



An Evaluation Of The Women Into High Performance Coaching Programme

Report prepared for:

**sports coach UK
114 Cardigan Road
Headingley
Leeds
LS6 3BJ**

Report by:

**Joanne Heuze
January 2005**

Acknowledgments

Joanne Heuze was responsible for this report

Julian North (Research Manager for **sports coach UK**) was heavily involved at all stages in the research, providing guidance and assistance with the research design, questionnaire design, data analysis, report writing and editing.

Bev Smith, Senior Lecturer at the University of Wales Institute, Cardiff provided valuable comments and suggestions on the draft report.

Contents

Summary and Policy Suggestions	i-vi
1 The Research	1
1.1 Introduction	1
1.2 Research Aims	1
1.3 Research Methodology	2
1.4 The Report	2
2 The Coaches	4
2.1 Introduction	4
2.2 Sport	4
2.3 Sporting Performance	4
2.4 Coaching Status	4
2.5 Qualifications	6
2.6 Duration on the WHPC Programme	6
2.7 Coaching Commitments	7
2.8 Summary and Conclusions	8
3 Services Offered by the WHPC Programme	9
3.1 Introduction	9
3.2 Generic Coaching Workshops	9
3.2.1 Services Received	9
3.2.2 Levels of Satisfaction	10
3.2.3 Levels of Dissatisfaction	11
3.3 CoachXL (Individual Training Needs Analysis)	11
3.3.1 Services Received	11
3.3.2 Levels of Satisfaction	12
3.3.2 Levels of Dissatisfaction	13
3.4 Additional Services and Governing Body Support	14
3.4.1 Programme Manager Constraints	17
3.5 Summary and Conclusions	17
4 Coaches Personal Development and Progression	19
4.1 Introduction	19
4.2 Personal Development	19
4.3 Progression	20
4.4 Summary and Conclusions	26
5 Coach Selection	27
5.1 Introduction	27
5.2 Programme Managers' Views on Selection	27
5.3 Coaches' Views on Selection	28
5.4 Summary and Conclusions	28
6 Overall Perceptions of the Programme	29
6.1 Introduction	29
6.2 Strengths	29
6.3 Improvements	29
6.4 Overall Perceptions of the Programme	31
6.5 Summary and Conclusions	32

7	References	33
	Appendix One: Research Methodology	34
	Appendix Two: Interview Schedule for Coaches	37
	Appendix Three: Interview Schedule for Programme Managers	39
	Appendix Four: The Survey questionnaire	41

Summary and Policy Suggestions

The Research

Some progress has been made towards gender equality in sport in the UK in the last twenty years, most notably in sports participation (Donohoe, 2004). However, this has not been translated into an increase of the number of women coaching sport. In the UK, statistics show that there was only one female coach in ten on the British Olympic Team in 1996 and the situation deteriorated by the year 2000 (Bennett, 2004). Recent research of coaching at all levels across the UK indicates that less than a quarter of coaches are women (MORI, 2004).

The Women into High Performance Coaching (WHPC) programme was borne out of this concern, and the programme was established to provide women with the necessary skills and competencies to move into a high performance coaching environment (**sports coach UK**, 2001). In March 2004 **sports coach UK** (**scUK**), the lead agency for the programme, commissioned a research project to evaluate the extent to which the WHPC is achieving its aims and objectives.

The results of this research are based on in-depth interviews and surveys with coaches and Programme Managers on a 3-year pilot of the WHPC programme. The main aims of the research were to (1) profile the coaches on the WHPC programme (2) profile the services that each of the coaches had received and (3) to evaluate the impact of the WHPC programme in terms of its contribution to the development (or otherwise) of the coaches.

The fieldwork was conducted between March and September 2004 and involved detailed interviews with Programme Managers in the four WHPC sports (Cricket, Football, Rugby League, Rugby Union), 7 coaches on the programme and a survey of 20 out of the 28 WHPC coaches. The latter gives a response rate of 71%, which is good for postal surveys even considering the specialised nature of the population.

The Coaches

Sport

Of the 20 coaches who responded to the survey, 35% (n=7) coached Cricket; 30% (n=6) coached Football; 15% (n=3) coached Rugby League and 20% (n=4) coached Rugby Union.

Coaching Status

20% (n=4) of the coaches were still competing at an elite level, 5% (n=1) still competed but infrequently and the remainder, 75% (n=15), were no longer competing.¹ A vast majority of the coaches coached part-time (75%); only two coaches (10%) were full time; these were from football. 55% (n=11) of the coaches were paid for their coaching and 45% (n=9) coached in a voluntary capacity.

Qualifications

All the coaches held some form of coaching qualification but the level of the award varied significantly. Over half (65% or n=13) held a Level Three or Level

¹ One of the key selection criteria for sports at the outset of the programme was the recruitment of elite athletes because the pool of existing coaches in the sport was so small. The implications of this were that a number of the programme participants were competing as well as coaching.

Four award, significantly higher than average female (or male) coaching populations, for example, only 38% of individuals who coach have a coaching qualification and most of these are likely to be qualified at level 1 and 2. The majority of those holding a level Three award were held by Cricket coaches and the higher level awards (Level Four or above) were held by football coaches. Only 20% (n=4) of the coaches hold a Level Two qualification or less.

Coaching Commitments

The type of individuals being coached by the respondents varied considerably. A significant majority were coaching women (75%), and juniors (70%); only two coached men (10%). 45% (n=9) of the coaches were coaching at a community level, which is surprising considering the programmes focus was on elites, however, 40 % (n=8) were working at an international level; 83.3% (n=5) of the coaches working at the international level were from football.

Services Offered by the WHPC Programme

Generic coaching workshops

The results of the research indicate that the coaching workshops have been well received by the respondents. Most of the respondents (95% or n=19) were satisfied with the workshops (only one reporting being neither satisfied nor dissatisfied), and the comments from the qualitative research support this positive result. For example, the results highlighted how the workshops provided the opportunity for the coaches to network and how that helped them to exchange ideas and build confidence. The only minor area of dissatisfaction was related to the administration of the programme.

CoachXL

The results indicate that there were issues regarding the provision of this service. It appears that some sports administer their own versions of CoachXL whilst others were under the impression that they must use **scUK's** programme. There is a lack of clarity here in the regulations of the programme. Regardless of the service provider, 80% (n=16) have received Coach XL and 20% (n=4) had not - this latter figure reflects the fact that a number of the coaches were relatively new to the programme. Those who has received Coach XL found it beneficial, particularly in providing them with direction in their coaching; however a lack of follow up support was noted.

The results also revealed concerns about the purpose of Coach XL. Results from the qualitative interviews highlighted that there were misunderstandings over the purpose of the programme. In some cases CoachXL was seen as valuable to a coach's development but due to latter's lack of awareness of the programme they chose not to participate. It would appear that coaches need to be informed of the benefits of CoachXL when joining the WHPC programme.

Additional Governing Body Support

The level of services received by the coaches from the governing body varied significantly, not only between the sports but between the coaches within each sport. It was apparent that each of the coaches received very different services, which perhaps reveals an inconsistent approach - though it could reflect the tailoring of services to meet coaches' needs. Those coaches who were still competing were less likely to use WHPC services due to time and commitment issues.

The majority of coaches were satisfied with the governing body support; however there was the suggestion for more support in providing 'observations' and assessments of their coaching practice. It was also recognised that the time

constraints of the Programme Managers meant that the coaches were not supported as fully as they would have liked.

Coaches Personal Development and Progression

Personal Development

All of the coaches reported at least one area in which they had developed since being on the WHPC programme. There was overwhelming agreement that the programme had helped increase their knowledge (75% or n=15), increased confidence (60% or n=12) and increased their understanding of other sports (65% or n=13). The qualitative research supported these findings.

Progression

Progression was measured by identifying the qualifications the coaches held, and the type of people they were coaching on joining the WHPC programme, compared with these measures at the time of the research. The research also considered whether they perceived themselves to be coaching at a higher level.

The results suggest that there had been progress made with regards to qualifications with an increase of 40% (n=3) holding a level three qualification or above. The slower pace of qualification accumulation amongst the remaining coaches can be explained by the fact it can take three to four years to move from a Level 3 to Level 4 qualification - longer than the lifetime of the WHPC project to date!

Just over a third (35% n=7) of the coaches reported that they were now coaching at a higher level. The results also suggested that there were slightly fewer coaches working at County, Regional, Academy and International level - though there are issues about the opportunities available to these women. The results indicate that in some cases the coaches were coaching fewer groups in specific areas; but that they were concentrating at the grass roots/ community level as opposed to international level. The fact that they were choosing to coach at a lower level is very positive for community coaching, however, it is not the purpose of the WHPC programme.

The qualitative interviews highlighted that some of the coaches did not have the desire to coach at an elite level, and some were still competing at an elite level and therefore did not have the time to fully commit to the programme. This finding may indicate that increasing the number of women coaching at an elite level is contingent on the development of selection criteria that meets these ends. Other explanations may also come into play, for example, lack of opportunity at the higher level and pressure from family life.

Results from the interviews with the Programme Managers identified that each sport is committed to providing the coaches with opportunities to coach at a higher level, however it is a two-way relationship and the coaches must also show an interest in seeking new opportunities. It was noted that both Cricket and Rugby League have difficulties in accessing opportunities for the women coaches due to the smaller capacity of the women's game in these sports. Both Programme Managers remarked that the women's game is still developing and the structures mean there are not as many coaching positions available. This may explain why there are fewer coaches from these sports coaching at a higher level.

The results of the survey suggest that only one coach (5%) felt the programme had opened up new coaching opportunities. Whilst it is accepted that the structures inherent within the sport are part of the wider sociological issues of women and coaching, it must be recognised that those sports involved in the

programme have given a commitment to the representation of more women at the elite end of coaching and therefore each NGB should make a concerted effort to increase opportunities. The absence of this will mean, that whilst the coaches develop, the programme will have minimal effect in achieving its aim of more women coaching in a high performance environment.

Coach Selection

Programme Manager's selection

Each of the Programme Managers was questioned about the criteria they used to select the coaches. It was evident that the criteria in some sports was continuously changing as the programme developed, for example, based on competing at an elite level or as a result of their coaching ability/background. The Programme Managers highlighted the point that coaches who were still competing at the elite level did not have the time to fully commit to the programme, and therefore suggested that the best time for them to join the programme is when they are approaching retirement from their playing careers.

Coaches

The coaches were not directly asked about the selection criteria; however this issue did arise particularly with those coaches who were still competing at an elite level. The results highlighted that these coaches were not able to fully commit to the programme. However, they reported some benefits from developing their coaching skills in preparation to become an elite coach when they retire. This raises some important issues for organisers of the WHPC programme, whilst a number of the elite coaches were unable to fully commit to the programme it is recognised that the programme is proving beneficial and is preparing them to coach when they retire.

Overall Perceptions of the Programme

Strengths of the programme

The research requested respondents to identify the main strengths of the programme. The majority of the results focussed on the generic coaching workshops that appear to be the most prominent part of the programme for the coaches - 95% of the coaches who had accessed this element of the programme were satisfied or very satisfied! In particular, the main strengths were seen as (1) access to high quality speakers (90%, or 18 respondents); (2) the ability to take away new ideas and implement them in their coaching (70%, or 14 respondents) and (3) the opportunity to network (85%, or 17 respondents).

Improvements

The research considered respondents' suggestions with regards to improvements to the programme and once again this focused on the generic coaching workshops. The most notable suggestions were: more practical opportunities at the workshops; to provide more vision to the workshops by planning them on an annual basis, thus addressing the problems of poor administration.

The use of the Web was also noted by the respondents, for example, placing pre and post workshop information on the **scUK** website, and access to a chat room to share ideas with other coaches on the programme. Other notable suggestions were more opportunities for the coaches to get together and share ideas as well categorising and repeating the workshops. It was suggested that the level of the workshops should reflect the mix of coaches' experiences.

Overall perceptions of the programme

The respondents were requested to rate their overall satisfaction levels of the programme. 95% (n=19) of the respondents stated they were either very satisfied or satisfied with the programme, only 5% (n=1) reported being neither satisfied nor dissatisfied. This is a positive response and a credit to the programme. The results from the qualitative research identified that overall the programme is beneficial and welcomed by those involved. Though there are undoubtedly some areas for improvement the research indicates that there is overwhelming support of the WHPC concept and its continued implementation.

The research suggests that if the WHPC is primarily concerned with developing the skills and competencies of the coaches, then the programme is performing very well. However if the programme is about ensuring that the coaches are putting their skills to good use by coaching in a high performance environment then there is some work to be done. The research demonstrated that less than half the coaches (35% or n=7) stated they were now working at a higher level, and therefore the programme administrators need to ensure they are identifying the correct candidates – those with the desire to coach at an elite level, and (or) there needs to be a greater commitment from the partners involved to support and provide the coaches with coaching opportunities.

Policy Suggestions

The following is a list of specific programme suggestions:

Improve awareness and understanding of the programme: Some coaches were not fully aware of why they had been invited on the programme; they showed a lack of awareness of all the services available to them, and in some cases the coaches did not have an understanding of a services' purpose and benefits, this was particularly prominent with regard to the CoachXL programme. It is suggested that all coaches are inducted into the programme. This could be delivered on a one-to-one basis, clearly explaining the services available, determining what is expected of the coach and highlighting the benefits of participation. The aims of the CoachXL programme needs to be communicated and profiled more effectively for the coaches to realise its full potential. Some governing bodies were already undertaking an induction process but more consistency is required across the sports therefore it is suggested that **scUK** take the lead, in partnership with each of the governing bodies involved.

Though there were necessary differences between sports in terms of service provision consideration should be given to improving consistency in some areas: The research highlighted that all the coaches were receiving different services. Each coach is selected onto the programme to achieve their potential as an elite coach and therefore it would seem appropriate to offer them all the same core services, namely generic coaching workshops, CoachXL and NGB training. They may not choose to take advantage of them all, but they should be provided with the opportunity.

Create more opportunities for coach progression - to move into a high performance coaching environment: The results highlighted that less than half the coaches (35%, or n=6) believed they were coaching at a higher level since joining the WHPC programme. The main explanations provided were: some coaches did not want to coach at an elite level, others lacked time due to competing at an elite level and finally, there was a lack of opportunity within the sport. It is suggested that governing bodies and **scUK** should examine this area and identify a strategy and commitment to ensuring that the coaches have the

opportunities to move into a high performance environment. Selection of the coaches is the key here.

Consider the selection of coaches on the WHPC programme: Those coaches on the WHPC programme who are still competing at an elite level have difficulty in committing fully to the programme. Regardless of this result, these coaches feel they are developing in terms of their coaching knowledge and skills, which, in turn, is preparing them to enter coaching when they retire from their playing career. Clearly their continued involvement in the sport is beneficial, and therefore consideration needs to be given as how to best cater for these coaches. It is suggested that programme administrators ensure that future coaches selected on the WHPC are those that can utilise new skills in a high performance environment, whilst providing an alternative for those coaches that are still competing. An option may be to offer an alternative filtered down version of the programme for those that are still competing, or liaise with other agencies that provide services for athletes, such as UK Sport, to investigate the prospects of a pathway for athletes to move into coaching.

Increase the use of the Web: Many of the coaches suggested opportunities for increased usage of the **scUK** website, this included posting pre and post workshops material on the web. This would address the issues of poor administration that was highlighted by the coaches. Additionally coaches felt they would benefit from access to a chat rooms so they could further utilise the opportunities to network and share ideas with coaches from the other sports.

Consider the future delivery of the generic coaching workshops – The workshops were considered to be a major strength of the programme. However, there were some suggestions made for future delivery:

- (1) Plan the workshops on an annual basis in order to help coaches plan more effectively and provide more structure and focus to the programme. It was noted that the dates of workshops have changed on numerous occasions and therefore made it difficult for the coaches to commit;
- (2) Repeat some of the workshops - this would benefit new coaches joining the programme and act as a refresher to others. Some of the participants on the programme from the start felt that they would get more benefit from the workshops now as they were more experienced;
- (3) The categorisation of workshops was suggested to overcome any issues with new coaches joining the programme. As the programme develops the range of experience may broaden and therefore it was felt that by categorising the workshops as either an introductory, intermediate or advanced level coaches could choose the most suitable. The coaches were very aware not to lose the dynamics of all the coaches getting together to share ideas and would not want to jeopardise this.

1. THE RESEARCH

1.1 Introduction

Coaches play a significant role in the lives of those that participate in physical activity at any level or any age. They are motivators, mentors, educators and leaders – and in many cases, at the elite level, throughout the World they are male (Active Australia, 2004). In the UK, recent research identifies that there are around 1.2 million individuals providing coaching opportunities, of which three-quarters (930,000) are men (**scUK**, 2004). At an elite level, statistics show that there was only one female coach in ten in the British Olympic Team in 1996 and the situation deteriorated by the year 2000. At the 2004 Olympic Games in Athens, figures identify that only 12 of the 116 coaches that accompanied the British Squad, were women (Brown, 2004), indicating a less than healthy reflection on the systems, structures and career pathways offered to women coaches (Bennett, 2004).

The under-representation of female coaches was acknowledged by **scUK**. The WHPC programme was borne out of this concern; a three-year pilot scheme aimed at the development of women coaches who can operate at the elite level (**scUK**, 2001). The WHPC programme was established in September 2000 by **scUK** and the Women's Sports Foundation (WSF), in partnership with four National Governing Bodies of Sport (NGB): Cricket, Football, Rugby Union and Rugby League.

The short-term aim was to develop a programme that provided the support and training to enable women with the necessary skills and competencies to move into a high performance coaching environment. Longer term, the aim was to identify women with the ability to make a difference in coaching in the future if provided with the right nurturing and development opportunities (**scUK**, 2001).

The programme offers each coach an opportunity to be supported and resourced in the following aspects of their coach development and training:

- Individual Training Needs Assessment (CoachXL) and Continual Professional Development (CPD);
- Resources and funding towards further education and training – sports specific, generic and personal development skills;
- Group training events.

The scheme is funded by all the contributing partners, with **scUK** providing the group training days on generic topics; the NGB's fund CoachXL, the Training Needs Analysis and they also support the cost of their coaches' identified CPD needs.

A management group undertakes the programme planning and organisation, and a designated Programme Manager from each sport attends the management meetings and oversees the implementation of each coach's development plans.

In March 2004 **scUK** commissioned a research project, to evaluate the programme. The main focus of the research was to profile the coaches and the services the coaches received in order to provide an assessment of whether the programme was meeting its aims, in providing women with the necessary skills and competencies to coach at an elite level. The fieldwork was conducted between April and August 2004 and involved data collection from 27 coaches.

1.2 Research Aims

At the outset the research had the following aims:

1. To profile the coaches on the WHPC programme in terms of their sport, qualifications and coaching achievement/experiences;
2. To profile the services associated with the WHPC; identifying what services each coach has received;
3. To evaluate the impact of the WHPC in terms of its contribution to the development (or otherwise) of the coaches.

1.3 Research Methodology

The research was undertaken in three stages:

Stage One comprised of seven face-to-face interviews with a selection of coaches on the WHPC programme. This was exploratory in nature, and aimed to seek the views and experiences of the coaches involved, to provide a 'grounded' qualitative understanding of the issues of the programme. Initially it was intended to interview ten coaches; however, due to time constraints of the coaches selected in the sample it was only possible to conduct seven interviews.

Stage Two involved four face-to-face interviews with the Programme Managers for each of the four sports involved in the WHPC programme. Again, this was exploratory in nature, to gain a greater understanding of the experience and any emerging issues from the NGBs' a perspective.

Stage Three consisted of a self completion postal survey with the 28 coaches on the WHPC programme. The purpose of this stage was to test the findings of the qualitative research (Stages One) with the whole population, in order to determine the extent to which the issues generated in the first two stages were shared amongst all the coaches. There was a response from 20 of the coaches, thus resulting in a 74% response rate. Statistically this is considered to be a very good response (Saunders et al, 2004) however it must be noted that the population is very small; the researcher was mindful of this when presenting the results and therefore all tables and charts display the number of respondents as well as the percentages.

A comprehensive account of the research methodology can be seen in Appendix One.

1.4 The Report

Section Two – provides a profile of the coaches involved in the research, taking account of their sport, sporting performance, coaching status, qualifications, length of time as a coach, length of time on the WHPC programme and their coaching commitments.

Section Three - provides a profile of the services received by the coaches and an assessment of their satisfaction; this includes the generic coaching workshops, CoachXL and other training and support provided by the NGB.

Section Four – considers the progression made by the coaches. This assessment is made by comparing the type of people they were coaching on joining the

programme and those they were coaching at the time of the field work, as well as considering the qualifications they had before commencing the programme and those that they have since gained. This section also considers how the coaches perceive themselves to have developed since joining the WHPC programme.

Section Five – addresses the criteria that was used to select the coaches. This was a key issue that emerged from the qualitative interviews undertaken with the Programme Managers.

Section Six – summarises the coaches' overall perceptions of the programme, identifying what the coaches perceive are the main strengths, and their suggestions for improvements.

2. THE COACHES

2.1 Introduction

This section examines in detail the characteristics of the 20 coaches involved in the main survey and builds a profile of them and their coaching backgrounds. It considers their chosen sport, sporting performance, coaching status, coaching commitments, qualifications, number of years as a coach and the length of time on the WHPC programme. This information provides a background to the findings presented in this study.

2.2 Sport

The research considered the chosen sport of the coach, that is, whether they coached Cricket, Football, Rugby League or Rugby Union. The results suggest that, of the 20 coaches that replied to the survey, 35% (n=7) coached Cricket; 30% (n=6) coached Football; 15% (n=3) coached Rugby League and 20% (n=4) coached Rugby Union.

2.3 Sporting Performance

The research considered the background of the coaches in terms of their current sporting commitments; the respondents were asked whether they were still involved in their chosen sport in a playing capacity. The results reveal (see Table 2.1) that 20% (n=4) of the respondents were still competing at an elite level frequently, 5% (n=1) infrequently and 75% (n=15) were no longer competing at an elite level.

2.4 Coaching Status

The research considered whether the coaches' current coaching activities were paid, unpaid, part-time or full-time. The results, which are summarised in Table 2.1, indicate that only 10% (n=2) of the respondents coached full-time, 85% (n=17) were part-time and one respondent did not answer the question. In terms of payment, the results show that 50% (n=11) of the coaches were paid and 45% (n=9) coached on a voluntary basis highlighting that more are paid than unpaid. The fact that the coaches are committed to a programme of this nature, i.e. their development as elite coaches, probably accounts for the finding that a majority received payment. In other words they are already highly committed to coaching and payment reflects this. According to recent research into sports coaching in the UK (scUK, 2004a), though there are fewer women coaching than men (24% compared with 76%) a higher proportion of women were paid to do so (43% women compared to 57% men).

The research highlighted some interesting results when considering whether the coaches were paid by sport. The results suggest that 83.3% (n=5) of the football coaches were paid, by far the highest proportion of all the sports. Results from the qualitative research provide an explanation why. It was evident that there had been a significant investment by the Football Association (FA) into the coaches on the WHPC programme:

£10,000 has been invested into the coaches, that is where we have the advantage over other governing bodies, we can afford to pay the coaches
(Programme Manager for Football, 2004),

Additionally, structures within the sport were also favourable:

We can provide the opportunity, all the coaches are very fortunate, over recent years the women's game has developed at a significant rate thus meaning there are more age group squads and centres of excellences, which in turn results in more opportunities for the coaches (Programme Manager, 2004).

Table 2.1 Sporting Performance and Coaching Status by Sport Percentage					
	Cricket	Football	Rugby League	Rugby Union	Total
Competing at the Elite Level?					
No	71.4	66.7	100.0	75.0	75.0
Yes, infrequently	0.0	16.7	0.0	0.0	5.0
Yes, frequently	28.6	16.7	0.0	25.0	20.0
Total	100.0	100.0	100.0	100.0	100.0
Unpaid, paid coaching?					
Unpaid	57.1	16.7	100.0	25.0	45.0
Paid	42.9	83.3	0.0	50.0	50.0
No answer	0.0	0.0	0.0	25.0	5.0
Total	100.0	100.0	100.0	100.0	100.0
Part-time, Full-time coaching?					
Part-time	100.0	66.7	66.7	100.0	85.0
Full-time	0.0	33.3	0.0	0.0	10.0
No answer	0.0	0.0	33.3	0.0	5.0
Total	100.0	100.0	100.0	100.0	100.0
N=	7	6	3	4	20

The results from football are in stark contrast to Rugby League, where results indicate that there were no full-time or paid coaches. Again this is supported by the results obtained in the qualitative research, where the lack of funding and size of the women's game was highlighted; making it difficult for women to become coaches. Additionally, the finance available was raised as an issue:

Finance holds the coaches back. As a governing body we don't have a budget for women and girls development so we can't support them in that way. The coaches do as much as they can but they don't just have to coach they have to fundraise; it's a massive call. If they were just able to coach and not have to do all the organising I'm sure they would be able to progress a lot further (Programme Manager for Rugby League, 2004).

2.5 Qualifications

Every respondent was questioned about the coaching qualifications they held (Table 2.2). The results indicate that coaches hold a diverse range of qualifications, from Level One to Level Four. However, a greater percentage of the spread is at Level Three and Level Three and above. 40% (n=8) of the coaches hold a level three qualification, and 25% (n=5) hold a Level Four. As the WHPC programme focuses on elite coaching this result is to be expected. Around 20% (n=3) of the coaches hold a qualification of Level Two or less; this is probably due to the fact that a number of coaches were new to the programme. Indeed, the results indicated that seven of the coaches (35%) had been on the programme for one year or less. 15% (n=3) of the respondents reported 'other' qualifications; these were identified as generic coaching courses or courses for which the respondent felt did not fit into the categories provided. For example two of the football coaches have gained their A Licence, a senior coaching award, which constitutes considerable success since this achieved by very few coaches regardless of gender.

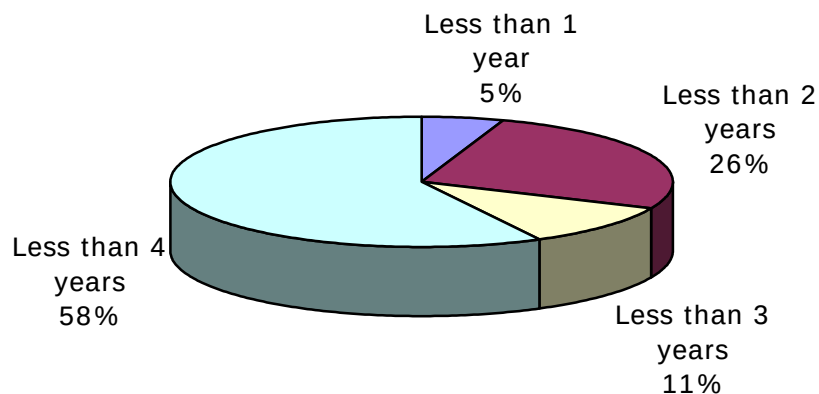
Table 2.2 Qualifications by Sport Percentage					
	Cricket	Football	Rugby League	Rugby Union	Total
Level One	14.3	0.0	0.0	0.0	5.0
Level Two	14.3	0.0	0.0	50.0	15.0
Level Three	57.1	16.7	66.7	25.0	40.0
Level Four	14.3	50.0	0.0	25.0	25.0
Other	0.0	33.3	33.3	0.0	15.0
	100.0	100.0	100.0	100.0	100.0
N =	7	6	3	4	20

A high proportion of cricket coaches held a Level 3 qualification. The qualitative research revealed that the English Cricket Board had stipulated that each coach must work towards gaining their Level Three award as a condition of acceptance on the programme. The results also reveal that football coaches were the most highly qualified, with 50% (n=3) holding a Level Four award, and 33.3% (n=2) stating other qualifications (the 'A' Licence).

2.6 Duration on the WHPC Programme

Coaches were asked how long they had been on the WHPC programme. The results suggest that the majority (58%) had been on the programme since it began (Chart 2.1). However, a number of respondents had only been on the programme for a short period, for example, one respondent had been on for less than 1 year - this latter results has implications for some of the findings reported in this documents, for example, on take-up of CoachXL.

Chart 2.1
Duration on the WHPC Programme



2.7 Coaching Commitments

Respondents were requested to outline the type of people they were coaching. The question was posed in such a way that respondents were able to tick as many groups that were applicable to them; the question covered different types of people and levels of performance (Table 2.3)

Table 2.3
Type of Coaching by Sport
Percentage (Multiple response)

	Cricket	Football	Rugby League	Rugby Union	Total
Not coaching	14.3	0.0	33.3	0.0	10.0
Juniors	85.7	83.3	66.7	25.0	70.0
Seniors	42.9	50.0	33.3	25.0	40.0
Men	14.3	0.0	0.0	25.0	10.0
Women	71.4	66.7	66.7	100.0	75.0
Community/Grass Routes	57.1	50.0	66.7	0.0	45.0
Age Groups	71.4	16.7	33.3	0.0	35.0
County Level	42.9	33.3	33.3	0.0	30.0
Regional Level	57.1	33.3	0.0	0.0	30.0
Academics	0.0	50.0	0.0	25.0	20.0
International	14.3	83.3	0.0	50.0	40.0
Other	14.3	0.0	0.0	50.0	15.0
N=	7	6	3	4	20

The type of people being coached by the respondents varied significantly. A significant majority were coaching women (75% or n=15), and juniors (70% or n=14). Only two coaches (10%) were coaching men.

The level at which the respondents were coaching also ranged significantly. Two-fifths (40 %, n=8) of the coaches were working at an international level; two-fifths (45% n=9) were coaching at the community level, however, the coaches mainly worked with juniors (70%). The reasonably high number of coaches operating at international level is a positive finding. Clearly the programme strives to increase the number of female coaches at elite level (**scUK**, 2001) and the results indicate that progress is being made. It is important, of course, that a greater proportion of these coaches coach at the higher levels and sports have recognised this by extending the commitment to the programme for another 3 years.

2.8 Summary and conclusions

Sport

Of the 20 coaches who responded to the survey, 35% (n=7) coached Cricket; 30% (n=6) coached Football; 15% (n=3) coached Rugby League and 20% (n=4) coached Rugby Union.

Coaching Status

20% (n=4) of the coaches were still competing at an elite level, thus meaning they have to juggle their sporting career with the WHPC programme; 75% (n=15) of the coaches were no longer competing and 5% (n=1) compete infrequently. A vast majority of the coaches coached part-time (75%); only two coaches (10%) were full time; both of these were from football. 55% (n=11) of the coaches were paid for their coaching and 45% (n=9) coach in a voluntary capacity.

Qualifications

All coaches hold some form of coaching qualifications but the level of the award varies significantly. Over half (65% or n=13) of the coaches hold a Level Three or Level Four award, which is expected based on the fact that they were on a programme that focuses on elite coaching. Furthermore, two football coaches also held Level 5 equivalent qualifications - highlighting further successes of the programme. The majority of those holding a Level Three award were held by Cricket coaches and the higher level awards (Level Four or above) were held by football coaches. Only 20% (n=4) of the coaches hold a Level Two qualification or less.

Coaching Commitments

A significant majority of the coaches were coaching women (75%), and juniors (70%). Only two coaches (10%) are coaching men. 45% (n=9) of the coaches were coaching at a community level; 40% (n=8) of the coaches were working at an international level; 83.3% (n=5) are from the sport of football. The results show an absence of rugby league coaches above County level.

3. SERVICES OFFERED BY WHPC PROGRAMME

3.1 Introduction

This section profiles the services offered through the WHPC programme and focuses on *services received* and *satisfaction levels*. The section is split into three areas; Generic Coaching Workshops; CoachXL and other training provided by the NGB. This is due to the fact that the both CoachXL and the Generic Coaching Workshops are the two cores services offered via **scUK**. Other services were also included in the survey, those that are not mandatory to the programme but may have been provided by the NGB to evaluate their impact.

3.2 Generic Coaching Workshops

scUK take the lead in the organisation of a programme of generic coaching workshops but this also involves a management group consisting of the Programme Managers for each of the four sports. Respondents were questioned as to whether they have received the service and their level of satisfaction.

Table 3.1 Generic Coaching Workshops by Sport Percentage					
	Cricket	Football	Rugby League	Rugby Union	Total
Whether Received Workshops?					
Not received	28.6	0.0	33.3	25.0	20.0
Received from WHPC	71.4	83.3	33.3	75.0	70.0
Received from NGB	28.6	50.0	66.7	0.0	35.0
Total	100.0	100.0	100.0	100.0	100.0
N=	7	6	3	4	20
Satisfaction / dissatisfaction with Workshops?					
Very satisfied	20.0	83.3	0.0	33.3	43.8
Satisfied	80.0	0.0	100.0	66.7	50.0
Neither	0.0	16.7	0.0	0.0	6.3
Dissatisfied	0.0	0.0	0.0	0.0	0.0
Very dissatisfied	0.0	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0
N=	5	6	2	3	16

3.2.1 Serviced Received

The results indicate that 80% of the respondents have attended some, or all of the generic coaching workshops from the WHPC programme (Table 3.1); 35% (n=7) reported they had been provided through their NGB and indeed the workshops could have been provided by either **scUK** or the NGB.

From my point of view it's sometimes hard to break down whether the service has been received from the WHPC programme or whether it's the Football Association. To me they are all part of one programme providing me with the support to coach at the top (Subject F, 2004).

The results also revealed that 20% (n=4) of respondents had not received the generic coaching workshops, perhaps, because of their newness on the programme or other time constraints. The qualitative research revealed other possibilities, however. For example, respondents suggested that the generic coaching workshops often changed dates at short notice making it difficult for people to attend; that those coaching at an elite level also have difficulty in committing to the programme, and those that are highly committed to coaching are often away with teams or squads. One coach noted that as she had increased the level of coaching meant she was less able to attend the coaching workshops:

Originally, in the first eighteen months or so I would have said I had 100% attendance. But now I am coaching the National Squads every single training workshop that we have now I'm away with the squad. I would love to be part of it still but I'm usually out of the Country (Subject E, 2004).

It's jolly hard to get all the coaches to the generic training sessions because some of the girls are international players and have international commitments (Programme Manager, 2004).

There has been a bit of chopping and changing with the dates. It's hard to commit to the workshops when the dates are changed at short notice (Subject D, 2004).

3.2.2 Levels of Satisfaction

In terms of satisfaction, the response shows that 94% (n=15) of the respondents who had received workshops were either very satisfied or satisfied. 6% (n=1) stated they were neither satisfied nor dissatisfied; none of the respondents reported that they were dissatisfied. The qualitative research supports this positive result. All the respondents involved in the interviews commented on how good the WHPC workshop had been in their development as an elite coach.

The workshops have been excellent. I think the great thing is, and it took a little while to break down all the barriers from the different sports, at first we all stuck with our sports but now we all mix and talk, we have broken that barrier and now we talk to each other and share experiences (Subject A, 2004).

One of the strengths of the workshops is the quality of the speakers. The trainers have always been of the highest quality, and if you get a group of sportspeople to sit down for three hours it's got to be good! (Subject D, 2004).

For me it's the opportunity to listen to people you wouldn't normally listen to. I've listened to some great people speak such as Sue Slocombe and Clive Woodward. They have been there and done it and that motivates me as a coach (Subject C, 2004).

The workshops have developed me as a coach; they have set some structure to my coaching and I'm now better at stepping back and long term planning (Subject B, 2004).

The quotations highlighted above indicate that not only are the workshops beneficial in increasing the coaches' knowledge, but they prove to be invaluable at providing the opportunity to network and share ideas with other coaches on

the programme, particularly, across the sports. Every respondent interviewed, including the Programme Managers, passed comment on the effectiveness of the programme in allowing the coaches to network and share ideas.

It has created a forum of women who are influential in their sport. In the future that network will create something very powerful in women's sport (Subject E, 2004).

You get the opportunity to get in a group with other people who have coped with similar ups and downs. You realise it's not just you and your sport that it's happening in. I mean they are an amazing group of women, the diversity is fantastic (Subject D, 2004).

3.2.3 Levels of Dissatisfaction

The qualitative results and those shown in the lower section of Table 3.1 emphasise that the generic coaching workshops are well received by the coaches involved; however the qualitative research identified some areas in which the workshops could be improved.

There has been a bit of chopping and changing with the dates; it's hard to commit to the workshops when the dates are changed at short notice (Subject D, 2004).

Some of the information is a bit sporadic, we tend to get information before the training day but then we get further information saying the date has changed or its moved venue, if you are tied to teaching or child care its difficult to make last minute arrangements (Subject B, 2004).

The information after the sessions takes a long time to arrive; it would be good to have more structure here (Subject F, 2004).

The results highlight that the only area of dissatisfaction amongst the coaches is the administration of the workshops; this was an issue raised by nine of the 11 coaches interviewed (82%), and therefore it would appear that this is important to the coaches, and an area that needs to be rectified.

3.3 Coach XL (Individual Training Needs Analysis)

According to **scUK's** WHPC progress report (**scUK**, 2002), all coaches on the programme receive Coach XL (also referred to as Individual Training Needs Analysis or 1:1s). This is administered by **scUK**, with a commitment from the NGB's to fund the service (**scUK**, 2002).

3.3.1 Services Received

The results, which are displayed in Table 3.2, highlight that 80% (n=16) of the coaches have received CoachXL, and 20% (n=4) of the coaches surveyed have not, again, perhaps, because they were new to the programme.

As with the generic training workshops the results suggests that some coaches were unable to differentiate between the service providers. This could be due to the coaches viewing the programme as part of a complete service. However the qualitative research revealed some additional evidence. The evidence suggested that both Football and Rugby Union have developed their own version of the

Coach XL programme - sometimes referred to as *Review and Plan* - which is administered and delivered by the NGB (indeed, the Programme Managers were given training by **scUK** officers about how to conduct these sessions). This would explain why the figures in Table 3.2 indicate that some of the coaches in Football and Rugby Union have received Coach XL (or Review and Plan) from the NGB.

Table 3.2 Coaching XL by Sport Percentage					
	Cricket	Football	Rugby League	Rugby Union	Total
Whether Received Coach XL?					
Not received	43	17	0	0	20
Received from WHPC	57	67	67	50	60
Received from NGB	0	33	33	50	25
Total	100	100	100	100	100
N=	7	6	3	4	20
Satisfaction / dissatisfaction with Workshops?					
Very satisfied	25.0	40.0	66.7	0.0	31.3
Satisfied	50.0	40.0	33.3	75.0	50.0
Neither	25.0	20.0	0.0	25.0	18.8
Dissatisfied	0.0	0.0	0.0	0.0	0.0
Very dissatisfied	25.0	0.0	0.0	0.0	6.3
Total	100.0	100.0	100.0	100.0	100.0
N=	4	5	3	4	16

The results displayed by the cricket coaches also produce some interesting findings. Three of the seven respondents (43%) had not received Coach XL and the interviews revealed that this was due to budget constraints. It became evident that the NGBs were under the impression that they must use the **scUK** programme, and due to the costs involved this has meant that the NGB has been unable to fund everyone to receive this service.

Only some of the coaches have received CoachXL, this is one of the things that disappoint me, the CoachXL is £300 per person which is excessive and we could deliver virtually the same quality 1:1's in house at a fraction of the price (Programme Manager for Cricket, 2004).

3.3.2 Levels of Satisfaction

In terms of satisfaction, 81% (n=13) of the coaches who had received Coach XL were either satisfied or very satisfied with the service. The qualitative interviews served to highlight the importance of this service within the WHPC programme.

CoachXL had a great effect on me. It wasn't just as a coach, at the time I didn't think it was that important but looking back, it opened up and gave me the opportunity and pathways to take the next steps (Subject F, 2004).

For me it was the 1:1s (CoachXL), I found it absolutely amazing and it had a profound effect on lots of different areas so that was good (Subject D, 2004).

The coaches that have received CoachXL found it immensely beneficial and that's why it is important that everyone goes through that system again and that there's a follow up every six months. It's given the coaches a focus of where they need to go, where their strengths are, and where their weaknesses are (Programme Manager for Cricket, 2004).

The first consultation that I had gave me the first direction for my coaching (Subject F, 2004).

It had such an effect on me making those first steps (Subject F, 2004).

The quotes confirm that those coaches who have received Coach XL have had a positive experience, and found the programme beneficial to their coaching. The priority now is to ensure that all coaches receive access to Coach XL services.

3.3.3 Levels of Dissatisfaction

One respondent in the survey expressed their dissatisfaction with Coach XL (6.3%). This was often due to the lack of follow up after the initial consultation - a theme that emerged in the qualitative research:

I have to say the initial consultation I had with the tutor was excellent; it's just a shame we couldn't follow it up (Subject F, 2004).

I think CoachXL is important and they should follow up the 1:1s (Subject D, 2004).

The follow-up is a core element of the CoachXL programme, without it the programme is likely to have a reduced effect. Therefore, it is essential for all agencies responsible for the programme to provide a consistent and structured approach to this service.

The qualitative research also identified issues surrounding the awareness and perceptions of the CoachXL programme. Of the seven coaches' interviewed, just under half of them showed some lack of understanding about it:

I got invited onto the CoachXL programme but I told them it wasn't for me. I'm never going to coach the male Great Britain side so I thought, personally, how would I use it in the future? How much would I get out of it? And I thought not that much. Again I don't want to take the place of someone else (Subject A, 2004).

Later in this same interview the respondent suggested:

I could have used more of the material provided if I had more support and more follow up, someone supporting me to help me identify where I could go with my coaching (Subject A).

One respondent was not aware that Coach XL was available,

You (the interviewer) mentioned CoachXL, I didn't even know I could access this service or be involved in this aspect of the programme (Subject B, 2004).

The research suggests that CoachXL can be extremely valuable to a coaches' development, however for it to be beneficial there needs to be a commitment to follow up the consultations.

3.4 Additional Services and Governing Body Support

Respondents were provided with a list of additional services that they may have received as a result of being involved in the WHPC programme from their NGB. This provided an insight into the level of service and support that the NGBs were able to provide to the coaches. Tables 3.3 – 3.6 provide an overview of the results for each of the sports separately.

Table 3.3 Services Received by Cricket Percentage - Based on a multiple response			
	Not Received	Received from WHPC	Received from NGB
Appraisals	85.7	14.3	0.0
Coach XL	42.9	57.1	0.0
Coaching assessments	100.0	0.0	0.0
Coaching observations	85.7	0.0	14.3
Coaching Workshops	28.6	71.4	28.6
Mentoring opportunities	100.0	0.0	0.0
NGB training	42.9	0.0	71.4
Working with squads	14.3	14.3	71.4
Working with experienced coaches	14.3	14.3	71.4
Published resources	71.4	14.3	28.6
Other	0.0	0.0	0.0

Table 3.3 summarises results from Cricket; they show that a number of the coaches have received coaching observations (14.3% or n=1), NGB training (71.4% or n=5), the opportunity to work with squads (71.4% or n=5), the opportunity to work with experienced coaches (71.4% or n=5) and published resources (28.6%). Interestingly, none of the coaches have received appraisals, coaching assessments or mentoring opportunities (though they were given the opportunity to take this up); however the results from the qualitative interviews did not suggest that these areas were something that the cricket coaches wanted.

Table 3.4 outlines the services received by the coaches from Football. Once again there is a spread across each of the services received, with not all of the coaches receiving the same services. However the results show that every service has been received by at least one of the coaches. 50% (n=3) of the coaches have been given appraisals, 83.3% (n=5) coaching assessments, 66.7% (n=4) have participated in coaching observations, 83.3 (n=6) have had mentoring opportunities, 100% (n=6) have worked with squads, 66.7% (n=4) have worked with experienced coaches and 33.3% (n=2) have received published resources. The results also indicate that a higher percentage of the coaches receive services from the Football Association than any of the other NGB's.

Table 3.4 Services Received by Football Percentage - Based on a multiple response			
	Not Received	Received from WHPC	Received from NGB
Appraisals	33.3	16.7	50.0
Coach XL	16.7	66.7	33.3
Coaching assessments	16.7	16.7	83.3
Coaching observations	33.3	16.7	66.7
Coaching Workshops	0.0	83.3	50.0
Mentoring opportunities	0.0	50.0	83.3
NGB training	33.3	16.7	66.7
Working with squads	0.0	16.7	100.0
Working with experienced coaches	0.0	20.0	80.0
Published resources	40.0	40.0	40.0
Other	0.0	100.0	100.0

The results from the qualitative research have already highlighted the significant investment made by the Football Association. Additionally, the results revealed that all but one of the football coaches were employed by the governing body as either Football Development Officer or Football Development Manager:

We can provide the opportunity [to the coaches], we are very fortunate that most of them work in football so they are able to have time off in their day job to participate in the WHPC programme to undertake CPD opportunities, we can put them into the right environment (Programme Manager, 2004).

Table 3.5 Services Received by Rugby League Percentage - Based on a multiple response			
	Not Received	Received from WHPC	Received from NGB
Appraisals	66.7	33.3	0.0
Coach XL	0.0	66.7	33.3
Coaching assessments	66.7	0.0	33.3
Coaching observations	66.7	0.0	33.3
Coaching Workshops	33.3	33.3	66.7
Mentoring opportunities	0.0	0.0	100.0
NGB training	33.3	0.0	66.7
Working with squads	33.3	0.0	66.7
Working with experienced coaches	0.0	0.0	100.0
Published resources	100.0	0.0	0.0
Other	0.0	0.0	0.0

Table 3.5 provides an overview of the services received by the coaches representing Rugby League. 33.3% (n=1) have participated in coaching observations and coaching assessments. 66.7% (n=2) have received NGB training and have worked with squads. Interestingly, 100% (n=3) of the coaches have received mentoring opportunities and have had the opportunity to work with

experienced coaches. None of the coaches report having received appraisals or published resources.

Table 3.6 Services Received by Rugby Union Percentage - Based on a multiple response			
	Not Received	Received from WHPC	Received from NGB
Appraisals	50.0	25.0	25.0
Coach XL	0.0	50.0	50.0
Coaching assessments	75.0	0.0	25.0
Coaching observations	50.0	50.0	25.0
Coaching Workshops	25.0	75.0	0.0
Mentoring opportunities	0.0	50.0	50.0
NGB training	25.0	25.0	50.0
Working with squads	25.0	25.0	50.0
Working with experienced coaches	25.0	50.0	25.0
Published resources	75.0	25.0	0.0
Other	50.0	50.0	0.0

The results in Table 3.6 identify the services received by the coaches from Rugby Union. They indicate that no more than half the coaches have received any one of the services. This sport shows the greatest level of diversity in the responses. In all but one of the services (published resources), at least one coach has received the service but the numbers are low. Only 25% (n=1) of the respondents have received appraisals, coaching observations, coaching assessments and working with experienced coaches. 50% (n=2) of the respondents have received mentoring opportunities and working with squads.

Interestingly the results from the qualitative research indicated that some coaches from Rugby Union would like an opportunity to receive appraisals and for their coaching to be observed and assessed. Clearly these comments were from a respondent who had not received these services:

I would like to be part of an appraisal system - a 360° with other coaches and the players (Subject B, 2004).

It would be beneficial to receive monitoring and assessment, just because I'm coaching and nobody's complained doesn't mean I'm doing it well. I'd like to see someone observing my coaching and providing feedback (Subject B, 2004).

Every coach involved in the interviews was questioned about the governing body services and support and the results show there is general satisfaction amongst them in terms of the services provided:

The governing body have had an open line of communication all the time. If there is anything I need then they have always been there. I haven't used them much but that will certainly increase in the next few years (Subject E, 2004).

The governing body have been very supportive (Subject L, 2004).

I get ongoing support from the governing body, I only have to pick up the phone and there is somebody there to help. I am already working within Football so I don't have a problem (Subject C, 2004).

I've seen tons of services from the governing body. They see where I'm at and identify what I need. I then get it (Subject F, 2004).

Interestingly, those coaches that were interviewed, and were still competing at an elite level (four respondents), all suggested that they had minimal interaction with the governing body although they felt they would get good support if they needed it:

I haven't really had much interaction with the governing body but then again I haven't chosen for there to be any. They are there as figureheads and I would imagine that if I wanted them then they would be supportive (Subject L, 2004).

3.4.1 Programme Manager Constraints

Linked to the governing body support is the time constraints faced by the Programme Managers. Interestingly, the qualitative research highlighted this as a problem for three out of the four Programme Managers each of whom would like to provide more support to the coaches.

3.5 Summary and conclusions

Generic coaching workshops

The results of the research indicate that the coaching workshops have been well received by the respondents. Most of the respondents (94% or n=19) were satisfied with the workshops (only one reporting being neither satisfied nor dissatisfied), and the comments from the qualitative research supported this positive result. The only area of dissatisfaction being the administration of the programme.

CoachXL

The results indicate that there are issues regarding the provision of this service. It appears that some sports administer their own programme whilst others are under the impression that they must use the **scUK**'s programme. Regardless of the service provider, 80% (n=16) have received the service and 20% (n=4) have not. Those who have received CoachXL found it beneficial, particularly in providing them with direction in their coaching; however the lack of follow up was noted.

The results also revealed concerns about the perceived purpose of the service. The results of the qualitative interviews highlighted that there was misconceptions over the purpose of CoachXL and a lack of understanding about its content. In some cases CoachXL could have been valuable to a coach's development but due to the coaches' lack of awareness of the programme they chose not to participate. It would appear that coaches need to be informed of its benefits when joining the WHPC programme.

Additional Governing Body Support

The level of services received from the governing bodies varied significantly between the sports. It was also apparent that each of the coaches received different services, though this could be due to different needs of the coaches.

The majority of coaches were satisfied with the governing body support. However, there was the suggestion for more support in providing observations and assessments of their coaching practice. It was also recognised that the time constraints of the Programme Managers meant that the coaches were not supported as fully as they would have liked.

4. COACHES PERSONAL DEVELOPMENT AND PROGRESSION

4.1 Introduction

This section considers the ways in which the coaches felt they have personally developed (or otherwise) since being on the WHPC programme. It also assesses the progression of the coaches by identifying the level at which they were coaching and their qualifications when they first joined the programme compared to their position at the time of the fieldwork. Consideration is also given to whether they perceived themselves to be coaching at a higher level and the opportunities available within the sport.

4.2 Personal development

Each respondent was questioned about the way in which they had developed since being on the WHPC programme. All coaches were able to identify at least one area in which the programme had particularly benefited their skills (Table 4.1).

Table 4.1 Main Development Areas for The Coaches Resulting from the Programme Percentage					
	Cricket	Football	Rugby League	Rugby Union	Total
Increased knowledge	83.3	83.3	100.0	50.0	78.9
Increased understanding of other sports	66.7	66.7	66.7	75.0	68.4
Improved confidence	16.7	83.3	100.0	75.0	63.2
My thinking has been challenged	33.3	66.7	66.7	50.0	52.6
Implement new ideas	66.7	33.3	66.7	50.0	52.6
Improved self esteem	16.7	50.0	66.7	75.0	47.4
Reinforced knowledge	66.7	50.0	0.0	25.0	42.1
I'm coaching at higher level	33.3	33.3	33.3	50.0	36.8
Gained further qualifications	33.3	33.3	33.3	50.0	36.8
I'm more analytical	16.7	16.7	100.0	50.0	36.8
Enhanced planning ability	16.7	16.7	33.3	25.0	21.1
I'm more ambitious	0.0	33.3	33.3	25.0	21.1
Improved playing ability	0.0	0.0	33.3	0.0	5.3
N=	7	6	3	4	20

The responses range from generic personal skills, such as increased confidence, to more specific coaching developments such as enhanced planning ability. The results indicate that the programme has been particularly beneficial in increasing the coaches' knowledge; 78.9% (n=15) of the respondents felt that the programme had achieved this.

Increased confidence was another area where the respondents argued they had benefited. Three fifths of coaches (63.7% or n=12) suggested that since being

on the programme their confidence had increased. The results of the qualitative research identified some reasoning behind this:

The strongest part of it is getting a group of women together, who are very strong people and have been able to work off each other with lots of ideas. There's lots of questions and lots of confidence so it's really encouraging (Subject E, 2004).

It makes you realise that other coaches in other sports have similar issues, its reassuring (Subject F, 2004).

Sometimes I come away from the workshops thinking I already knew that, or I'm already doing that, so its that kind of re-inforcement, because working on your own you don't always get that, it has helped with confidence (Subject B, 2004).

Other notable areas of development are increased understanding of other sports (68.4% or n=13), which was probably achieved through the generic coaching workshops, where coaches across all the sports worked together.

The results in Table 4.1 are supported by the qualitative research; all respondents commented on the benefits that the programme has brought to their own personal development.

I'm definitely improving as a coach, there's no doubt, I feel much more organised and much more confident (Subject E, 2004).

The aspect of networking and having the opportunity to meet with other people is beneficial; to talk and become confident with another group of people. I've increased my knowledge which I hope is improving my coaching (Subject C, 2004).

There were many times where I could have given up (coaching) but I was given the support and confidence through the programme (Subject F, 2004).

I have most definitely improved as a coach, my planning is better. I've been better at stepping back and long term planning (Subject B, 2004).

4.3 Progression

The progression of the coaches was assessed by asking respondents what qualifications they had on entering the WHPC programme and what qualifications they have gained since. The respondents were then asked to record the type of people they were coaching on entering the WHPC programme and who they were currently coaching. Additionally, the survey included a specific question about whether they perceived themselves to be coaching at a higher level. The responses to these questions are detailed in Tables 4.2 and 4.3. This information was used to gauge whether they were now coaching at a higher level. This is an important area in the evaluation of the programme, as the aim of the programme is to provide the right environment for the coaches to coach at an elite level.

Table 4.2 Progression of Qualification by Sport Percentage					
	Cricket	Football	Rugby League	Rugby Union	Total
Quals. Prior to WHPC					
Level One	14.3	0.0	0.0	0.0	5.0
Level Two	57.1	16.7	66.7	100.0	55.0
Level Three	28.6	50.0	0.0	0.0	25.0
Level Four	0.0	16.7	33.3	0.0	10.0
Other	0.0	16.7	0.0	0.0	5.0
Quals. At Time of Research					
Level One	14.3	0.0	0.0	0.0	5.0
Level Two	14.3	0.0	0.0	50.0	15.0
Level Three	57.1	16.7	66.7	25.0	40.0
Level Four	14.3	50.0	0.0	25.0	25.0
Other	0.0	33.3	33.3	0.0	15.0
Change					
Level One	0.0	0.0	0.0	0.0	0.0
Level Two	-42.9	-16.7	-66.7	-50.0	-40.0
Level Three	28.6	-33.3	66.7	25.0	15.0
Level Four	14.3	33.3	-33.3	25.0	15.0
Other	0.0	16.7	33.3	0.0	10.0
N=	7	6	3	4	20

Table 4.2 highlights the qualifications of the coaches on starting the WHPC programme (top section) and the qualifications they have since gained (middle section) and the difference between the two (lower section). These results identify some progression in the coaches' qualifications since joining the WHPC programme. The results show an increase of 40% of those holding a level three and above qualification. The qualitative research indicated that most coaches have increased their coaching qualifications by at least one level.

Coming on to the programme has spurred me to get the assessment for my level two and now I'm working towards my level three (Subject B, 2004).

On starting the programme I had my level two award but now I have got my A Licence, which is equivalent to level four (Subject F, 2004).

I didn't have any coaching qualifications on starting the programme; I now have my ECB level one (Subject L, 2004).

Table 4.3 Type of People Being Coached by Sport Percentage					
	Cricket	Football	Rugby League	Rugby Union	Total
Type Being Coached Prior to WHPC					
Not coaching	14.3	16.7	0.0	0.0	10.0
Juniors	85.7	83.3	100.0	50.0	80.0
Seniors	57.1	66.7	33.3	75.0	60.0
Men	0.0	33.3	0.0	25.0	15.0
Women	85.7	83.3	100.0	100.0	90.0
Community/Grass Routes	28.6	50.0	66.7	50.0	45.0
Age Groups	71.4	33.3	33.3	0.0	40.0
County Level	42.9	66.7	33.3	25.0	45.0
Regional Level	57.1	50.0	33.3	25.0	45.0
Academics	14.3	66.7	0.0	25.0	30.0
International	28.6	66.7	33.3	50.0	45.0
Quals. At Time of Research					
Not coaching	14.3	0.0	33.3	0.0	10.0
Juniors	85.7	83.3	66.7	25.0	70.0
Seniors	42.9	50.0	33.3	25.0	40.0
Men	14.3	0.0	0.0	25.0	10.0
Women	71.4	66.7	66.7	100.0	75.0
Community/Grass Routes	57.1	50.0	66.7	0.0	45.0
Age Groups	71.4	16.7	33.3	0.0	35.0
County Level	42.9	33.3	33.3	0.0	30.0
Regional Level	57.1	33.3	0.0	0.0	30.0
Academics	0.0	50.0	0.0	25.0	20.0
International	14.3	83.3	0.0	50.0	40.0
Change					
Not coaching	0.0	-16.7	33.3	0.0	0.0
Juniors	0.0	0.0	-33.3	-25.0	-10.0
Seniors	-14.3	-16.7	0.0	-50.0	-20.0
Men	14.3	-33.3	0.0	0.0	-5.0
Women	-14.3	-16.7	-33.3	0.0	-15.0
Community/Grass Routes	28.6	0.0	0.0	-50.0	0.0
Age Groups	0.0	-16.7	0.0	0.0	-5.0
County Level	0.0	-33.3	0.0	-25.0	-15.0
Regional Level	0.0	-16.7	-33.3	-25.0	-15.0
Academics	-14.3	-16.7	0.0	0.0	-10.0
International	-14.3	16.7	-33.3	0.0	-5.0
N=	7	6	3	4	20

This is a positive aspect to the coaches' development and progression. The qualitative research identified that each of the four governing bodies are supportive in providing funding opportunities to increase the level of qualifications held by the coaches.

All the coaches are expected to do their level one, two and three, and we expect them in three years to achieve their level three qualification, we provide funding for this (Programme Manager for Cricket, 2004).

An A Licence would cost about £1,300, so we contribute towards that (Programme Manager for Football, 2004).

The coaches get a bursary which can go towards things like equipment, special programmes and courses (Programme Manager for Rugby Union, 2004).

The respondents were asked whether they perceived themselves to be coaching at a higher level since joining the WHPC programme. Of the twenty respondents, 37% (n=7) said they were now coaching at a higher level (Table 4.1). This was fairly evenly spread across the sports, 33.3% (n=2) of the Cricket coaches, 33.3% (n=2) of the Football coaches, 33.3% (n=1) of the Rugby Union coaches and 50% (n=2) of the Rugby League coaches. It is interesting to note that Rugby League has the highest percentage when throughout the report the sport is identified as having fewer opportunities due to the size of the women's game - this appears to have led to larger relative gains.

Table 4.3 provides a breakdown of the type of groups the respondents were coaching on commencing the WHPC programme (top section) and the groups they were currently coaching (middle section) and the differences between the two (lower section). The results appear to suggest that the respondents were not progressing to the same degree as qualification accumulation in terms of the groups they are coaching. Moreover, there appears to be a drop off in overall amount of coaching undertaken by the respondents or a greater concentration in particular areas. Notably there was an increase in the proportion of individuals coaching in football at the international level, which, perhaps, illustrates the commitment of the sport to the programme as well as the higher frequency of opportunities in this sport, in particular. Cricket noted a substantial increase in coaching at the community level. In Rugby League there was a marked increase in those respondents not undertaking any coaching.

The results indicate that on commencing the WHPC programme many of the respondents were coaching a variety of groups, however it would appear that since being on the programme they are coaching fewer groups, which means they could be choosing to specialise in one area. A concern here is that in doing this, the coaches were choosing to focus on the community level. This may not be a problem because it is desirable to see qualified and experienced coaches coaching at all levels - but it may be seen as disappointing in some respects in that there were not more opportunities for these coaches at the higher level.

The literature provides copious reasons for the lack of female coaches, some of which may be relevant to the women involved in the WHPC programme. Academics such as Brackenridge and White (1985) and Carr (1989) suggest that there are few women coaches, particularly at a senior level, due to the *process of socialisation into adult roles, through which men and women develop beliefs about capabilities of the sexes. Women are not expected to enter positions of power and authority, but are conditioned into supporting roles.* This is supported by Mayglothling (1986) who suggests that their socialisation discourages them

from undertaking leadership roles. Additionally, Lyle (2002) notes that low expectations are a contributing factor.

There is some evidence from the study to suggest that these issues are relevant. The qualitative interviews identified that some of the coaches do not have the desire to progress their coaching to the very highest level:

At the moment I'm enjoying what I'm doing so much that I don't want to progress to coaching at a higher level. If it's something I really wanted to do I'm sure I would have the pathway to do it, but at the moment I don't think elite coaching is for me (Subject A, 2004).

I've probably achieved what I wanted to achieve. I'm not sure I would like to progress, I've not interest to progress to the number one (Subject F, 2004).

It probably doesn't sound too ambitious but I'm not sure I would like to progress. I've no initial interest to progress and be the number one. After my experiences I think I'd be better as a number two, I enjoy it more as a number two (Subject F, 2004).

Interestingly, when the coaches were questioned about their coaching ambitions, five either didn't know or would prefer to work either as an assistant or at the grass roots level. Only two coaches said their ambition was to reach the very highest level of their sport.

If the overall aim of the programme is to increase the number of women coaching at an elite level, it is essential that those selected on the programme have the desire to coach at that level. It is suggested that policy makers consider this selection criteria to ensure the right people are on the programme.

Another factor that may contribute to the lack of progression of the coaches is time constraints. Mayglothling (1986) suggests that personal and domestic circumstances prevent women from coaching; whilst none of the coaches identified that domestic/family commitments had a bearing on their participation in the programme, many were still competing at an elite level and were using the programme as experience for when their playing careers come to an end. The qualitative interviews highlighted that due to time constraints these coaches had difficulty in committing to the programme:

At the moment my main focus is playing so I'm not really doing much coaching. I'm keeping my options open and learning a lot through the WHPC programme so I have all the background and contacts if I want to go into coaching after my playing career (Subject L, 2004).

The coaches that are still competing for England do not have any time to go out and do other coaching sessions. The perfect time for them to join the programme is when they are getting towards the end of their career (Programme Manager, 2004).

Another prohibiting factor that should be considered is the structures and opportunities within the sport. This issue has received much attention in literature. Brackenridge and White (1985) report that as sport is moving into more professional structures women are loosing out; professionalism and bureaucratisation of sport have not brought democratisation in terms of gender. Brackenridge and White (1985), White (1987) and Lyle (2002) all

support that notion that opportunities for women coaches are limited due to recruitment and selection patterns.

Clearly opportunities within the sport are fundamental to the coaches' progression. The research considered the responsibility of the sport in assisting the coaches to gain higher coaching positions, as this could be a factor in the progression (or otherwise) of some coaches.

There was general consensus across the sports that it was a two-way issue. The Programme Managers actively encouraged the coaches to take on new positions but they also believed that the coaches must also show an interest and commitment to seeking out new opportunities. There were a variety of responses, from Programme Managers when questioned about their responsibilities in this regard:

I think we can provide the opportunities. We have the squads where we can get them in and get the experience. We now have Centres of Excellence so we can put them in the right environment (Programme Manager Football, 2004).

We do as much as we can to get them coaching but time is the biggest barrier the coaches have so we have to encourage them. Then it depends on their own motivation, but its up to us to help find the opportunities (Programme Manager Rugby Union, 2004).

Women's cricket is not that big and there are not a lot of teams outside of the County to coach so we actively encourage them to be coaching or assisting coaching development squads within their County (Programme Manager Cricket, 2004).

We can't take much responsibility in providing opportunities at an elite level yet as we are looking at the whole international structure. Also there is a different body responsible for women's rugby league to the organisation that I work for - they should be coming together (Programme Manager Rugby League, 2004).

The above responses highlight that not all of the sports were confident of being able to provide the coaches with new opportunities. It was noted previously that the Football and Rugby Union coaches were operating at a higher level, and Programme Managers from both these sports believed that they could find opportunities for the coaches. However in Cricket and Rugby League the Programme Managers noted difficulties in finding coaching opportunities.

There is evidence to suggest that this does impact on the progression of the coaches. The results of the survey indicated that only one coach (5%) felt the programme had opened up new opportunities. The qualitative interviews supported this:

I would still be doing the same thing I am doing without the programme, that's probably because I'm already in a professional environment so I'm fortunate there (Subject A, 2004).

I don't think the programme has opened up new opportunities for me personally, but I have developed as a coach (Subject C, 2004).

4.4 Summary and conclusions

Personal Development

The research revealed that all the coaches reported at least one area in which they had developed since being on the WHPC programme. There was overwhelming agreement that the programme had helped increase their knowledge (75% or n=15), increased confidence (60% or n=12) and increased their understanding of other sports (65% or n=13).

Progression

Progression was measured by identifying the qualifications the coaches have gained and the type of people they were coaching since joining the WHPC programme. The research also considered whether the respondents themselves reported they were coaching at a higher level.

The results identified that there has been progress made with regards to qualifications; with an increase of 40% of those holding a level three or above qualification. It also appears the coaches were developing in terms of personal skills and qualifications, therefore improving their coaching ability.

Just over a third of the coaches reported they were coaching at a higher level. The results also suggested there were slightly fewer coaches working at County, Regional, Academy and International level and that in some cases the coaches were coaching fewer specific groups. The main concern here is that it appears the coaches may be concentrating on the grass roots/ community level as opposed to the international level.

The qualitative interviews highlighted that some coaches did not have the desire to coach at an elite level, often because they were still competing at an elite level and therefore did not have the time to fully commit to the programme. If it is to achieve its aim, in increasing the number of women coaching at an elite level, it is essential that those selected on the programme have the necessary desire to coach at that level. It is suggested that policy makers consider this selection criteria to ensure the right people are on the programme.

The results of the qualitative interviews conducted with the Programme Managers identified that each sport was committed to providing the coaches with opportunities to coach at a higher level, however it was seen as a *two-way relationship* and the coaches must also show interest in seeking new opportunities. It was noted that both Cricket and Rugby League have difficulties in accessing opportunities for the coaches due to size of their respective sports.

5. COACH SELECTION

5.1 Introduction

The results in this section are largely based on the qualitative research, which explored the justification for the selection of the coaches and the coaches' interpretation of this.

5.2 Programme Manager 's Views on Selection

Each of the Programme Managers was questioned about the criteria they used to select the coaches. Two of the four Programme Managers were not responsible for the initial selection criteria since they took on the role part way through the programme. However, it became evident that each sport adopted different criteria.

In the sport of Football, coaches were selected due their *potential to work at the highest level. They were already coaching and were selected by our National Manager on their ability and whether they have the potential to benefit from the scheme* (Programme Manager, 2004). Rugby Union used a *host of elements such as interviews and applications process. We knew the scheme required a lot of commitment and expectations.... Each year we have improved our selection criteria* (Programme Manger, 2004)

In Cricket it became evident that there was no initial criteria, and in Rugby League several of the Great Britain players were selected, on the basis that the womens' game was not developed enough at that level to find coaches, and therefore predominately members of the Great Britain squad were selected due to their experience of the game. This was a reasonable justification, but the absence of consistent selection criteria across the sports has resulted in a wide spectrum of coaches with different levels of coaching experience.

The Programme Managers did provide some comments on the future criteria for selection:

In future I would like to see it being judged on coaching ability. We didn't have the systems in place at the time but hopefully this will begin to happen. So for those coaches that express the ability and show the potential we can invite them on to the programme (Programme Manager for Rugby League, 2004).

I didn't select the first coaches, but when I recruited further coaches, I chose them because they were actively involved in coaching in their Counties and they were highly recommended. They were also prepared to give the time to coach outside their County to elite age group training squads (Programme Manager for Cricket, 2004).

The coaches weren't selected because they were international players, in fact they all have been. I don't think they have to have been an elite player but it does help (Programme Manger, 2004).

None of the Programme Managers from Football or Rugby Union believed they should change their current selection criteria. However, these sports already based their criteria on coaching ability. These results highlight the need for the coaches to have some experience of coaching prior to commencing the

programme. However, there was still agreement that the coaches would benefit from competing at a reasonably high in order to coach at an elite level.

5.3 Coaches' Views On Selection

The coaches were not directly questioned about the selection criteria, but in some instances the interview did touch upon this area. It was particularly interesting to note comments from those coaches who were still competing at an elite level.

I am different as I am still playing, and not really doing much coaching. I haven't accessed a majority of the services due to my playing commitments but I know they are there if I need to (Subject L, 2004).

Time is a big factor, especially when we are coming up to big tournaments because we have a lot of training to do and we have to travel to Leeds train together (Subject A, 2003)

I wasn't really sure what was expected of me at first. I was nervous because I am still competing and I wasn't sure if I wanted to be a coach and I felt overawed by the people that were there but now I'm really comfortable in the group (Subject E, 2004).

The programme wasn't pitched at the right level for me at first. That's not down to the workshop itself, it's down to me and the selection of me on the programme. The Programme Manager obviously thought that I would be good at this sort of thing but I just had no background. That was more the problem than anything else. At first I was a bit lost and felt a bit out of place (Subject A, 2004).

5.4 Summary and conclusions

Programme Manager's selection

Each of the Programme Managers were questioned about the criteria they used to select the coaches. It was evident that the criteria in some sports was continuously changing as the programme develops and in future the criteria would not be based solely on those that are competing at an elite level. Indeed, consideration would be given to their coaching ability/background. The Programme Managers highlighted the point that coaches who are still competing at an elite level do not have the time to fully commit to the programme, and therefore considered that the best time for them to join the programme is when they are approaching retirement from their playing career.

Coaches

The coaches were not directly asked about the selection criteria; however this issue did arise particularly with those coaches who were still competing at an elite level. The results highlight that they are not able to fully commit to the programme. However, they feel they are benefiting and developing their skills in preparation to become an elite coach when they retire from their international career.

6. OVERALL PERCEPTIONS OF THE PROGRAMME

6.1 Introduction

This section provides a summary of the respondents' perceptions of the programme, highlighting the strengths and potential for future improvements.

6.2 Strengths

The respondents were asked what they perceived to be the strengths of the programme; Table 6.1 summarises the response.

Table 6.1 Strengths of the WHPC by Sport					
Percentage					
	Cricket	Football	Rugby League	Rugby Union	Total
Access to high quality speakers	85.7	83.3	100.0	100.0	90.0
Opportunity to network	85.7	100.0	100.0	50.0	85.0
Implementation of new ideas	71.4	83.3	66.7	50.0	70.0
Reinforces knowledge	57.1	83.3	100.0	25.0	65.0
Good CPD	14.3	100.0	100.0	25.0	55.0
Support from scUK	42.9	50.0	100.0	25.0	50.0
Provides a vision and pathway to become an elite coach	14.3	33.3	66.7	50.0	35.0
Support from NGB	14.3	66.7	0.0	50.0	35.0
Recognition and professional identity	0.0	50.0	33.3	25.0	25.0
Opens up coaching opportunities	14.3	0.0	0.0	0.0	5.0
N=	7	6	3	4	20

Many of the strengths identified above have already been mentioned in Section Three, such as access to high quality speakers (90%, or 18 respondents); the ability to take away and implement new ideas in their coaching (70%, or 14 respondents) and the opportunity to network (85%, or 17 respondents). Interestingly, only one respondent (5%) felt that the programme had opened up new coaching opportunities.

6.3 Improvements

The research took account of how the programme could be improved (Table 6.2). A vast majority of the evidence focuses on improvements with regards to **scUK's** role within the programme, and the generic coaching workshops. This may be due to the fact that the research was conducted for **scUK** and therefore respondents, being aware of this, provided suggestions to aid the organisation.

Table 6.2 Improvements to the WHPC Programme by Sport Percentage					
	Cricket	Football	Rugby League	Rugby Union	Total
Increased opportunities for practical sessions	28.6	50.0	100.0	75.0	55
Introductions of an annual programme for training	57.1	50.0	66.7	25.0	50
Workshop material on website	57.1	66.7	33.3	25.0	50
Categorise the level of workshops	71.4	50.0	33.3	0.0	45
Hold an annual conference	28.6	66.7	33.3	50.0	45
More opportunities to get together and share ideas	42.9	50.0	66.7	25.0	45
Access to a chat room	14.3	66.7	66.7	25.0	40
Provide pre-workshop information	0.0	50.0	33.3	25.0	25
Improved administration	14.3	16.7	33.3	25.0	20
Inductions for each coach	0.0	33.3	66.7	0.0	20
Repeat workshops	14.3	33.3	33.3	0.0	20
Other	0.0	0.0	0.0	25.0	5
N=	7	6	3	4	20

The responses were more or less evenly spread across all of the suggestions, implying that all aspects are important to the respondents. However, there was greater support for issues such as providing more practical opportunities at the workshops and there was also support to provide more vision to the workshops by planning them on an annual basis. This would then address the issues of administration - which was discussed in section three - as well as providing more structure and focus to the programme.

The use of the Web was also noted by the respondents. A half (50%) suggested the placement of pre and post workshop information on the **scUK** website would be useful. 40% (n=8) of the respondents also felt that they would benefit from access to a chat room to share ideas with other coaches on the programme.

Other notable suggestions included providing more opportunities for the coaches to get together and share ideas, as well as categorising and repeating the workshops. It has already been noted that the programme contains a mix of coaches, some who were already experienced on joining programme and others with little coaching experience, therefore it was suggested that the level of the workshops should reflect this:

I think it would be beneficial to repeat some of the workshop because there is a huge difference in my ability now compared to when I first started the programme. I think I could get more out of the workshops now! (Subject F, 2004).

The workshops need to be pitched at the right level so we know whether it is an introductory or advanced level (Subject F, 2004).

The workshops need to be pitched at the right level so everyone benefits, you don't want to loose the networking opportunities, but with new sports

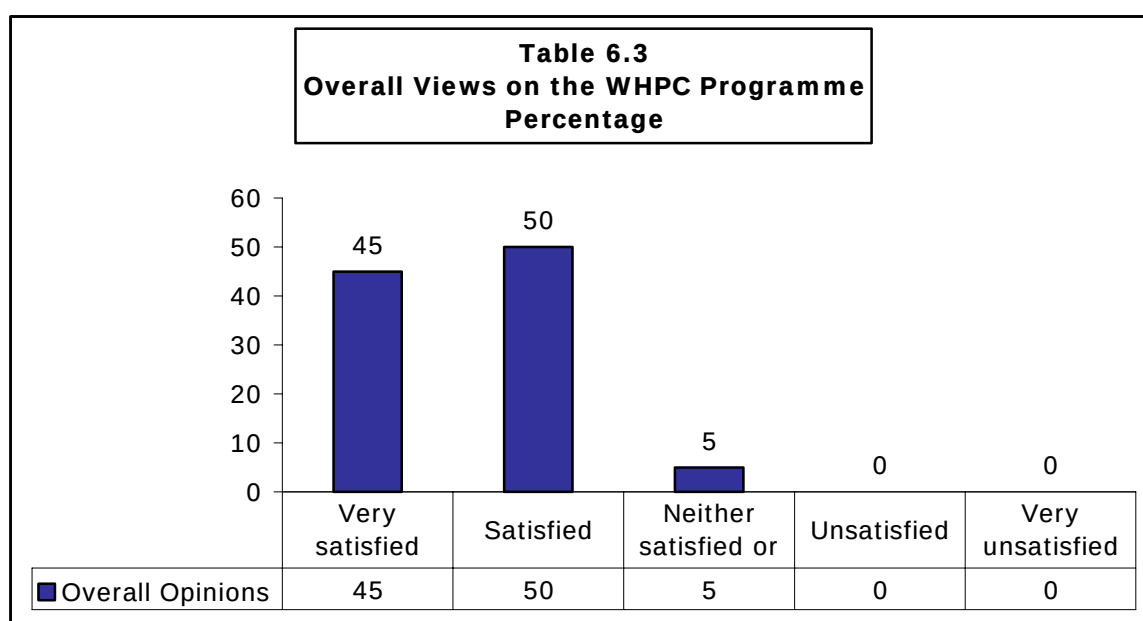
joining the programme you could all come together for some elements and split into groups for others (Subject C, 2004).

If we had more sessions some of the coaches could pick and choose, some could then be repeated for the new coaches or those wanting a refresher, and you could categorise them into different levels (Programme Manager, 2004).

We are at the stage now where we could probably go back and start doing some of the very valuable training sessions we did before, things change so refresher training would be worthwhile (Programme Manager, 2004).

6.4 Overall perceptions of the programme

The respondents were asked to rate their overall satisfaction with the programme (Table 6.3). The results suggest there is overwhelming support for the programme: 95% (n=19) of the respondents were either very satisfied or satisfied, only 5% (n=1) saying neither satisfied nor dissatisfied. This is an extremely positive response and a credit to the programme.



Further evidence of the respondents' satisfaction was drawn from the qualitative research:

It has provided the resources for what is required at the highest level. For me that was great because it was a structured plan that I could access (Subject F, 2004).

I am extremely satisfied, I really thank everyone involved that has helped me to get where I am, and I'm more than delighted with the support that I have received. If that support wasn't there I wouldn't have done it (Subject F, 2004).

It's been very good and I've enjoyed it (Subject D, 2004).

It makes you think and put things into perspective (Subject A, 2004).

I would like just see it continue and bring in many high profile people to talk to; total satisfaction for me (Subject C, 2004).

The scheme itself is brilliant (Subject L, 2004).

The progress we have made has been fantastic and I hope that it will continue. We just need to continually review and mould it (Subject E, 2004).

These results suggest that overall the programme is highly beneficial and welcomed by those involved. Throughout the report there are areas where it can be improved but the research results indicate an overwhelming support for the concept. It needs to be continually reviewed to ensure it is providing the most effective services to achieve its aims.

6.5 Summary and conclusions

Strengths of the programme

The research asked the respondents to identify the main strengths of the programme. These included access to high quality speakers; the ability to take away new ideas and implement them in their coaching and the opportunity to network. However, only one respondent felt that the programme had opened up new coaching opportunities.

Improvements

The research considered respondents' suggestions with regards to improvements to the programme and this tended to focus on the generic coaching workshops. The most notable suggestions were more practical opportunities at the workshops and to provide more vision to the workshops by planning them on an annual basis. The use of the web was also noted by the respondents, for example, placing the pre and post workshop information on the scUK website, and access to a chat room to share ideas with the other coaches on the programme.

Other notable suggestions included more opportunities for the coaches to get together and share ideas, as well as categorising and repeating the workshops. It was also suggested that the level of the workshops should reflect the mix of differing coaching abilities.

Overall perceptions of the programme

The respondents were requested to rate their overall satisfaction levels of the programme. 95% (n=19) of the respondents stated they were either very satisfied or satisfied with the programme, only 5% (n=1) reported being neither satisfied nor dissatisfied.

The research suggests that if the WHPC is primarily concerned with developing the skill and competencies of the coaches, then the programme is performing very well, however if programme administrators are concerned with ensuring that the coaches are putting their skills to good use by coaching in a high performance environment then there is some work to be done. The research has demonstrated that less than half the coaches (35% or n=7) stated they are now working at a higher level, and therefore the administrators of the programme need to ensure they are identifying the correct candidates – those with the desire to coach at an elite level, and (or), there needs to be a greater commitment from the partners involved to support and provide the coaches with coaching opportunities.

7. REFERENCES

Active Australia. (2004). Australian Sports Commission – Women and Sport – Programs. <http://ausport.gov.uk/women/coachofficial.asp>

Bennett, A. (2004). *Advancement of Women as Trainers and Coaches. European Women and Sport Conference Proceedings*. Paris.

Brackenridge, C., White, A. (1985). Who rules sport? Gender divisions in the power structure of British sports organisations from 1960. *International Review for the Sociology of Sport*, 20, 95-106.

Brown, V. (2004). More women equals more medals. *Sports Management*. 8 (3), 8.

Carr, C., Mayglothling, R., White, R. (1989). *The dedicated few. The social world of women as coaches in Britain in the 1980's*. Centre for the study and promotion of sport for women and girls.

Donohoe, H. (2004). Support women in sport. *Recreation*. March, 22-23.

Lyle, J. (2002). *Sports Coaching Concepts: A Framework for Coaching Behaviour*. London: Routledge.

Mayglothling, R. (1986). The lack of women as coaches – why so few? *Paper presented at the V111 Commonwealth Conference of Sport, Physical Education, Dance, Recreation and Health*. Glasgow.

Saunders, M., Lewis, P and Thornhill, A. (2003). *Research Methods for Business Students*. Harlow: Prentice Hall.

scUK. (2001). *Women into High Performance Coaching, Progress Report – Year One*. Leeds: sports coach UK.

scUK. (2002). *Women into High Performance Coaching. Progress Report – Year Two*. Leeds: sports coach UK.

scUK. (2004a). *Sports coaching in the UK*. Leeds: sports coach UK.

scUK, (2004b). *Women into High Performance Coaching*. <http://www.sportscoachuk.org/improve/Equity/Equity8.htm>

West, A., Green, E., Brackenridge, C., Woodward, D. (2001). Leading the way: women's experiences as sports coaches. *Women in Management Review*, 16 (2), 85-92.

White, A. (1987). Women coaches : problems and issues. *Coaching Focus*, 6, 2-3.

Appendix One – Research Methodology

Introduction

The following provides an outline of the research methodology used in the evaluation of the Women into High Performance Coaching (WHPC) programme.

What is the WHPC Programme?

The WHPC programme was initially developed in partnership with the Women's Sports Foundation (WSF) and four National Governing Bodies of Sport (NGB's), to provide a programme aimed at the development of women who are important in the future of coaching within the UK. The sports of Cricket, Football, Rugby League and Rugby Union signed up to the programme and are committed to the representation of more women at the elite end of sports coaching.

The short-term aim is to develop a programme that provides the support and training to provide women with the necessary skills and competencies to move into a high performance coaching environment. Longer term, the aim is to identify women with the ability to make a difference in coaching in the future if provided with the right nurturing and development opportunities (**scUK**, 2001).

More specifically, the objectives of the programme are:

- 1) To identify women in Rugby Union, Rugby League, Cricket and Football with the potential to become High Performance Coaches and who are important to the future advancement of coaching in the UK;
- 2) Provide these women with appropriate education and training opportunities and Continuous Professional Development to help them achieve their coaching potential
- 3) Provide them with a network of support and advice to ensure these women are; nurtured through a planned programme of development. Provide opportunities where women can share their experiences; learn from each other;
- 4) Identify appropriate coaching opportunities for these women to practice and refine their skills under the supervision of experienced and appropriate tutors;
- 5) Continually monitor the programmes to ensure they meet the aims and objectives of the individual programme;
- 6) To actively challenge the recognised under-representation of women coaches, particularly at the performance and excellence level;
- 7) To work in partnership to successfully manage and deliver a programme to support more women into elite coaching (**scUK**, 2004b).

The programme is made up of the following components:

- 1) Individual Training Needs Analysis
- 2) Agreed programme of Continuous Professional Development
- 3) Support from an identified Programme Manager from their sport (**scUK**, 2004b).

The Research Aims

The overall aim of the research was to evaluate the WHPC programme. This was broken down into the following objectives:

- 1) To profile the coaches on the WHPC programme in terms of their sport, qualifications and coaching achievements/experiences;

2) To profile the services associated with the WHPC; identifying what services each coach has received;

3) To evaluate the impact of the WHPC in terms of its contribution to the development (or otherwise) of the coaches.

Research Methodology

The research employed a three-staged methodology:

Stage One

Stage one involved seven face-face interviews with coaches from the WHPC programme membership. This was exploratory, and aimed to seek the views and experiences of the coaches involved to develop a *grounded* qualitative understanding of the programme. Initially it was intended to interview 10 of the coaches but due to time constraints of the coaches selected in the sample it was only possible to conduct seven of the interviews.

The samples were selected by **scUK** and the researcher, the aim was to get a balance between the sports and time on the programme. Each coach selected in the sample was sent a letter detailing the requirements of the research; this was followed by either a phone call or e-mail to establish whether the coach would be willing to participate in an interview.

The interviews were held in each of the coaches' environments, either their home, workplace or coaching environment. The interviews were based on a semi-structured questionnaire (see appendix two), and varied in length dependant upon the coach. Interviews were conducted between April and July 2004. All interviews were tape recorded and then transcribed.

Figure A1: Outcomes of the First Stage Sample

Completed Interviews 7

Refusals 1

Send letter but did not arrange interview 4

Spoke to respondent but did not arrange interview – out of Country 1

Answer machine 2

No trace – number/email unobtainable 1

Figure A1 highlights the response to the first stage of the sampling frame. This is a good response rate, identifying that only 5 coaches were contacted about the research and did not participate.

Stage Two

Stage Two involved four face -to -face interviews with Programme Manager for each of the four sports. Once again this was exploratory, and aimed to seek the views and experiences of the coaches involved to develop a *grounded* qualitative understanding of the programme.

A letter was sent to each of the Programme Managers requesting their participation in the research; this was then followed by a telephone call or e-mail to confirm an interview time. Each of the interviews were held in the Programme Managers own environment, on most occasions this was their work place. All four Programme Managers agreed to participate in the research.

The interviews were based on a semi-structured questionnaire (see appendix three), and varied in length dependant upon the Programme Manager. Interviews were conducted between April and July 2004. All interviews were tape recorded and then transcribed. A pilot interview was also conducted with a former Programme Manager to test the interview schedule.

Stage Three

Stage Three was a self completed questionnaire with the full, 27 coaches on the WHPC programme. This was used to test the findings of the qualitative research (stages one and two) with the whole population, in order to determine the extent to which the issues generated in the first two stages were shared amongst the coaches.

The questionnaire was developed by analysing the emerging themes from the qualitative interviews. This was administered by **scUK**'s Research Manager, who provided input at all stages in the research design. All 27 coaches were sent an introductory letter, the questionnaire (see appendix four) and a free post envelope. A response to the survey was further encouraged by a reminder to those that had not responded. The deadline for the questionnaire was Friday, 13 August 2004. This was extended by one week to allow time for those that had responded to the second mailing.

There was a response of 22 questionnaires. One respondent felt they could not comment and therefore this was not included, whilst one was received too late and analysis had already begun. This left 20 questionnaires, thus a response rate of 74%. This is very good however the research had to be mindful that the population was very small.

Analysis

The analysis was conducted using SNAP 5.0, between August and September 2004. **scUK**'s Research Manager and Bev Smith, Lecturer at the University of Wales Institute Cardiff provided further support and guidance at all stages of the research.

APPENDIX 2: INTERVIEW SCHEDULE FOR WHPC COACHES

RESEARCH TOPIC: **The impact of scUK's WHPC programme on opportunities for women to move into a high performance coaching environment.**

**INTERVIEW THEMES:
COACHES**

- 1) Coaching profile
- 2) Intervention profile
- 3) Perceived effectiveness of interventions – training programme
- 4) Perceived effectiveness of interventions – support services
- 5) Transferability to coaching environment
- 6) Future developments & improvements

QUESTIONS

I'd like to begin by asking you about your sporting and coaching background?

What sport do/did you play? What are your main sporting achievements?

Why did you decide to become a coach?

Who do you coach?

Probe: sport, men/women, juniors/seniors, community/elite?

What are your main coaching achievements?

Thinking back over the last three years, has the type or groups of people you coach changed?

Probe: sport, men/women, juniors/seniors, community/elite?

In what ways? What were the key dates?

What coaching qualifications do you have?

Probe: most recent

When did you achieve this qualification? Have you achieved this qualification since being on the programme? What qualifications did you hold before?

What are your ambitions for coaching?

Now I'm going to ask you about the Women into High Performance Coaching Programme?

When did you first join the programme?

What were your initial impressions?

What did you think the programme was trying to achieve?

Were you fully aware of what was expected of you when you joined the programme? Can you briefly explain what you perceive to be your responsibilities in the programme?

How frequently have you attended the service delivery days?

Probe: every, most, or very few service delivery days?

What services have you received as part of the programme? *Interviewer leave open initially, then probe for the following: training needs analysis, Coach XL, workshops, published material, any other?*

What benefits have you received from these services?

Probe from examples e.g. increased knowledge, networking, confidence,

What specific problems have you had with the services offered through the programme?

Probe for: programme content i.e. what is being taught/subject matter etc.?

Programme delivery i.e. how it is being taught? Tutors? Timing/place? Follow up support

Is the programme pitched at the right level for you?

If not, what changes would you make?

Accessing the programme is essential, how accessible has the programme been?

Have there been any problems?

Do you have a mentor? If so how important is this to your development as an elite coach? If you don't have a mentor, why, do you feel this could help your development?

Have any of your coaching skills particularly improved as a result of the services offered through the programme? If so, what?

Probe for examples e.g. practical skills, technical knowledge

Has the programme enabled you to access new coaching opportunities?

If so, what opportunities?

If not, why do you think it has not?

Whose responsibility do you think it is to access further opportunities?

What support have you received from your sports governing body?

Have you experienced any problems with the governing body?

Probe: lack of support, commitment to the programme funding, recognition, opportunities in putting into practice new skills

What additional help could they be offering?

Do you think the programme has enabled you to achieve your ambitions as a coach so far? If yes, in what ways?

The aim of the programme is to provide women like yourself with the necessary skills, competencies and experience to coach in a high performance environment, do you think the programme is achieving this? If so, how?

What barriers do you face in becoming an elite coach?

What do you consider to be the main strengths of the programme?

What suggestions do you have for improving the programme?

Overall, how satisfied or dissatisfied are you with the services you have received?

Do you have any other comments you would like to add?

APPENDIX THREE – INTERVIEW SCHEDULE FOR WHPC PROGRAMME MANAGERS

RESEARCH TOPIC: The impact of **scUK**'s WHPC programme on opportunities for women to move into a high performance coaching environment.

INTERVIEW THEMES: PROGRAMME MANAGERS

- 1) NGB Policies (Q1-Q4)
- 2) Programme development (Q5-Q11)
- 3) Coach development (Q12-Q13)
- 4) Future developments & improvements (Q14-Q19)

QUESTIONS

- 1) What were your reasons for becoming involved in the programme?
- 2) Does your national governing body have a policy or strategy in place to ensure women are provided with coaching opportunities, if so, could you briefly describe the focus of the policy and how the governing body aims to achieve this?
- 3) Has your NGB's focus or commitment to ensuring women are represented at a high performance coaching level changed as a result of the programme? If so, how?
- 4) Could you briefly describe your role within the WHPC programme?
- 5) What are your personal aims and objectives of the programme?
- 6) How much responsibility do you take in ensuring the coaches on the programme progress to coach at an elite level?
- 7) On what criteria were the coaches selected? Was this effective?
- 8) Do you have a recognised procedure in place to identify future coaches? Is this communicated to all involved in the sport? Are female coaches aware of the criteria required to be eligible for the programme?
- 9) A contributing factor to the success of the programme is based on effective communication between the coaches and the programme managers. How effective has the communication been? And are there any improvements required in order to ensure that the coaches are receiving all the necessary support?
- 10) As a programme manager do you feel you get enough support from **scUK** or your governing body to ensure that you are able to fulfil your role?
- 11) Addressing each aspect of the training programme (CoachXL, generic training and sport specific training), could you please outline how effective each has been in developing the coaches competencies and providing them with the necessary skills to coach at an elite level?
- 12) Have the coaches developed since being on the programme? If so, how?

- 13) Have developments in their competencies also been matched in their coaching environment? Are the coaches being provided with enough opportunities within their coaching settings to implement new skills? If so what strategies are in place to ensure they are progressing? If not, what factors do you feel are limiting their progression and how could these barriers be overcome?
- 14) Do you feel the programme is sustainable? If so, how?
- 15) What do you perceive to be the strengths of the programme?
- 16) Could you identify any areas where the programme could be improved?
- 17) Do you have any advice for new sports thinking of committing to the programme?
- 18) How would you like to see the programme continue in the future? Specifically, how would you like to see the programme develop for those coaches already involved? And what about new coaches? Should they follow the same programme as those that have already been through the system?
- 19) Are there any other comments you wish to add?



Women into High Performance Coaching Questionnaire

Introduction

scUK wants to know about the experiences and opinions of coaches on the WHPC programme.

A number of the WHPC coaches have been interviewed in detail about their experiences and opinions. The following questionnaire provides a quick tick box method of finding out whether these views are shared amongst all coaches on the programme.

Please complete the questionnaire whether you have been interviewed or not and return it in the pre-paid self-addressed envelope by **Friday 13 August 2004**.

The research is totally confidential and nobody will be able to identify your views in the final report.

The research will be used to measure the effectiveness of the WHPC programme and will provide the basis for future improvements.

If you have any comments or questions please contact Julian North, **scUK** Research Manager, on 0113 274 4802

Thank you for your help.

About You

Q1. Which of the following sports do you mainly coach in?

PLEASE TICK ONE BOX

Cricket	☐
Football	☐
Rugby League	☐
Rugby Union	☐
Other (please state)	☐
☐	

Q2. Are you currently competing at the elite level in your sport?

PLEASE TICK ONE BOX

No	
Yes, infrequently	
Yes, frequently	

Q3. Please describe your current *coaching* activities:

For example, are you a paid or unpaid, part-time or full-time coach?

PLEASE TICK ONE BOX IN EACH ROW

Unpaid		Paid	
Part-time		Full-time	

Q4. How long have you been coaching?

PLEASE ENTER APPROXIMATE MONTH AND YEAR WHEN YOU STARTED COACHING

Month	
Year	

Q5. How long have you been on the WHPC Programme?

PLEASE ENTER APPROXIMATE MONTH AND YEAR YOU JOINED THE WHPC PROGRAMME

Month	
Year	

Commencing the WHPC Programme

Q6. On commencing the WHPC programme which of the following groups were you coaching?

PLEASE TICK BOXES AS APPLICABLE

Not coaching	
Juniors	
Seniors	
Men	
Women	
Other (please state)	

Community/Grass Roots	
Age Groups	
County Level	
Regional Level	
Academies	
International	

Q7. On commencing the WHPC programme, which, if any, of the following coaching qualifications had you achieved?

PLEASE TICK BOXES AS APPLICABLE AND PROVIDE THE TITLE OF THE QUALIFICATION IN THE FOLLOWING BOX

No coaching qualification		
Level One		
Level Two		
Level Three		
Level Four		
Level Five		
Other (please state)		

Your Coaching Now

Q8. Which of the following groups are you coaching now, or most recently?

PLEASE TICK BOXES AS APPLICABLE

Not coaching	
Juniors	
Seniors	
Men	
Women	
Other (please state)	

Community/Grass Roots	
Age Groups	
County Level	
Regional Level	
Academies	
International	

Q9. Which, if any, of the following coaching qualifications have you achieved now?

PLEASE TICK BOXES AS APPLICABLE AND PROVIDE THE TITLE OF THE QUALIFICATION IN THE FOLLOWING BOX

No coaching qualification		
Level One		
Level Two		
Level Three		
Level Four		
Level Five		
Other (please state)		

Your Experiences of, and Opinions on, the WHPC Programme

Q10. Please indicate which of the following services you have received either (a) as part of the WHPC programme or (b) from your NGB?

PLEASE TICK AT LEAST ONE BOX IN EACH ROW

	Not received	Received from WHPC	Received from NGB
Appraisals			
Coaching XL (1:1 needs analysis)			
Coaching assessments			
Coaching observations			
Coaching workshops			
Mentoring opportunities			
NGB training			
Working with squads			
Working with experienced coaches			
Published resources			
Other (please specify)			

Q11. If received a service(s), please rate how satisfied or dissatisfied you have been with these services in terms of developing your skills and competencies to coach at an elite level?

PLEASE TICK ONE BOX IN EACH ROW

	Very satisfied	Satisfied	Neither	Dissatisfied	Very Dissatisfied
Appraisals					
Coaching XL (1:1 needs analysis)					
Coaching assessments					
Coaching observations					
Coaching workshops					
Mentoring opportunities					
NGB training					
Working with squads					
Working with experienced coaches					
Published resources					
Other (please specify)					

Q12. If you were dissatisfied with any of the above i.e. in Q11, please state the service and the issue / problem area:

PLEASE ENTER COMMENTS IN BOXES

Service e.g. Appraisals	Issue / problem area

Q13. In your opinion, was the programme pitched at about the right level, too high, or too low, for your needs?

PLEASE TICK ONE BOX

Level Too Low	
Level About The Right	
Level Too High	

Q14. If 'Too High' or 'Too Low' to Q13, can you provide more details:

PLEASE ENTER COMMENTS IN THE BOX

Q15. What do you perceive to be the main strengths of the programme?

PLEASE TICK AS MANY AS APPLICABLE

Access to high quality speakers		Provides a vision and pathway to becoming an elite coach	
Good Continuous Professional Development (CPD)		Recognition and professional identity	
Implementation of new ideas and coaching practices		Reinforces knowledge	
Opportunity to network with other sports		Support from scUK	
Opens up coaching opportunities		Support from NGB	
Other (please specify below)			

Q16. In what ways have you developed as a Coach since being on the programme?

PLEASE TICK AS MANY AS APPLICABLE

My thinking has been challenged		Improved playing ability	
I'm coaching at a higher level		Implemented new ideas	
Improved confidence		I'm more ambitious	
Enhanced planning ability		I'm more analytical	
Gained further coaching qualifications		Reinforced knowledge	
Increased understanding of other sports		Improved self esteem	
Increased knowledge		Other (please specify below)	

Q17. How could the programme be improved?

PLEASE TICK AS MANY AS APPLICABLE

Access to a chat room for all coaches on the programme		Introduction of an annual programme of generic training workshops	
Categorise workshops into levels depending on abilities, and for new coaches		More opportunities to get together and share ideas	
Hold an annual conference		Provide pre-workshop information	
Improved administration		Repeat workshops	
Induction for each coach prior to commencing the programme		Workshop material available on the scUK website	
Increased opportunities for practical sessions		Other (please specify below)	

Q18. Overall, how satisfied or dissatisfied are you with the WHPC programme?

PLEASE TICK APPROPRIATE BOX

Very satisfied	
Satisfied	
Neither satisfied or dissatisfied	
Unsatisfied	
Very unsatisfied	

Q19. If you have any other comments about the WHPC programme please add them here:

--

Equal Opportunities

scUK practices a policy of equitable provision of goods and services to all groups. Please help **scUK** monitor who is receiving services by filling in the following information:

Are you male or female?

Male	
------	--

Female	
--------	--

How old are you?

15-24 years	
25-34 years	
35-44 years	

45-54 years	
55+	
No answer	

What is your ethnic group?

CHOOSE ONE TO INDICATE YOUR CULTURAL BACKGROUND

White	
Mixed	
Asian or Asian British	

Black or Black British	
Other Ethnic Group	
No answer	

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?

Yes	
-----	--

No	
----	--

If yes, what is the nature of your disability?

Visual	
Hearing	
Physical	

Learning	
Multiple	
Other	