

## How to Use this Manual

The following course focuses on the **roles and responsibilities of a coach**, which is one of the **five main principles of Sport for Development (S4D)**.

The manual is divided into two parts.

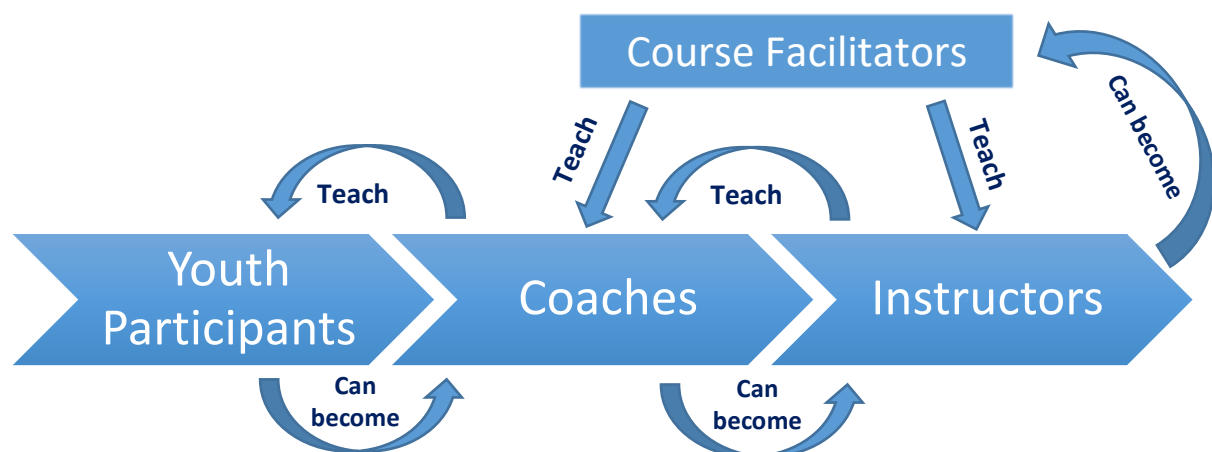
The first part introduces the topic itself. It explains what roles and responsibilities a good coach must possess. This is the **content part** of the course. It can be studied by anyone interested in finding out more about the topic of coaches in S4D.

You should study it particularly carefully if you wish to convey the information in the content part as a course facilitator. A **course facilitator** is anyone who helps current S4D coaches acquire new knowledge and teaches them how to convey this knowledge, so that they can become instructors.

This is the focus of the second part of the course. It is the **facilitation part**, written in the form of guidelines on how to teach a course on the roles and responsibilities of an S4D coach. It takes the perspective of a course facilitator who wishes to teach coaches how to become instructors.

**The course therefore aims to train current coaches as instructors.**

This process is visualised in the following graphic.



In order for coaches to be able to become instructors, they must already possess the knowledge laid out below in the content part of *Roles and Responsibilities of a Coach*. They must also have experience in the field of S4D. The aim is to teach coaches how to convey their existing knowledge to other coaches.

This course can be used as part of an S4D workshop for instructors. Competence development should be one of the most important aims of such a workshop.

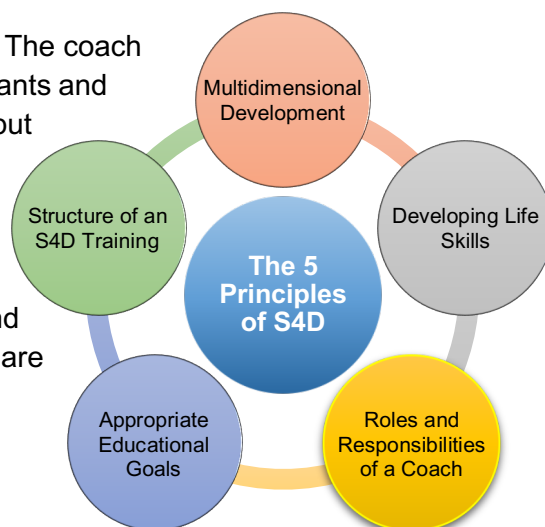
Remember that **all courses and workshops must be properly monitored and evaluated** according to their specific content and context. This helps to ensure that outputs and outcomes are successfully evaluated, and goals are verifiably reached.

To properly assess different S4D activities, it is important to use the appropriate tools and methods. There is **no one-size-fits-all solution in M&E**. Coaches and instructors must be able to use the right approaches for the right situations. More information can be found on the 'Sport for Development Resource Toolkit' website under: [Essentials – M&E in the field of S4D](#) and in the overarching course on **Monitoring and Evaluation**.

## Roles and Responsibilities of a Coach

The coach takes on one of the most important roles in S4D. The coach is the one who will be in direct contact with the youth participants and will not only have an impact on the individuals themselves but also on their communities. It is therefore essential to **be aware of the many roles and responsibilities that a good coach must fulfil** and how to successfully convey these to future instructors as a course facilitator.

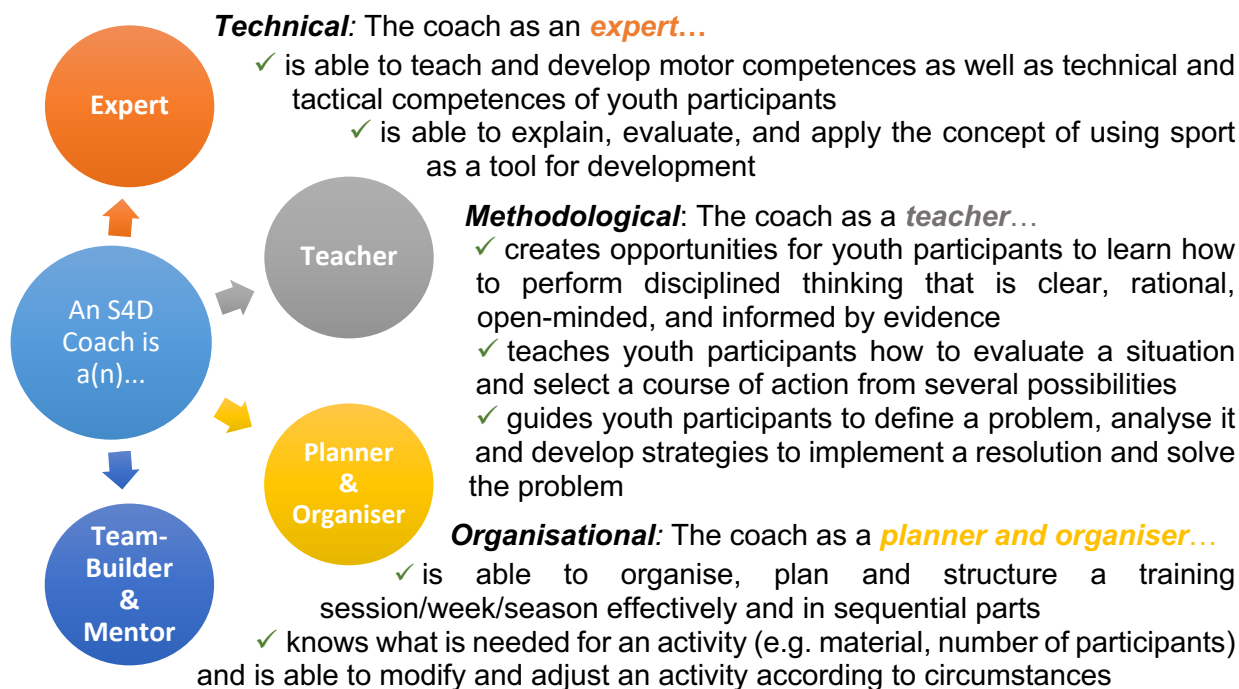
As always bear in mind that there are five main principles and that S4D can only develop its full potential if all principles are taken into account and applied.



### The Roles of a Coach

An S4D coach should not only be able to improve the sporting skills of youth participants but more importantly **ensure that all four dimensions (cognitive, social, sport and physical) are developed** during S4D training sessions. For more information on this topic, see the basic course on *Multidimensional Development*.

Based on a modern understanding of teaching, there are four competence areas which a coach must constantly balance to ensure a successful training session. Above all, **an S4D coach must always act as a role model on and off the pitch**. That includes taking responsibility for the youth participants as well as the willingness to continually learn and grow as a coach and as a person. Furthermore, creativity and adaptability are important skills for coaches in order to design S4D training sessions according to the needs of the participants and respective context. If applicable, coaches can take on further responsibilities within their community besides coaching S4D training sessions.



**Social:** The coach as a **team-builder, mentor, friend and advisor...**

- ✓ allows youth participants to develop and maintain a mindset of solidarity that supports ideas, values, and activities of others
- ✓ provides opportunities for youth participants to express their opinions and involves them

- actively during training sessions
- ✓ empowers youth participants to acknowledge human dignity as the basis of living together, as well as protecting physical and psychological integrity

Further competences that an S4D coach should possess can be found on the ‘*Sport for Development Resource Toolkit*’ website under: [Essentials – S4D Competences – Coach Competences](#), and under: [Tools For Your Practice – S4D Teaching and Learning Materials – Palestinian Territories – Manual ‘Kicking youth competences’ \(p. 13-15\)](#).

The coach must be able to take on many different roles. The appropriate roles must always be chosen according to the sociocultural context in which the S4D activities take place and must be based on the training participants. While the ***coach must always act as a role model***, additional functions may depend on the participant’s age group. However, roles are not exclusive. The coach should always take on all of the necessary roles while bearing in mind the most important ones, which are displayed in the text box.

**Primary Role according to the Age Group**

- **Under 9:** Entertainer
- **9-12:** Teacher
- **13-16:** Expert
- **Over 16:** Friend

## The Responsibilities of a Coach

One of the main responsibilities of an S4D coach is to ***promote and enable the balanced, long-term development of youth participants***, taking into account physical, psychological and personal needs.

Furthermore, the coach must ***ensure ongoing participation and satisfaction of the youth participants*** by offering a challenging and diverse set of activities.

In order to achieve these targets, the following tables offer some important guidelines that a coach should adhere to when interacting with youth in a sport for development setting. These guidelines should be extended according to need.

☺ Try to implement...	☹ Try to avoid...
✓ <b>Involving participants in the planning and decision-making process</b>	✗ <b>Excluding participants from decisions or rejecting their ideas</b>
✓ <b>Making participants aware that conflicts may occur and help them solve problems proactively</b>	✗ <b>Pointing fingers or shouting when conveying criticism</b>
✓ <b>Facilitating open discussions and the voicing of opinions</b>	✗ <b>Making the participants the target of your criticism – instead, focus on actions/behaviours</b>
✓ <b>Planning and evaluating coaching sessions</b>	✗ <b>Treating participants differently or unfairly</b>

It is also the coach’s responsibility to be aware of and ***prevent any kind of abuse or misuse of youth participants***. This includes physical, emotional and sexual abuse as well as neglect or bullying. Agreeing on a ***code of conduct*** with the participants may be a useful tool in order to prevent such behaviour and to create a sense of ownership among the youth. A sample Code of Ethics can be found on the ‘*Sport for Development Resource Toolkit*’ website under: [Tools For Your Practice – S4D Tools for Implementing Activities and Events – Guidelines – Guideline ‘Code of Ethics Coach-Player’](#).

# How to Facilitate the Course

It is the course facilitator's task to **accurately and successfully convey the knowledge** of the *Content* part to the participating instructors. It is also essential for **instructors to learn how to convey this knowledge to other coaches**.

To do so, it is recommended to split the course into the sections *Theory*, *Practice* and *Reflection*. It is essential to pursue the stated competences. Every course participant should have gained these competences by the end of the course in order to become a qualified instructor.

Furthermore, course facilitators must be aware of and **consider diversity among course participants**. Much like youth participants, coaches and future instructors come from diverse backgrounds with different levels of knowledge, needs and goals. This must always be taken into account. More information on this can be found in the basic course on *Appropriate Educational Goals* and in the overarching course on *Adult Education*.

## 1.) Theory

In the theoretical introduction of the course it is important for the course facilitator to **include all of the information of the content part** on the roles and responsibilities of an S4D coach. This information should be conveyed using several methodological and didactical approaches. It can be good to alternate and use different methods and approaches to convey the knowledge. The course facilitator may for example:

- Allow some instructors to present their own S4D projects, while focusing on the specific topic of coaches
- Use group work to let instructors share their experiences of using M&E, describe any obstacles and try to find solutions to common problems



## Theory

**Competences:** Course participants...

- are able convey their knowledge about the roles and responsibilities of an S4D coach
- are able to raise coaches' awareness for their different roles and responsibilities and teach them how to act appropriately in different situations
- are able to use a wide range of methods (e.g. group work) when teaching about the roles and responsibilities of a coach and adapt their methodology if necessary
- are able to make use of rhetoric and body language in an appropriate way

Since course participants should already be familiar with the roles and responsibilities of an S4D coach, it is especially important that they now **learn about different methods to convey this knowledge**. They must be able to use different approaches when acting as instructors. The course facilitator must therefore find a balance between conveying some new knowledge and conveying methods for course participants to use, so that they will be able to train coaches.

## 2.) Practice

A practical demonstration in the form of an S4D training session is an important part of the course. It helps to **consolidate the previously gained knowledge and visualise the content**. The S4D training session can either be led by the course facilitator or by an experienced course participant. It is more important for the instructors to focus on the roles and responsibilities of the coach who is leading the training session than on the topics and

exercises of it. Note that not all course participants need to take part in the actual training session. They may be split, with one group acting as training participants while the other group observes the S4D training. The observer group must **pay particular attention to the roles and responsibilities of the coach from the perspective of an instructor.**

A helpful instructor tool for conducting a training observation can be found on the 'Sport for Development Resource Toolkit' website under: [Tools For Your Practice – S4D Tools for Ensuring Quality Education – M&E Tools for Follow-Up Activities – M&E Tool/Template 'Follow-up Training Observation and Interview'](#).

The observations will be discussed in a subsequent *Reflection* session. Ideally, every instructor should observe at least one S4D training session and subsequently learn to give constructive feedback to the training session coach.



### Practice

**Competences:** Course participants...

- are able to critically observe and assess an S4D training session, especially with regard to the roles and responsibilities of a coach
- are able to enhance coaches' ability to identify their roles and responsibilities and how these affect youth participants
- are able to improve coaches' ability to explain, evaluate and apply the roles and responsibilities of a coach in an S4D context
- are able to give constructive feedback and recommendations to coaches regarding their different roles and responsibilities and teach them how to act appropriately in different situations

## 3.) Reflection

In this session, the previous **observations are openly discussed** in the plenary, led by the course facilitator. Questions should be posed to the course participants, such as:



- Did the coach live up to the roles and responsibilities, considering all of the relevant information that was discussed during the *Theory* session?
- What could have been improved, especially regarding the roles and responsibilities of the coach?
- Considering the roles and responsibilities of an instructor, how should you give meaningful and constructive feedback to the coach?

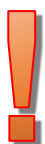
To finish, the course facilitator should summarise the elaborations from the current and previous sessions and recap on the most important aspects of the entire course.



### Reflection

**Competences:** Course participants...

- are able to critically assess an S4D training session, especially with regard to the roles and responsibilities of the coach
- are able to give and receive feedback in a differentiated and professional way, especially concerning the roles and responsibilities of a coach
- are able to help coaches give and receive feedback in a differentiated and professional way, especially concerning their roles and responsibilities
- are able to encourage coaches to critically assess the purposefulness of other approaches and methods when considering their roles and responsibilities as S4D coaches



Further important competences that an instructor should possess can be found on the 'Sport for Development Resource Toolkit' website under: [Essentials – S4D Competences – Instructor Competences.](#)