

## Professional Competences of S4D Coaches in Sport for Employability<sup>1</sup> Programmes

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**Goal 8** of the Sustainable Development Goals (SDGs) promotes sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all. The **attractiveness of sport** may be relevant to reach marginalized youth or youth that are difficult to approach (i.e. early school drop-outs, (former) criminals, (former) drug addicts). Sport training can contribute to **(re-)integrate** them into the education system. Also, within many countries, the sport sector offers a **growing labour market** with jobs in science, economics, politics and civil society. Through the environment and an adequate atmosphere in a sport training, youth can achieve **key competences** that contribute at the same time to improving their employability. Apart from conveying competences S4D coaches can use sport training for **giving information** and advising youth about advanced vocational education and prospects and options as well as **support** youth in networking and provide connections with potential employers.

The **professional competences** of an S4D coach are key to ensure that children and youth will develop competences in different areas. So, **S4D coaches should be able to...**

**support, encourage, sensitise, teach, guide, stimulate, help, motivate, qualify, lead, raise/build/increase awareness of, foster knowledge of, offer opportunities to children/youth...**

so that children and youth can develop **self-, social and methodological/strategic competences** on the levels of **Recognising, Assessing** and **Acting**.<sup>2</sup>

This framework focuses on the **professional competences** of S4D coaches. If you want to know which self, social and methodological/strategic competences are needed at the coaching level, have a look in the general framework [Competences of S4D Coaches](#). It gives an overview of which **professional competences are needed at the coaching level** to foster the development of self-, social, methodological/strategic and sport-specific competences on the level of participants with the focus on **Sport for Employability**. The different colours stand for different levels regarding the **competences of children and youth (recognising-assessing-acting)**. For further information, please have a look into the [Competence Framework Children & Youth Sport for Employability](#).

The competence framework is considered a **comprehensive collection** and not all competences are necessarily held by all coaches, nor can all competences can be developed at the level of children and youth. For every S4D training session offered, the coach has to decide which competences he/she would like to focus on. However, the framework is a useful guide to the professional competences of coaches implementing S4D training sessions with a focus on SDG8.

<sup>1</sup> Please have a look in our "[S4D Resource Toolkit](#)", if you want to know more about sport and SDG 8.

<sup>2</sup> It was decided to use this model (recognising-assessing-acting) which was developed in the context of "global learning" ([KMK & BMZ, 2016](#)), because it fits best to the thematic area of S4D. Similar models include the steps "knowledge-attitude-behaviour" or "connect-improve-transform" (see [Commonwealth, 2019](#), p. 42).

**Competences of Coaches in Sport for EMPLOYABILITY Programmes<sup>3</sup>**

<b>Self-competence:</b> <b>Coaches are able to...</b>	<b>Self-confidence and Trust</b> ... help participants to know about their abilities and qualifications to take (courageous) decisions (e.g. apply for a job). ... guide participants to realise and assess their strengths and weaknesses regarding job aspirations and job requirements. ... motivate participants to behave in a trustworthy way towards others, such as teammates, colleagues and job supervisors, as well as themselves and their abilities.
	<b>Motivation</b> ... teach participants to understand the importance to motivate themselves, as well as their own social and professional environment. ... enhance participants to evaluate their work and life situation and continue staying motivated. ... support participants in setting professional aims and actively work to attain them.
	<b>Responsibility</b> ... enable participants to anticipate the consequences of (professional) choices (i.e. taken or not taken) and create solutions. ... stimulate participants to reflect about the possibility take over responsibility for their own actions on the sport field and in professional life. ... increase participant's attitude to take responsibility for tasks given in their daily and professional life.
	<b>Critical Ability</b> ... teach participants how to recognise negative and positive criticism in their professional lives about their job performance. ... sensitize participants to draw realistic conclusions on their professional competences and performance. ... teach participants how to manage justifiable criticism on job-related issues appropriately.
	<b>Resilience</b> ... lead participants to learn about how to recover from misfortune, changes and/or difficulties in daily life that could influence work life. ... encourage participants to reflect about the importance of good relations with significant others. ... help participants to establish and maintain good relations with teammates, colleagues, and job supervisors.
	<b>Goal Orientation</b> ... teach participants about ways to develop plans for their own work-life balance. ... build participant's awareness to consider the steps necessary to succeed/reach a certain goal on the job and in their professional life.

<sup>3</sup> The following competences listed are gathered from our [Teaching and Learning Materials](#) developed in different countries. Additionally, parts of the table are quoted or adjusted from the following documents and websites: [Sport for Development and Peace and the 2030 Agenda for Sustainable Development \(Commonwealth Secretariat, 2015\)](#); [Enhancing the Contribution of Sport to the Sustainable Development Goals \(Commonwealth Secretariat, 2017\)](#); [Sport and the sustainable development goals. An overview outlining the contribution of sport to the SDGs \(UNOSDP\)](#); [Education for Sustainable Development Goals, Learning Objectives \(UNESCO, 2017\)](#).

	<p>... motivate participants to set a focus on special and normative tasks and the results of them.</p> <p><b>Adaptability</b>          ... help participants to recognise the ability to adjust themselves to different/new (job) conditions.          ... support participants to comment on different/changing situations and develop their ability to stay flexible.          ... lead participants to alter their actions to changed circumstances, constraints or conditions.</p> <p><b>Creativity</b>          ... instruct participants to identify their competences and experiences in order to generate new ideas to fulfil tasks/ solve problems.          ... stimulate participants to work out innovative approaches and actions.          ... encourage participants to find new ways of solving problems or fulfilling tasks.</p>
<p><b>Social Competence:</b> Coaches are able to...</p>	<p><b>Change of Perspective and Empathy</b>          ... help participants to understand how others make decisions about their work-life-balance and are able to make decisions from their own perspectives.          ... encourage participants reflect about the values, attitudes, feelings, and actions of colleagues and job supervisors.          ... show participants how to respect the needs and actions of others with regard to education, training or career choices.</p> <p><b>Respect, Fair Play and Tolerance</b>          ... develop participant's understanding of the importance to act politely in difficult situations at the workplace.          ... lead participants to apply rules in order to work and collaborate with others.          ... encourage participants to be respectful and stay tolerant with new colleagues, or teammates, who come from a different environment or context.</p> <p><b>Solidarity</b>          ... build participant's awareness to recognise situations when others need support.          ... enhance participants to reflect about ways to help others.          ... inspire participants to cooperate with others and maintain cooperation until the task is solved.</p> <p><b>Communication</b>          ... educate participants about the right behaviour and reactions in terms of communication (e.g. during a job interview).          ... encourage participants to reflect about the ability to formulate, create and vocalize questions to both peers and job supervisors.          ... increase participant's ability to listen well to teammates, colleagues and job supervisors including interpreting body language.</p> <p><b>Cooperation</b>          ... enable participants to recognise the steps necessary to include all members of a (working) group.          ... foster participant's understanding of the importance to reflect on individual strengths of group members and use them to reach a common aim or task.          ... encourage participants to work together for the achievement of their individual and/or collective goals.</p>

<b>Methodological Competence, Strategic Competence:</b> <b>Coaches are able to...</b>	<b>Critical Thinking</b> ... help participants to recognise challenges to have access to employment opportunities. ... stimulate participants to reflect upon their behaviour and relate it to their own goals and work achievements. ... motivate participants to communicate their opinions regarding their job achievement.
	<b>Decision-Making</b> ... show participants how to be able to consider all options and weigh the positive and negative aspects of each option. ... improve participant's ability to evaluate a given situation on the pitch, or at the workplace, and select an appropriate course of action. ... inspire participants to make decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks).
	<b>Problem-Solving</b> ... enhance participants to analyse and correct errors, while retaining control of their own feelings and actions. ... help participants to identify a problem and develop strategies to be able to reach a solution. ... support participants to apply different problem-solving frameworks to complex problems.
<b>Sport-specific Competences<sup>4</sup>:</b> <b>Coaches are able to...</b>	... support and instruct the age-specific development of general motor competences (speed, endurance, strength, coordination, flexibility). ... support and instruct the age-appropriate development of basic technical competences (sport-specific) in a way, that the participants are able to... <ul style="list-style-type: none"> <li>○ ... run, jump, skip, dribble, pass, shoot, throw, catch etc.</li> <li>○ ... use different sensory and motor techniques in various ways.</li> </ul> ... support and instruct age-appropriate development of basic tactical competences in a way, that the participants are able to... <ul style="list-style-type: none"> <li>○ ... explain the structures and strategies of a game.</li> <li>○ ...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.</li> <li>○ ... know in specific game situations which action leads to success ("game intelligence").</li> <li>○ ... act in a creative way and choose various solutions ("game creativity").</li> <li>○ ... comprehend the communicative and cooperative behaviours of individual team members.</li> </ul>

<sup>4</sup> Baur, J., Bös, K., Conzelmann, A. & Singer, R. (2009). *Handbuch motorische Entwicklung*. Schorndorf.