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THE COACH SETS THE AGENDA
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Introduction
Coaches are very important, if not crucial, in an athlete’s development towards success (Ericsson, Prietula, & Coakley, 2007; Horn, 2002; Whitmore, 1997). On the National Sport High Schools, which are the largest talent development system in Sweden, the coaches organize, plan and run the programs that include the athlete’s practice. The athletes are spending three important years on their way of becoming top athletes and are of course very dependable of how these coaches run the programs.

The aim of this ongoing project is to investigate how the coaches on the National Sport High schools work in order to fulfill the main goal of the program, which is to develop talented athletes towards an international elite level. The research questions include what kind of coaches do the schools recruit, how are the coaches working in order to develop themselves and the program and also how are they running the programs.

Method
To answer the research questions and to get the coaches perspectives, interviews have been the main way of collecting data (Cohen, Manion, & Morrison, 2009; Kvale, 1996). Four schools have acted as empirical cases (Cohen et al., 2009). The cases have been chosen through purposefull sampling (Patton, 2002). The theoretical framework that the study is based on is Community of practice (Lave & Wenger, 1991)

Results
When the coaches are recruiting new coaches, the recruit coaches with the same background as them selves and the new coaches learn and develop when they follow the older ones in their work. Just like in a Community of Practice.
The coaches think that they have enough knowledge in order to fulfill their assignment and are not working systematically in order to develop either them selves or the program. It is a clear culture among the coaches how things should be done but there is a lack of reflection. They are not continuously asking themselves if this is right in order to fulfill the purpose and also according to the development in the sport. The documentation is in some places also insufficient.

Discussion & Conclusion
The coaches need continuous support to develop themselves and the program. The coaches are not planning the program out of the curricula but out of what the athletes need in order to develop in the sport. This leads to a gap between curricula, purpose of programs and the practice. Therefore either the curricula or the purpose of the programs have to change.

References