

Competences of a Coach in Sport for HEALTH¹

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 Health. Derived from the fundamental S4D competence cluster, this framework was created in accordance with the development objective of health education. The competence framework is not to be considered as complete and 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.²

¹ Please have a look in our “S4D Resource Toolkit Glossary”, if you want to know how “health” is defined.

² 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 and realistic self-perception regarding their body, fitness as well as sexual and reproductive health. ... enhance the participants' confidence to trust their own power, abilities, qualities, and judgment regarding the state of their health. ... motivate participants to place trust in their instincts when it comes to their bodies, as well as the protection of them regarding sexual and reproductive health.
	Motivation ... develop participants' motivation to learn about the different dimensions of attitudes towards being physically active. ... enhance emotional and cognitive self-regulation of the participants. ... offer teamwork activities that inspire participants to look for opportunities to be active and healthy.
	Responsibility ...publicly demand and support the development of policies promoting health and well-being. Further coaches are able to guide the participants to take this responsibility themselves. ...enhance participants to be responsible for their own well-being and teach participants to be disciplined and work consistently to be healthy. ...support the participants in having the courage to protect the health and well-being of individuals they are close to and are part of their inner circle.
	Critical Ability, Conflict Ability ... give feedback to the participants about their health status and lead them in critically reflecting the feedback given; further, coaches teach participants how to correct negative behaviour by making positive changes. ... enhance the participants' to draw realistic conclusions about their present lifestyles and how these conclusions may impact their future health status.
	Resilience ... support participants to use sport to regain, recover or development a healthy routine after challenging circumstances. ... enhance participants to stick to healthy choices despite negative influences. ... offer opportunities for participants to learn about, as well as experience themselves, significant mental health outcomes from participating in sport and physical activity.



	<p>Goal Orientation ... encourage participants to be personally committed to promote health and well-being for themselves, their family and others. Additional forms of participants expressing commitment include considering volunteering or professional working in health and/or social care. ... make participants aware of their personal concerns of illness, disease etc. because of an unhealthy behaviour(s); further, they support participants to make necessary mid- to long-term adjustments for their well-being.</p> <p>Adaptability ... show participants how to include health promoting behaviours in their daily routines. ... encourage participants to be receptive to changes, and welcome healthy alternatives that can become habits within new environments. Also, participants are encouraged to not avoid and diminish resistant behaviour toward changes, alternatives and recommended adjustments.</p> <p>Creativity ... support participants in encouraging others to decide and act in favour of promoting health and well-being for all. ... enhance participants' general imagination regarding sporting and health behaviour.</p>
<p>Social Competence: The coach is able to ...</p>	<p>Change of Perspective and Empathy ... encourage participants to interact with people suffering from illnesses, and to feel empathy for their situation and feelings. ... sensitize participants to perceive when others need help and motivate them to seek help for themselves and others. ... guide participants to improve solidarity and connectivity individually and collectively for the well-being of others. ... offer opportunities for participants to understand how others make decisions on their health and lead them to make decisions from their own perspectives.</p> <p>Respect, Fair Play and Tolerance ... teach that health and well-being in sports are surrounded by values (respect, fair play and tolerance) which are important for all. ... stimulate participants to improve the integrity and solidarity of their social environment by being respectful and impartial to decisions that affect one's own and others' well-being.</p> <p>Solidarity ... support participants to have an attitude of inclusiveness towards self-efficacy (e.g. productivity, goal achievement) and to care about people's health. ... offer learning opportunities for participants to understand the benefits of public action related to physical activity. ... show participants that engaging in sporting habits can become an opportunity of unity for their community</p>

	<p>Communication ... encourage and lead participants to communicate about issues of health (including sexual and reproductive health) and well-being. Further, coaches especially encourage participants to argue in favour of prevention strategies to promote health and well-being. ... teach participants about their roles as a “sender” or “receiver” regarding health, as well as the behaviours and the reactions (i.e. verbally and physically) associated with each role in terms of communication. ...enhance participants’ ability to recognize physical literacy³ as a core outcome of education and an important strategy to improve overall health by achieving physical activity targets.</p> <p>Cooperation ... empower participants to develop (common) goals and strategies for the implementation of healthy choices and activities that engages others, along with partners interested in the same goal. ...make participants understand the contribution of physical activities and sporting choices; that they are great assets for teamwork games.</p>
<p>Methodological Competence, Strategic Competence: The coach is able to ...</p>	<p>Critical Thinking ... create a holistic understanding of well-being and living a healthy, including in areas of sexual and reproductive health, among the participants. ... clarify health-related values, beliefs and attitudes. ... develop a rationale on keeping a good attitude towards health and sports among the participants. ...encourage and lead participants to make informed decisions about their health in difficult situations (e.g. how to exercise on a low budget).</p> <p>Decision-Making ... show participants, as well as encourage them to find, ways to include health promoting behaviours, including sexual and reproductive health, in their daily routines. ... to support participants in behaviour control, and defining it as an asset for making healthy decisions.</p> <p>Problem-Solving ...offer learning opportunities to plan, implement, evaluate and replicate strategies that promote health, including sexual and reproductive health, and well-being for themselves, their families and others; and encourage participants to do the same.</p>

³ "Physical literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life." (The International Physical Literacy Association, May 2014, Retrieved on 23.10.2017 from <http://physicalliteracy.ca/physical-literacy/>)

Professional competence; expertise: The coach is able to ...	Related to specific types sport / to sport⁴: ... 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... <ul style="list-style-type: none">- ... dribble, pass, shoot, throw, catch etc.- ... use different sensory and motor techniques in various ways. ... teach and develop basic tactical competences of children and youth in an age and ability appropriate way: 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.
	Related to Health ... explain, evaluate, and apply the concept of using sport as a tool for health. ... make participants understand the concept of using sport as a tool for health.

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



... critically reflect on how he/she can use sport as a tool for health in his/her working environment in an effective way.
... use the tool of sport in his/her own training activities in regards to health.
... accept being a role model for participants with regard to healthy behaviour and act accordingly.
... make participants critically reflect on underlying cultural and normative assumptions and practices in terms of health.
... make participants understand the importance of physical activity and sport for their own well-being, as well as the importance of developing advertising strategies to promote health and well-being.
... make participants understand the importance of mental health. The learner understands the negative impacts of behaviours like xenophobia, discrimination, bullying, and aspects associated with emotional well-being.
... make participants understand how addictions to alcohol, tobacco or other drugs cause harm to health and well-being.
... make participants use relevant prevention strategies to foster positive physical health (including sexual and reproductive), mental health, overall well-being, and information related to early warning and risk reduction.
... make participants gain knowledge and understand the concepts of health, hygiene and well-being. They are able to make participants critically reflect on them and develop an understanding the concepts importance.
... make participants gain knowledge about facts and figures regarding most severe communicable and non-communicable diseases, as well as the most vulnerable groups and regions concerning illness, disease and premature death. Regarding the facts and figures they make participants know how to evaluate their own situation and their environment.
... make participants understand the socio-political-economic dimensions of health and well-being and make them and know how to evaluate their own situation and their environment. Also, they make participants gain the understanding about and the overall effects of advertising and strategies to promote health and well-being.