

INVITED WELCOME

A Global Approach to Advancing the Profession of Coaching

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This certainly is an exciting time in the fields of coaching, coaching education and coaching research. Many new initiatives and events are helping to grow our knowledge, research efforts and practical applications in these areas. This journal is clearly a great example of all three of these efforts by bringing two great organizations together with the support and coordination of Human Kinetics as the delivery vehicle. Both the American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and the International Council for Coaching Excellence (ICCE) have been very involved in coaching education for many years and now have partnered to bring you the *International Sport Coaching Journal (ISCJ)* to provide you with relevant research as well as the application of research and practical experiences by top level experts in the field. With this international approach, coaches and sport scientists will benefit from information useful to developing athletes of different skill levels, ages and genders.

The *International Sport Coaching Journal* will be revolutionary in providing resources to coaches and coaching educators. By serving as a platform for researchers from around the world to share both theoretical and practical research based findings, the fields of coaching and coaching education will improve. While the *International Sport Coaching Journal* will be novel in its content and global reach, the articles published in this journal represent only a fraction of the many educational tools now available to coaches and coaching educators. While on different continents, both AAHPERD and ICCE have been and will continue to provide coaching education through various platforms, some of which are included below.

American Alliance for Health, Physical Education, Recreation and Dance

The history of AAHPERD, as it relates to sport, goes back to its beginnings. The organization was formed in

1885 after Dr. William Anderson, at that time a young physician, convened a meeting of gymnastics teachers as they were commonly referred to in those days. They formed the Association for the Advancement of Physical Education (AAPE). As was evident from one of the early Presidential addresses, “*the great increase in love of athletics and out-of-doors sports...is another indication that our association work is gaining a steady hold and a permanent place in our community*”, sport played a significant role in the formation and development of the organization. Since the early beginnings, AAHPERD has been through six name changes, yet the focus on sport and the teaching and coaching of coaches has continued over the years. Another name change is on the horizon and will help in refocusing the organization in the areas of teaching, coaching and research. Currently, AAHPERD is based in Reston, VA, where the headquarters were officially dedicated in 1981.

AAHPERD is a founding member of the National Council for Accreditation of Coaching Education (NCACE) and manages its operations by evaluating and accrediting sport coaching programs in the United States. NCACE promotes and facilitates coaching competence within all levels of amateur sport by overseeing and evaluating the quality of coaching education programs. The council was founded in 2000 and provides leadership and guidance to coaching education providers, sports administrators and the public regarding the necessary knowledge, values and skills needed by effective coaches. In addition, NCACE endorses comprehensive standards for sport practitioners, including volunteer, interscholastic, collegiate and elite coaches.

In 2008, AAHPERD launched the *Journal of Coaching Education* with the purpose of helping coaching educators share and expand their knowledge on a wide range of coaching topics through research based articles. Jody Brylinski served as founding editor for the first three and a half years. Following her retirement from the position, Michael Sheridan (Editor) and Wade Gilbert (Associate Editor) assumed their respective roles and worked to

refine the purpose and scope of the journal. This leads us to where we are now with the unveiling of the new *International Sport Coaching Journal*.

International Council for Coaching Excellence

The International Council for Coaching Excellence has a mission to become the global cooperative body that will lead the development of coaching as a blended professional area across the globe. Originally formed in 1997 as the International Council for Coach Education, the re-named ICCE aims to emphasize the need for excellence in coaching practice, and to support coaches in the workplace as a key part of enhancing the profession of coaching. Headquartered at Leeds Metropolitan University in the UK, ICCE is an international not-for-profit that brings together the national coaching organizations, international sport federations and institutions that deliver coaching education for the purpose of enhancing coaching and coach education. In partnership with the Association of Summer Olympic International Federations (ASOIF) and Leeds Metropolitan University, ICCE has developed the International Sport Coaching Framework as a reference document to support the design, benchmarking and refinement of coach education and development programs.

To enhance the field, ICCE has identified a number of key strategies.

- **Quality Assurance:** developing frameworks, tools, and processes to facilitate the quality assurance of coaching programs.

For example: the International Sport Coaching Framework, Code of Ethics, Coaches Charter, Coaching Senate.

- **Research and Development:** fostering a strong research community that will provide an evidence base for coaching development.

For example: the ICCE Research Committee, *ISCJ*, Global Coach Conference / Research Fair.

- **Community of Coaches:** strengthening the sharing of knowledge and experiences among coaches and the voice of the coach in decision-making.

For example: the Global Coaches Houses, website, and coaches associations and commissions.

- **Technical services and innovations:** creating synergies among leading coaching organizations and helping countries to further enhance their activities through sharing of good practice.

For example: professional consultation on program and system development, lead partner workgroups, corporate partnerships.

- **International coach education programs:** collaborative programs among higher education institutions

For example: international masters and professional doctorate programs, quality marking programs against international standards.

Although varied and different in approach and content, both AAHPERD and ICCE believe that the education we are offering will be one of the instrumental pieces in transforming the coaching and coaching education fields. We are optimistic for the venue that *ISCJ* will provide in being an optimal vehicle to globally share the manifestation of this education.

Future Challenges

The future of coaching education looks extremely promising. New research continues to demonstrate the need for coaches to expand their skills and knowledge base in all facets of coaching. As new research continues to emerge, so does the amount of coaching education and coach development programs. However, a single bout of coaching education or professional development is not sufficient in truly developing a coach's knowledge and ability. It is a process over time through education, evaluation, reflection and experience. People worldwide are recognizing the important and complex role of the coach and beginning to understand the importance of programs that produce qualified and competent coaches and continue to develop them over time. A task this large presents many challenges. The future challenges will include, but are certainly not limited to, topics such as:

- Providing a greater body of knowledge in the fields related to coaching education
- Sharing practical applications in a user-friendly manner based on solid research as well as best practices
- Developing an age-appropriate body of knowledge to coach educators of all levels
- Aligning national standards in coach education among different countries
- Deciding the role of physical literacy in coaching education.
- Awareness of the different needs of country-specific issues
- Gender-related coaching strategies
- Aligning, implementing and evaluating international frameworks for coaching education and coach development.
- Conducting research that further identifies the implications of coaching knowledge and ability on athlete development.
- Establishing coaching as a blended professional area, that reflects the reality of the mix of volunteer and paid status of coaches while continuing to enhance the status of coaches locally, nationally and internationally (see figure 1).

Much has been accomplished over the past decades to support the emerging fields of coaching, coaching education and coaching research and the promise of