present

Examining Coaching and Coach Education in the United States

WVU College of Law Event Hall

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Youth Sport
Bedrock of American Culture

#QualityCoaching
Yet there is clear evidence to suggest that sport experience is not always positive...
We are also a country that looks up to our Coaches...
We know the Coach Matters

- The potential impact of a coach can be positive or negative on athletes’ sport performance, overall development and on their experience

- **Sport Involvement & Athlete Development**
  - self-esteem, intrinsic motivation, enjoyment, adaptive achievement beliefs, healthy lifelong habits
    
    *(e.g., Conroy & Coatsworth, 2006; Petitpas et al., 2005; Scanlan & Lewthwaite, 1986)*

- **The Coach is Central to Impact**
  - better retention, achievement + developmental outcomes
    
    *(e.g., Barnett, Smoll, & Smith, 1992; Smoll, Smith, Barnett, & Everett, 1993; McCullick et al., 2009)*
Coach: A stereotype

High Expectations - Low Standards

- You played, you coach
- You win, you stay
- Minimal training
- "Volunteer Army"
- One size fits all

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Recognition of the coach as a Performing Other

(Potrac & Cassidy, 2006)

Increasing Responsibilities & Expectations

- Coaching as pedagogy (Jones, 2006)
- Positive youth development (Holt, 2016; Camiré, Forneris, Trudel & Bernard, 2011)
- Safe sport (USCSS, 2018)
- Quality physical engagement (SHAPE, 2018)

High Pressure Environment

- Isolating profession
- Coach well-being (Stebbins, Taylor, Spray, Ntoumanis, 2012)
- Withdrawal & burnout (Hjälm, Kenttä, Hassmenan, & Gustafsson, 2007; Raedeke, 2004; Bentzen, Lemyre, & Kenttä, 2017; Olusoga & Thelwell, 2017)
- Exhaustion (Bentze, Lemyre, & Kenttä, 2016)
- Life under the microscope
- Work life conflicts (NCAA, 2008)
From coach to “Coach”

- **Growth & Demand for Professionalization**
  - Demand for accountability in contemporary society
  - The desire among many practitioners and educators for coaching to be regarded as a bona fide profession.” (Lyle, 2002)
  - Recognition of the criteria of professionalism as it applies to coaching
    - Despite the high part time/volunteer profile (Lyle & Cushion, 2017)

- Recognition of complexity of requisite knowledge & skills
  (McCullick, et al., 2009)
We have "a legal and moral responsibility to provide qualified individuals to coach young people."

(Conn & Razor, 1989; p. 161)
Over 3,000 Sport Organizations Exist in the US (and counting)

What are best practices?
What does the research support?
What should be the standards?
Who should provide guidance?

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Essential Discussions

- Coaching education in America: Learning from the past
- An overview of the National Youth Sport Strategy and the role of coaches
- Professionalizing coaching: Strength & Conditioning
- Diversification in coaching: Enriching and enhancing sport for all
- We need a taxonomy of coach development programs in the United States
- Examining coaching & coach education in the US: The United States Olympic & Paralympic Committee's contribution
- Educating coaches: The role of higher education institutions
- The role of the coach developers in supporting quality coaching
- Examining coaching and coach education in the US: American Medicine Society for Sports Medicine perspective
- Sport education overview at US Ski & Snowboard
Leaders in the Sport Coaching

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