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Emerging trends in sports coaching

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Abstract

The dictionary definition of coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. Coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future. While there are many different models of coaching like that Sports coaching, psychological coaching and career coaching etc. in modern scenario of coaching too much different from the ancient era. A shifting economic and political landscape, changing society, changing identities, Switched-on society, Digital revolution and Healthier lives changes the mode of coaching. With the growing popularity of coaching, many colleges and universities now offer coach training programs that are accredited by a professional association. Some courses offer a life coach certificate after just a few days of training.

Keywords: Emerging trends, sports coaching

Introduction

There are many definitions for what coaching is all about. The dictionary definition of coaching is a method of directing, instructing and training a person or group of people, with the aim to achieve some goal or develop specific skills. Coaching is a form of development in which a person called a coach supports a learner or client in achieving a specific personal or professional goal by providing training and guidance. The learner is sometimes called a coachee. Occasionally, coaching may mean an informal relationship between two people, of whom one has more experience and expertise than the other and offers advice and guidance as the latter learns; but coaching differs from mentoring in focusing on specific tasks or objectives, as opposed to more general goals or overall development. There are many ways to coach, types of coaching and methods to coaching. Coaching is a process that aims to improve performance and focuses on the 'here and now' rather than on the distant past or future. While there are many different models of coaching, here we are not considering the 'coach as expert' but, instead, the coach as a facilitator of learning. Research over the last decade has demonstrated that it is experience and the observation of other coaches that remain the primary sources of knowledge for coaches. Despite this, coach education and continuing professional development fail to draw effectively on this experience. Using the work of Pierre Bourdieu, this paper attempts to understand how the "art of coaching" can be characterized as structured improvisation and how experience is crucial to structuring coaching practice. An examination of current coach education and assessment demonstrates that coaching practice viewed as a composite of knowledge has not specifically addressed the pervasive influence of experience on coaching practice. Drawing on experiences from the educational field, we examine how coach education and continuing professional development can utilize mentoring and critical reflection to situate learning in the practical experience of coaching. Health coaching is becoming recognized as a new way to help individuals "manage" their illnesses and conditions, especially those of a chronic nature. The coach will use special techniques, personal experience, expertise and encouragement to assist the coachee in bringing his/her behavioral changes about, while aiming for lowered health risks and decreased healthcare costs. The National Society of Health Coaches (NSHC) has differentiated the term health coach from wellness coach. According to the NSHC, health coaches are qualified "to guide those with acute or chronic conditions and/or moderate to high health risk", and wellness coaches provide guidance and inspiration "to otherwise 'healthy' individuals who desire to maintain or improve their overall general health status" Coaching in education is seen as a

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useful intervention to support students, faculty and administrators in educational organizations. For students, opportunities for coaching include collaborating with fellow students to improve grades and skills, both academic and social; for teachers and administrators, coaching can help with transitions into new roles. Life coaching is the process of helping people identify and achieve personal goals. Although life coaches may have studied counseling psychology or related subjects, a life coach does not act as a therapist, counselor, or health care provider, and psychological intervention lies outside the scope of life coaching. In sports, a coach is an individual that provides supervision and training to the sports team or individual players. Sports coaches are involved in administration, athletic training, competition coaching, and representation of the team and the players.

Trends and Future of Coaching

Society is changing. We're living longer, busier and more demanding lives, but we're also tech-savvy, health- and image-conscious. The challenge for coaching is how to adapt to these trends.

This subject made for a fascinating debate on the first morning of the 10th UK Coaching Summit, co-hosted by sports coach UK and Sport Wales at the Vale Resort in Cardiff.

High-performance coach and mentor Andy McCann neatly summed up the mind-set coaching must adopt: 'Any organisations that don't look at future trends – demographic, societal, cultural, geographical and technological - are at risk of going under.'

- What might the UK coaching system look like in 2026?
- What trends and societal changes will influence coaching?
- What direction does coaching need to take to keep up with those trends?

These were the questions posed by a Future Foundation report commissioned last year by the UK Coaching Committee. The findings, revealed at the debate, were split into seven trends relevant to coaching:

A shifting economic and political landscape

There's cautious optimism about economic recovery, yet an increasing polarisation between haves and have not. Great care must be directed towards more vulnerable sections of society so they won't be marginalised from sport and participation. Coaching must offer value for money and be accessible across socio-economic groups.

A changing society

The population's average age is ever-rising. Coaching must get rid of old assumptions about age and participation. We can't assume people will play sports at particular stages of life. We must offer age-neutrality and broaden our coaching offer for an ageless society.

Changing identities

Sport must fit in with consumers' need to share their lives through social media and create their own 'life story'. Coaching must seek to become part of people's 'public identity'. "It's cool to coach" could be an emphasis,' suggested Kevin Bowring, sports coach UK board member and RFU Head of Professional Coach Development.

Switched-on society

Sport is fighting for its place on modern consumers' daily 'to-do lists'. A possible solution to this was summarised by Sport England's Stephanie Maurel as E.A.S.T. (i.e. making sport Easy, Attractive, Social and Timely (so it fits around hectic lifestyles).

Digital revolution

Sharing run times on social media used to be called 'showing off'. Now it's normal. Wearable tech is no longer a novelty. Coaches must tap into this and use technology to connect coach with consumer.

Healthier lives

Consumers are more knowledgeable and demanding about their own health. Coaches must tailor their offering, perhaps joining forces with occupational therapists and other health professionals to offer bespoke health management.

Engaging consumers in the 21st century

As a population we're now more demanding, empowered and selfish. Loyalty has gone. Each consumer is looking for the best offer for *them*. Coaching hasn't adapted to this yet, but must look to offer bespoke services for the individual.

The report finished not with conclusions, but aspirations for the coaching community over the next decade; namely that:

- Coaching is recognised for the benefits it brings to society
- Coaching is delivered across a range of settings, to a range of people
- There's a flexible and agile coaching work force reflecting society
- Coaching embraces technology

Conclusion

With the growing popularity of coaching, many colleges and universities now offer coach training programs that are accredited by a professional association. Some courses offer a life coach certificate after just a few days of training but such courses, if they are accredited at all, are considered "à la carte" training programs, "which may or may not offer start to finish coach training," according to the ICF. Some "all-inclusive" training programs accredited by the ICF require a minimum of 125 student contact hours, 10 hours of mentor coaching and a performance evaluation process. This is very little training in comparison to the training requirements of some other helping professions: One of the challenges in the field of coaching is upholding levels of professionalism, standards and ethics. To this end, coaching bodies and organizations have codes of ethics and member standards. However, because these bodies are not regulated, and because coaches do not need to belong to such a body, ethics and standards are variable in the field. In February 2016, the AC and the EMCC launched a "Global Code of Ethics" for the entire industry; individuals, associations, and organizations are invited to become signatories to it.

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