

COACHING FOR ALL



Final Report

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Coaching For All

Coaching For All is a research and development programme designed to increase the understanding of why there is underrepresentation in paid Black, Asian, Minority Ethnic and Refugee (BAMER) coaches across a variety of coaching scenarios and settings.

Funded by Sport England and supported by UK Coaching, Sporting Equals and Loughborough University, the year-long training programme has supported aspiring ethnically diverse coaches from both Stoke-on-Trent and Derby to share experiences, learn from top coaches, gain the confidence and qualifications to achieve their coaching aims during and beyond the course.



The Workforce Development Plan

As a research project, the Coaching For All programme was designed to add value to Sport England's Workforce Development Plan; understanding the barriers to coaching and developing a process to maintain the sustainability of a prospective coach developmental journey.

Reflecting the core intentions of the Coaching For All programme, the individual aspects of the Workforce Development Plan have been incorporated into practice. This has ensured that the programme remains secure in its approach to remove barriers to coaching and promote opportunity, learning and sustainability in paid coaching roles.

RETAINED

RECRUIT

DEPLOY



EMPLOY

DEVELOP

Recruitment

The process of recruitment was important to ensure that learners had a positive experience from the onset. Our proposition was to recruit 15 learners from Stoke-on-Trent and 15 learners from Derby City in order to have a cross-city comparison within the study. The challenge that Covid-19 posed towards achieving this became apparent and resulted in the opportunity to recruit face-to-face becoming removed. As such, we relied on recruiting through our current network, social media and local partners.

Despite this considerable set-back, we attracted an initial 19 learners, which shortly after the beginning of the project rose to 30 learners.

With the Sport England 'Sport for All' report highlighting the concern of people from minority ethnic groups being less likely to take up coaching and voluntary roles in sport, we consulted with partners on how to best recruit learners. To this end, we focused on the clarity of how to get involved and the benefits of doing so, rather than any pre-requisites and commitments.

We held staff meetings to ensure that all workers understood the recruitment process and the project was done in a relationship-building way to avoid early 'drop-offs'.

Early elements of the project included ongoing consultations to ensure that course delivery was centralised around the coaching ambitions of the participants.

How were learners recruited?



**Social
Media**



**Local
Partners**



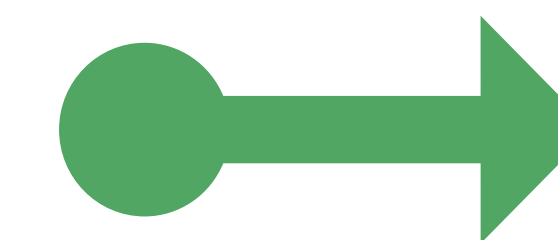
**Promotional
Material**



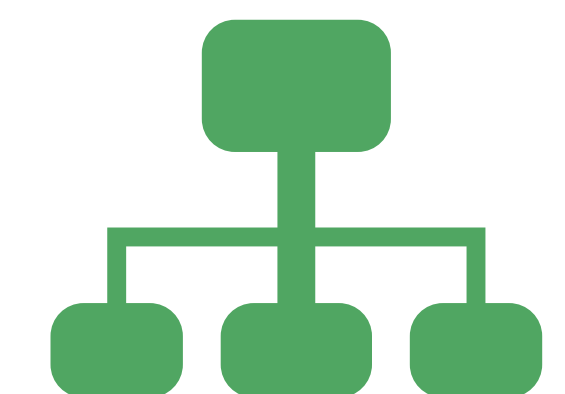
**Peer
Referral**



**Word-of-
Mouth**



**Targeted
Marketing**



**Professional
Network**

Deployment

As a key aspect of the Coaching For All program, exposure to valuable coaching and learning opportunities has been realised from the early stages. From the confidence to access the opportunities to analysing the learning gathered from involvement, many of the prospective coaches have reiterated how they feel the barriers to regular coaching has been minimised by such exposure. The self-determined nature of the coaches to access these has been the key to building situational awareness and inspiring confidence; the necessary ingredients to ensuring sustainable deployment in coaching scenarios.

Increasing Awareness

- As the differing modules focused on a range of settings where a coach would take responsibility, the prospective coaches became increasingly aware of where opportunities within their field of interest could lie.
- The coaches have harnessed the learning and applied this into attracting further opportunities with Sporting Communities; having the ability to increase their own self-awareness of varying coaching responsibilities.
- This methodology has enabled the coaches to widen their coaching experience and provided incentives to explore varied opportunities throughout their developmental journeys.

Increasing Self-determination

- The self-determination of coaches to add to their experience through external approaches has assisted them to understand the areas of coaching that would be most appealing to them and also created the foundations for accessing the most rewarding opportunities beyond the course.
- This approach adopted by the coaches has enabled them to realise the course of their coaching journey and the various steps and challenges required to overcome each milestone.



Development

In order to ensure the continuous development of the prospective coaches, we offered a consultative approach whereby the delivery has been flexible based on the needs and learning stages of the participants involved. As with the distinct variety in skillsets and experiences within the pool of participants, the ability of the program to contribute towards matching skillset development goals was critical to avoid the risk of 'drop-offs' and ensuring quality and relevance in the learning experience.

Theory in Practice

Application of coaching knowledge must be transferred into coaching experience and practice to be effective. This has been the mantra of the Coaching For All program which has been supported by a range of relevant modules focusing on theory to practice application.

With aims to contribute to ongoing knowledge development and learning, the modules focused on a wide range of coaching factors; ensuring that no stone was left unturned. The effectiveness of the coaches becoming exposed to a range of coaching information and scenarios was met by the participants' intentions to apply the learning into selected coaching settings. For example, the coaches have had the opportunity to explore various coaching styles and how these should be applied in differing coaching practices; enabling the coaches to work on facilitation of such in real-world coaching, examine the suitable application and combine these to individual skillsets, behaviours and personalities.



Development

CPD Progression

Throughout the course, we have offered a range of sport-specific and non-sport-related learning that hold significant contributions towards coaching competencies and prerequisites. To this end, we have offered external UK Coaching CPD courses, Sports Leaders UK qualifications and a number of learning workshops. All of this learning has contributed towards the participants achieving their UK Coaching 'Duty to Care' badge. As the course has progressed, the value in external CPD courses has been distinctly recognised and has been seen as a foundation for progression into higher-level awards.

In addition to the external award recognition, we have instilled a focus on providing high-level practical scenario opportunities and observations. We set the coaches with a variety of tasks and challenges that they could perform within their social bubbles; videoing and analysing their own coaching techniques. The benefit of this has been clear with the participants having the opportunity to analyse their own skillsets and behaviours in practice and become increasingly aware and confident to work and develop on such both during and beyond the project timeline.



Employment

Understanding the coaching industry, its opportunities and landscape has been an ongoing focal point of engagement with the participants. As an aspect that confines the overall goals of the program, many of the coaches have now embarked on the necessary steps to realise their paid coaching ambitions. Whilst the course has progressed, the coaches have become involved with social action projects in their communities, accessed accredited NGB and CPD qualifications, and been signposted to a range of paid coaching opportunities within their chosen field of coaching interest.

Social Action

Coaching responsibilities are often wide-ranging and can be perceived as vital in a raft of settings and scenarios. As an extension of the original project, coaches were able to initiate their own social action projects. The impact of their community focused interventions has enabled the prospective coaches to develop leadership skills and use sport for social good.

The benefits of the coaches' involvement in social action are the widening of employability prospects; harnessing the ability to explore how sport and physical activity can impact and shape individuals, groups, and communities and provide solid foundations and experience for them to achieve in a paid coaching capacity.

Employment

Social Action in Practice

An example of the social action projects includes Ali, who demonstrated both pro-activeness and a tenacity to develop a family-orientated Badminton session with Normanton (Derby). Running out of Rolls Royce Sports Hall and Bemrose School, his 6-8 week opportunity has so far welcomed 16 residents to engage in fun and engaging badminton-orientated competitions which has aided his ongoing coaching development and confidence. Working with Sporting Communities, Ali is keen to make the project sustainable and a readily available opportunity for all families in his community.

Paid Opportunities

In accordance to achieve our main objective of the Coaching For All program, we have supported the progression of the prospective coaches from the training to paid employment opportunities. Internally, Sporting Communities has offered 3 participants the opportunity to access sustainable coaching roles which vary from sport-specific coaching to community and youth work approaches. All 3 participants have continued to be retained by Sporting Communities; working across a plethora of sports, projects and geographical areas.



Jade Shuriah

Sporting
Communities
Head Coach



Ali Latif

Sporting
Communities
Head Coach



Denzil Catwell

Sporting
Communities
Head Coach



Retained



As critical as the development stages may be, the overall success of such is centralised around the learning and retention of the prospective coaches within quality opportunities and intentions beyond the Coaching For All program. We have utilised the Outcome Star application where we worked with the coaches to set goals and analyse their progression whilst also maintaining a level of motivation and self-awareness of their development.

Network Building

Harnessing self-determination and individual awareness has been a significant focus of the program. Throughout, we have encouraged the coaches to take independent approaches towards progressing into paid coaching roles within their chosen coaching field; exploring external training opportunities and building the most effective foundations to embark on interviews and practical experiences.

With an aim to support this, we have also encouraged and supported the coaches in network building to ensure that the coaches are in the best position to take up a paid coaching role. The participants have eluded to this being a pivotal step in their development as a coach beyond the life of the Coaching For All project.

The Impact of COVID-19

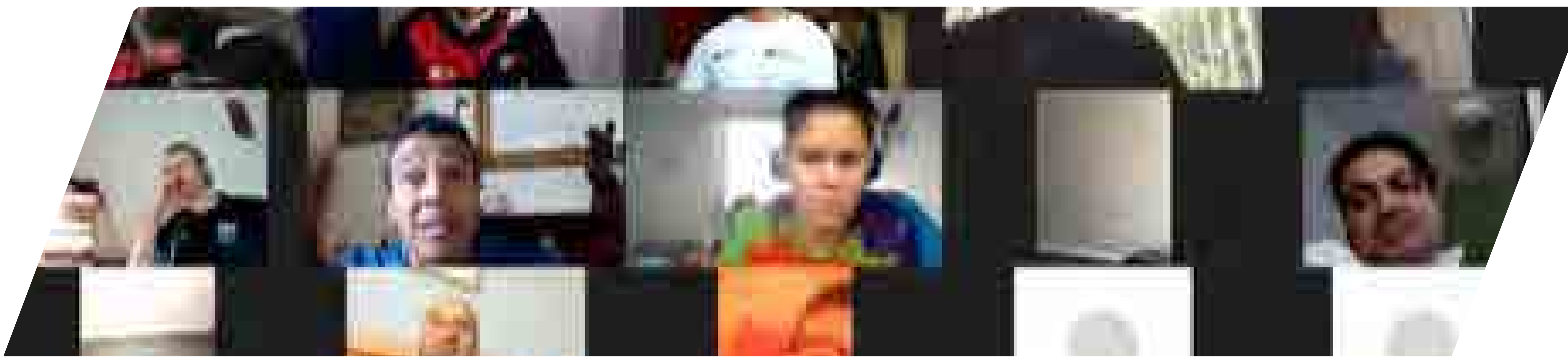
Delivery during COVID-19 has been an ever-present challenge. With face-to-face delivery becoming impacted, adaptations were heavily required which resulted in adopting online sessions, phone consultations, remote individual learning, and the use of digital technology.

Limited opportunities to practice upon coaching competencies in physical sessions was reported as a major concern stemming from the COVID-19 restrictions, as was the inability for many of the learners to undertake their NGB qualifications. Whilst this was adapted safely through continuous consultation, participants required support to practice upon their newfound skillsets independently. The impositions also highlighted concerns of accessing CPD opportunities and the increasing need to consider health and safety aspects of coaching sessions further.

Adapting Course Delivery

As one of the most prominent changes of the proposed course delivery, the need for adaption was made clear at the early stages. After consulting with the participants, it was evident that remote sessions via video conferencing platform, Zoom was the most effective approach. With weekly sessions taking place to practice upon the various moduled aspects, participants expressed comfort knowing that the course was to continue in an adapted approach.

However, this brought about challenges with limitations to practical coaching opportunities and, therefore, we adapted the plans to focus on knowledge development. Due to the remote processes adopted, we invited top coaches to share their experiences and intelligence to the prospective coaches, no matter where they were isolating. This was hailed by the participants as valuable towards mapping out their coaching journey and the steps they follow to marry up with the pathways of role models.



A Road to Success

Alexandra



Early Interest

Gained an interest in sport during PE lessons at school



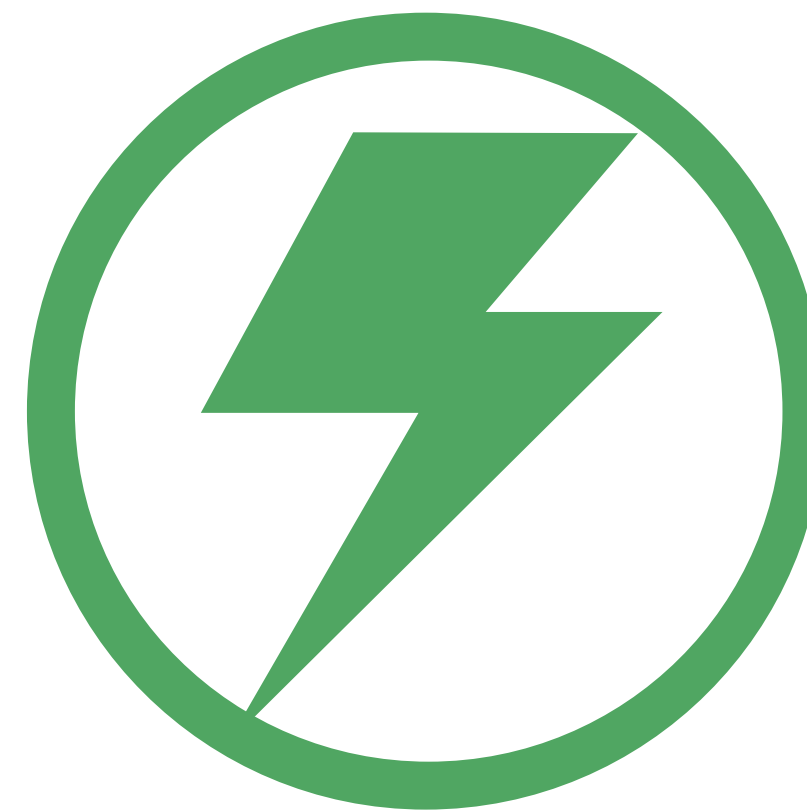
Karate Journey

Began her journey in 2003 with her current club



Inspiration

Became inspired to coach with her club through support of leaders



CPD and Confidence

Completing a range of CPD courses and now has confidence to run sessions at her own Karate club



Coaching For All

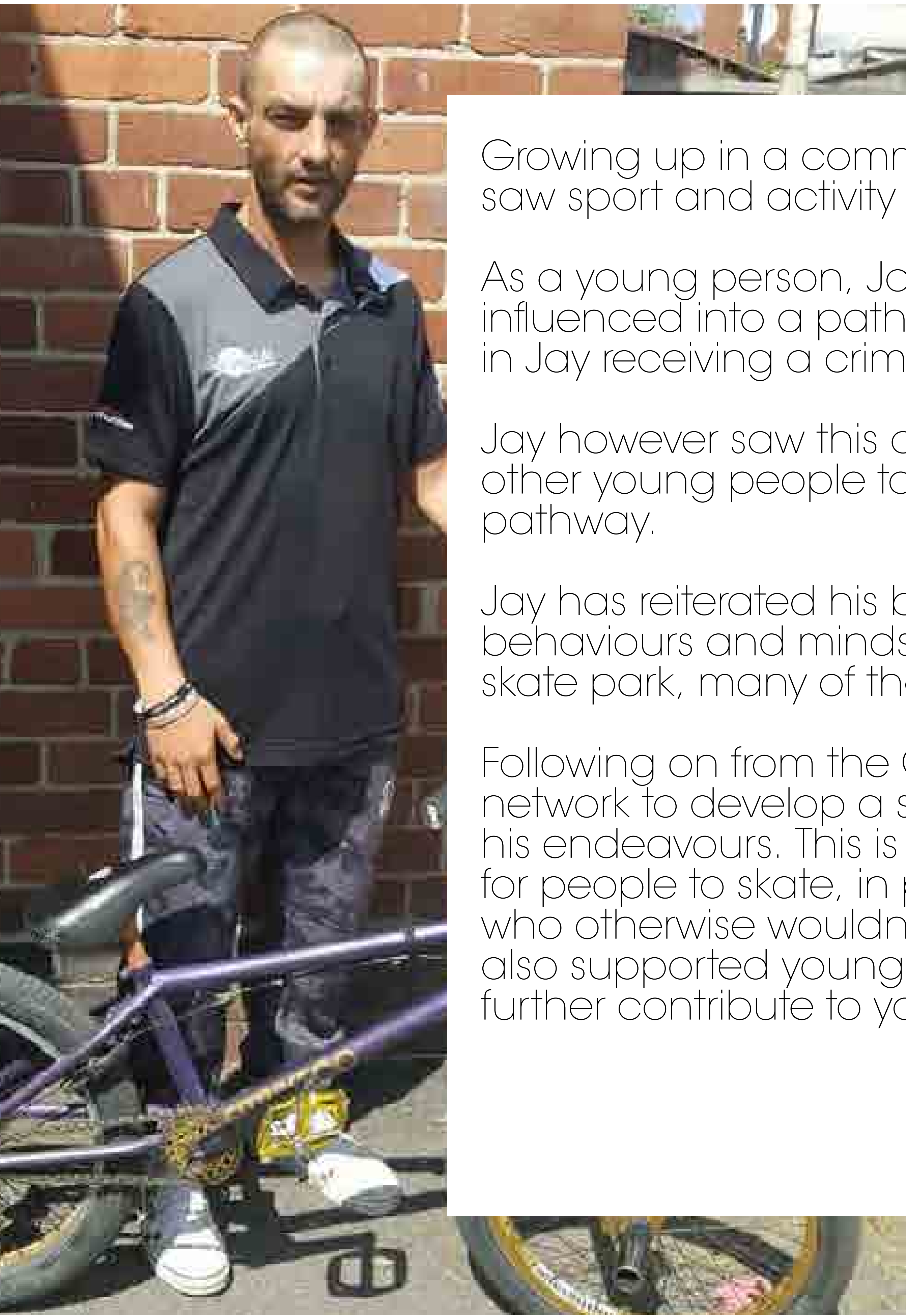
Signed up to the Coaching For All programme with both nerves and anticipation

'BECAUSE I DIDNT KNOW WHERE I NEEDED TO BE AT THE BEGINNING, SOMETIMES YOU'VE JUST GOT TO TRUST THE PROCESS. AND I THINK THAT'S HOW I SEE IT. IN 12 MONTHS TIME, YOU'LL KNOW MORE THAN YOU DID, WHEN YOU STARTED.'



Building Community Spirit

Jay



Growing up in a community suffering from knife-crime, drug abuse and gang issues, Jay saw sport and activity as a diversion and became involved in BMXing and Boxing.

As a young person, Jay struggled in dealing with his own behaviour and became influenced into a pathway of negative involvement with crime, which ultimately resulted in Jay receiving a criminal record.

Jay however saw this as a turning-point and opportunity to share his experiences with other young people to prevent them from becoming victim to the same negative pathway.

Jay has reiterated his belief that sport and physical activity can positively change the behaviours and mindsets others and, with him being considered an older rider at his skate park, many of the young people look up to him as a role model.

Following on from the Coaching For All program, Jay has used his learning and new network to develop a skate park in Osmaston, receiving support from British Cycling in his endeavours. This is now a valuable asset, providing a safe and positive environment for people to skate, in particular for young people from disadvantaged backgrounds who otherwise wouldn't have been able to access such resources and support. Jay has also supported young people through coaching and sharing his own experiences to further contribute to young people's own personal development.

Exploring Opportunities

Sumire

As a native Japanese international student, Sumire moved to England from Fiji to study. Growing up, she enjoyed tennis, swimming and Triathlon; which she competed in at a national level. Sumire reiterates how her involvement in these sporting activities was key to her developing interest in sports coaching; something that has assisted her decision to travel in order to experience different settings, opportunities, and cultures.

Initially unsure of which pathway to take, she enrolled on a Sports Coaching course at her university whereby she engaged with our Coaching For All team; expressing her desire to get involved with coaching Weightlifting.

The first engagement with the Coaching For All programme comprised of a mixture of anticipation and apprehension; deriving from her moving out of her comfort zone to engage with an external coaching-specific programme, however she demonstrated a willingness to learn from others within her peer group and shared her own sporting and coaching experiences.

Sumire reiterates how engagement with nationally recognised and experienced coaches has aided her knowledge and development, as well as exposure to the stories of her coaching peers. Sumire is keen to utilise her newfound ambitions, experiences and coaching qualifications to access further opportunities and build a platform to realise Weightlifting-specific coaching roles; whether in the UK or further afield.



Statistics

The delivery has been heavily focused on bridging the evident disparity between paid coaching opportunities for ethnically diverse individuals. Whilst it is clear that more needs to be done, the Coaching For All program has provided a foundation for which analysis of targeted interventions can take place.

The program has developed a platform of learning and committed leading bodies to addressing their diversity, starting with understanding their own position in relation to how diverse they are. This will ensure continuous focus for the coaching industry to support coaches from ethnically diverse backgrounds, thus removing barriers for prospective coaches.



8
Different
Courses
Delivered



14
Varieties
of Sport



4
Partnerships



104
Hours
Delivered



52
Workshops
Delivered



7
NGB
Qualifications



15
Guest
Speakers



29
Participants
Involved



2
Areas



12
Coaching
Qualifications

Guest Speakers



We have welcomed a range of top, influential coaches and professionals within a range of sports coaching and development settings to speak on the programme. This inspired the coaches to understand the journeys of their coaching idols and created an awareness for the varied journeys that a sports coach may undertake in their development.

Understanding how coaches from ethnically diverse backgrounds gave learner the chance to discuss how they could overcome barriers to coaching.

We would like to place on record our thanks to all the guest speakers who have played an integral part in the development of the prospective coaches within the Coaching For All program.

THE GUEST SPEAKERS

- | | | |
|-------------------|----------------|--------------------|
| 1 DONNA FRASER | 6 DAVID WALSH | 11 ANNA ZIADI |
| 2 KATY WEST | 7 KIRK GIBBONS | 12 NIK TRIVEDI |
| 3 ROSS PODYMA | 8 AFSANA AFSAR | 13 LEE PRIDMORE |
| 4 'Q' SHILINGFORD | 9 SION KITSON | 14 ESTHER JONES |
| 5 RAHIM ALI | 10 ARUN KANG | 15 CAROLYNNE MASON |



Learning

Industry fear

A number of the organisations that we spoke to, in order to understand their paid coaching demographic make up admitted that they had little understanding of what that actually looked like. This was particularly evident with some NGBs, who perhaps felt as though they should know that information and have a greater understanding of how to be more diverse. One of the successes has been working with those who have looked at their diversity and are looking at how to address change. This is something that needs to be implemented wider afield with organisations recognising that it isn't where they are now, what is important is how they plan to address diversity going forward.

Perceptions and Barriers

In spite of opportunities being considered accessible for all in our communities, the disinclination to become initially involved in coaching is greater than it may have been for those from White British backgrounds. Coaches raised a feeling of exclusion from the sports industries infrastructure as a major impact on their willingness to engage with coaching opportunities. Coaches also raised cultural barriers as a major factor, whereby there was an expectation to take up alternative career pathways and the pressure that that created.

Tokenism

Whilst focus on inclusion was key, the coaches expressed concerns towards opportunities being offered due to their race or ethnicity rather than their skillsets, experience and coaching competency against the need to increase the visibility of ethnically diverse coaches, to create more visual role models and influential coaches within the sector.



We would like place on record our thanks to Sport England for funding this research programme and their ongoing support. We would also like to thank UK Coaching, Sporting Equals, Loughborough University, the guest speakers and all other partners who have been critical in ensuring this pilot has been a resounding success.



