference list

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