

Competences of an Instructor in SPORT FOR DEVELOPMENT (S4D)

Sport is more than physical exercise; sport is about the personal and social development of young people. Sport activities, offered in a pedagogically valuable way, impart and strengthen different competences children and youth need in their daily lives. A necessary precondition for children and youth to develop competences are well-designed and well-conducted Sport for Development (S4D) activities delivered through coaches. Therefore, coaches must be trained by qualified instructors to develop the specific competences needed to deliver S4D activities. To address the entire range of competences, we developed clusters of S4D competences an instructor needs when delivering courses to coaches.

The following framework provides an overview of self, social, methodological/strategic and professional competences which are needed at the instructor level with regard to fostering the development of competences of coaches. Therefore the framework comprises predominantly abilities an instructor explicitly needs in relation to developing coaches' competences. Furthermore it contains competences an instructor needs his-/herself when implementing instructing activities for coaches containing aspects of workshop presentation, adult teaching, organization, monitoring and reviewing etc. (*italicized*). The framework is based on the presumption that an instructor already has a core set of self-competences, social competences, methodological competences and expertise in sport, sport pedagogy and S4D, which are not explicitly mentioned.

The competence framework is not to be considered as complete and not all competences are automatically acquired by all instructors. Overall, instructors should be qualified and empowered in their S4D competences through capacity development measures. In S4D workshops for instructors, the development of competences should be one of the most important teaching and learning objectives.¹

¹ Parts of the following table are quoted or adjusted from

The Commonwealth (2015). *Sport for Development and Peace and the 2030 Agenda for Sustainable Development*. Retrieved on 23.10.2017 from http://thecommonwealth.org/sites/default/files/inline/CW_SDP_2030%2BAgenda.pdf.

The Commonwealth (2017). *Enhancing the Contribution of Sport to the Sustainable Development Goals*. Commonwealth Secretariat. Retrieved on 27.11.2017 from https://www.sportanddev.org/sites/default/files/downloads/enhancing_the_contribution_of_sport_to_the_sustainable_development_goals_.pdf

UNESCO (2017). *Education for Sustainable Development Goals. Learning Objectives*. Retrieved on 23.10.2017 from https://www.unesco.de/fileadmin/medien/Dokumente/Bibliothek/unesco_education_for_sustainable_development_goals.pdf.

UNOSDP (n.y.). *Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs*. Retrieved on 23.10.2017 from https://www.un.org/sport/sites/www.un.org.sport/files/ckfiles/files/Sport_for_SDGs_finalversion9.pdf

ICCE (2015). ICCE/NSSU Senior Coach Developer Programme: Facilitation Skills Handbook. Retrieved on the 12.08.2018 from https://www.veslaska-zveza.si/wp-content/uploads/2015/11/Ilar_Coach-Developer-Academy-Facilitation-Handbook.pdf

Competences of an Instructor in SPORT FOR DEVELOPMENT (S4D)	
Self-competence: The instructor is able to...	Self-Confidence and Trust ... support the development of a positive self-perception of the coaches. ... support the coaches to resort to their strengths. ... enhance the confidence and trust of coaches in their own knowledge, abilities, qualities, and judgement. ... encourage coaches to trust in others and their abilities.
	Coping, Dealing with Emotions ... employ all reasonable measures to help coaches recover from, or adjust easily to, misfortune, changes and/or difficulties. ... set-up a strategy for coaches to follow their own goals despite failure or defects. ... lead by example and enable coaches to become aware of their emotions and potential implications when dealing with participants. ... teach coaches to be capable of channelling emotions appropriately and professionally, and to maintain a reasonable degree of neutral.
	Motivation ... reflect on the aims coaches want to reach and support them to become active in attaining them. ... effectively support coaches in realizing their aims, support their efforts to fulfil them in a self-disciplined manner. ... continually evaluate and further motivate coaches' actions. ... educate coaches to consider the steps necessary to achieve a certain goal. ... support coaches to focus on their tasks and the end results of them. ... enhance the ability of coaches to resist distractions and keep track of their goals. ... educate coaches to enhance their ability to act in a self-disciplined manner. ... educate coaches to enhance their ability to think or act for themselves, instead of being influenced or controlled by others in matters of opinion, conduct etc.
	Responsibility and Self-Image ... to raise coaches' awareness for their different roles (e.g. coach, facilitator, friend, brother, mentor) and teach them how to act in different situations appropriately. ... encourage the belief that coaches are responsible for their own actions, as well as encourage coaches to anticipate the

	<p>consequences of their own actions and act accordingly. ... support coaches to have courage when taking over responsibility for the participants.</p> <p>Adaptability ... <i>to handle unforeseen incidents (being flexible).</i> ... empower coaches to incorporate knowledge gained in former experiences into current experiences and actions. ... support coaches to adjust themselves to different/new conditions. ... teach coaches ways to alter their responses and reactions to changed circumstances and environment.</p> <p>Creativity ... offer learning opportunities to coaches, in which they are able to combine knowledge and experiences, rules, patterns, relationships in a new way; thus, generating new ideas and finding solutions to problems. ... empower coaches to collectively develop and implement innovative actions.</p>
<p>Social Competence: The instructor is able to...</p>	<p>Change of Perspective and Empathy ... <i>assess and respond to the coaches' needs.</i> ... create opportunities for coaches where they are able to put themselves in the position of others and comprehend their values, attitudes, feelings, thinking and acting. ... show coaches ways how to put themselves in the position of others and reflect how others might judge their own values, attitudes, feelings, and acting. ...enhance the ability of coaches to respect the needs, perspectives, and actions of each individual. ... enhance coaches to relate to and be sensitive to each individual.</p> <p>Communication ... <i>foster networking between the coaches.</i> ... <i>establish effective and fair communication modes (e.g. set up rules).</i> ... <i>involve the coaches' knowledge & expertise (asking questions, listening) and appreciates input.</i> ... motivate coaches to develop and maintain the capacity of articulating target-group oriented and in an appropriate manner. ... support coaches to develop and maintain the disposition of wanting to communicate well with all relevant stakeholders and participants. ... develop coaches' ability to conduct a structured process of asking questions to the participants. ...enhance coaches' ability to motivate participants to actively take part in communication. ... strengthen coaches' abilities to listen to others and comprehend what the other person is saying verbally and through body language. ... teach coaches about their roles as a "sender" or "receiver", as well as the behaviours and the reactions (i.e. verbally and</p>

	<p>physically) associated with each role in terms of communication. ...strengthens coaches' ability to give and receive feedback in an appropriate and sustainable way</p> <p>Cooperation ... <i>include all coaches and not exclude anyone; thus, being a role-model for coaches and motivating them to do the same.</i> ... empower coaches to combine efforts for the successful obtainment of a common goal. ... make coaches recognize individual strengths of group members and use these to reach a common goal. ... include all coaches and not exclude anyone; thus, being a role-model for coaches and motivating them to do the same. ... facilitate collaborative and participatory problem-solving among coaches.</p>
	<p>Feedbacking, Dealing with Conflicts ... help coaches to receive and give negative as well as positive feedback. ... support coaches to use and apply feedback. ... enhance coaches' abilities to draw realistic conclusions for one's interactions with others. ... enable coaches to assess and deal with conflict situations in an appropriate way.</p>
	<p>Respect, Fair Play and Tolerance ... <i>take others seriously and appreciate them regardless of race, sex, sexual orientation, religion, age, marital status, family situation, national and/or ethnic origin or disability; thus, becoming a role-model for coaches to do the same.</i> ... <i>be polite and considerate of others, thus enforcing and enhancing these qualities in coaches.</i> ... <i>be tolerant and respectful toward diversity; thus becoming a good role model for coaches.</i> ... empower coaches to acknowledge human dignity as the basis of living together, as well as protecting physical and psychological integrity. ... encourage coaches to develop and maintain a mindset that considers others' ideas, values, and activities.</p>
	<p>Solidarity ... offer learning opportunities to unite and agree with feelings or actions of other coaches with a common interest. ... empower coaches to develop mutual support within a group. ... show coaches why it is important and how to collaborate with others.</p>
<p>Methodological Competence, Strategic Competence: The instructor is able to...</p>	<p>Critical Thinking ... create opportunities for coaches to learn how to think clearly, rationally, open-minded, and informed by evidence. ... help coaches to assess relevant information, interpret it, and come to well-reasoned conclusions and solutions. ... encourage coaches to critically assess the purposefulness of other approaches and methods. ... question norms, practices and opinions, as well as ask the coaches to do the same. ... guide coaches to reflect on their own values, perceptions, and actions.</p>

	<p>Decision-Making</p> <ul style="list-style-type: none"> ... support coaches how to evaluate the situation and select a course of action from several possibilities. ... enhance coaches' ability to weigh positive and negative aspects of options associated with making a certain decision. ... empower coaches to forecast the outcomes associated with different decision options and to determine the best option for a situation. ... support participants to assess the consequences of actions and judge whether one is willing and capable to deal with them.
	<p>Problem-Solving</p> <ul style="list-style-type: none"> ... <i>handle problems, conflicts/social tensions within a group of coaches.</i> ... guide coaches to define a problem, analyze it and develop strategies to implement a resolution and solve the problem. ... offer learning opportunities to apply different problem-solving frameworks to complex problems and develop viable solution options.
	<p>Competence-Transferring</p> <ul style="list-style-type: none"> ... raise coaches' awareness for the importance of the S4D competence development model including four clusters (self, social, methodological, professional) ... enhance coaches' ability to identify the competences needed by participants and develop respective activities. ... advise coaches on how to reflect and convey the transfer of competences to participants.
	<p>Teaching, Reflecting and Feedbacking</p> <ul style="list-style-type: none"> ... <i>adapt teaching style and methods to individuals and different learning preferences.</i> ... <i>to use a wide range of teaching methods (e.g. group work) and adapt them if necessary.</i> ... <i>create various learning situations and formats in which coaches work together to guarantee a know-how exchange.</i> ... <i>provide time to coaches to participate actively and on a personal level (time for reflection, for test and try, for being creative, to create and present own ideas etc.).</i> ... <i>to give and receive feedback in a differentiated and professional way.</i> ... strengthen coaches' ability to improve a situation or performance by means of giving feedback based on observation and in an information-specific and issue-oriented way. ... improve coaches' capability to give target-group oriented and differentiated feedback. ... advise coaches on how to express appreciation and provide helpful input in positive feedback situations. ... advise coaches on how to express concern and provide helpful input in negative feedback situations.
	<p>Presenting</p> <ul style="list-style-type: none"> ... <i>make use of verbal and non-verbal behaviours in an appropriate way (rhetoric and body language).</i> ... <i>use different methods to visualize learning contents (e.g. visual aids) and demonstrate activities.</i>

	<p>... attract the attention of the coaches, hold interest of and relate to his/her audience (impact/effect on the listeners).</p> <p>Organizing and Managing ... plan and prepare own instructing activities in detail (e.g. S4D workshop(s) (sessions), follow-up activities) in order to ensure quality education in S4D. ... structure instructing activities (e.g. S4D workshop(s) (sessions)) in a logical way, in sequential modules. ... to use space and equipment available in an effective way. ... to manage time available effectively and efficiently.</p> <p>Monitoring and Reviewing ... monitor and evaluate the own instructing activities and adjust when considered necessary. ... guide coaches on how to assess specific needs of the participants and derive respective activities. ... assist coaches in process-oriented monitoring of the activities delivered and in making necessary changes.</p>
<p>Professional Competence; Expertise: The instructor is able to...</p>	<p>Related to specific types sport / to sport²: ... improve coaches' ability to teach and develop general motor competences (speed, endurance, strength, coordination, flexibility) of children and youth, in an age and ability appropriate way. ... improve coaches' ability to teach and develop basic technical competences (sport-specific) of children and youth in an age and ability appropriate way so that the coach is able to make participants... <ul style="list-style-type: none"> • ... dribble, pass, shoot, throw, catch etc. • ... use different sensory and motor techniques in various ways. ... improve coaches' ability to teach and develop basic tactical competences of children and youth in an age and ability appropriate way so that the coach is able to make participants... <ul style="list-style-type: none"> • ... understand the structures and strategies of a game. • ... act in a planned and target-oriented manner. In this manner participants make clever choices using available means and possibilities offered by another individual, a group or a team. • ... know in specific game situations which action leads to success ("game intelligence"). • ... act in a creative way and choose various solutions ("game creativity"). • ...comprehend communicative and cooperative behaviour of individual team members. ... improve coaches' knowledge in terms of important aspects of sport pedagogy (e.g. how to develop age appropriate training, focus of competence-development in a certain age, methodically developed exercise rows etc.).</p> <p>Related to Sport for Development:</p>

² Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.

... improve coaches' ability to explain, evaluate, and apply the concept of using sport as a tool for development.
... make coaches understand the concept of using sport as a tool for development (e.g. referring to SDGs, competence-transferring etc.)..
... facilitate coaches to make use of sport as a tool in his/her working environment in a more effective way.
... urge coaches to critically reflect on which development objectives and competences are important for his/her participants.
... reinforce coaches to accept being a role model for participants and act accordingly.
... enhance coaches' ability to organize, plan and structure a S4D training session effectively and in sequential parts.
... improve coaches' ability use sport as a tool for certain development objectives in his/her own training activities.
... develop coaches' (i.e. social, personal) competences in and through all parts of his/her training session.
... provide opportunities to the coaches to reflect/express their opinion and exchange with other coaches on contents and methods.
... make coaches understand the importance of physical activity and sport for personal, social, emotional, health and physical development.
... strengthen coaches' ability to raise participants' awareness about their socio-economic environment and enable them to draw conclusions to their own lives.