

Competences of a Coach in Sport for VOCATIONAL EDUCATION AND EMPLOYABILITY

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 develop their own specific competences to meet those requirements regarding to S4D activities. To address the entire range of competences, we developed clusters of S4D competences in which a coach needs when working in the field of S4D, with children and youth. The S4D competences include self, social, methodological/strategic and professional competences related to sport and related to specific S4D topics.

The following framework gives an overview on which competences are needed at the coaching level to foster the development of competences on the level of beneficiaries with the focus on Sport for Vocational Education and Employability. Derived from the fundamental S4D competence clusters, this framework was created in accordance with the development objective of vocational education and employability. The competence framework is not to be considered as complete; further not all competences are automatically acquired by all coaches. Overall, coaches should be qualified and empowered in their S4D competences through capacity development measures. In S4D workshops for coaches, 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

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Self-competence: The coach is able to...

Self-confidence and Trust

- ... support participants in developing a positive self-perception with regard to their vocational competences and trust in their abilities and qualifications.
- ... make participants realize and assess their strength and weaknesses with regard to their job aspiration and requirements to receive a job.
- ... encourage participants to communicate their strengths and competences to teammates, friends, parents, colleagues, and job supervisors in the professional sphere and not let themselves being intimidated by anybody.
- ... support participants in having trust in others, such as teammates, colleagues and job supervisors, as well as themselves and their abilities.
- ... make participants realize that sometimes one needs help to manage difficult situations in work life and that it is wise to accept support.
- ... make participants reduce their feeling of insecurity about their future and take the courage to enter into and/or finish their vocational education.

Motivation

- ... effectively support participants in setting professional aims and becoming active to attain them.
- ... support participants in realizing their professional aims with determination and patience.
- ... enhance the ability of participants to continually evaluate their work and life situation and continue staying motivated.
- ... support participants to create and maintain a good work-life balance.
- ... support participants to create, maintain and work on competences acquired to keep and improve their employability.

Responsibility

- ... sensitize participants to the fact that they themselves are responsible for their actions in work life and for their professional careers.
- ... support participants in learning how to anticipate the consequences of (professional) choices (i.e. taken or not taken) and create respective solutions.
- ... support participants in learning how to anticipate the consequences of their actions in their professional lives for themselves, as well as their social and professional environment.
- ... encourage participants to take over responsibility for their own actions on the sport field and in professional life.
- ... encourage participants to take over responsibility in tasks given in their daily and professional life.

Critical Ability, Conflict Ability

- ... enhance the ability of participants to accept and classify negative and positive criticism in their professional lives, with regard to their job performance.
- ... make participants learn how to draw realistic conclusions on their professional competences and performance.
- ... exercise with participants how to resist involvement in unnecessary arguments and conflict.
- ... develop participants' ability to cope and manage justifiable criticism on job-related issues in an appropriate way.

	<p>Resilience ... strengthen participants' abilities to apply reasonable measures to recover from or adjust easily to misfortune, changes and/or difficulties in daily life that could influence work life, or in work life itself. ... support participants to learn and realize coping mechanisms to sustain their courage and follow their aims, or tasks given, despite past failure or defects. ... support participants to learn and realize coping mechanisms to establish and maintain good relations with teammates, colleagues, and job supervisors even in unfavourable circumstances.</p>
	<p>Goal Orientation ... plan and keep up their commitment to support participants in implementing their work as coaches and enhance their abilities to consider the steps necessary to succeed/reach a certain goal on the job and in their professional life. ... guide participants to focus on tasks and aims set and to develop mechanisms to resist distractions and keep track of aims set. ... guide participants to act in a self-disciplined manner towards teammates, colleagues, job supervisors, and people involved in their professional surroundings despite their ambitious goal orientations. ... guide participants to develop a vision and plans for their own professional life based on an analysis of their competences and socio-economic contexts (e.g. family background).</p>
	<p>Adaptability ... show participants ways to incorporate knowledge and competences gained in former tasks, or jobs, into current ones. ... support participants in finding ways to alter their actions and reactions to different/new (job) conditions, to changed circumstances, constraints or conditions and have their ability to stay flexible. ... support participants in finding ways to deal with pressure or stressful situations.</p>
	<p>Creativity ... teach participants how to combine their knowledge, competences and experiences in a new way thus generating new ideas to fulfil tasks or solve problems. ... convey ideas on collectively developing and implementing innovative approaches and action. ... teach participants to find new ways of solving problems or fulfilling tasks, while still taking into consideration existing conditions.</p>
<p>Social Competence: The coach is able to...</p>	<p>Change of Perspective and Empathy ... create opportunities for his/her participants to put themselves in the position of colleagues, or other individuals, in their working environment and comprehend their values, attitudes, feelings, thinking and acting. ... create opportunities for his/her participants to put themselves in the position of others like colleagues and job supervisors, and reflect how others might judge their own values, attitudes, feelings, and acting.</p>

	<p>Respect, Fair Play and Tolerance</p> <ul style="list-style-type: none"> ... respect rules set for working together and retain their composure when facing failure or setbacks and be a role model for participants to do the same. ... take others seriously and appreciate them regardless of age, sex, family backgrounds and origin and be a role model in that respect ... show ways and offer learning opportunities how to be and stay polite and act with regard to anybody in the working environment even if there are different opinions. ... show ways and offer learning opportunities how to be and stay tolerant and respect diversity in their working environment. ... be respectful and stay tolerant with new colleagues or participants, who come from a different environment, or context, and bring with them different needs and qualifications and be a role model for participants to do the same.
	<p>Solidarity</p> <ul style="list-style-type: none"> ... empower participants to develop and maintain a mindset of solidarity that supports cooperation in the working environment. ... offer learning opportunities for participants to intervene in situations when others need support and keep up the support until the task or aim is achieved. ... offer learning opportunities how to intervene in conflict situations and enhance participants to do so. ... support participants in helping each other even when realizing that others are more competent in some things than themselves, and are able to use the diversity of competences of others collectively.
	<p>Communication</p> <ul style="list-style-type: none"> ... develop and maintain participants' capacities of articulating themselves in a effective, deliberate, and profitable manner in their working environment. ... develop and maintain participants' disposition of wanting to communicate well in their working environment. ... develop and maintain participants' ability to formulate, create and vocalize questions to both peers and job supervisors. ... offer learning opportunities to participants to develop and strengthen effective communication. ... teach participants to listen well to teammates, colleagues and job supervisors including interpreting body language. ... teach participants about their own roles as a "sender" or "receiver", as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication (e.g. during a job interview).
	<p>Cooperation</p> <ul style="list-style-type: none"> ... create learning situations in which participants learn how to combine efforts to fulfil a common aim or task successfully. ... create learning situations in which participants are asked for and experience the benefit of working together as a group. ... sensitize participants to recognize individual strengths of group members and use them to reach a common aim or task. ... show participants to include all members of a (working) group and not excluding any member and be a role model in that respect.

Methodological Competence, Strategic Competence: The coach is able to...	Critical Thinking ... make participants learn how to assess relevant information, interpret it effectively and come to well-reasoned conclusions and solutions. ... support participants' abilities to critically reflect on given tasks or on professional challenges and to carry out their actions in a purposeful way. ... guide participants to reflect upon their behaviour and relate it to their own goals aims and work achievements. The coach guide them to make suggestions for changes or improvements for the future. ... guide participants to anticipate consequences of their learning efficiency and quality of results achieved for future actions. ... offer participants tools and mechanisms to organize their work life autonomously and based on self-reflection.
	Decision-Making ... enhance participants to evaluate a given situation on the pitch, or at the work place, and select an appropriate course of action when there are several possibilities to choose from. ... enhance participants to consider all options and weigh positive and negative aspects of each option. From the consideration, they are able to produce a final rational and logical choice. ... support participants assess the consequences of actions on the pitch, or at the work place, and judge whether one is willing and capable to deal with them. ... support participants in developing abilities and mechanisms to reflect on making good decisions versus bad decisions regarding their professional life (e.g. choosing jobs or fulfilling tasks). ... support participants in developing abilities and mechanisms to forecast the outcome of each possible option and determine the best option for a particular job situation, or incident in their professional life.
	Problem-Solving ... show ways and tools to detect, analyse and correct errors that occur on the pitch, at the workplace, and/or in cooperation with teammates or co-workers. ... show ways and tools to define a problem, analyse it and develop strategies to be able to reach a solution and implement it. ... develop and support participants' capacities apply different problem-solving frameworks to complex problems to then develop viable solution options and strategies related to the problem.
Professional Competence/Expertise: The coach is able to...	Related to specific types sport / to sport²: ... teach and develop general motor competences (speed, endurance, strength, coordination, flexibility) of children and youth, in an age and ability appropriate way. ... teach and develop basic technical competences (sport-specific) of children and youth in an age and ability appropriate way: The coach is able to make participants...

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

	<ul style="list-style-type: none"> - ... dribble, pass, shoot, throw, catch etc. - ... use different sensory and motor techniques in various ways. <p>... teach and develop basic tactical competences of children and youth in an age and ability appropriate way: The coach is able to make participants...</p> <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.
	<p>Related to Vocational Education and Employability</p> <p>... explain, evaluate, and apply the concept of using sport as a tool for vocational education and employability.</p> <p>... make participants understand the concept of using sport as a tool for vocational education and employability.</p> <p>... critically reflect on how he/she can use sport as a tool for vocational education and employability in his/her working environment in an effective way.</p> <p>... use the tool of sport in terms of vocational education and employability in his/her training activities.</p> <p>... accept being a role model for participants with regard to job-related aspiration and actions and act accordingly.</p> <p>... make participants understand that important and relevant competences are able to be gained, through their sport participation, for their future professional career.</p> <p>... make participants critically reflect on underlying cultural and normative assumptions and practices regarding vocational education, career options and choices.</p> <p>... teach participants the importance of physical activity and sport for their own well-being, physical and mental health as a necessary balance to their future professional life.</p> <p>... teach participants about the distribution of formal employment rates per sector, informal employment, and unemployment in different world regions or nations. In addition, they know which social groups are especially affected by unemployment and regarding the facts and figures they know how to evaluate their own situation and their environment.</p> <p>... teach participants about vocational education and employment opportunities in their environment and are informed about steps to take to have access.</p> <p>... make participants aware about their personal strengths and weaknesses, which in turn allows them to draw conclusions regarding their professional career.</p>