



UK Coach Tracking Study

Year Two Headline Report March 2010

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Executive Summary

The Research

This report provides the headline findings from the second wave of data collection of the main quantitative survey of the UK Coach Tracking Study.

The UK Coach Tracking Study is a four-year project that tracks UK coaches' experiences and opinions in terms of their learning and development, deployment and employment, and use of support.

The Sample

The second-year sample includes 851 UK coaches (down from 1264 in Year One). Information is also presented for 76 coaches who reported giving up coaching.

The sample characteristics are slightly different to that of the UK coaching population as a whole, but share many characteristics with a group of 'coaches and head coaches' as defined in *The Coaching Workforce 2009–2016* document (North, 2009).

The coaches in the sample were largely male (72%), white (96%), non-disabled (95%), and well qualified (45% had a degree-level qualification or above).

Motivations for Coaching

Coaches continued to coach for a combination of reasons. However, evidence suggests that coaches rely primarily on intrinsic motives as they progress through coaching, such as 'enjoying coaching and developing athletes' and 'the interaction with athletes'. In comparison, extrinsic motives, such as pay and benefits, are not as strongly reported by the coaches.

Coach Development

The coaches used a wide variety of learning sources/environments to inform their development, and though there were preferences at different stages, and to meet different learning objectives, evidence from Year Two strengthens the argument that this variety and balance of sources is critical to coaches' development.

As coaches progress through their careers and develop, they appear to place increased value on learning from informal and self-directed opportunities, such as working closely with the athletes/players/participants, reading books and using online resources.

Coaches also seek a variety of knowledge and information from the learning opportunities they engage in; for example, information on technical and tactical aspects of coaching, and information on **how** to coach (eg facilitating, providing feedback, motivating).

Nine out of 10 coaches (93%) held a recognised coaching qualification and valued them as important to their development (97%), particularly in terms of knowledge gains. However, evidence suggests that, as coaches progress through their careers and become qualified, additional qualifications do not enhance a coach's credibility. Though an increased proportion of coaches expressed a concern with the cost of qualifications, they also appeared more aware of how to access funding for such courses.

Support Services

Evidence from Year Two suggests that coaches on the whole felt 'unsupported' by the system.

Formal intensive support to coaches, such as 1:1 support through the Coach Development Officer programme, appears to have decreased since the first wave of the survey.

Coaching Careers

Data from Year Two of the project provide evidence that coaches are likely to specialise and invest in coaching one or a small number of sports as they progress through their careers, whereas, during early stages, they are likely to sample a greater number of sports.

There appears to be increasing evidence that women coaches are more likely to be paid than males.

Trends highlighted in Year One, with regard to levels of paid coaching in different sports, were further strengthened with data from Year Two. Coaches in sports such as swimming and cricket appear to be more likely to receive pay than in other sports (eg football).

Full-time coaches appear more able to undertake learning and development while still committing a significant proportion of their time to delivery.

The proportion of paid coaching is increasing slightly, but most of this is on a part-time basis.

The average annual salary for a full-time coach remains at a similar level to Year One and is just under £21.5k.

Coaches reporting that they had given up coaching were predominantly male (58%), of a younger age (average 35.9 years), coached primarily on a voluntary basis (53%) and held a lower level coaching qualification (58% at Level 2 or below).

Reasons for giving up coaching were principally attributed to personal factors, such as increased work commitments, changes in education and/or family commitments and demands.

1 Introduction

This report provides the headline findings from the second wave of data collection from the main quantitative survey of the UK Coach Tracking Study.

The UK Coach Tracking Study is a four-year project that tracks UK coaches' development in terms of learning, deployment and employment, and use of support. The project consists of two key phases repeated on an annual basis:

- **Qualitative Phase:** This includes in-depth face-to-face interviews with 19 coaches of varying backgrounds and levels. In Year Two, coaches participated in one reflective interview, which explored their learning and development in the previous 12 months.
- **Quantitative Phase:** This includes a postal and web-based return from a large panel of UK coaches.

This report will be followed by a number of more detailed and specific reports and publications based on the UK Coach Tracking Study data sets.

2 Method

A full account of the method used in Year One of the UK Coach Tracking Study is provided in Timson-Katchis and North (2008). The following provides an update of the methodological issues in the last 12 months.

Participant Retention

A key issue for the project, given its longitudinal design, was to minimise attrition and maximise retention of participating coaches. Given that data collection occurs on an annual basis, it was important to maintain regular contact with participants. As an incentive to maintain participation in the project all coaches were offered a free subscription to *coaching edge*, a magazine that presents information on coaching, coaching methods, development, leading practice and case studies. The magazine is a quarterly publication, which ensured that participants were receiving communication from the project team every three months.

As an additional incentive, all participating coaches were entered into an annual prize draw for the UK Coaching Awards, one of the most high profile events celebrating the best of coaching in the UK. Information and updates regarding the project, as well as the experience of the coaches attending the UK Coaching Awards, were featured in *coaching edge*, thereby reinforcing to coaches the importance of the study and illustrating its impact.

Contact with all participating coaches was managed through a project database, which was managed in accordance with the Data Protection Act 1998.

Questionnaire

The questionnaire used a mixture of closed and open response questions (see Appendix 1). The questionnaire was divided into the following thematic sections:

- Section A: Personal changes over the last 12 months
- Section B: Coaching changes over the last 12 months
- Section C: Coaching experience in the last 12 months
- Section D: Coach objectives
- Section E: Coach development experiences and knowledge in the last 12 months
- Section F: Coach qualifications
- Section G: Coaching careers
- Section H: Evaluating your own performance
- Section I: Support services
- Section J: The next 12 months

Data Collection

The questionnaire was sent to the 1264 coaches who had participated in Year One of the project. Though the questionnaire length was reduced in comparison to Year One, participants were allowed six months to complete and return the questionnaire. Regular reminders were sent to participants who had not returned their questionnaire, by post with the complimentary issue of *coaching edge* and by email.

Participants were offered three options for completing the survey:

- Paper submission: All participants were sent a paper-version of the questionnaire along with a prepaid envelope to return it in.

- Online submission: Participants with online access were sent a secure web link to an online version of the questionnaire. The link, unique to each coach, allowed participants to complete the questionnaire over time and submit it once completed.
- Over the phone: Coaches were also able to complete the questionnaire over the phone with the principal researcher.

Response

Of the 1264 coaches who participated in Year One, 927 re-engaged in the project and returned the questionnaire for Year Two: a retention rate of 73%. 851 of these coaches were still active, and 76 had stopped coaching.

Of the 337 coaches who withdrew from the study, 19 coaches (6%) relocated without advising the project management of their new contact details and, therefore, the communication was returned undelivered. 29 coaches (9%) notified the Research Team of their withdrawal from the project: 20 of whom did so due to the fact they were no longer coaching; eight due to lack of time to complete the questionnaire; and, sadly, one coach had passed away. The majority of the coaches who did not re-engage (n=289) did not communicate the reasons for their withdrawal with the project team.

Analysis

Given the longitudinal design of the project and its stated aim to track coaches' progress over four years, it was important to compare Year Two results with those in Year One. To facilitate this, Year One results were recalculated on the basis of the Year Two sample (851 coaches) to provide direct comparability.

The report is split into two main sections. The first presents results on the active coaches (851 coaches); the second on those coaches who had stopped in the last 12 months and returned their Year Two questionnaire (76 coaches).

3 The Sample

In order to understand and set in context the main findings of the report, it is important to consider the sample of coaches in this wave of data collection. General demographic information is initially presented, in addition to data on the coaches' non-coaching education.

Gender, Disability and Ethnicity

The Coaching Workforce 2009–2016 document (North, 2009) suggests male coaches account for 69% of the overall UK coaching workforce, but in the case of qualified coaches (excluding assistant coaches), 82% are male. The sample in this study falls in between these two figures, with a higher proportion of male coaches (72%) in comparison to the overall coaching population, but a lower proportion in comparison to the qualified subgroup (Table 3.1).

The Coaching Workforce 2009–2016 document suggests that 8% of the overall UK coaching population and 11% of qualified coaches have a disability (North, 2009). In the Tracking Study sample, there was an under-representation of disability, with 5% of coaches stating that they have a disability (Table 3.1).

Table 3.1		
Coaches by Gender, Disability and Ethnicity		
Year Two		
	N=	%
Gender		
Male	615	72
Female	236	28
Disability		
Disabled	42	5
Non-disabled	809	95
Ethnicity		
White	814	96
Black and ethnic minorities	32	3
Prefer not to say	5	1
Total	851	100

Base: All coaches

The 2001 Census of Population indicates that almost 8% of the UK population is from 'minority ethnic' groups. Data from *The Coaching Workforce 2009–2016* document (North, 2009) suggests that minority ethnic groups are under-represented in the overall UK coaching population, with just 3% reporting themselves as non-white. This under-representation is further increased in the case of qualified coaches (excluding assistant coaches) as only 1% of these are of an ethnic minority (North, 2009). The ethnic breakdown of the sample in this study reflects this under-representation, with 3% of coaches reporting as non-white (Table 3.1).

Age and Parenthood

The *Sports Coaching in the UK II* survey (Townend and North, 2007) indicates that, although there is a relatively even spread of coaches within age bands under 55 years of

age, there are clusters of coaches within the 15–24 and 35–44 years age bands. The sample in this study depicts a different trend, with a higher percentage of coaches in the 35–44 and 45–54 years age bands, with a relatively even split in the remaining age bands (Table 3.2). The average age of a coach in this study is 41.8 years in Year Two, in comparison to 40.8 in Year One, in line with the progression of the survey.

With regard to parental status, there has been little change between the two years, with 11 coaches becoming parents in Year Two. Almost three out of five coaches in this study had children (59%) (Table 3.2).

Table 3.2				
Coaches by Age and Parent Role				
	Year One		Year Two	
	N=	%	N=	%
Age				
15–24 years	122	14	112	13
25–34 years	150	18	143	17
35–44 years	217	26	210	25
45–55 years	231	28	257	30
55+ years	119	14	129	15
<i>Average age</i>	<i>40.8</i>		<i>41.8</i>	
Parents				
Yes	490	58	501	59
No	353	42	342	41
Total	851	100	851	100

Base: All coaches

Highest Qualification Held

The coaches in the sample were well educated, with 43% having a degree-level qualification and only 2.5% having no qualifications in Year One (Table 3.3). It will come as no surprise, therefore, that in Year Two, coaches pursued educational opportunities, with a further 2% of coaches achieving a degree-level qualification, thereby decreasing the percentage of coaches with no qualifications (2%).

Table 3.3					
Coaches by Highest Qualification Held (Non-coaching)					
	Year One		Year Two		% UK Population
	N=	%	N=	%	
Degree or equivalent	352	43	372	45	16
Higher education qualifications	148	18	153	18	9
GCE A level or equivalent	122	15	121	15	24
GCSE or equivalent	163	20	149	18	22
Other	13	1.5	20	2	14
No qualifications	21	2.5	15	2	15
Total	819	100	830	100	100

Base: All coaches

Data from the UK Labour Force Survey (Office for National Statistics, 2003) indicates that only 16% of the UK population holds a degree-level qualification, with a further 15% holding no qualification. Other research has noted relatively high qualification levels among coaches compared to the UK population (North, 2006).

4 Motivation for Coaching

In Year Two, coaches were asked about their motivation to continue coaching. The reasons cited most often related to the interaction of coaches with participants and the rewards associated with it. Nine out of 10 coaches (92%) stated that the 'enjoyment derived from seeing athletes develop their skills and improve'. Over three quarters of coaches (76%) indicated that they continued coaching because they 'liked the interaction with participants' and they 'liked the buzz when participants did well, knowing they had something to do with it' (Table 4.1).

Table 4.1 Coaches' Motivation to Continue Coaching by Gender				
	All Coaches		% Male Coaches	% Female Coaches
	N=	%		
I like seeing athletes develop their skills and improve	771	92	91	93
I like the interaction with athletes/players/participants	638	76	76	76
I like the buzz when athletes do well, knowing I had something to do with it	613	76	73	72
Maintain involvement in sport now that I don't play	348	42	45	33
I like the thrill of competition	247	30	32	24
To help my old club	217	26	27	24
To help my child	193	23	27	13
It's a good career in terms of pay and benefits	122	15	15	14

Base: 851 coaches who were still actively coaching

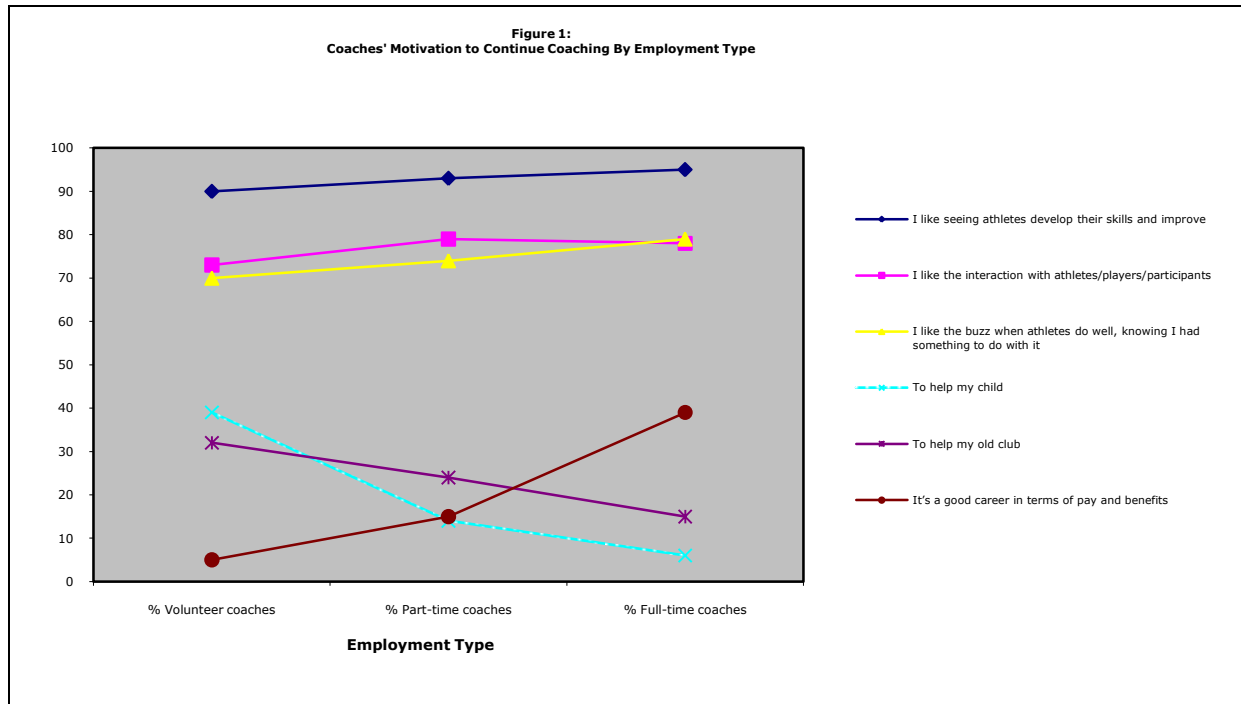
Note: Coaches were able to tick all options that applied to them

No major differences are noted between male and female coaches overall; however, the data suggests that female coaches are less likely to continue coaching because of their child's own sporting participation: 13% in comparison to 27% of male coaches (Table 4.1). This finding corresponds with data from Year One of the project, which suggest that male coaches are more likely to begin coaching in order to help their child in sport (Timson-Katchis and North, 2008).

Comparing these results with data from Year One on motivations for becoming a coach, a shift is noted in the type of motivation coaches have. In Year One coaches reported getting involved in coaching because they enjoyed the nature of coaching and sport in general but also because of external reasons such as having a coaching career and helping others (Timson-Katchis and North, 2008).

Data from Year Two suggests that, as coaches gain experience in coaching, their motivation to remain in coaching is derived primarily from their personal enjoyment and the sense of pride and achievement it offers them. This highlights the importance of intrinsic motivation for continuing coaching, but may also reflect the state of the wider UK sport system in which external benefits, such as pay, for example, are rare.

When looking at the motivations for continuing to coach with regard to coaches' employment type, some interesting patterns emerge (Figure 1). Volunteer coaches appear more motivated by family and community concerns (eg helping their child or their old club). Paid coaches appear more motivated by the intrinsic qualities of coaching (eg developing athletes and the interaction with athletes and players). Though full-time coaches are more motivated by extrinsic benefits, such as career, pay and benefits, these benefits are still relatively small compared to the intrinsic benefits they receive.



Coaches had an opportunity to highlight other reasons that motivated them to continue coaching. Eighty-four coaches indicated an additional motivation, and these are summarised in Table 4.2 below. Though some of the reasons offered are not entirely unexpected and reflect some of the reasons listed in Table 4.1 (eg improving participants' life skills), it was interesting to note that 20 coaches continued coaching because it offered them an opportunity for personal development, as illustrated by the following quotes: 'Challenges one's own knowledge and understanding and use of most appropriate methodology with individual athletes in mind' and 'I coach for the development of my club but my own individual development as a coach and as a person too'.

This reflects the interdependency inherent in coaching between coaches and participants. As coaches facilitate participant development, they develop themselves: a finding consistent with data that suggest coaches learn primarily by coaching (see Table 6.1). Evidence from the wider coaching literature also supports the notion that coaching practice is in itself a learning and development opportunity (Cushion et al, 2009).

Table 4.2 Other Motivations for Continuing to Coach	
	Times Mentioned
Give something back to sport	22
Personal development	20
Love sport	9
Help young participants in particular develop life skills and stay out of trouble	8
Help the local community by addressing a gap in the local coaching provision	6
Want to pursue coaching as a career so gradually moving towards that	6
Get paid for doing my hobby	6
I coach as part of my job (eg sport development, PE teacher)	4
Coaching is a good social alternative	1
Personal identity: it's part of who I am	1
Animal welfare (equestrian coach)	1

Base: All coaches who offered an additional motivation for continuing to coach

5 Coaching Roles

In this section, the report presents evidence on the specific roles the coaches were undertaking in Year Two in comparison to Year One. Information is initially presented on the sports the coaches worked across, followed by data on the age of the participants they coached, and the participants' competitive level.

Number of Sports Coached

In Year One of the project, the majority of coaches (65%) coached only one sport. A third of coaches (32%) coached two or three sports, with a very small minority coaching four or more (24 coaches) (Table 5.1). In Year Two, however, there appears to be a greater concentration on just one sport, with eight out of 10 coaches (84%) coaching just one sport. These data indicate that a significant majority are focusing their expertise development on one sport alone. One explanation is that coaches start out their coaching careers by sampling a variety of sports, much in the same way that participants do (Côté and Hay, 2002). The 'sampling phase' of participants' development is characterised by participation in a wide range of sports and an emphasis on structured practice before progressing into the 'specialising phase', a key feature of which involves a reduction in the range of sport activities (Côté and Hay, 2002). Data from this stage of the project suggest that coaches follow a similar pathway by focusing more and more on one sport over time. It will be interesting, therefore, to see how this particular result progresses in Years Three and Four of the study.

Table 5.1				
Number of Sports Coached				
	Year One		Year Two	
	N=	%	N=	%
1	529	65	701	84
2	198	25	97	12
3	60	7	24	3
4	16	2	11	1
5	5	0.6	4	1
6	3	0.4		
<i>Average</i>	<i>1.5</i>		<i>1.2</i>	
Total	811	100	837	100

Base: All coaches

Note: Year One data include all sports coached since start of coaching career up to date of Year One data collection; Year Two data include sports coached in the last 12 months

In terms of the sports coached, there has been little or no change noted from Year One to Year Two. Football remains the sport most coached with 29% of coaches (Table 5.2) – a figure that is in line with the *Sports Coaching in the UK II* survey (Townend and North, 2007). Other popular participation sports, such as hockey (9%), cricket (9%), rugby union (9%) and athletics (7%), also indicate no major differences.

Table 5.2 Coaches by Sport				
	Year One		Year Two	
	N=	%	N=	%
Football	266	32	226	29
Hockey	89	11	69	9
Cricket	88	11	73	9
Rugby union	82	10	72	9
Athletics	69	8	57	7
Swimming	48	6	36	5
Tennis	38	5	27	4
Netball	35	4	27	4
Basketball	26	3	23	3
Cycling	42	5	42	5
Equestrian	36	4	33	4
Gymnastics	27	3	25	3
Squash	30	4	25	3
Badminton	20	2	15	2
Orienteering	18	2	17	2
Rowing	14	2	13	2
Golf	12	2	10	1
Rugby league	9	1	10	1
Table tennis	10	1	5	<1
Judo	14	2	10	1
Canoeing	12	2	11	1
Triathlon	13	2	11	1
Skiing	10	1	4	<1
Bowls	9	1	8	1
Running/jogging	13	2	2	<1
Volleyball	8	1	8	1
Movement/dance	7	1	1	<1
Archery	8	1	6	<1
Weight training	8	1	6	<1
Karate	4	<1	3	<1
Sailing	6	<1	2	<1
Keep fit/yoga	5	<1	1	<1
Climbing	6	<1	4	<1
Rounders	2	<1	2	<1
Windsurfing	4	<1	3	<1
Angling/fishing	2	<1	0	0
Ice skating	1	<1	0	0
Mountaineering	1	<1	0	0
Shooting	2	<1	2	<1
Ten-pin bowling	2	<1	0	0

Base: All coaches

Note: Data are based on number of coaches coaching any given sport so coaches coaching two or more sports have been counted for all the sports they coach

Age and Level of Participant Groups Coached

In terms of the age groups, it is important to note that accurate comparisons cannot be drawn due to changes in the data collection methodology between Years One and Two though, allowing for this, some similarities remain. The majority of coaching roles were primarily with the young (under-12s and 12–20 years), with eight out of 10 roles being with these groups (Table 5.3). In comparison, only two out of 10 coaching roles were with adult groups in Year Two. The results are consistent with data from *The Coaching Workforce 2009–2016* document (North, 2009), which reports that over three quarters of coaches were working with children.

Table 5.3				
Age of Participant Groups Coached				
	Year One		Year Two	
	N=	%	N=	%
Younger children 4–11 years	275	9	488	35
Older children 12–16 years	302	10	478	34
Young People 17–20 years	114	4	184	13
Adults 21+	128	4	263	19
Mixed	2145	72	---	---
Total	2964	100	1413	100

Base: All coaching roles

Note: The figures above are based on all coaching roles rather than all coaches so if coaches have two or more coaching roles, they have been counted two or more times

In Year One, data regarding all coaching roles since coaches started coaching were gathered, whereas, in Year Two, only data on coaching roles in the last 12 months were collected

In terms of the level of participants, a similar trend is observed as per the age of participants coached. Most coaching roles focused at the 'club' level (32%) (Table 5.4), with 'improver' (22%) and 'beginner' (16%) levels closely following. This trend could be attributed to the high numbers of coaching roles with younger age groups. As expected, far fewer coaching roles appear to be with higher-level participants (eg only 5% being at the international level).

Table 5.4				
Level of Participant Groups Coached				
	Year One		Year Two	
	N=	%	N=	%
Beginner	453	22	229	16
Improver	291	14	316	22
Club	514	25	448	32
County	126	6	136	10
Regional	102	5	110	8
National	79	4	90	6
International	87	4	66	5
Recreational	14	1	23	2
Mixed	405	20	---	---
Total	2071	100	1418	100

Base: All coaching roles

Note: The figures above are based on all coaching roles rather than all coaches so if coaches have two or more coaching roles, they have been counted two or more times

In Year One, data regarding all coaching roles since coaches started coaching were gathered, whereas, in Year Two, only data on coaching roles in the last 12 months were collected

6 Coach Development

A key aim of the project was to explore coaches' development in terms of their experiences, education and qualifications. In this section, the report explores coach development in further detail by extending the analysis to coaches' knowledge.

Learning Sources/Environments

An important aspect of the research design was to consider the most important sources or environments where coach learning takes place.

Learning source/environment usage

In Year One, the results suggested coaches used a wide variety of learning sources/environments to enhance their learning and development, and data from Year Two reinforced this claim. Learning sources that are immediate to the act of coaching remain the most used by coaches, such as 'coaching practice' (87%), 'working with athletes/players/participants' (76%), 'working with/observing coaches from your sport' (73%) and 'reflective practice' (78%) (Table 6.1). However, there are some differences; for example, there has been a slight decrease (-4%) in the number of coaches citing 'coaching practice' as a source of learning and development. It is plausible that this decrease (albeit slight) is attributable to coaches becoming more proficient in the day-to-day tasks of coaching and learning less and less from it.

Both 'working with athletes/players/participants' and 'reflecting on past coaching' have increased, by 4% and 3% respectively, which, although these sources arguably relate strongly to coaching practice, could reflect an increased competence and awareness on the part of the coaches. For example, as coaches become more experienced, they become more self-aware and are more likely to be able to adapt their practice to fit the requirements of the participants in the particular environment they are in (Giges et al, 2004).

Other sources of learning that were increasingly utilised in Year Two were 'reading books, journals, magazines' (+5%), 'online learning' (+4%) and 'watching DVDs' (+2%), which illustrates that coaches are using a wide variety of media to enhance their learning. These types of resource have been highlighted by previous research (Gilbert and Trudel, 2001) in which coaches reportedly used them to generate strategies and solve specific coaching concerns. Interestingly, 'non-coaching-related education' was used by 15% more coaches in Year Two in comparison to Year One, which would suggest that coaches are drawing learning from outside the coaching field.

There was a notable decrease (-15%) in the number of coaches citing formal coaching qualifications as a source of learning and development. However, this is likely to be a reflection of the sample as 95% of coaches are qualified, and only 28% of coaches gained a new coaching qualification in the last 12 months, with only 10% working towards a new one (see Table 6.5)

Data further suggest that, as coaches progress and develop, they do not rely so much on their own sporting experiences. 'Experiences as an athlete/player/participant' were cited by 2% less coaches and 'observing my own coach when I was player' was cited by 5% less, a finding echoed by the wider coach development literature (Gilbert, Côté and Mallett, 2006; Erickson, Côté and Fraser-Thomas, 2007).

Table 6.1 Learning Sources/Environments Utilised by Coaches in the Last 12 Months				
	Year One		Year Two	
	N=	%	N=	%
Coaching practice	761	91	719	87
Reading coaching books, magazines and journals	661	79	692	84
Reflecting on past coaching	627	75	645	78
Working with athletes/players/participants	604	72	624	76
Working with/observing coaches from your sport	633	76	600	73
Experiences as an athlete/player/participant	554	66	523	64
Watching DVDs, videos, CD-ROMs	498	59	505	61
Advice from family/friends	451	54	447	54
Online learning	410	49	434	53
Workshops	478	57	432	53
Coaching qualifications – governing body or UK Coaching Certificate (UKCC)	558	67	418	51
Coaching conferences	396	47	382	46
Working with/observing coaches from other sports	358	43	343	42
Non-coaching-related education	239	29	342	42
Experience at work outside coaching	339	41	322	39
Experience of being a parent	337	40	319	39
Working with a coach mentor	357	43	300	37
Working with/observing my own coach when I was player	264	32	223	27
1:1 training needs analysis with a coach developer	144	17	100	12

Base: All coaches

Note: Coaches were able to indicate more than one learning source; therefore, figures do not total

Learning source/environment importance

In terms of the **importance** of learning sources/environments, many of those that are used the most are also seen as being the most important. Furthermore, despite the noted reduced levels of usage of learning sources, the perceived importance of the sources has increased across the board since Year One (Table 6.2).

As per Year One, and in line with a great deal of other research on coach development (Abraham et al, 2006; Salmela, 1996; Wright et al, 2007) – learning by doing, ‘coaching practice’, is seen as being most important (99%). Interestingly, however, whereas in Year One, learning from ‘working with the participants’ was seen as equally important as ‘coaching practice’, in Year Two, ‘learning from other coaches’ and from formal learning events such as ‘workshops’ is seen as equally important to coaching practice (99% for both) (Table 6.2). Given that coaching is a social activity (Cassidy et al, 2004), it is not surprising, therefore, that there is also a social dimension to coaches’ learning. Coaches appear to ascribe great importance to networking with other coaches, and being able to establish and engage in communities of practice.

Table 6.2		
Rating of Learning Sources/Environments Utilised by Coaches in the Last 12 Months		
	Year One	Year Two
	% Important	% Important
Coaching practice	99	99
Working with/observing coaches from your sport	96	99
Workshops/training events/courses	94	99
Reflecting on past coaching	93	98
Experience of being a parent	86	98
Working with athletes/players/participants	97	97
Coaching qualifications – governing body or UKCC	93	97
Working with a coach mentor	96	97
Working with/observing my own coach when I was player	86	97
Reading coaching books, magazines and journals	86	96
Watching DVDs, videos, CD-ROMs	86	96
Working with/observing coaches from other sports	88	96
1:1 training needs analysis with a coach developer	86	96
Experiences as an athlete/player/participant	90	95
Non-coaching-related education	81	95
Advice from family/friends	79	94
Coaching conferences	86	94
Experience at work outside coaching	78	93
Online learning	78	92

Base: All coaches who indicated that they used the named source

Nine out of 10 coaches indicated that all the learning sources are important to their learning and development as coaches. It would be reasonable to conclude, therefore, that coach learning and development is most effective when it combines many different types of learning situations and coaches do not simply focus just on a small selection of these. Given the highly dynamic and complex nature of coaching (Cushion et al, 2003), coaches need to develop a wide range of skills and knowledge. Data presented here suggest that, in an attempt to achieve this, coaches engage in a wide variety of learning situations, each having its own unique role to play in a coach's development, and indeed it is the blending of these that is significant.

Time Spent on Learning and Development Activities

The coaches were asked to indicate how much time they had spent on development opportunities in the past year¹. On average, coaches reported spending 4.1 hours per week on development opportunities – a decrease of approximately 30 minutes a week in comparison to Year One (Table 6.3). Though we are unclear as to the mechanisms at play, it could be that more experienced coaches believe they need to spend less time per week developing themselves as they become more experienced. That is, they accumulated knowledge and skills they can more readily draw on.

¹ For the purposes of this analysis the following learning and development opportunities were not included, as these would not provide an accurate representation: (a) coaching practice; (b) experience at work; (c) experience of being a parent; (d) experiences as a participant; (e) working with participants; and (f) working with my own coach when I was a player.

Table 6.3		
Average Estimated Weekly Time Spent on Development Activities (Hours)		
	Year One	Year Two
All coaches	4.5	4.1
Employment status		
Voluntary	3.9	3.1
Paid part-time	4.5	4.5
Paid full-time	5.9	5.3
Parenthood		
Yes	4.1	3.9
No	5.1	4.4

Base: All coaches

The amount of time dedicated to development activities appeared to relate, in part, to employment status (Table 6.3). In Year One, coaches working in a voluntary capacity spent less time each week on developmental activities (3.9 hours) than coaches in employment, particularly those working in a full-time capacity (5.9 hours) (Table 6.3). This trend was reinforced in Year Two, when voluntary coaches spent 3.1 hours a week on this in comparison to full-time coaches, who spent 5.3 hours a week. Voluntary coaches are likely to have jobs outside coaching, with less time to spare for tasks such as development. Full-time coaches may be more likely to see development opportunities as a central component of their working lives and contribute time accordingly.

Similarly, coaches who were parents devoted an hour less in Year One and 30 minutes less in Year Two when compared to coaches with no children (Table 6.3). Coaches who are parents are more likely to have less time to devote to development activities as spare time might be directed towards their family commitments. Analysis was conducted against variables such as age, gender, length of coaching experience, level of coaching qualification and level of participants coached, and no differences were found.

Knowledge and Information Sought by Coaches

In Year Two of the project, the research was expanded to collect information on the types of knowledge and information the coaches sought in furthering their practice.

Coaches were asked to state what types of knowledge and information they sought from engaging in various developmental activities. The results indicate that, though the coaches favoured some types of knowledge, such as on technique and tactics (81% of coaches), they were remarkably balanced about their knowledge preferences. For example, the coaches sought information on how to plan sessions (75% of coaches), and on the interpersonal elements of coaching and the interaction between coaches and athletes (seven out of 10 coaches sought information on issues such as 'providing participants with feedback' (75%), 'listening skills' (71%) and 'motivating participants' (71%))(Table 6.4).

Table 6.4					
Knowledge/Information Sought by Coaches and Perceived Rating of Importance					
	Sought		Importance Rating		
	N=	%	% Very Important	% Important	% Unimportant
Listening	566	71	77	23	
Providing feedback	592	75	71	29	
Responsiveness	471	59	71	29	1
Motivating	563	71	71	28	1
Understanding player development	488	62	65	34	1
Technical/tactical Knowledge	645	81	64	35	1
Observation and analysis	544	69	62	38	
Planning sessions (ie content structure)	592	75	62	37	1
Questioning	512	65	61	38	1
Providing instruction	526	66	60	39	1
Self-reflection	517	65	59	40	1
Organisation of sessions (ie health and safety, equipment)	484	61	59	39	2
Decision making	380	48	56	44	1
Evaluating sessions	496	63	55	44	1
Managing the environment	404	51	54	44	2
Facilitating	347	44	53	46	1
Knowledge of wide range of methods	506	64	53	45	2
Planning programmes (ie over a season/year)	446	56	49	49	2

Base: All coaches

Note: Coaches were able to indicate more than one type of knowledge; therefore, figures do not total

Types of knowledge/information were only rated by coaches who had indicated they had sought it

In terms of the importance of types of knowledge and information, many of those sought the most were also regarded as being important (Table 6.4). The most highly rated types of knowledge focused on communication and interpersonal skills, highlighting the importance of coach-participant interaction as the primary vehicle by which coaching occurs (Jowett, 2005). Seven out of 10 coaches rated skills such as 'listening' (77%), 'providing feedback' (71%), 'responsiveness' (71%) and 'motivating' (71%) as being

very important to their development. On the whole, the data illustrate that coaches recognise the multidimensional nature of coaching practice, and the need for learning and development to reflect this. It is interesting, however, that, although coaches have had access to/sought information on the 'what' of coaching' (eg technique/tactics), they appear to place greater importance on the 'how' of coaching (eg listening, motivating).

Coach Qualifications

Of the 851 coaches who took part in the survey, 774 (92%) held a recognised coaching qualification in Year One (Table 6.5). A further 21 coaches gained their first recognised coaching qualification in Year Two. In total, 230 coaches (28%) gained a new recognised coaching qualification in Year Two.

Data from *The Coaching Workforce 2009–2016* document (North, 2009) indicate that half (53%) of the UK coaching population holds a recognised coaching qualification. While it is encouraging to note that 93% of participating coaches were qualified, this is likely to be a sampling issue, as many of the coaches participating in the project were recruited through 1st4sport Qualifications and links within the coaching system (eg governing bodies of sport, local authorities and county sports partnerships [CSPs]). The percentages of male and female coaches with up-to-date qualifications are similar (93% and 94% respectively) (Table 6.5). The latest survey of the UK coaching population indicates significantly higher qualification percentages for male coaches (North, 2009).

Table 6.5 Coach Qualification Breakdown								
	Year One		Year Two		% Male Coaches		% Female Coaches	
Have a qualification	N=	%	N=	%	Year One	Year Two	Year One	Year Two
Yes	774	92	795	93	90	93	93	94
No	63	8	55	7	10	7	7	6
Gained a new qualification								
Yes	---	---	230	28	---	27	---	31
No	---	---	599	72	---	73	---	69
Highest level qualification								
Level 1	202	27	177	23	28	23	27	21
Level 2	256	34	273	35	33	34	34	38
Level 3	190	25	210	27	21	29	27	22
Level 4	83	11	90	12	14	11	10	14
Level 5	21	3	26	3	4	3	2	5
Currently studying for another qualification								
Yes	352	42	84	10	37	91	45	86
No	477	58	767	90	63	9	55	14
Total		100		100	100	100	100	100

Base: All coaches

In Year One, the majority of coaches were qualified to Level 2 (34%) (Table 6.5), a trend similar in Year Two (35% qualified to Level 2). In both years, fewer coaches held higher-level qualifications, but it is encouraging to note that an increase (albeit slight) is noted for Levels 3–5. For example, only 11% held a Level 4 qualification in Year One, which rose to 12% in Year Two, and 25% of coaches had a Level 3 qualification in Year One; this rose to 27% in Year Two. In comparison with the sub-group of qualified

coaches identified in *The Coaching Workforce 2009–2016* document (North, 2009), most of whom were qualified to Levels 1 and 2, results show that the majority of Coach Tracking Study coaches are qualified to a higher level (Levels 2 and 3).

Given the high incidence of qualified coaches within the sample, it is perhaps unsurprising that only 10% of coaches were currently working towards another qualification (much lower than the 42% noted in Year One) and suggests that a significant majority of coaches are increasingly focusing their development on informal and non-formal learning.

Table 6.6						
Highest Level Qualification Held by Coaches Working with Children in Year Two						
	All Coaches		Coaches Working with Children under 16 Years Old		Coaches Working with Participants over 17 Years Old	
	N=	%	N=	%	N=	%
Level 1	177	23	146	26	31	15
Level 2	273	35	218	38	55	27
Level 3	210	27	135	24	75	36
Level 4	90	12	54	9	36	17
Level 5	26	3	15	3	11	5
Total	776	100	568	100	208	100

Base: All qualified coaches

There was evidence that coaches working with children under 16 were less well qualified than those working with participants 17 years and older (Table 6.6). For example, only 12% of coaches working with children had a Level 4 or 5 qualification, compared to 22% of coaches working with older teenagers and adults.

Benefits of coaching qualifications

The coaches were asked to comment on the benefits of taking up a formal coaching qualification (Table 6.7). In Year One, the most cited benefits were, perhaps unsurprisingly, linked to improving knowledge and practice. Almost nine out of 10 coaches (87%) indicated that studying for coaching qualifications improved their knowledge of coaching and their coaching practice (86%). In Year Two, though these two benefits remain important for seven out of 10 coaches, the most important benefit highlighted was 'builds up confidence' (80%), followed by 'networking and sharing of ideas' with other coaches (77%) and 'builds up your CV' (77%). Qualification content may be more important earlier in a coach's career, whereas networking, confidence and CV building may be more useful for coaches who have acquired the basic knowledge bases in earlier qualification uptake.

There was a notable decrease of 13% between Year One and Year Two with regard to the issue of 'credibility' gained by completing a coaching qualification. However, this is likely to be a reflection of the sample as 92% of coaches were qualified at the end of Year One (see Table 6.5), and it is reasonable to infer that the credibility associated with gaining qualifications is higher for first qualifications. Indeed, 60% of coaches who gained their first qualification reported the issue of credibility as a benefit, whereas only 48% of coaches gaining their second (or more) qualification cited this as a benefit.

Table 6.7
Perceived Benefits of Undertaking a New Coaching Qualification

	Year One		Year Two	
	N=	%	N=	%
Improves coaching knowledge	292	87	39	77
Improves coaching practice	290	86	36	71
Builds up confidence	269	80	41	80
Takes your coaching to the next level	263	78	40	78
Networking and sharing of ideas	262	78	39	77
Improves knowledge of sport	247	73	39	77
Provides new information/keeps you up to date	234	69	39	77
Improves practice of sport	222	66	36	71
Provides you with credibility	209	62	25	49
Provides a focus for coach development	219	65	28	55
Provides access to new coaching opportunities	171	51	29	57
Gives you the basic skills to start coaching	149	44	18	35
Provides you with the skills to coach wider audiences	143	42	28	55
Builds up your CV	213	63	39	77

Base: All coaches studying for a new coaching qualification

Note: Coaches could indicate more than one problem; therefore, figures do not total

On the whole, despite the current coach development literature presenting formal coach qualifications in an unfavourable light (eg Abraham et al, 2006; Nelson and Cushion, 2006), results illustrate that qualifications are seen as beneficial. In many respects, coaching qualifications should be seen as being complementary to other methods of coach development, rather than central. Data show that only 35% agreed that qualifications provide the 'basic skills to start coaching', thereby implying that qualifications contribute only partially to coaches' learning and development. This is consistent with findings that, at an earlier stage of their coaching career, coaches rely more on their own experiences as a participant and coach (see Table 6.1). This finding is also supported by qualitative data from Year One of the project in which 11 out of the 20 coaches interviewed for that phase completed their first coaching qualification within the first three years of their coaching careers.

Problems with coaching qualifications

The coaches were also asked about the problems of taking up coaching qualifications (Table 6.8). The most cited problems highlighted in Year One related to financial and logistical concerns, such as cost (40%), location (36%) and timing (40%). In Year Two, these problems remain most cited and, in fact, were highlighted by a greater majority of coaches (48%, 39% and 43% respectively). Other problems raised in Year One, concerning awareness and information provision, were cited by fewer coaches in Year Two. These results indicate that, although cost is indeed a growing concern for coaches, a greater number of them are aware of possible funding options.

In terms of the content and quality of the qualifications, little change was noted. Problems with the accuracy of assessment methods (16%), an overemphasis on coaching theory (21%), and the language used (5%), reduced slightly in importance in Year Two. However, issues regarding the lack of practice (23%) and benefit of qualifications at early stages of development (11%) were cited by a greater percentage of coaches in Year Two. This could relate to the notion that coaching qualifications only become meaningful to coaches who have accumulated a certain level of experience. Furthermore, these results suggest that, despite the perceived improvement in assessment methods, coaches still feel that qualifications do not have a significant practical dimension. On a positive note, however, problems relating to tutor quality have

been significantly decreased (-8%), which could be a reflection of changes in tutor training as part of the UKCC.

Table 6.8				
Perceived Problems of Undertaking a New Coaching Qualification				
	Year One		Year Two	
	N=	%	N=	%
Courses are too expensive	126	40	21	48
Courses are difficult to access in terms of their timing	126	40	19	43
Not enough information on funding available for coach education	133	42	14	32
Courses are difficult to access in terms of their location	114	36	17	39
Courses take too much time to complete	80	26	11	25
Assessment methods do not reflect coaching knowledge and practice	71	23	7	16
Not enough information on the next logical step in coach education	73	23	8	18
Overemphasis on coaching theory rather than its application in the real world	74	24	9	21
Not enough information on how to access coach education	70	22	7	16
Qualification does not include enough actual practice	51	16	10	23
Tutors delivering the courses are not of a high enough quality	30	10	1	2
Qualifications are only appropriate at early stages of development	21	7	5	11
Qualification is not at an appropriate level	24	8	2	5
The language/terminology used in coach education and continuous professional development (CPD) is difficult to understand	20	6	2	5
There is no need for coach education and qualifications as coaching experience is enough	6	2	0	0

Base: All coaches studying for a new coaching qualification

Note: Coaches could indicate more than one 'problem'; therefore, figures do not total

Rating of Support Services

The coaches were asked to comment on the support they received from governing bodies of sport and other agencies, such as sports coach UK. Results in Year One presented a mixed picture, with about 30% of coaches indicating that they felt supported, with the remaining 70% indicating that they had received little or no support (Table 6.9). A similar picture emerges in Year Two, albeit with a slight increase in the numbers of coaches feeling unsupported.

Table 6.9 Rating of Support Received From Coaching Organisations – 'Development Support' (eg governing bodies of sport, sports coach UK)							
		Supported	Supported a Little	Not At All Supported	Not Relevant (Support not Needed)	Total	
		%	%	%	%	%	N=
Identifying development opportunities	Year One	34	34	29	3	100	820
	Year Two	29	33	32	6	100	826
Help with the cost of development opportunities	Year One	25	22	47	6	100	826
	Year Two	23	18	51	8	100	830
Identifying your development needs	Year One	36	34	27	3	100	828
	Year Two	28	32	35	5	100	836

Base: All coaches

Regarding the specific results, only three out of 10 coaches felt that they were **supported**, both in terms of identifying generic development opportunities (29%) and identifying their own specific development needs (28%), in comparison with over a third of coaches in Year One (34% and 36% respectively). More than half of the coaches (51%) felt that they were not receiving any support with regard to the cost of their development – a finding in line with comments made by coaches about the cost of coaching qualifications (see Table 6.8). The results support findings from Year One that two primary barriers to coaches' further development are knowing what opportunities are available and appropriate, and the cost of such opportunities.

Table 6.10 Rating of Support Received From Coaching Organisations – ‘Career Development’ (eg governing bodies of sport, sports coach UK)							
		Supported	Supported a Little	Not At All Supported	Not Relevant (Support not Needed)	Total	
		%	%	%	%	%	N=
Help with finding appropriate opportunities to coach	Year One	26	25	35	14	100	822
	Year Two	21	22	39	18	100	827
Knowing the next steps for your coaching career	Year One	37	34	24	4	100	820
	Year Two	32	30	32	7	100	835
Help with career opportunities	Year One	18	20	42	19	100	823
	Year Two	15	16	44	25	830	100

Base: All coaches

The coaches reported receiving lower levels of support for developing their careers in Year Two in comparison with Year One (Table 6.10). Coaches (32%) indicated that they received less support on ‘knowing the next steps for your coaching career’, a drop of 5% from Year One (Table 6.10). In terms of getting help to progress their careers, most coaches indicated that they did not feel supported in Year One, and this has increased in Year Two. Four out of 10 coaches in Year Two indicated that they received no support with finding opportunities to coach (39%), in comparison to just over a third (35%) in Year One. This could be a reflection of the decrease in the number of coaches coming into contact with coach development officers (see following section).

Coach Developers

In Year One, just under 30% of coaches had contact with a sports coach UK coach developer, and just over 40% had contact with another coach developer. In Year Two, however, these figures drop to 20% and 31% respectively. With regard to contact with coach developers in relation to coaches’ employment status, a similar pattern is noted in both years. A lower percentage of voluntary coaches had contact with a coach developer (in comparison to the overall sample) whereas a greater percentage of part-time and full-time coaches had contact with a coach developer. These results seem to suggest that paid coaches (both full-time and part-time) are more likely to be targeted or indeed have more time to work with coach developers in comparison to voluntary coaches.

Table 6.11 Contact with Coach Developers										
	% All Coaches				% Voluntary Coaches		% Part-time Coaches		% Full-time Coaches	
	Year One		Year Two		Year One	Year Two	Year One	Year Two	Year One	Year Two
	N=	%	N=	%						
sports coach UK coach developer	246	29	166	20	24	13	32	22	35	28
Other coach developer (eg CSP, governing body)	349	41	262	31	37	25	41	35	50	36

Base: All coaches

Contact with coach developers offered coaches an opportunity to focus their development, and facilitate access to other support services and development opportunities (Table 6.12). Year One results suggest that coach developers provided access to workshops, training events and courses (76% in Year One), working with/observing other coaches (41% in Year One), 1:1 needs analysis (34% in Year One), planning (25% in Year One) and access to a coach mentor (23% in Year One). However, data from Year Two reflect the drop in numbers of coaches having contact with coach developers, with only 64% of coaches accessing workshops, 34% accessing other coaches and only 17% engaging with 1:1 training and accessing a mentor. Despite this drop in usage and contact with coach developers, these services are valued highly.

Table 6.12						
Services Accessed via Coach Developer and Perceived Importance						
	Coaches in Contact with Coach Developer				Rating (% Important)	
	Year One		Year Two		Year One	Year Two
	N=	%	N=	%		
Facilitated access to working with/observing other coaches	162	41	117	34	98	99
Facilitated access to workshops, training events and courses	301	76	222	64	94	97
Facilitated access to a coach mentor	92	23	59	17	93	96
1:1 training needs analysis	136	34	58	17	88	96
Personal development planning	100	25	90	26	83	95

Base: All coaches in contact with a coach developer

Note: Rating provided only by coaches who indicated they have accessed the named service

When asked to rate these services, almost all coaches rated them as important (Table 6.12). The combined results from Year One and Year Two strongly suggest that the function of coach developers is very useful to coaches' development, particularly if 1:1 support is provided.

7 Coaching Careers

One of the main aims of the research was to identify the changing profile of the coaches' careers. This section reports on the coaches' employment status (ie whether they are voluntary, part-time or full-time coaches), the impact of coaches' employment status on the frequency and time distribution of coaching-related activities, and, finally, coaches' pay levels.

Employment Status

From Year One to Year Two of the project, a shift is noted towards paid employment for coaches, albeit primarily in a part-time capacity (Table 7.1). The results suggest a 2% reduction for voluntary and full-time coaches in the sample, whereas part-time coaches increased by 5%. The majority of coaches still coach on a voluntary basis (42%). A similar trend is noted for male and female coaches. However, a greater proportion of female coaches in Year Two appear to be coaching on a paid basis (both part-time and full-time) (66% female compared to 51% of males in Year One, and 71% female compared to 53% male in Year Two), a finding supported by data reported in *The Coaching Workforce 2009–2016* document (North, 2009).

Table 7.1 Coaches by Employment Type								
	Year One		Year Two		% Male Coaches		% Female Coaches	
	N=	%	N=	%	Year One	Year Two	Year One	Year Two
Voluntary	367	44	360	42	49	47	33	29
Paid part-time	293	35	338	40	33	36	41	49
Paid full-time	167	20	153	18	18	17	25	22
Total	827	100	851	100	100	100	100	100

Base: All coaches

Although the sample sizes are fairly small across individual sports, and therefore the margin of error potentially greater, it was possible to analyse coaches' employment status by sport (Table 7.2). Sports such as football, cricket and athletics had an increased percentage of volunteer coaches. For sports such as hockey, rugby union and cycling, there has been little change from Year One to Year Two. With swimming, however, which in Year One had by far the most employed coaches with almost three fifths receiving payment (58%), the trend continues in Year Two and is in fact further strengthened, with three quarters (78%) of coaches now receiving payment.

Table 7.2						
Percentage of Coaches by Employment Type in the Top Seven Sports						
	% Voluntary Coaches		% Part-time Coaches		% Full-time Coaches	
	Year One	Year Two	Year One	Year Two	Year One	Year Two
Football	54	58	33	32	13	10
Cricket	36	40	39	38	25	22
Hockey	46	46	38	48	16	6
Rugby union	57	52	30	34	13	14
Cycling	55	52	33	41	12	7
Athletics	40	47	40	28	20	25
Swimming	41	22	41	56	17	22

Base: All coaches for each named sport

Note: The above sports were selected for additional analysis as they were the highest sports coached in the sample

Time Spent Coaching

In examining coaches' use of time, and their frequency of coaching, there was little change between Years One and Two, with most coaches (90%) coaching at least once a week or more (Table 7.3).

Table 7.3				
Frequency of Coaching				
	Year One		Year Two	
	N=	%	N=	%
Almost every day	309	37	317	37
At least once a week	426	51	454	53
At least once a month	68	8	56	7
At least once every six months	421	2.5	19	2
At least once a year	4	0.5	5	1
Total	828	100	851	100

Base: All coaches

The Year Two data continued to support the notion that full-time coaches were coaching on a daily basis, whereas part-time and volunteer coaches were most likely to coach on a weekly basis (Table 7.4).

Table 7.4						
Frequency of Coaching by Employment Type						
	Volunteer		Part-time		Full-time	
	Year One	Year Two	Year One	Year Two	Year One	Year Two
Almost every day	14	13	36	36	93	97
At least once a week	70	72	54	56	5	3
At least once a month	11	10	8	5	2	---
At least once every six months	4	4	2	2	---	---
At least once a year	1	1	---	1	---	---
Total	100	100	100	100	100	100

Base: All coaches

Information was also collected regarding the coaches' allocation of time on various coaching-related tasks on a weekly basis (Table 7.5). Interestingly, less than half of the coaches' time was actually spent on delivering coaching, a figure noted equally for Years One and Two (42% and 41% respectively). The second most frequently reported activity was coaching-related administration (16% and 14% respectively). Surprisingly, only about 10% of time was spent preparing and reviewing coaching activities, the latter of which is regarded as good practice and can enhance learning and development.

Table 7.5				
Weekly Breakdown of Coaching-related Hours				
Coaching Activity	Year One		Year Two	
	Time (hours)	% of Time	Time (hours)	% of Time
Preparation	2.7	14	2.5	11
Delivery	8.5	42	9.2	41
Review	1.8	9	1.7	8
Coaching-related administration	3.1	16	3.1	14
Other	3.8	19	---	---
Travel	---	---	3.4	15
CPD	---	---	2.3	11
Total coaching hours	19.85	100	22.2	100

Base: All coaches

Note: 'Other' option expanded in Year Two into 'Travel' and 'CPD'

Similar to Year One, results from Year Two support the link between coaches' allocation of time and their employment status, with full-time coaches delivering 24 hours of coaching, in comparison to four hours for volunteer coaches and seven hours for part-time coaches (Table 7.6). Full-time coaches, as expected, spent more time across all coaching-related activities in comparison to their volunteer and part-time coaching counterparts. In terms of delivery time, volunteer and full-time coaches appear to have increased the amount of time they spend on a weekly basis coaching, by just over half

an hour in the case of volunteer coaches and almost 2.5 hours in the case of full-time coaches. A slight reduction was noted for part-time coaches. With regard to preparation, a slight decrease in the amount of time allocated was noted across all groups, though part-time coaches tend to spend the most time in relative proportion to their actual coaching delivery time. A similar trend is noted for time spent reviewing coaching – part- and full-time coaches have decreased the amount they spend on reviewing, whereas volunteers have reported a slight increase. However, part-time coaches are spending the most time reviewing coaching in relative proportion to their actual coaching time.

Table 7.6						
Weekly Breakdown of Coaching-related Hours by Employment Type						
Coaching Activity	Volunteer		Part-time		Full-time	
	Year One	Year Two	Year One	Year Two	Year One	Year Two
Preparation	1.8	1.7	2.5	2.2	5.4	4.9
Delivery	3.9	4.5	7.2	7	21.8	24.1
Review	1.2	1.3	1.5	1.4	3.7	3.3
Coaching-related administration	1.7	1.9	2.4	2.3	7.1	6.9
Other	2.2	---	3.3	---	8.2	---
Travel	---	2.1	---	2.9	---	7.1
CPD	---	1.9	---	2.4	---	2.8
Total hours	10.8	13.4	16.9	18.2	46.1	49.1

Base: All coaches

Note: 'Other' option expanded in Year Two into 'Travel' and 'CPD'

Coaching Pay

The study provides information on coaches' pay. The results suggest that the average coaching salary for paid coaches (both part-time and full-time combined) is currently about £16,900 per year, indicating a drop of just over 2% from Year One (Table 7.7). Part-time coaches' annual salary reflects this overall drop, with salaries dropping to just under £7000 per annum, whereas full-time coaches have had a 1% increase to £21,300. This supports other evidence², which suggests that the majority of paid coaching positions are currently between £14,000 and £23,000 per annum (depending on location, qualifications and other specific job requirements).

Table 7.7						
Coaching Pay						
	All Paid Coaches		Part-time		Full-time	
	Year One	Year Two	Year One	Year Two	Year One	Year Two
Paid sessions per week	10.5	9.3	4.8	4.2	18.9	20.9
Average pay per session	£23.17	£24.95	£22.39	£24.29	£25.69	£26.04
Average annual salary	£17,322	£16,941	£7149	£6902	£21,252	£21,388

Base: All paid coaches

When considering pay on a sessional basis, results suggest that the average pay per session has increased by almost 8% from Year One, rising to just under £25 per session.

² www.prospects.ac.uk/p/types_of_job/sports_coach_instructor_salary.jsp
www.publicjobsdirect.com/Arts-Culture-Leisure-jobs/Sports_Coaching_Jobs

This increase is reflected in the 8.5% increase in pay per session for part-time coaches, rising to over £24, whereas, for full-time coaches, the increase was just 1%.

On average, the number of sessions that coaches are receiving payment for on a weekly basis has dropped in Year Two from 10.5 to 9.3 (a drop of 13%). Given that two thirds of paid coaches are part-time, this is reflected in the number of sessions part-time coaches are receiving payment for, which reduced by 14% to just 4.2 sessions a week. Full-time coaches noted an increase of almost 11% in the number of sessions they received payment for per week.

Further analysis was undertaken on Year Two data (Table 7.8) with regard to coaches' pay and how it varied with the age group of participants they are primarily working with. Data show an interesting pattern, with coaches working with children (under 16 years of age) receiving payment for fewer sessions per week (9.1 paid sessions a week) in comparison to the overall sample (9.3 paid sessions a week) and in comparison to their counterparts coaching participants over 17 years of age (9.9 paid sessions a week) (Table 7.8). A similar pattern emerges with regard to their actual pay, both per session and annual salary, with coaches working with older participants (17 years plus) receiving greater payment.

Table 7.8			
Coaching Pay in Year Two by Age Group Coached			
	All Paid Coaches	Coaches Working with Children Under 16 Years Old	Coaches Working with Young People and Adults (17+)
Paid sessions per week	9.3	9.1	9.9
Average pay per session	£24.95	£23.00	£29.88
Average annual salary	£16,941	£16,315	£19,059

Base: All paid coaches

Further investigation into coaching pay in relation to participant groups coached reveals that coaches working with high performance participants receive payment for a greater number of sessions delivered each week (10.6), in addition to commanding a higher rate of pay both on a sessional (£27.11) and an annual basis (£21,646) (Table 7.9)

Table 7.9			
Coaching Pay in Year Two by Highest Participant Level Coached			
	Paid Sessions per Week	Average Pay per Session	Average Annual Salary
All coaches	9.3	£24.95	£16,941
Beginners	6.9	£24.25	£17,124
Improvers	9.3	£23.67	£15,203
Club	7.5	£24.19	£13,502
County	8.9	£24.48	£14,027
Regional	11.4	£25.61	£16,994
National	12.6	£27.27	£22,289
International	10.6	£27.11	£21,646

Base: All paid coaches

8 Next 12 Months

As part of the longitudinal design of the study, coaches were asked some questions about their expectations for their coaching in the forthcoming year. As the study progresses, it is possible to check how accurate these predictions are.

Of those coaches who remained active in the sample, the majority appeared to have made accurate predictions regarding the amount of coaching they expected to do in Year Two (Table 8.1). On average, coaches who, in Year One, expected their coaching to increase, in Year Two, were coaching one hour a week more. Similarly, coaches who, in Year One, expected their coaching to decrease were, in Year Two, coaching on average two hours a week less. Coaches who did not expect a change in the amount of coaching they were doing coached, on average, 42 minutes more every week (most likely one extra session) – this backs up anecdotal reports that involvement in coaching involves a gradual creep where individuals give up more and more of their time but are not conscious of it.

Table 8.1		
Expectations of Amount of Coaching in the Next 12 Months		
Year One Expectations for Coaching in the Next 12 Months	Weekly Average Number of Hours Delivering Coaching	
	Year One	Year Two
More	8.0	9.0
Same	8.8	9.5
Less	9.0	7.0

Base: All coaches

In Year Two, and in preparation for the third year of data collection, the coaches were asked questions regarding their expectations for their coaching in the forthcoming year. The majority of coaches (57%) expected their levels of coaching to remain the same – a figure similar to Year One results in which 53% of coaches expected no change in the amount of coaching they did (Table 8.2). There was a notable decrease in the number of coaches expecting an increase in their level of coaching in the forthcoming 12 months, with only 36% indicating an expected increase in Year Two in comparison with 43% of coaches in Year One. This could be a reflection of the fact that the majority of coaches in Year One (both those who indicated an expected increase and those expecting no change: 96%) increased their actual coaching delivery. No major gender differences were noted between Years One and Two. However, a greater proportion of part-time coaches (+5%) expected a reduction in their coaching delivery.

Table 8.2							
Expectations of Amount of Coaching in the Next 12 Months –Percentage							
	More		Same		Less		Total
Gender	Year One	Year Two	Year One	Year Two	Year One	Year Two	
Men	44	36	52	57	4	7	100
Women	38	37	56	54	6	9	100
Employment type							
Voluntary	42	34	53	59	5	7	100
Paid part-time	48	41	47	49	5	10	100
Paid full-time	32	29	63	69	2	2	100
Total	43	36	53	57	4	7	100

When asked to indicate whether they intended to stop coaching within the next year, 3% of coaches indicated that they intended to do so (Table 8.3), a figure up by 1% from Year One. No differences were noted regarding female coaches, though a slightly higher percentage of male coaches (+1%) indicated an intention to stop coaching. With regard to employment type, Year Two results show that, although percentages are small in all cases (<5%), more voluntary and part-time coaches intend to stop coaching compared with full-time coaches. Indeed, figures for voluntary and part-time coaches show an increase from Year One (+1% and +2% respectively), whereas fewer full-time coaches indicated an intention to stop coaching in Year Two (-2%).

Table 8.3					
Intention to Stop Coaching in the Next 12 Months – Percentage					
	Yes		No		Total
Gender	Year One	Year Two	Year One	Year Two	
Men	2	3	98	97	100
Women	3	3	97	97	100
Employment type					
Voluntary	2	3	98	97	100
Paid part-time	2	4	98	96	100
Paid full-time	3	1	97	99	100
Total	2	3	98	97	100

Those coaches who indicated an intention to stop coaching over the next 12 months were asked to provide information on their reasons (Table 8.4). The most cited reasons referred to structural issues within sport, principally lack of support from the organisations in which they coached. Personal issues and changes in personal circumstances, such as becoming a parent, were also cited by coaches.

Table 8.4	
Reasons for Intending to Stop Coaching	
Reasons Given	Times Mentioned
Lack of support from organisation (eg club, governing body, CSP)	13
Personal reasons (eg maternity, travel, health)	8
To pursue a full-time career in sport but not coaching	3
Lack of available paid opportunities to coach	1

9 Exit from Coaching

Due to the longitudinal nature of the research design, it was anticipated that a certain level of attrition would occur in the sample from year to year. One possible reason for this attrition could be giving up coaching. However, in order to improve coaching conditions and encourage the retention and development of coaches, it is important to further explore the reasons behind coaches' decisions to exit coaching and establish the barriers to their progression.

As part of the project, we encouraged coaches who have stopped coaching to let us know the motivation behind their decision to do so. Of the 927 coaches who returned their questionnaire in Year Two, a total of 76 (8%) stated that they had given up coaching since they last took part in this project.

Before exploring these coaches' characteristics and the reasons behind their decision to give up coaching, analysis considered whether these coaches had indicated in Year One that they intended to give up coaching in the subsequent 12 months. Interestingly, of those who subsequently went on to stop coaching, only 20% had originally said they intended to do so (Table 9.1). Eight out of 10 coaches who stopped coaching did not intend to do so. In comparison with coaches who remained active, only 2% indicated in Year One that they intended to stop but did not. These results combined suggest that, though stopping coaching may often be a short-term decision, coaches with an expressed commitment to it are far less likely to stop. Therefore, it is crucial that further investigations seek to understand what drives a coach to stop, what the contributing factors are and, more importantly, the interplay between them.

Table 9.1 Intention to Stop Coaching in the Next 12 Months Comparison Between Active and Lapsed Coaches				
	Lapsed Coaches		Active Coaches	
	Number	%	Number	%
Yes	14	20	16	2
No	57	80	797	98
Total	71	100	813	100

Base: Lapsed coaches: All coaches who have stopped coaching since Year One compared with all coaches who continued to coach

Active coaches: All coaches still coaching

In order to gain a better understanding of the motivation driving lapsed coaches' decision to stop coaching, a profile of them is presented below. Of the respondents who stopped coaching, six out of 10 (58%) were male coaches (Table 9.2). Given the greater percentage of male coaches in the overall sample, this is not surprising. Data suggest that younger coaches were more likely to give up coaching, with a third (32%) of coaches who have quit being 24 years old or younger and just over half being under the age of 35 (57%). This may reflect the life cycle situations with regard to their educational, professional (outside coaching) and personal development. For example, coaches in the youngest age group, 15–24 years old, are likely to be going through important academic transitions, secondary to tertiary education, which places increased demands on their time. It could also coincide with relocation, factors which could greatly influence their capacity to coach. In comparison, coaches of an older age, such as 35–44 years, are more likely to be settled both personally and professionally, which would enable them to continue coaching.

Table 9.2 Coaches who have Stopped Coaching by Gender, Age and Parental Role		
	N=	%
Gender		
Male	44	58
Female	32	42
Age		
15–24 years	24	32
25–34 years	19	25
35–44 years	8	11
45–54 years	17	22
55+	8	11
Average age	35.9	
Parents		
Yes	30	40
No	46	60
Total	76	100

Base: All coaches who have stopped coaching since Year One and completed the Year Two questionnaire

Coaches with lower qualification levels were more likely to have exited coaching (Table 9.3). Nearly half of all coaches exiting the profession were Level 1 (45%); 23% of active qualified coaches were Level 1, with the remainder having a higher qualification. Perhaps rather obviously, therefore, higher levels of qualification may be seen as proxy for commitment to coaching over the longer term.

Table 9.3 Highest Level Coaching Qualification Held Comparison between Active and Lapsed Coaches				
	Lapsed Coaches		Active Coaches	
	N=	%	N=	%
Level 1	28	45	177	23
Level 2	21	34	273	35
Level 3	9	15	210	27
Level 4	2	3	90	12
Level 5	2	3	26	3
Total	62	100	776	100

Base: Lapsed coaches: All coaches who have stopped coaching since Year One compared with all coaches who continued to coach

Active coaches: All coaches still coaching

Earlier in the report, the importance of support was highlighted with regard to coaches' personal and career development in coaching (see Section 6 – Coach Development). Data collected with regard to coaches giving up coaching, however, indicates that 'support' was not a contributing factor in them stopping. Table 9.4 suggests that coaches still engaged in coaching did not receive greater levels of support from coaching organisations, in comparison to coaches who had stopped.

Table 9.4 Rating of Overall Support Received from Coaching Organisations Comparison between Active and Lapsed Coaches						
	Supported	Supported a Little	Not At All Supported	Not Relevant (Support not needed)	Total	
	%	%	%	%	N=	%
Lapsed coaches	27	41	26	6	70	100
Active coaches	27	40	28	5	814	100

Base: Lapsed coaches: All coaches who have stopped coaching since Year One compared with all coaches who continued to coach

Active coaches: All coaches still coaching

In line with evidence presented earlier, which suggests that a commitment to coaching is less likely to result in giving up and that such a decision is of a short-term nature (see Table 9.1), a comparison between active and lapsed coaches in terms of their employment type further strengthens this claim. Half of all coaches who gave up coaching were volunteers, whereas only one out of 10 lapsed coaches was full-time.

Table 9.5 Comparison of Lapsed and Active Coaches by Employment Type				
	Lapsed Coaches		Active Coaches	
	Number	%	Number	%
Voluntary	38	53	360	42
Paid part-time	26	37	338	40
Paid full-time	7	10	153	18
Total	71	100	851	100

Base: Lapsed coaches: All coaches who have stopped coaching since Year One compared with all coaches who continued to coach

Active coaches: All coaches still coaching

Coaches who stopped coaching in the last 12 months were asked to provide additional information on why they stopped coaching, and, though further research is needed, the data provide an insight into the factors at play. The results suggest that 71% are related to personal circumstances (Table 9.6), with the greatest being changes in work (20%). Coaches explained that redundancy or increased demands from work infringed on their capacity to continue coaching. Changes to their education provision, such as a coaching element of university modules, and exams, were also an important factor for giving up coaching. Changes in family situation, such as having a baby, or changes in children's participation in sport were also highlighted as important (14%).

Table 9.6 Reasons Given for Stopping Coaching			
		Number of Raw Data	% Total Raw Data
Personal-related: 71%	Work	15	20
	Education	12	17
	Family	10	14
	Lack of time	9	12
	Health	6	8
System-related: 29%	Lack of support	12	17
	Lack of opportunities	9	12
Total		73	100

Base: All lapsed coaches

Despite the majority of coaches giving up coaching doing so for personal reasons, a significant proportion (29%) did give up coaching due to issues surrounding the coaching system, such as lack of support and lack of opportunities (Table 9.6). It is therefore crucial that these issues are explored further, and addressed as a matter of importance, as it is primarily on those issues that coaching organisations can have the greatest impact.

10 Commentary

In Year One of the UK Coach Tracking Study, a large slice of the 'Commentary' was allocated to positioning and describing the sample. In Year Two, further work needs to be done on positioning the sample, for example, in relation to *The Coaching Workforce 2009–2016* document (North, 2009), but the main task is to look for signs of trends and change that have emerged between the two years. In other words, it is assumed that the reader has a reasonable grasp of the high level characteristics of the UK coaching workforce, and of the UK Coach Tracking Study sample. The interest here relates to the dynamics at play at the macro, meso and micro levels of coaching.

The Sample

Between Years One and Two of the research, two interesting and important events occurred.

First, the UK Coach Tracking Study sample decreased by 413 coaches, from 1264 to 851. At the very least, 76 had stopped coaching, and it is very likely there were many more. Thus, at least 10% of the coaches stopped coaching in the last year alone, and this figure could be higher if the details of the remaining 337 coaches were known (eg if 50% of these 337 coaches had stopped [a reasonable estimate], then perhaps 20% of all coaches stopped coaching in the last year!). This suggests a very high level of turnover in the UK coaching population. The majority of coaches who stopped coaching in the last year were, not surprisingly, young (over half were less than 35 years old), at lower qualification levels, and were more likely to be voluntary. Thus, the turnover may be partially explained (at least) by younger, less experienced individuals 'sampling' coaching and, largely for personal reasons – work, education, family, lack of time – giving it up after a relatively short period of time.

Second, the launch of *The Coaching Workforce 2009–2016* document suggested a greater degree of sophistication in segmenting the roles associated with sport and coaching (North, 2009). Though there is no formal industry definition of coaching currently, this document suggests that coaches who undertook coaching or head coaching roles and were qualified may be a reasonable place to begin discussions (though other coaching researchers and writers would go a good deal further, suggesting Level 3 is an appropriate place to start). If we accept *The Coaching Workforce 2009–2016* document's proposed definition, this reduces the size of the UK coaching workforce to about 416,000 coaches. It is argued here that the 851 coaches in the UK Coach Tracking Study sample are starting to approximate more and more this group of coaches. Thus, the results from Year 2 (and Years 3 and 4) of the Tracking Study will provide increasingly focused assessments of the characteristics, motivations, learning preferences and employment characteristics of this core group.

Key Changes

The following list provides an overview of some of the key changes between Year One and Two of the survey:

- Reasons for staying in coaching appear more intrinsically motivated (eg enjoying working with athletes) than reasons for beginning coaching (which are more related to pay and career).
- There is some evidence that coaches engage in sports coach 'sampling' early in their coaching careers before specialising and investing in one or a small number of sports.
- As coaches develop, there is evidence that their learning and development profile changes (eg there was more evidence of coaches working with athletes and players,

using books and online approaches) and less use of formal opportunities, such as qualifications and workshops, as they progress.

- There is evidence that more experienced coaches are spending less time per week on development and preparation activities.
- Coaches value a wide range of knowledge and information types in facilitating their development. Though they are most likely to seek information on technical and tactical aspects of coaching, they value information on pedagogical aspects, such as listening skills and motivation.
- There is evidence that, in the absence of a licensing scheme, the 'credibility' dimension of qualifications reduces as coaches progress in their careers.
- There is evidence of an increase in costs associated with formal coaching qualifications, though there were improvements (eg improvement in assessment methods).
- There is evidence that formal intensive support to coaches has decreased since the Year One survey. Coaches feel 'unsupported' by the system.
- The proportion of paid coaching is increasing slightly, but most of this is paid **part-time** coaching.
- There are mixed signals with regard to coaches' pay. On balance, the evidence suggests that pay may have increased slightly between Year One and Year Two. The margins of error are too large to say whether the changes are above/below wage inflation.
- There appears to be a turnover of at least 10% per year in the coaching population, with national figures suggesting a greater number are coming into coaching than leaving. This suggests a large proportion of coaches with a low level of coaching experience are undertaking coaching sessions.

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Coach Tracking Study Questionnaire Year 2

Welcome to the second Coach Tracking Study Questionnaire!

Thank you for taking the time to complete the first questionnaire in 2006–07.

There was an unprecedented response, with over 1,200 coaches involved, making it the largest research exercise ever undertaken with coaches, providing an incredible depth of information to increase understanding of coaching and improve coach development. We also hope you enjoyed your complimentary subscription to *coaching edge* magazine.

This year, the questionnaire focuses on factors that have influenced your development as a coach in the last 12 months. As we collected the necessary background information last year, this questionnaire is much shorter. However, we do need to collect your name and address again to ensure we match your details on a year-on-year basis.

The format of the questionnaire is similar to last year. Questions mainly require a tick-box answer or an indication of your level of agreement with a statement. However, some questions require you to fill out a written response. Should you require more space, please provide the extra information at the end of the questionnaire, ensuring you indicate the question number.

There are no right or wrong answers. Please respond to the statements as honestly as possible.

All information you supply will be treated as strictly confidential and will not be made available to any third party or attributed to you in person.

The deadline for the questionnaire is **25 April 2008**. However, we would prefer your responses ASAP! Thank you once again for your involvement in this very important research.

Important: If you are no longer a coach, we still want to hear from you. Please fill in your Personal Details, Section A and the Equity section, and answer Questions 8 and 9.

Personal Details

Title (Miss/Mrs/Ms/Mr/Dr/Other)	
Surname	
First name	
Address 1	
Address 2	
Address 3	
County	
Country	
Postcode	
Email address	
Date of birth (DD/MM/YYYY)	

Section A. PERSONAL CHANGES OVER THE LAST 12 MONTHS

To begin, it is important we get a sense of your life outside coaching. This helps us to build a picture about your background and your development as a coach.

Q1. Please tell us of any changes to your marital status in the last 12 months.

Please tick one.

Have become single	☐
Am now cohabiting	☐
Have got married	☐
Have got divorced	☐
Have been widowed	☐
No change	☐

Q2. Have you become a parent (again) in the last 12 months?

No	☐
Yes	☐

Q3. Have you gained a new qualification in the last 12 months?

No	☐	If 'no', go to Q5.
Yes	☐	If yes, go to Q4.

Q4. Which of the following educational qualifications have you completed in the last 12 months?

Please tick all that apply and if the qualification is sport-related.

Qualification	Tick if gained in last 12 months	Sports qualification	Qualification and main subject(s)
Postgraduate degree (eg PhD/Masters)	☐	☐	
Postgraduate diploma/certificate	☐	☐	
Degree or equivalent	☐	☐	
Diploma in Higher Education	☐	☐	
Teaching qualification	☐	☐	
Nursing or other medical qualification	☐	☐	
NNC/HND	☐	☐	
ONC/OND	☐	☐	
A Level/Higher/CSYS	☐	☐	
AS Level	☐	☐	
GCSE/O Level/S Grade	☐	☐	
RSA	☐	☐	
City and Guilds	☐	☐	
NVQ/SVQ	☐	☐	
GNVQ/GSVQ	☐	☐	
Scot. Certificate of Sixth Year Studies	☐	☐	
Certificate of Sixth Year Studies	☐	☐	
YT Certificate	☐	☐	
Other qualification	☐	☐	
Overseas qualification	☐	☐	
Other qualification	☐	☐	

Q5. Are you currently working; that is, in paid employment or self-employment?

No	☐	If 'no', go to Q6.
Yes	☐	If 'yes', go to Q7.

Q6. If not currently working, have you worked at all in the last 12 months?

No	☐	If 'no', go to Q8.
Yes	☐	If 'yes', go to Q7.
Now retired	☐	If 'now retired', go to Q8.

Q7. In what area have you been working, or had work experience in the last 12 months (for example, journalism, teaching, car repair, sport development etc)?

Do not mention any coaching unless it is your main source of income.

Area of work	Total years' experience in work area to date

Section B. COACHING CHANGES OVER THE LAST 12 MONTHS

In this section, we would like to find out about any changes to your coaching over the last year.

Q8. In terms of your coaching activity over the last 12 months, which of the following apply?

I have stopped coaching permanently	☐	Please go to Q9.
I have temporarily stopped coaching	☐	
I have undertaken less coaching in the last year	☐	
I have undertaken about the same amount of coaching in the last year	☐	Please go to Q11.
I have undertaken more coaching in the last year	☐	Please go to Q10.

Q9. Why have you done less or stopped coaching over the last 12 months?

Q10. Why have you done more coaching over the last 12 months?

Reference Number: □□□□

Q11. For which of the following reasons do you continue to coach?

Please tick all that apply and clarify any details.

		Clarify details
I enjoy coaching because it allows me to maintain my involvement in sport now that I don't play/participate any more	☐	
I enjoy coaching because I like the interaction with athletes/players/participants	☐	
I enjoy coaching because I like seeing athletes/players/participants develop their skills and improve	☐	
I enjoy coaching because I like the buzz when athletes/players/participants do well, knowing that I had something to do with that	☐	
I do it so that I can help my old club/team	☐	
I do it so that I can help my child in his/her sport	☐	
I enjoy coaching because I like the thrill of competition	☐	
I enjoy coaching because it's a good career in terms of pay and benefits	☐	
Other reason	☐	

Reference Number: □□□□

Section C. COACHING EXPERIENCE IN THE LAST 12 MONTHS

Please provide information on your coaching experiences in the last 12 months alone.

Starting year (by your age)	Sport/activity i.e. Hockey Football, Multi-skill Mixed	Full-time, part-time, sessional <u>Full-time</u> : over 30 hours' paid coaching per week <u>Part-time</u> : less than 30 hours' paid coaching per week (regular) <u>Sessional</u> : Irregular/casual coaching	Job title i.e. Hockey Football, Multi-skill Mixed	Level of participant(s) Indicate <u>main</u> group you coach: Beginner Improver Club County Regional National International Recreational	Age of participant(s) Indicate <u>main</u> group you coach: Younger Children (4–11 years) Older Children (12–16 years) Young People (17–20 years) Adults (21+ years)	Context of Sport Club College/Sport College Community Project, Governing Body Leisure Centre Local Authority Private Coaching Authority School Sports Institute University, Youth Club, Other	Paid/unpaid	Average hours per week coaching Number	Other roles Player Captain Organiser/Leader Club C'tee Member
Example: 27 years– current	Football	Sessional	Player/Coach	Club	Older Children	Club	Unpaid	3	Player
Example: 31 to current	Football	Part-time	Regional Schools Coach	Improver	Younger Children	School	Paid	4	Head Coach

Section D. COACH OBJECTIVES

Q12. Thinking about the main group that you coach currently, how important or unimportant is it that you achieve the following when coaching them?

Please tick one box in each row.

	Very important	Important	Unimportant	Very unimportant	Don't know
Achieve competitive success	☐	☐	☐	☐	☐
Beat other teams	☐	☐	☐	☐	☐
Improve the performance of the individual/team	☐	☐	☐	☐	☐
Improve the physical condition of the athletes/players/participants	☐	☐	☐	☐	☐
Improve the technical and tactical skills of the athletes/players/participants	☐	☐	☐	☐	☐
Improve the life skills of athletes/players/participants	☐	☐	☐	☐	☐
Provide fun/enjoyment for the athletes/players/participants	☐	☐	☐	☐	☐
Provide an opportunity for the athletes/players/participants to socialise	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐

Q13a. Thinking about your coaching development objectives over the last 12 months, rate the following in terms of their importance or unimportance.

Please tick one box in each row.

	Very important	Important	Unimportant	Very unimportant
Improve/widen my coaching knowledge	☐	☐	☐	☐
Improve/widen my coaching practice/skills	☐	☐	☐	☐
Access a (new) coaching position	☐	☐	☐	☐
Access a (new) paid coaching position	☐	☐	☐	☐
Access an improved paid coaching position	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐

Q13b. If you have indicated that any of the aforementioned objectives have been 'very important', please explain your reasons why for each one.

Please provide details in the box.

Section E. COACH DEVELOPMENT EXPERIENCES AND KNOWLEDGE IN THE LAST 12 MONTHS

Coaches tend to use a wide range of learning experiences/sources, and look for particular types of knowledge or information when improving their coaching. This section asks you to say whether these experiences/sources and types of knowledge/information have been important to your development **in the last 12 months**.

Q14. Looking through the following list of experiences/sources, please indicate (A) whether you used them; and (B) rate their importance to the development of your coaching knowledge and practice in the last 12 months.

Please tick a box under A then a box under B, if applicable.

	A	B			
	USED	Very important	Important	Unimportant	Very unimportant
Advice from family/friends	☐	☐	☐	☐	☐
Coaching conferences	☐	☐	☐	☐	☐
Coaching practice (putting your skills into practice)*	☐	☐	☐	☐	☐
Coaching qualifications – governing body or UKCC	☐	☐	☐	☐	☐
Education outside coaching	☐	☐	☐	☐	☐
Experience at work outside coaching (your day job!)*	☐	☐	☐	☐	☐
Experience of being a parent*	☐	☐	☐	☐	☐
Experiences as a player/competitor*	☐	☐	☐	☐	☐
Online learning (ie Internet)	☐	☐	☐	☐	☐
Reading coaching books, magazines and journals	☐	☐	☐	☐	☐
Reflecting on past coaching	☐	☐	☐	☐	☐
Watching DVDs, videos, CD-ROMs	☐	☐	☐	☐	☐
Working with a coach mentor	☐	☐	☐	☐	☐
Working with athlete(s)/player(s)/participant(s)*	☐	☐	☐	☐	☐
Working with/observing coaches from your sport	☐	☐	☐	☐	☐
Working with/observing coaching for other sports	☐	☐	☐	☐	☐
Working with/observing my coach when I was a player	☐	☐	☐	☐	☐
Workshops/training events/courses	☐	☐	☐	☐	☐
1:1 'training needs analysis' with a coach developer	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐

Q15. Please estimate how many hours of the development opportunities mentioned above you have undertaken in the last 12 months (excluding those marked with an asterisk *).

Enter hours in total.

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Or if easier to calculate, enter hours per week.

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Reference Number: □□□□

Q16. Looking through the following list of coaching information/knowledge, please indicate (A) whether you sought to gain this kind of information/knowledge; and (B) rate its impact on the development of your coaching practice in the last 12 months.

Please tick a box under A then a box under B, if applicable.

	A	B			
	SOUGHT	Very important	Important	Unimportant	Very unimportant
Planning and Organisation					
Planning sessions: structure, format, content	☐	☐	☐	☐	☐
Planning programmes (over a season, year, cycle)	☐	☐	☐	☐	☐
Organisation of sessions (eg facilities, equipment, health and safety)	☐	☐	☐	☐	☐
Evaluating sessions/programmes	☐	☐	☐	☐	☐
Coaching Knowledge and Skills					
Technical/tactical knowledge	☐	☐	☐	☐	☐
Decision making	☐	☐	☐	☐	☐
Understanding/evaluating athlete/player development	☐	☐	☐	☐	☐
Observation and analysis	☐	☐	☐	☐	☐
Self-reflection and critical thinking	☐	☐	☐	☐	☐
Knowledge of a wide range of coaching methods	☐	☐	☐	☐	☐
Managing the coaching environment	☐	☐	☐	☐	☐
Coach-Athlete Interaction/Communication					
Listening	☐	☐	☐	☐	☐
Providing instruction	☐	☐	☐	☐	☐
Providing feedback	☐	☐	☐	☐	☐
Responsiveness/adaptability to situation/person	☐	☐	☐	☐	☐
Motivating athletes	☐	☐	☐	☐	☐
Facilitation	☐	☐	☐	☐	☐
Questioning	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐

Q17. Please briefly describe the most important development experience you have undertaken in the last 12 months, including (A) where you gained the information/knowledge from (eg mentoring, workshop); and (B) what kind of information/knowledge you gained (eg knowledge about how to communicate with athletes/players); and (C) what impact it has had on your coaching (this could be an informal experience or a formal one).

(A) Learning experience source
(B) Information/knowledge gained
(C) Impact on your coaching

Reference Number: □□□□

Q18. Have you had any contact with any of the following coach development officers in the last 12 months?

	Yes	No
sports coach UK coach development officer	☐	☐
Other coach development officer (eg GB of sport)	☐	☐

Q19. If you've had contact with a coach development officer in the last 12 months, please indicate (A) whether you have used any of the following services; and (B) give them a rating.

Please tick a box under A then a box under B, if applicable.

	A	B			
	USED	Very important	Important	Unimportant	Very unimportant
Individual 'training needs analysis'	☐	☐	☐	☐	☐
Personal development planning	☐	☐	☐	☐	☐
Facilitated access to a coach mentor	☐	☐	☐	☐	☐
Facilitated access to working with/observing other coaches	☐	☐	☐	☐	☐
Facilitated access to workshops/training events/courses	☐	☐	☐	☐	☐
Other (please specify)	☐	☐	☐	☐	☐

Section F. COACH QUALIFICATIONS

Q20. Have you gained a new governing body of sport-recognised coaching qualification in the last 12 months?

Please note: preliminary awards, leadership awards, continuous professional development (CPD) workshops, short courses and PE teaching qualifications are not included as governing body of sport recognised coaching qualifications in this question.

No	☐	If 'no', go to Section G.
Yes	☐	If 'yes', go to Q21.

Q21. Please provide information on your new governing body of sport-recognised coaching qualification(s).

Awarding body	Qualification name	Approximate level (Levels 1–5)

Q22. Have you started any governing body of sport-recognised coaching qualification in the last 12 months?

Please tick one

No	☐	If 'no', go to Q26.
Yes	☐	If 'yes', go to Q23.

Q23. Please provide details of the coaching qualification(s) you have started in the last 12 months.

Awarding body	Qualification name	Approximate level (Levels 1–5)

Q24. If you have started/completed a governing body of sport-recognised coaching qualification in the last 12 months, what are/have been the main benefits of undertaking this qualification?*Please tick all that apply.*

Builds up confidence in coaching	☐
Gives you the basic skills to start coaching	☐
Takes your coaching skills to the next level	☐
Provides skills to coach wider audiences (eg new sports, athletes with a disability)	☐
Helps to build up CV	☐
Improves knowledge about how to coach (eg planning, communication)	☐
Improves coaching practice (eg planning, communication)	☐
Improves knowledge about sport (eg technical and tactical)	☐
Improves practice in sport (eg technical and tactical)	☐
Provides a focus for coach development	☐
Provides a chance to share ideas with/learn from other coaches/networking opportunity	☐
Provides a means of accessing coaching opportunities	☐
Provides you with credibility	☐
Provides you with 'new' information/keeps you up to date	☐
Other (please specify)	☐

Q25. If you have started/completed a governing body of sport-recognised coaching qualification in the last 12 months, what are/have been the main problems of undertaking this qualification?*Please tick all that apply.*

Assessment methods do not reflect coaching knowledge and practice	☐
Courses are difficult to access in terms of location	☐
Courses are difficult to access in terms of timing	☐
Courses are too expensive	☐
Qualification takes too much time to complete	☐
No need for coach education and qualifications; I get what I need from my coaching experience	☐
Qualification is not at an appropriate level	☐
Qualification does not include enough actual practice	☐
Qualification is only appropriate to early stages of coach development	☐
The language/terminology used in coach education and CPD is difficult to understand	☐
The tutors delivering courses are not of a high enough quality	☐
There is an overemphasis on learning coaching theory, rather than its application in the real world	☐
There is not enough information on how to access coach education	☐
There is not enough information on the funding available for coaches to access coach education and CPD opportunities	☐
There is not enough information on the next logical step for me in coach education	☐
Other (please specify)	☐

Section G. COACHING CAREERS

Q26. Have you typically coached in an unpaid/voluntary, paid part-time and/or paid full-time capacity in the last 12 months?

Please tick all that apply.

Unpaid (voluntary)	☐
Paid part-time or paid sessional (less than 30 hours' paid work per week)	☐
Paid full-time (over 30 hours' paid work per week)	☐

Q27. Thinking about your paid coaching, are you self-employed, employed or both?

Please tick all that apply.

None of these (volunteer)	☐
Self-employed part-time	☐
Self-employed full-time	☐
Employed part-time	☐
Employed full-time	☐

Note: you should not code yourself both as employed full-time and self-employed full-time.

Q28. On average, how often have you coached in the last 12 months or, if applicable, in the last season?

Please tick one.

Almost every working day	☐	Please go to Q29.
At least once a week	☐	
At least once a month	☐	
At least once every six months	☐	Please go to Q34.
At least once in the last year	☐	

Q29. On average, how many sessions have you delivered per week in the last 12 months or, if applicable, in the last season?

Enter number per week.

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Q30. On average, for how many sessions do you receive payment per week?

Enter number.

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Q31. On average, how long does each session last?

Enter time in hours and minutes.

Hrs	Mins
-----	------

Reference Number: □□□□

Q32. On average, how much do you get paid per session of (paid) coaching?

Enter pounds per session.

£			
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If paid an annual salary for coaching, please enter amount here.

£						
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Q33. On average, how many hours per week do you typically undertake the following coaching activities for?

Please enter hours for each activity.

Preparing for coaching	
Delivering coaching	
Reviewing coaching	
Coaching-related administration	
Travel	
Professional development and learning	
Total coaching-related hours	

Section H. EVALUATING YOUR OWN PERFORMANCE

Q34. Using a scale of 1–10, where 1 is the lowest and 10 the highest assessment of the quality, please judge the quality of your coaching delivery in relation to the following.

	Number
Planning and Organisation	-----
Planning sessions: structure, format, content	
Planning programmes (over a season, year, cycle)	
Organisation of sessions (eg facilities, equipment, health and safety)	
Evaluating sessions/programmes	
Coaching Knowledge and Skills	-----
Technical/tactical knowledge	
Decision making	
Understanding/evaluating athlete/player/participant development	
Observation and analysis	
Self-reflection and critical thinking	
Knowledge of a wide range of coaching methods	
Managing the coaching environment	
Coach-Athlete Interaction/Communication	-----
Listening	
Providing instruction	
Providing feedback	
Responsiveness/adaptability to situation/person	
Motivating athletes	
Facilitating	
Questioning	

Overall rating of coaching (from 1–10; not the total of above figures)	

Q35. Which of the following would you say applies most to your current coaching?

Please tick one.

Beginner	☐
Novice	☐
Intermediate	☐
Senior	☐
Expert	☐

Section I. SUPPORT SERVICES

This section looks at how well supported you feel in terms of developing your coaching skills and finding suitable coaching positions.

Q36. How well supported do you feel you have been in relation to the following issues over the last 12 months from agencies like your governing body, sports coach UK, sports councils and others?

Please tick one box in each row.

	Very well supported	Supported	Supported a little	Not supported at all	Not relevant (support not needed)
Identifying your development needs	☐	☐	☐	☐	☐
Knowing the next steps for your coaching	☐	☐	☐	☐	☐
Identifying development opportunities	☐	☐	☐	☐	☐
Help with the cost of development opportunities	☐	☐	☐	☐	☐
Help with finding appropriate opportunities to coach	☐	☐	☐	☐	☐
Help with career opportunities in coaching	☐	☐	☐	☐	☐
Overall support	☐	☐	☐	☐	☐

Q37. What suggestions do you have for improving the support available to coaches?

Section J. THE NEXT 12 MONTHS

Q38. Do you expect to do more, about the same, or less coaching over the next 12 months?

Please tick one.

More	☐
About the same	☐
Less	☐

Q39a. Do you intend to stop coaching in the next 12 months?

No	☐	If 'no', go to Equity section.
Yes	☐	If 'yes', go to Q39a.

Q39b. If yes, explain why.

Please use this space to elaborate on any of the previous questions. Please ensure that you indicate to which question the text refers.

EQUITY

sports coach UK practises a policy of equitable provision of goods and services to all groups. Please help sports coach UK monitor who is receiving services by filling in the following information.

Gender

Please tick one.

- Male ☐
Female ☐

Disability

The Disability Discrimination Act 1995 defines a disabled person as anyone with a 'physical or mental impairment which has a substantial and long-term adverse affect upon his/her ability to carry out normal day to day activities'.

Do you consider yourself to have a disability?

Please tick one.

- Yes ☐
No ☐

If yes, what is the nature of your disability?

Please tick one.

- Visual ☐
Hearing ☐
Physical ☐
Learning ☐
Multiple ☐
Other ☐
Prefer not to say ☐

Ethnic group

Please tick one to indicate your cultural background.

White

- British ☐
Irish ☐
Other White ☐

Mixed

- White and Black Caribbean ☐
White and Black African ☐
White and Asian ☐
Other Mixed ☐

Asian or Asian British

- Indian ☐
Pakistani ☐
Bangladeshi ☐
Other Asian ☐

Black or Black British

- Caribbean ☐
African ☐
Other Black ☐

Chinese or other ethnic group

- Chinese ☐
Other ☐

Thank you for taking the time to complete the questionnaire!

If you have misplaced the return stamped, addressed envelope provided, please forward your completed questionnaire to the following address:

Research - CTS
sports coach UK
114 Cardigan Road
Headingley
Leeds
LS6 3BJ