1   **Exploring how well UK coach education meets the needs of women sports coaches**

2

3   8th July 2016

4   **Abstract**

5   Inclusive and equitable processes are important to the development of sports coaching. The aim of

6   this study was to explore how well UK coach education meets the needs of women sports coaches in

7   order to make recommendations to further enhance the engagement of, and support for, aspiring

8   and existing women coaches. The national governing bodies (NGBs) of four sports (Cycling,

9   Equestrian, Gymnastics and Rowing) volunteered to participate and semi-structured interviews using

10   the tenants of Appreciative Inquiry (AI) within a Self Determination Theory (SDT) framework were

11   undertaken with 23 coaches, eight coach educators and five NGB officers.

12   The data themed into an analytic structure derived from SDT comprising 'Autonomy: Freedom to

13   coach', 'Coaching competence', and 'Relatedness and belonging'. The coaches perceived potential

14   benefit from enhanced relatedness and belonging within their sport with the findings suggesting that

15   NGBs should embrace coach-led decision making in terms of the developmental topics which are

16   important and should adopt the development of competence, rather than assessing technical

17   understanding, as the foundational principle of more inclusive coach education. Future research

18   should investigate the impact of the inclusive practices which are recommended within this

19   investigation such as the softening of the technocratic focus of formal coach education.

20

21   Key words: Appreciative Inquiry; Coach development; Inclusion; Female; Sports coaching

Introduction

The *UK Coaching Framework* (sports coach UK, 2012) is designed to provide the coaching industry in the UK with a common vision to drive the development of excellent coaching practice and places strong emphasis on inclusive and equitable processes being pivotal. The purpose of the *UK Coaching Framework* is to aid National Governing Bodies of Sport (NGBs) in the construction of their coach education pathways through which individuals will become qualified to coach in a particular sport; a central component of this framework is the desire to ensure a diverse workforce (sports coach UK, 2012). However, recent empirical evidence would seem to indicate that little has changed regarding the under-representation of women since the publication of the *Coaching Workforce* (North, 2009). In 2009, North (2009) reported that, of the UK's approximately 1.1 million coaches, only 31% were female, compared to a national population proportion of 49%. Two years later, sports coach UK (2011) reported the 31% figure remained unchanged, adding that only 18% of qualified coaches were female. The under-representation of women in coaching is not solely confined to the UK; approximately 21% of coaches within the USA are female which, alarmingly, represents a modest decline since Title IX (Moran-Miller & Flores, 2011). Acosta & Carpenter (2014) reported that, in the USA, around 20% of all head coaches of intercollegiate sport are female. Furthermore, Acosta & Carpenter (2014) reported that in 1972, when Title IX was enacted, 90.0% of female teams were coached by women; by 2014, that figure dropped to 43.4%. The decreasing number of female head coaches in women's sports potentially leads to a dearth of women in decision-making roles and also hinders the perception of autonomy (LaVoi & Dutove, 2012). Furthermore, the under-representation of women coaching in the UK is further emphasized by North (2009) who reported that just 18% of 'qualified' coaches were female illustrating an even greater dearth of female coaches actually undertaking formal education and certification in this field.

The nature and form of coach education has been debated extensively in recent literature (see, for example, Cushion et al., 2010; Piggott, 2012) although examination of this discussion

48   provides only limited insight into the particular perspective of women coaches. A considerable

49   proportion of the recent sports coach education literature adopts the theoretical framework

50   originally proposed by Coombs & Ahmed (1974) which described formal, informal and non-formal

51   educational activities. Formal educational activities include accredited courses such as United

52   Kingdom Coaching Certificate (UKCC) endorsed coaching awards and Higher Education degree

53   programmes (Nelson, Cushion, & Potrac, 2006). The UKCC is an endorsement system administered

54   by sports coach UK in an attempt to provide consistency between the levels of coaching awards

55   offered by national governing bodies (NGBs) (Piggott, 2015). Non-formal educational activities

56   comprise elements such as additional workshops and Continuous Professional Learning (CPL) events,

57   whilst informal activities include reflection, experiential practice and mentoring (Cushion et al.,

58   2010). The value of bespoke learning journeys, which actively engage participants through a range

59   of formal, informal and non-formal opportunities, has been an important theme of contemporary

60   coach education research (Mallett, Trudel, Lyle, & Rynne, 2009). A considerable volume of research

61   has reported that coaching practitioners place little value in formal NGB awards (Cushion, Armour,

62   & Jones, 2003; Nelson et al., 2006; Piggott, 2012, 2015), although there is little evidence linking

63   competencies with such learning opportunities (Cushion et al., 2010; Lyle, Sue, & North, 2010;

64   Nelson et al., 2006; Nelson, Cushion, & Potrac, 2013; Turner & Nelson, 2009) or whether such values

65   and perceptions hold true specifically for women. Irrespective, formal coach education has been

66   reported to be less valued than experiential learning and other informal opportunities with the

67   benefits to elite coaches being particularly questionable (Cushion et al., 2010; Gilbert & Trudel,

68   1999; Lyle et al., 2010; Mallett et al., 2009; Nelson et al., 2006; Nelson et al., 2013; Turner & Nelson,

69   2009). In particular, Piggott (2012) found that formal coach education courses which were delivered

70   akin to 'closed circles' of knowledge and providing a prescriptive model of practice to be followed

71   were reported, by coaches of a range of experience and qualification, to be useless. Extending this

72   work, Piggott (2015) proposed a philosophical agenda for reform of coach education suggesting that

73   NGBs adopt an 'Open Society' framework encouraging the democratization of educational

74 encounters. An Open Society educational model embraces, amongst many others notions,

75 individual autonomy, the fallibility of institutions, tolerance and critical rationalism (Piggott, 2015) all

76 of which would point towards a greater reliance on informal learning. Informal learning experiences

77 which coaches have been reported to perceive as beneficial to their development include unofficial

78 mentoring (Jones, Harris, & Miles, 2009), knowledge gained as a performer (Jones, Armour, &

79 Potrac, 2003), and acting as an apprentice to a more experienced coach (Cassidy, 2010) amongst

80 many others. Some research has reported that non-formal learning activities have had a positive

81 impact on coach learning (Conroy & Coatsworth, 2006; Kidman & Carlson, 1998), although the rigour

82 and breadth of these studies has been questioned (Cushion et al., 2010). How informal and non-

83 formal coach education is perceived by women is relatively unknown.

84   Previous research that has focused on the phenomenon of the under-representation of

85 women in coaching has commonly reported key themes purporting a culture of hegemonic

86 masculinity, covert discrimination, time constraints and an apparent lack of desire from women to

87 seek advancement or high level appointments (Cunningham, Doherty, & Gregg, 2007; Fielding-Lloyd

88 & Meân, 2011; Norman, 2010, 2013; Shaw & Slack, 2002). sports coach UK (2013) conducted a

89 preliminary investigation into the experiences and perceptions of women towards coach education

90 identifying that women highlighted barriers similar to those relating to their involvement in coaching

91 more generally. The sports coach UK (2013) report is similar in both disposition and methodology to

92 much of the research already discussed concerning under-represented groups in coaching (Fielding-

93 Lloyd & Meân, 2011; Lewis, Roberts, & Andrews, 2015; Norman, 2010, 2013; Shaw & Slack, 2002)

94 but also in relation to female athletes (Norman & French, 2013) being primarily focused on the

95 deficiencies of provision and culture. Fielding-Lloyd & Meân (2011) also discovered deficiencies in

96 relation to coach education provision for women within one County Football Association in the UK.

97 Fielding-Lloyd & Meân (2011) and argued that the organization's devolvement of responsibility to

98 individual women coaches to access open-entry (available to all) courses was both discriminatory

99 and victimizing. LaVoi (2016) suggested that a different approach to analyzing the deficiencies of the

100   current systems and culture is required and, furthermore, are critical of targeted interventions which

101   focus merely on increasing the number of female coaches and the volume of opportunities, arguing

102   such approaches fail to address the underlying, fundamental, issues and thus merely attempt to

103   cover-over the problem rather than addressing the root causes.

104   Adopting Bourdieu's concept of *habitus*, Graham, McKenna, & Fleming (2013) also reported

105   concerns relating to the lack of female-led decision making in sports coaching and analyzed how

106   power and ideologies may be controlled and maintained by masculine establishments. Lewis et al.'s

107   (2015) investigated adopted a Bourdieuian perspective of women coaches' experience of football

108   association coach education concluding the courses they attended were sexist, isolating and

109   pointless. However, both Graham et al.'s (2013) and Lewis et al.'s (2015) research again focus on

110   deficiencies of the culture and systems, as opposed to considering alternative theoretical and

111   methodological perspectives which might more helpfully enable change through empowerment and

112   holistic understanding. Contrastingly, LaVoi & Dutove (2012) addressed the under-representation of

113   women in coaching by considering an Ecological Systems Model comprising four layers of cultural

114   understanding; individual, interpersonal, organizational and sociocultural context. The Ecological

115   Systems Model was chosen in an attempt to depart from the 'deficiencies' approach outlined above

116   and reported that women cited an interest in coaching careers and the stimulation of the job as key

117   reasons why they wanted to coach (LaVoi & Dutove, 2012). Furthering this model, LaVoi (2016) and

118   LaVoi and Burton (2016) respectively added 'intersectionality' and 'multisystems' in an attempt to

119   provides tools for researchers to examine how the complex identities of women coaches interact

120   with their individual environments and social systems to impact their experiences. LaVoi's (Burton &

121   LaVoi, 2016; LaVoi, 2016; LaVoi & Dutove, 2012) aspirational findings and approach contrast with

122   research focused on the deficiencies of systems such as Lewis et al. (2015), Norman (2010, 2013)

123   and Norman & French (2013) highlighting that such a different epistemological and methodological

124   stance might be appropriate for the study of women coaches' engagement with coach education.

125   Methodological approaches which seek to empower participants and provide a more holistic

126   environmental understanding focused on meaningfulness and relatedness may be more effective in

127   addressing the nuances of the long-standing under-representation of women in coaching (Occhino,

128   Mallett, Rynne, & Carlisle, 2014; Thedin Jakobsson, 2014; Vinson et al., 2015).   Furthermore,

129   theoretical underpinnings which offer understandings of the motivational processes impacting

130   women's engagement with sports coaching may be useful to explore.   A particularly prominent

131   motivational model in the field of sport over recent years has been Self-Determination Theory (SDT)

132   (Deci & Ryan, 1985).

133   Engagement with any task is undeniably connected to the individual's motivation. Deci &

134   Ryan (1985) proposed that motivation can be conceived as a continuum spanning amotivation,

135   through non-self-determined extrinsic motivation (non-SDEM), self-determined extrinsic motivation

136   (SDEM) to intrinsic motivation. Deci & Ryan (2002) suggested that intrinsic motivation is the most

137   desirable state and that this concept has been inextricably connected to positive psychological well-

138   being, enhanced engagement and greater longevity of commitment.   Psychological well-being,

139   enhanced engagement and greater longevity of commitment are all potentially crucial

140   characteristics in coaching careers where extrinsic rewards (particularly remuneration) are likely to

141   be grossly insufficient for the vast majority of practitioners. For example, North (2009) reported that

142   only 3% of all coaches (including males) in the UK were employed full-time and the vast majority of

143   others delivered only a few hours per week. SDT proposes that humans have three fundamental

144   psychological needs:

145   1. Autonomy - being the perceived source of one's own behaviour;

146   2. Competence - feeling effective in the social environment; experiencing opportunities to

147   express one's capabilities;

148   3. Relatedness - feeling connected to others; being cared for by one's community.

149   (Deci & Ryan, 2002)

150 Deci & Ryan (2012) and Ryan & Deci (2011) outlined the appropriateness of SDT to help explain

151 sociocultural phenomena from a motivational perspective, although to date, this theoretical

152 framework has not been applied to coach education specifically.

153   A number of studies utilising SDT do exist directly focussing on coaching practice more

154 generally. For example, Allen & Shaw (2009) examined the organizational support perceived by

155 eight female high performance coaches in two different sports in New Zealand. Allen & Shaw (2009)

156 found that the women coaches did feel supported by their respective organisations to a sufficient

157 extent to enable the perception of enhanced autonomy support and the development of

158 competence, but did not find evidence concerning the promotion of relatedness. In later work

159 concerning the social values of two sports organisations from the perspective of women coaches,

160 they found that only one of the two facilitated conditions likely to lead to basic need satisfaction

161 (Allen & Shaw, 2013). In broader coaching-related research in Australia, McLean & Mallett (2012)

162 investigated the motivations of 13 coaches (four women) across 10 different sports. The authors

163 reported both intrinsic motivation and self-determined forms of extrinsic motivation were vital

164 aspects for coaches to facilitate a performer's optimal functioning (McLean & Mallett, 2012).

165 Several other studies have featured SDT as a theoretical foundation from which to examine sports

166 coaching (e.g. Cowan, Taylor, McEwan, & Baker, 2012; Felton & Jowett, 2013; Froyen & Pensgaard,

167 2014; Hollembeak & Amorose, 2005; Iachini, 2013; Iachini, Amorose, & Anderson-Butcher, 2010;

168 Mallett, 2005; McLean, Mallett, & Newcombe, 2012; Occhino et al., 2014; Webster et al., 2013)

169 reinforcing the appropriateness of utilising this framework in coaching-related research. The aim of

170 this project was to explore how well UK coach education meets the needs of women coaches in

171 order to identify ways in which to enhance participation, improve continuing support and promote

172 the engagement of women in sports coaching.

173 **Methodology**

174   A pragmatic methodological approach was determined drawn from Appreciative Inquiry

175 (Cooperrider & Whitney, 2005). Appreciative Inquiry was founded as a change management

176 concept and has increasingly been cited as a highly impactful research technique for educational

177 organisations seeking to enhance particular aspects of their practice (Doveston & Keenaghan, 2006;

178 Kadi-Hanifi et al., 2014; Shuayb, Sharp, Judkins, & Hetherington, 2009). The evaluation used the first

179 two 'D's of the 4D Appreciative Inquiry approach: Discovery and Dream. The Discovery phase is

180 concerned with the identification of the organisational processes that work well with a particular

181 focus on highlighting the elements of practice which work best (Doveston & Keenaghan, 2006). The

182 Dream phase is concerned with envisioning how processes and practice could flourish in the future

183 (Cooperrider & Whitney, 2005). Relating to the present study, this process concerned identifying

184 factors within the Discovery phase which could applied, extended or replicated by the coach

185 educators and NGB officers within the Dream phase. The final two phases of the 4D approach

186 (design and destiny) are concerned with the planning and implementation of the Dream phase and

187 were not within the scope of this investigation or the agreements negotiated within the respective

188 NGBs.

189   The overarching premise of Appreciative Inquiry is the focus on the positive and aspirational

190 elements of the environment and potential of the area under investigation. At the heart of

191 Appreciation Inquiry is a commitment to the believe of the potential of the unconditional positive

192 question (Cooperrider & Whitney, 2005). It is this commitment which provides Appreciative Inquiry

193 the ability to engage, enthuse, energise and enhance learning communities (Kadi-Hanifi et al., 2014).

194 Furthermore, it is also a means of avoiding the negative, deficit-led, approach of many

195 investigations into systems which are inequitable or discriminatory (Kadi-Hanifi et al., 2014). As

196 such, the employment of an Appreciative Inquiry approach with women coaches, coach educators

197 and NGB officers was highly appropriate to understand the positives of how the coaches had

198 developed their practice and, from this, to explore the dreams of how coach education systems

199 could be enacted to promote more women to be engaged and feel supported.

200 **Participants**

201   Following institutional ethical approval, an invitation from sports coach UK to all UK NGB to

202   participate was sent and resulted in officers from British Cycling, the British Equestrian Federation,

203   British Gymnastics and British Rowing volunteering their organisation's involvement. Stakeholders

204   within coach education were purposefully sampled and recruited to participate in the interviews by

205   consulting the respective NGBs and the research team's own networks. Additionally, NGBs were

206   invited to distribute to their female coaches electronic invitations to participate in the project via

207   their websites and social media.

208   Twenty three female coaches were recruited through the purposive sampling strategy (eight

209   from cycling; four from equestrian; seven from gymnastics; nine from rowing) and these coaches

210   represented the full range of qualifications, from unqualified up to the respective NGB's highest level

211   of award. Eight coach educators were recruited including six women (two from equestrian and

212   rowing; one each from cycling and gymnastics) and two males (both from cycling). Five NGB officers

213   working in coach development were recruited, two of whom were female (from gymnastics and

214   rowing) with one male officer from equestrian and two male officers from cycling (see Table 1). The

215   participants represent a sub-sample of the broader Supporting and Promoting Inclusive Coach

216   Education (SPICE) project concerning under-represented groups in coaching (Vinson et al., 2015).

217   The data and analysis presented herein are entirely original.

218

219   Table 1: Participant demographic table

Pseudonym	Sport	Highest (UK) qualification or role	Experience[a] (years)
June	Cycling	Breeze Ride Leadership Award	2
Karen	Cycling	Level 2 – Road and Time Trial	11
Ivy	Cycling	Level 2	2
Brenda	Cycling	Level 2	10
Kevin	Cycling	Coach educator	23
Peter	Cycling	Coach educator	27
Zoe	Cycling	Coach educator	12
Geoff	Cycling	NGB officer	7
Alexander	Cycling	NGB officer	5
Jill	Equestrian	None	3
Veronica	Equestrian	Level 2 – Generic riding	7
Ellie	Equestrian	None	2
Sophie	Equestrian	Level 3 – Show jumping	20
Pamela	Equestrian	Coach educator	20
Josie	Equestrian	Coach educator	15
Anthony	Equestrian	NGB officer	4
Jenny	Gymnastics	Level 1 – Rhythmic	1
Pavlina	Gymnastics	Level 2 – Rhythmic	13
Tina	Gymnastics	Level 2 - Trampolining	6
Trish	Gymnastics	Level 3 – General and trampolining	10
Isobel	Gymnastics	Level 2 – Rhythmic	2
Paula	Gymnastics	Level 4 - Women's artistic	20
Grace	Gymnastics	Level 2 – Acrobatics	17
Karly	Gymnastics	Coach educator	31
Elizabeth	Gymnastics	NGB officer	12
Gemma	Rowing	None	7
Clara	Rowing	None	1
Kate	Rowing	Level 2	8
Lucy	Rowing	Level 2	3
Catherine	Rowing	Level 2	4
Hayley	Rowing	Level 2	7
Jemima	Rowing	Level 3	3
Adriana	Rowing	None	6
Justine	Rowing	Coach educator	26
Margaret	Rowing	Coach educator	9
Xena	Rowing	NGB officer	11

220   [a] Relates to years of coaching and coach educating (coaches; coach educators) or years working for
221   NGB in a coaching-related role (NGB officers)
222

223   **Procedure**

224   Individual interviews took place in-person, via Skype or on the telephone, depending on the

225   availability and preference of the interviewee. Interviews lasted between 42 and 70 minutes for the

226   NGB officers and between 31 and 51 minutes for the remaining participants. The interview schedule

227 was informed by Appreciative Inquiry in order to seek positives and to investigate how to improve

228 the situation for female coaches from where it was at present. For example, participants were asked

229 to identify the inspirational and excellent elements of practice evident within their coach education

230 experience (see Appendix I). All interviews were recorded (with the permission of the interviewee)

231 and were transcribed verbatim. Owing to particular learning needs, three coaches felt their views

232 would be better represented in the written form and so were provided with a written copy of the

233 interview questions to which they responded via email which is commensurate with

234 recommendations made by Ison (2009). Email respondents were issued with the same questions as

235 the interview respondents and follow-up emails were sent to 'prompt' for further information in a

236 similar manner to the participants who were interviewed verbally. The results of the analysis of the

237 data from all coach interviews informed the interviews with the coach educators and NGB officers.

238 This 'informing' process comprised common perspectives drawn from coaches with the 'Discovery'

239 phase being offered to coach educators and NGB officers to elicit their perspectives within the

240 'Dream' phase of the investigation. For example, the common reference by coaches to the excellent

241 practice of mentors led to a specific question in this area being directed to coach educators and NGB

242 officers.

243 **Data handling and analysis**

244   Each interview was transcribed verbatim producing 238 single-spaced pages of transcript.

245 Miles et al.'s (2013) three-stage content analysis procedures were followed in an inductive and then

246 deductive manner. Firstly, the lead author identified meaning units from within the verbatim

247 transcripts. Meaning units were words or phrases used by the participants that were considered to

248 be potentially important and were subsequently coded relating to key terms identified within the

249 raw data. Secondly, themes were derived inductively through systematic review of each of the

250 codes and meaning units. Subsequently, the first author consulted with the rest of the authorship

251 team to check the accuracy and confirm agreement of the thematic structure. Finally, the

252 authorship team then collaboratively sorted the themes deductively into the *a priori* framework of

253   autonomy, competence and relatedness (Miles et al., 2013). All processes were managed using the

254   standard tools and features of Microsoft Word.

255   **Results and Discussion**

256   The data analysis processes produced 1,356 meaning units which were analysed and placed

257   into eleven sub-themes (see Table 2). The eleven sub-themes were then allocated to one of the

258   three *a priori* categories of autonomy, competence and relatedness. The thematic analysis of the

259   coaches' interview data confirmed the suitability of the three overarching SDT themes, the titles of

260   which were very slightly modified to better reflect the participants' perspectives – 'autonomy:

261   freedom to coach'; 'coaching competence'; 'belonging and relatedness'. This section discusses each

262   of the three key themes in turn and in so doing highlights the sub-themes that were placed within

263   each theme. Coach pseudonyms and qualifications are presented alongside each quotation.

264

265   Table 2: Overarching Self Determination Theory themes and emergent sub-themes

Autonomy: Freedom to coach	Coaching competence	Relatedness and belonging
Positive dispositions and personal development (18, 5, 2)	Informal learning – mentoring, observing and co-working. (12, 6, 3)	'To give something back' – commitment to the sport, clubs and athletes (10, 6, 3)
Freedom from institutional barriers (11, 2, 4)	Informal learning – experiential development and information seeking (11, 1, 1)	Coach-athlete relationships (9, 1, 1)
A culture of supporting freedom and decision making (9, 5, 2)	Learning and non-formal coach education (8, 2, 4)	Coach-NGB relationships (16, 6, 5)
	Learning and formal coach education (9, 6, 5)	
	Gender and the coach education environment (16, 8, 5)	

266   N.B. Numbers in parentheses refer to the number of coaches, coach educators and NGB officers
267   respectively who contributed meaning units to that particular theme
268

269   **Autonomy: Freedom to coach**

270   The first sub-theme within this category referred to the *positive dispositions and personal*

271   *development* of the women coaches in terms of their personal drive to develop their coaching

272   practice. The overwhelming consensus from the coaches was that they wanted to improve through

273   a committed investment in their coaching practice and also in coach education. One coach said:

274   Seeing others develop is what inspires me to continue coaching, and the thirst for

275   knowledge does too. I continue to read and question what I know to develop my

276   understanding further, and I enjoy the challenges of additional qualifications as an

277   access to more information. In 2014 I was delighted to have the opportunity to start

278   to develop my practice as a coach educator as I know from experience the

279   importance of having a good coach that inspires you to want to continue in your

280   sport.

281   (Jemima, Level 3 rowing coach)

282   Jemima's drive in her pursuit of personal development was similar to most of the other coaches who

283   also felt that coaching was a fulfilling, challenging, practice which both facilitated, and demanded,

284   their personal development. Common to all the coaches' perceptions was that the power to

285   determine aspects of personal development lay with the coach themselves. A number of coaches

286   believed that the freedom and drive to develop their coaching practice was a medium for a more

287   holistic conception of personal growth. Numerous coaches appeared to have been captured by an

288   infectious positivity which seemed to pervade the culture of coach education. These findings are

289   consistent with Allen & Shaw (2009) and Allen & Shaw (2013) in that institutional support promoting

290   the perception of autonomy was evident for the women coaches; this was also deemed important

291   by the coach educators and NGB officers. Such evidence provides strong support for SDT as a

292   legitimate theoretical perspective from which to further our understanding of coaching (Mallett,

293   2005) and the culture of coach education. Furthermore, our findings reflect the aspirational and

294   positive disposition of women coaches reported by LaVoi & Dutove (2012) rather than the more

295   entrenched and deficit-led perspectives of Norman (2010, 2013) and Fielding-Lloyd & Meân (2011).

296   However, as with all the coaching-related studies we have cited, our sample comprises women

297   coaches who are already invested, albeit to differing degrees, in coaching and thus provide no

298   evidence relating to the perspectives of those women who may have been dissuaded or prevented

299   from engaging in coach education due to perceptions relating to the barriers discussed within

300   Norman's (2010, 2013) and Fielding-Lloyd and Meân's (2011) work.

301   Several coaches were very positive about the work of their respective NGB in terms of

302   providing *freedom from institutional barriers* thus providing coaches with the ability to make

303   decisions about their own development. Lucy was particularly positive:

304   I think British Rowing are quite good at including everyone. As a woman, I don't feel

305   discriminated against at all. There are enough awesome role models in women's

306   rowing that girls can feel they can get involved in rowing … I think British Rowing

307   have got it going pretty well. I think they have a great team of people who are

308   enthusiastic.

309   (Lucy, Level 2 rowing coach)

310   Ellie believed there had been a shift in the culture of coach education in equestrian sport. Despite

311   having taught for many years, but not yet having completed a UKCC award, she considered herself to

312   have many more traits of the contemporary coach than a 'traditional' equestrian teacher. She

313   describes how she perceived the culture of teaching in equestrian to be characterised when she first

314   entered the industry:

315   It didn't fit well with me, as it was very directive – shouting 'do this, do that'. So in

316   my teaching career for many many years after, I did it my way, I didn't do it by the

317   book. What is now considered more as coaching rather than teaching … For me

318   [what is important is] mostly experience, but for others, getting out of the 'teaching'

319   mind set into the 'coaching' mind set is something that needs to be done through

320   courses and workshops.

321   (Ellie, unqualified equestrian coach)

322   The autonomous drive for personal development, together with the freedom to make decisions

323   relating to problem solving and individual approaches to coaching practices was strongly related by

324   coaches throughout the Discovery phase. Graham et al. (2013) and LaVoi & Dutove (2012) reported

325   concerns regarding the falling number of women in high-profile coaching roles and the impact this

326   was having in the diminishing female voice at the highest levels and the related lack of decision

327   making and autonomy perceived by women in coaching. Whilst our data reveal a concern by some

328   coaches, coach educators and NGB officers regarding the lack of women in high profile coaching

329   roles, the women in this investigation reported a strong sense of autonomy regarding their coaching

330   futures and perceived a strong sense of being immersed in a culture which embraced freedom to

331   make decisions. This was not only apparent in the two female-dominated sports, but was also

332   evident, albeit to a lesser extent, in cycling and rowing. The women in this investigation viewed their

333   development in the long-term and were frequently keen to discuss their long-term aspirations and

334   future development which embraced an appreciation of the concept of lifelong learning. Such

335   evidence suggests that the difficulties of the culture of coach education discussed by Callary &

336   Werthner (2011), Kerr & Ali (2012), Callary (2012), Lewis et al. (2015) and Kidd (2013) can be, in part,

337   countered by a deliberate institutional commitment to facilitating an autonomy-supportive

338   experience for women coaches which enables positive dispositions, personal development and the

339   freedom to make decisions.

340   The importance of the self-determination to engage with coach education cited by coaches

341   in the Discovery phase was also recognised by some of the coach educators. Kevin felt that the

342   *culture of supporting freedom and decision making* had developed considerably over his years of

343   involvement in the sport. He perceived that very few coaches now engage with formal coach

344   education merely for the attainment of a qualification:

345   The experience of my role in coach education has been that those animals [coaches

346   enrolling merely for the qualification], they don't exist anymore. I can't remember

347   the last time I witnessed or heard about that. Peoples' motivations and reasoning to

348   get involved in coaching and coach education is vastly different now and I think that

349   means you are at a completely different starting point … That's one of the big

350   changes, the motivation and the recruitment process of why people are involved in

351   coaching and coach education … Then there is an expectation of the level of

352   experience people get when they go on a British cycling coach education course. If

353   they don't get the grade one experience they're quite shocked.

354   (Kevin, cycling coach educator)

355   Kevin's reflections concerning expectations of coaches enrolling on formal awards with British

356   Cycling illustrate a small range of the factors impacting the broader environment of coach education

357   in the sport. The coach educators and NGB officers interviewed within this investigation were

358   supportive of the coaches' desire to be self-directed in their coach education and to make their own

359   decisions about their development. Geoff felt that self-determined decision making was essential to

360   the broader culture of sport and was pervasive through the various aspects of the NGB's function:

361   That's why the GB cycling team have been so successful - because they had the right

362   people at the beginning coming through the system, developing slowly and just

363   having that consistent funding and autonomy, to do what they think is best. And

364   what's fascinating with how that system has worked, knowing the coaches as I do, is

365   they worked out most of the theory for themselves, without this academic side, they

366   worked out what works out really well.

367   (Geoff, cycling NGB officer)

368   Geoff's belief surrounding the importance of consistent, and supported, autonomy in the

369   development of excellent coaching practice is consistent with more generic literature in the sports

370   coaching domain (McLean & Mallett, 2012; Occhino et al., 2014) and provides further evidence for

371   the importance of supporting practitioners to find their own paths to excellence and that this also

372   leads to the subsequent emergence of genuinely self-determined coaching practice. Many of the

373   commonly reported barriers to provision for women in coaching more generally such as those

374   presented by Cunningham et al. (2007), Norman (2010, 2013), and sports coach UK (2013) in respect

375   of time constraints, covert discrimination and a lack of desire for advancement have enjoyed very

376   little prominence within this investigation, albeit with a focus on coach education specifically.

377   Instead, female coaches, coach educators and NGB officers have focussed on the issues which may

378   enhance engagement with coach education amongst women; a stance firmly underpinned by a

379   belief in the fundamental competence of women coaches.

380   **Coaching competence**

381   Amongst the coaches featured within this investigation there was a strong sense that

382   engagement with coach education fostered the development of perceived coaching competence

383   which, in turn, elicited enhanced confidence. Nevertheless, the coaches had differing perspectives

384   on the relative merits of the various aspects of coach education and highlighted formal, non-formal

385   and informal aspects as all having merit within the development of perceived coaching competence.

386   The majority of coaches felt that *informal learning – mentoring, observing and co-working* were the

387   most effective in helping them develop their coaching practice. Perhaps the most extensively

388   discussed topic revolved around the centrality of mentoring in developing competence and building

389   confidence.

390   I'd say mentor coaches to be honest; that's been the most important for me. You

391   can go on the courses and they can teach you the theory and the practical, but

392   working in your own time, at your club, at your own venue with your own

393   participants, you've got to chance to work with them, to see what advice they could

394   give you along the way; is the best. It's almost a less-threatening environment. You

395   feel like you're being watched on a course, like you're being assessed, even though

396   you're not. When you're with your mentor coach, you feel like you can ask more

397   questions.

398   (Trish, Level 3 trampolining coach)

399   Mentoring with UK coach education is enacted in very different forms across the industry with

400   contrasting theoretical and operational models deployed by the various NGBs (Jones et al., 2009).

401   The importance placed by coaches on mentoring, observing and co-working within the Discovery

402   phase of this project was supported and extended by the coach educators and NGB officers.

403   Elizabeth said:

404   So mentoring is really, really key to our coach education system, because without

405   mentoring people, they're not able to practice their skills to then move forward to

406   assessment but they're [mentors] a group we don't have any direct contact with,

407   because they might be working in the clubs in the leisure centre and so on.

408   (Elizabeth, gymnastics NGB officer)

409   Mentoring is widely cited as a crucial component of coach education and the findings of the present

410   study lie comfortably alongside the previous literature in this area (Jones et al., 2009; sports coach

411   UK, 2013). The importance of this process was clearly evident within this investigation across all four

412   sports. Particular value was placed on mentoring when the process featured long-term engagement.

413   These insights reflect the value of mentors in developing confidence and perceptions of competence

414   amongst coaches, but also reflect the 'autonomy: freedom to coach' theme from the previous

415   section. The coaches' articulation of their relationship with their mentors here evokes a sense of

416   growing independence and autonomy. Jemima found that *informal learning - experiential*

417   *development and information seeking* was the most important element in learning about coaching,

418   although also cites a number of other key aspects commensurate with the *informal learning and*

419   *non-formal coach education* sub-theme:

420   I learned about coaching through experiencing coaching, and then applying those

421   ideas to other people. I enjoy reading about coaching – and found a lot of resources

422   that piqued my interest. Attending a talent breakfast furthered my appreciation for

423   sports psychology. Learning alongside another coach was most important,

424   especially talking with more than one coach. Firstly because a lot of what I learnt on

425   my UKCC was generic information, set in a variety of different contexts, so discussing

426   with coaches on a more one-to-one basis gave me the opportunity to divulge [sic.]

427   more into a specific context, what choices they made and why. Also because things I

428   picked up during my own experience of being coached I didn't necessarily always

429   understand.

430   (Jemima, Level 3 rowing coach)

431   Consistent with the wide range of literature concerning coach learning (Cushion et al., 2010;

432   Mallett et al., 2009; Nelson et al., 2006) women coaches perceived a broader spectrum of mediums

433   featuring experiential learning and other informal sources such as personal research, reading and

434   surfing the internet as being fundamental to their learning. Furthermore, non-formal mechanisms

435   such as CPL were also highly valued which is also consistent with contemporary discussions in coach

436   learning (Nash & Sproule, 2011; Trudel, Culver, & Werthner, 2013).

437   The coaches also discussed their engagement with *learning and formal coach education*.

438   The cycling coaches were the most positive about their experiences of formal coach education,

439   perceiving a considerable development in the quality of coach education in cycling in recent times.

440   However, some coaches felt that overly-technocratic formal coach awards potentially damaged their

441   coaching efficacy. For example, Brenda said:

442   A lot of females are coming in as parents and so they are trying to get them to do

443   the course when they are not active participants. I think that knocks their

444   confidence. We had a couple of mums on the course. They're quite happy riding

445   their bike, but they couldn't do the more technical aspects and then we're asking

446   them to deliver that stuff. Certainly in practical elements, it does favour those who

447   are doing the practical aspects.

448   (Brenda, Level 2 cycling coach)

449   Brenda's perspective suggests that NGBs may benefit women's confidence and perceptions

450   of coaching competence by shifting from technocratic conceptions of coaching to an appreciation of

451   the importance of greater pedagogic understanding, the coach's role in developing the coach-athlete

452   relationship and, more generally, the 'softer' coaching skills (Jones, 2006; Light, 2008; Vinson, Brady,

453   Moreland, & Judge, 2016). Such an approach may be effective in enhancing women coaches'

454   confidence in sports in which males have a natural physical advantage, because it would challenge

455   the rhetoric that the faster (for example) cyclist or rower must be the better coach. The same logic

456   may also challenge the prominence of hegemonic masculinity in sport as discussed by Norman

457   (2010) and Norman (2013) although such an assertion requires considerable further investigation.

458   The findings presented here support the proposition by LaVoi & Dutove (2012) who suggested that a

459   systemic shift may be more powerful than individually-focussed strategies. Furthermore, these

460   findings may also contribute to closing the gap described by Piggott (2015) relating to the extent to

461   which current practice with coach education represents an open, as opposed to closed, society

462   educational approach. Our findings support Piggott's (2012; 2015) contention that an open society

463   educational approach is likely to be beneficial for women sports coaches and that Piggott's (2015)

464   belief that learning tools such as virtual networks, open forums and cooperating sharing episodes

465   should be actively deployed by NGBs.

466   *Gender and the coach education environment* also featured extensively within this

467   investigation in relation to perceived coaching competence. However, from the outset, Anthony was

468   keen to challenge beliefs that women are under-represented in coaching:

469   We have about six million riders across Britain and somewhere around fifty

470   thousand professional full-time coaches. So it always makes me laugh when I hear

471   stats around professional coaches in sport and the fact that it's male dominant. Well

472   actually, no, because if you actually include equestrian coaching in that, it actually

473   becomes actually, across all sports, it becomes very female-dominated because

474   there's so many more full time professional coaches in this sport. It completely

475   outweighs what happens in a lot of other sports. I think it does give a real different

476   [perspective], and shift to some of the national statistics that may have previously

477   provided.

478   (Anthony, equestrian NGB officer)

479 Anthony's assertion that equestrian coaching is female-dominated has clearly impacted his

480 appreciation of the needs of the workforce. Additionally, a number of the respondents felt that

481 women were better suited to the practice of coaching than males. For example, Geoff said:

482   Females make better coaches. I respond better to female coaches, because they …

483   tend to listen more and they're more interested in me as a person, or more able to

484   adapt their delivery to suit the needs of the participant.

485   (Geoff, cycling NGB officer)

486 Geoff's perspective reflects similar perceptions reported elsewhere (e.g. Miller, 2015) although the

487 empirical basis supporting his assertions relating to listening and adaptability has yet to be

488 established. The impact of single-gender activities arose in a number of the interviews which

489 generally sided on the positive impact of allowing women to participate separately from men. For

490 example, June went on the say:

491   In a career of 20-odd years teaching PE, there is definitely a need for gender-specific

492   groups. Put girls in an all-female group and they don't feel intimidated and they will

493   shine. It works the other way too; some people will shine more in a mixed group.

494   (June, unqualified cycling coach)

495 Xena did not share June's enthusiasm for women-only courses, despite having coordinated such

496 programmes as part of her professional role:

497   We have run women-only courses, but as a woman I want to be treated like

498   everyone else, I know that's not the view of everybody, but if I'm going to coach I

499   want to be there as a coach and not as a token woman; I don't want special

500   consideration, but want to be treated equitably and fairly and being judged for what

501   I do and who I am rather than because of my gender. I know not all my colleagues

502   share that view, we have to be mindful that we need a different timetable e.g. of the

503   day when people can access courses.

504   (Xena, rowing NGB officer)

505 sports coach UK (2013) reported that some women coaches requested the provision of female-only

506 formal coach education courses although it rejected this proposal in favour of suggesting that more

507 inclusive approaches which tackled gender-related issues in a less segmented way should be

508 explored. Lewis et al. (2015) reported strong support for women-only coaching courses. Our data

509 provide modest support for women-only courses among coaches and coach educators which

510 appears to be primarily due to the perceived impact on confidence and competence of sharing the

511 educational space with male colleagues, although some NGB officers were not convinced that

512 gender segregation was the best approach.

513   In addition to ensuring an appropriate pedagogical approach for female learners, some

514 other potential enablers to engaging more women in coaching were discussed by the coach

515 educators and NGB officers. Xena was keen to highlight the power of a small-scale, bespoke,

516 scholarship programme:

517   I think we need to do more with women; One thing I am really proud of is our

518   scholarship scheme … we have run it for over 10 years supported by the Henley

519   Stewards' Charitable Trust. The idea is we support people to do a postgraduate

520   qualification, usually a Master's, but doesn't have to be; they spend up to 20 hours

521   per week coaching young people in up to three clubs. I am really proud because so

522   many of the people that come in through that route are women and it has been

523   hugely successful; its enabling us to grow our own coaches, all four of our initial ETP

524   [England Talent Pathway] programme came through that route and some of them

525   didn't learn to row until they were at university, so were beginners when they came

526   … Generally speaking the women are more mature, interview better, and have a

527   more developed sense of why they want to get into coaching, and quite often they

528   perform better on the coaching practical … It [the scholarship scheme] is highly

529   regarded within the sport and can increase employability.

530   (Xena, rowing NGB officer)

531 It is evident that niche and focussed scholarship schemes or targeted recruitment strategies can be

532 effective mechanisms in developing a small number of coaches in a very powerful and impactful

533 way. Although clearly highly resource-dependent, such programmes might provide an important

534 strand of a much broader institutional strategy to enhancing inclusivity and representativeness.

535 More generally, coach educators and NGB officers perceived inclusive pedagogies as a broad issue

536 surrounding notions of holistic understandings of athletes, coach (and horse) affirming recent

537 discussions in sports coaching (Light, Harvey, & Mouchet, 2014; Nelson et al., 2006; Padley & Vinson,

538 2013). Overall, the evidence reported here represents a genuine shift in the perceived nature of the

539 delivery of coach education pathways which Cassidy (2010) was sceptical was occurring, albeit half a

540 decade ago.

541 **Relatedness and belonging**

542   The coaches were very assured surrounding their motivations for coaching which largely

543 concerned their sense of belonging to the sport, club and/or the athletes with whom they worked.

544 Coaches' sense of belonging at whatever level was analogous with their commitment to coaching

545 but also their continued engagement with coach education. The vast majority of coaches said their

546 fundamental motivations for engaging in coaching and coach education framed the sub-theme *'to

547 give something back' – commitment to the sport, club and athletes*. The love of the sport was also

548 almost universally acknowledged by the coaches within this investigation and is consistent with

549 previous research (McLean & Mallett, 2012; McLean et al., 2012). Another strong theme within

550 coaches' motivations for coaching featured their passion for the betterment of the *coach-athlete*

551 *relationship*. Throughout the interviews, the coach educators and NGB officers demonstrated

552 excellent understanding of the coaches' motivations for being involved with the sport. The

553 importance of passion in underpinning self-determined coaching practice was, in some cases,

554 dependent on the extent to which coaches found a place within a local club. In gymnastics, coaches

555 have to have their own club participants to bring to an assessment, making club membership a

556 prerequisite to develop as a coach. Elizabeth articulated the importance of the club in personal

557 development:

558   I do recognise that, really the biggest influence on you, is your own coach and your

559   own club environment and your mentor coach, because, depending on what sort of

560   situation you're in, coaches in gymnastics can be in the gym, anywhere between one

561   hour a week and 30-40 hours a week. So, obviously if your one hour a week, our

562   course is probably going to have a big impact on you because our contact hours with

563   you at level one are 21 hours and so obviously if you're one hour a week in the gym,

564   21 hours of impact of being with a tutor is quite significant. If you're in the gym 30-

565   40 hours a week, 21 hours really doesn't even scratch the surface and you're far

566   more influenced by the environment you're in and the mentality of the person who

567   coached you and all those people.

568   (Elizabeth, gymnastics NGB officer)

569 The power of a strong coach-athlete relationship to enhance coaches' sense of belonging to the

570 sport was also evident throughout the interviews. The importance of coaches' passion for athletes

571 and the more general strength of the coach-athlete relationship is a relatively well-rehearsed

572 discussion in the literature and is strongly supported within this investigation (Davis, Jowett, &

573 Lafrenière, 2013; Jowett & Ntoumanis, 2004; Jowett, Yang, & Lorimer, 2012; McLean & Mallett,

574 2012; McLean et al., 2012; Rhind & Jowett, 2010; Weiss & Fretwell, 2005). Relatedness, especially

575 when considered from the perspective of quality interpersonal relationships was frequently

576 highlighted by the coach educators. For example, Pamela said:

577   When women are in a stressful situation, they tend and befriend, they go for that

578   mutual support. So when I have groups of people on my courses, when they are

579   female, they tend to set up little groups of support, either a Facebook group or an

580   email group and I think without that face-to-face contact that wouldn't happen … In

581   terms of supporting female learners, they need that sense of community.

582   (Pamela, equestrian coach educator)

583 The term 'community' has featured prominently within numerous recent coach-related

584 investigations (e.g. Culver & Trudel, 2008; Stoszkowski & Collins, 2012), predominantly pertaining to

585 the term 'Community of Practice' (CoP) (Lave & Wenger, 1991), although use of this phrase has also

586 been criticised as being theoretically misconstrued resulting in rather formulaic, homogenous or

587 instrumentalist conceptions of the framework (Piggott, 2015). Whilst our findings support the

588 notion of community as an important mechanism to support the effectiveness of coach education

589 for women, the simplistic nature of the interactions described here do not provide sufficient

590 evidence to warrant use of the CoP term in enabling self-determined coach practice.

591   Many coaches reported a strong opinion of the work of their respective NGB which

592 enhanced their own sense of belonging to the sport thus forming the sub-theme of *Coach-NGB*

593 *relationships*. In particular, a number of the cycling coaches praised the focus and work of their NGB

594 in terms of generally getting women involved with the sport. Brenda said:

595   There is certainly a big drive from British Cycling to get women involved. I think

596   they've realised there is a need and a role for it. We're still a minority, but it is

597   improving so that is good.

598   (Brenda, Level 2 cycling coach)

599 Coach educators were cognisant of their role as representatives of the NGB and were very much

600 focussed on ensuring a positive and productive relationship with coaches. For Zoe, the ultimate goal

601 was to help coaches "Develop a sense of belonging in a very individual sport" (Zoe, cycling coach

602 educator). In cycling, Alexander articulated how British Cycling's use of social media was related to

603 the desire to strengthen the informal relationship between coach and NGB:

604   …much more social media; we use Twitter a lot as well now. So we interact with the

605   coaches and try and create a culture and a bond which, again, there wasn't

606   previously. Twitter … [we've] only been using it 12 months or something like that

607   and that's going quite well and obviously the more we can do with that [the better].

608   Before, we would train them and send them off and that would be it, so I think that

609   regular interaction, us looking like we are there for them and we're along with them

610   and getting a relationship with them. It also gives us an opportunity to highlight

611   good practice, or articles or workshops, learning opportunities.

612   (Alexander, cycling NGB officer)

613   The breadth of the issues concerning the development of coaches connection to the sport

614   and feeling a sense of relatedness within their coaching practice was quite extensive and drawn on

615   across a wide range of foci, target groups and responsibilities. What is clear is that building a sense

616   of belonging and relatedness among coaches was very high on the agenda for coach educators and

617   NGB officers. The topic of the nature of the relationship between coach and NGB has not previously

618   been investigated. Research investigating coach education has largely portrayed the relationship

619   between coaches and the institutional operations of NGBs through the mechanism of different

620   intermediaries such as coach educators (Nelson & Cushion, 2006; Roberts, 2010; Taylor & O'Sullivan,

621   2009) and, in the UK, County Sport Partnerships (Baker, Vinson, & Parker, 2016; Vinson, Parker,

622   Baker, Padley, & Croad, 2013). Therefore, the findings reported here represented the beginnings of

623   a potentially fruitful line of inquiry relating to developing self-determined coaching practice. It

624   appears vital to build a sense of belonging wherever achievable, and at as many levels as possible, to

625   encourage greater engagement with coach education and to foster a sense of inclusivity.

626   **Conclusions and recommendations**

627   The underpinning framework of SDT has been shown to be an appropriate lens through

628   which to investigate female coaches' journey to self-determined practice and to better understand

629   their likely engagement with all forms coach education; formal, non-formal and informal. This

630   investigation has revealed that each of the three key themes of autonomy: freedom to coach,

631   coaching competence and relatedness and belonging help us to understand the extent to which UK

632   coach education meets the needs of women coaches. In particular, women coaches' perception of

633   the freedom to coach in a manner consistent with their individual and bespoke coaching beliefs is

634   crucial in the journey to self-determined practice. Approaches to coach education akin to the open

635   society model represent the types of learning environments through which women coaches will

636   thrive and develop confidence. Women coaches should perceive their experiences of coach

637   education to be negotiable and developmental, rather than as a judgement of their personal

638   technical competence or assessment of knowledge. It is evident that formal, informal and non-

639   formal aspects of coach education all have a role to play in facilitating the likely engagement of

640   women coaches as long as they are developmentally framed.

641   There are a number of recommendations for practice which emerge from this investigation.

642   NGBs' recent shift away from a technocratic conception of coaching to a greater appreciation of the

643   interpersonal and pedagogic skills should be continued and will be a particularly valuable approach

644   to further enable self-determined practice amongst women coaches. It could be, for example, that

645   blended models of learning could be deployed to convey technical information as and when it is

646   required by the individual coaches leaving greater contact time with coach educators to focus on the

647   interpersonal and pedagogic skills. Future research should investigate the perceptions of women

648   not yet involved in coaching to establish whether our recommendations relating to the softening of

649   the technocratic focus of sports coaching or tackling entrenched hegemonic masculinity may most

650   effectively encourage more women to consider involvement in sports coaching.

651   Women coaches will benefit from being empowered by their NGB through their engagement

652   with all forms of coach education. For example, women coaches could be actively involved in the

653   selection and recruitment of their mentor. Furthermore, the topics of development which

654   subsequently frame the coach-mentor interactions should also involve the active negotiation of the

655   coach. It may also be of benefit to draw mentors from within the coaches' club or community

656   project and be appointed with a long-term perspective in mind. Relatedly, NGBs should ensure that

657   all coaches engaging with coach education have a 'place' to practice to which they can feel genuinely

658   connected. Within all these facets, it remains the responsibility of the NGB and coach educators to

659   provide a suitable coach education environment which meets the motivational needs of women

660   coaches. The active involvement and empowerment we have discussed here can only be achieved

661   through the careful design and commitment to satisfaction of the needs-related components by

662   NGBs. In turn, this may enable more women coaches to derive greater levels of intrinsic motivation

663   in their engagement with coach education, although clearly considerable further research will be

664   required to investigate this topic.

671

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878

879   Appendix I – Interview guide for coaches

880   Introduction
881   1. Could you tell me:
882   a. Your gender (if not obvious)
883   b. Do you consider yourself to have any form of impairment or disability?
884   c. How do you describe your ethnicity?
885   2. Can you tell me all about your coaching journey?
886   a. Key milestones?
887   b. Development of role?
888   c. Motivations?
889   Transition
890   1. Can you tell me about how you have learned to coach (or about coaching)?
891   a. Formal (courses/degrees)
892   b. Informal (CPD/workshops)
893   c. Non-formal (mentoring/observation/web-content/books)
894   d. Experiential
895   Main body
896   1. To what extent are [enter topics from transition question] important to help you learn as
897   a coach?
898   a. Most valuable – why?
899   b. What is engaging about the most valuable forms?
900   2. What are the enablers to engaging in coach education?
901   a. Personal/general
902   b. Formal/informal/non-formal
903   c. Environmental
904   3. What inspires engagement in coach education?
905   a. Personal/general
906   b. Formal/informal/non-formal
907   c. Environmental
908   4. When is coach education most effective?
909   a. Formal
910   b. Informal
911   c. Non-formal
912   5. To what extent are there needs which are specific to women coaches in terms of coach
913   learning/education?
914   a. Issues for NGBs?
915   b. Issues for sports coach UK?
916   c. Issues for society/others?
917   6. What would help increase the number of women coaches engaging in coach education?
918   a. Responsibility
919   b. Environment
920   c. What else can be done?
921   7. What support is needed for women coaches to further enable engagement with coach
922   education?
923   8. What opportunities do/would inspire you to develop as a coach?
924   a. Coach roles
925   b. Coach education
926   Ending
927   1. What does the future look like for your coaching practice?