

**Participant market ‘intelligence’** – the Participant Development Model can be used as a means of organising market or customer information about potential and current participants. For example, if a governing body wants to increase participation, it might decide to target a particular participant segment. Before doing this, however, it may want to know more about the participation rate in this segment and the types of activity that are occurring in terms of settings to calculate potential. The overlaps with Sport England’s market segmentation research work are clear<sup>9</sup>. Some of the segment groups identified in this work such as ‘competitive male urbanite Ben’ (identifiable with the Developing and Sustaining Performance segments in the Participant Development Model), and ‘settling-down male Tim’ (identifiable with the Developing and Sustaining Participation segments in the Participant Development Model) are clearly more amenable to becoming participants through coaching than other groups.

## 2.4 The Coach Development Model

If the purpose of Section 2 is to identify the building blocks of a world-leading coaching system, the ‘next step’, after developing and implementing a robust Participant Development Model, is the development and implementation of a Coach Development Model. As with the Participant Development Model, the UK Coaching Framework generic Coach Development Model, often referred to as the ‘4x4’ (four by four), has been available for scrutiny in various forms for a number of years.

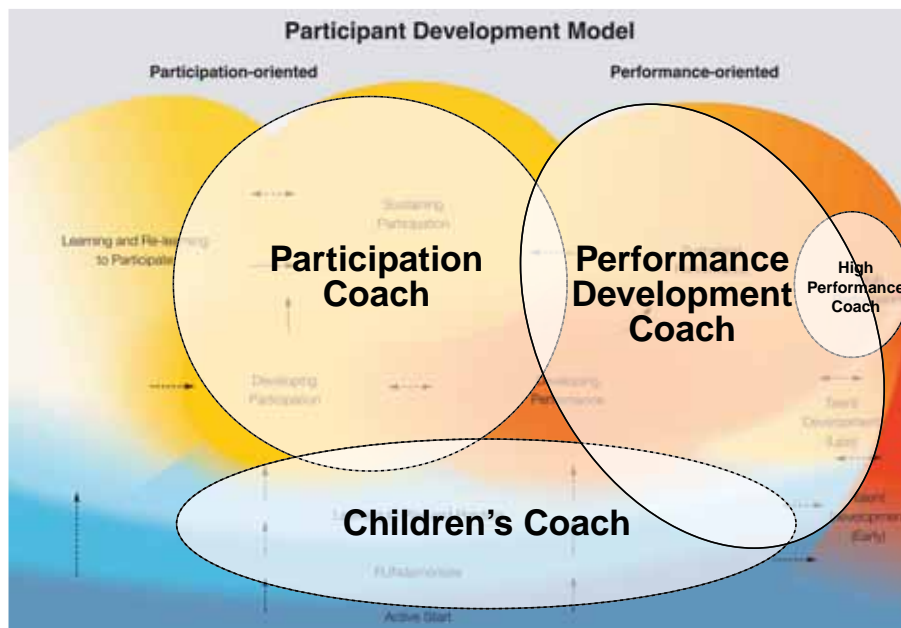
A significant difference between the two models, however, is the availability of comparable precedents on which to base development work, and the quality and depth of the underpinning evidence base. As was shown in the previous section, the Participant Development Model is based on existing practitioner and research models, and a growing evidence base, whereas the Coach Development Model has little in the way of precedents<sup>10</sup>, and the evidence base on coach development, and, in particular, coaching expertise is still very much in its early years.

These caveats aside, it is again important to be clear about the underlying principles and applications of the Coach Development Model

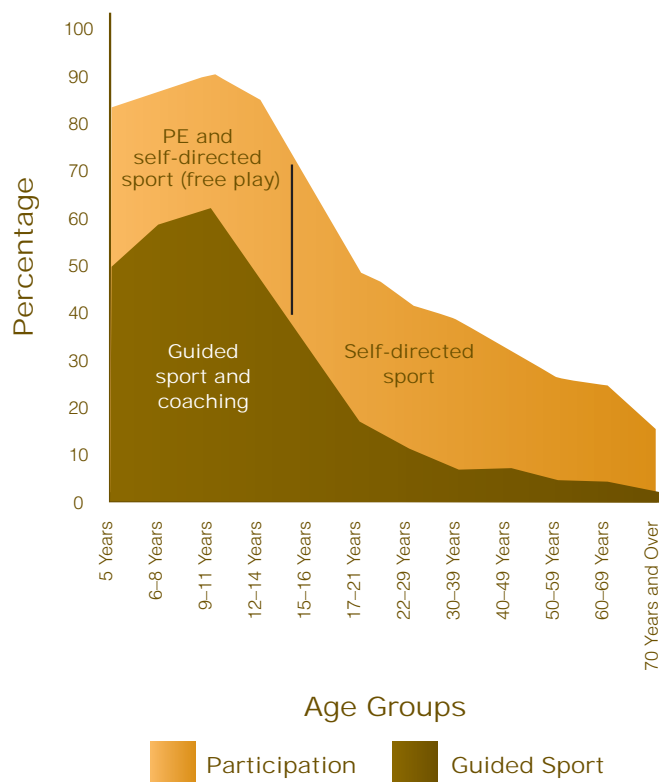
to ensure common understanding and language. It is important to note that the Coach Development Model is aspirational, it reflects how the coaching population could be thought about and structured, rather than how it actually is. As with the Participant Development Model, this is a model ‘for’, rather than a model ‘of’. For example, there are currently very few recognised expert children’s coaches in the UK. The Coach Development Model provides a rationale and planning tool for increasing the number of coaches in this and other segments.

### The Coach Development Model – Underpinning Principles

It is important to note that many of the principles that underpin participant development, ie a needs-led approach, inclusion, stages of development, a long-term approach to development, use of segmentation and sport specificity, also underpin coach development. The following section provides details of the underpinning principles of coach development, and the reader may notice the similarities with those underpinning participant development.



**Figure 2.4** Coaching population roles



**Figure 3.2** Participant and guided sport at least once in the last week

The link between participation and guided sport amongst adults is shown in Table 3.4. The results suggest that the more frequently an adult participates in sport – for example, at least once a year, once in the last month, once a week – the more likely they are to receive support from a leader, coach or other. More research is required on the direction of causality, ie does increased participation bring about more demand for more guided sport, or does increasing the supply of guided sport bring supported participation?

An issue that merits further analysis is the relationship between the availability of guided sporting hours and participation in the wider sporting community. Figure 3.2 illustrates that such a relationship may exist ( $\rho=0.397$  at 0.01 for adults only). It may well be the case that the effects of guided sport extend beyond participants in the sessions provided by coaches and leaders, in that there are both knock-on and lasting effects. ‘Knock-on’ effects may relate to the role that participants in those sessions play in supporting/enticing others to take part or where the environment for participation has been created through the provision of guided activity (take the scenario in a fitness club where many participate on a self-directed basis, supported by the anchor of the facility and the availability of fitness instructors). The ‘lasting’ effects element of this hypothesis is that participants who take part in guided sport are equipped with the skills and confidence to extend their participation on a self-directed basis. Further investigation of these concepts is recommended.

	Received Guided Sport in Last Year	Received Guided Sport in Last Month	Received Guided Sport in Last Week
All adults (non-participants and participants)	14	9	7
Participated in last year	27	18	14
Participated in last month	32	23	17
Participated in last week	35	27	22

Source: Adult survey, sports coach UK (2008).

## 5.4 Curriculum Coaching

There is evidence to suggest that coaches are coaching in the curriculum-time physical education. However, these data require further verification and discussion in each of the home countries to more clearly define the current and desired position on the contribution of coaching in relation to this area.

The results of the research conducted to support the current exercise suggest that there are likely to be around 100,000 coaches coaching in PE time, with perhaps 90,000 coaching exclusively in this environment. The results also suggest that coaches are providing somewhere in the region of 150–200,000 hours per week (out of an estimated 2.6 million PE hours provision).

Furthermore, the research suggests that to meet government targets for the two-hour PE offer – as part of a wider five-hour offer (two hours curriculum, one hour extracurricular, two hours community) – there may be the need for an extra 84,000 coaching hours in PE per week, provided by 4200 full-time equivalent coaches (coaching 20 hours direct delivery per week).

## 5.5 Summary

To meet home country targets and good practice recommendations for participation and performance, an extra 3 million coached hours should be delivered per week.

To meet a growth target of 5% year-on-year increase in coaching provision, an extra 685,000 coached hours should be delivered per week.

The main growth areas for coaching provision are children's extracurricular and community provision, adults in a performance/competition pathway and talented athletes.

Three scenarios were developed to meet the demand for extra coaching hours – a 'Volunteer Model', a 'Full-time Model' and a 'Mixed Economy Model'.

The Mixed Economy Model was seen as being the most feasible option of the three – this involved taking advantage of existing recruitment patterns (5% increase per year) and bringing anywhere from 93,000 (Growth Approach) to 857,000 individuals (Targets Approach) into coaching.

Significant changes would be needed to the structure of the workforce in terms of the balance between volunteer, part-time and full-time coaches.

This would need to be supported by significant system capacity building in terms of employment/deployment, development, reward and recognition systems.

There would also be implications for the infrastructure that supports sport – facilities, scheduling, etc – for changes to the coaching workforce, as well as quality assurance.

