



10th ENSSEE Forum

« Best Practice in Sport Education - From
Framework to Action »

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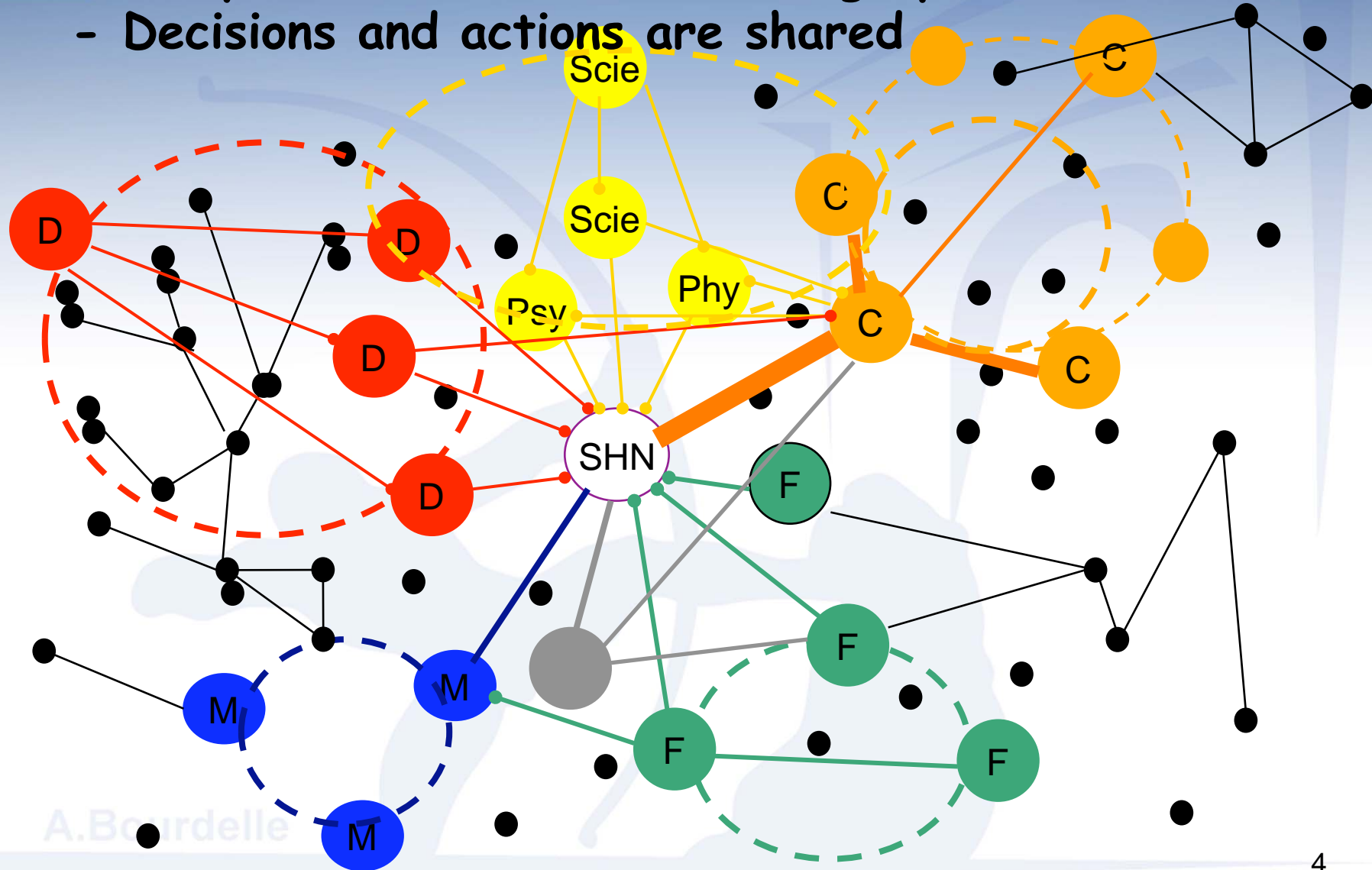
From a Professional Framework of French National Coaches to an Educational Program in Coaching

1. A new epistemology to understand the "Top Level Performance"
2. The professional framework of French National Coaches
3. Implications for the continuous professional education of French National Coaches

1. A new epistemology to understand the “Top Level Performance” in Sport

1.1. Acting and performing in complexity

- Many actors are involved in high performance
- Decisions and actions are shared



1.2. Models of dynamic and complex systems

- **Coaching do not mean applying knowledge but mean solving complex problems in:**
 - Optimizing the potential of training network based on its technical expertise
 - Ensuring the interface beetween the partners involved in high performance project
 - Organizing and carrying out a "high performance project"
 - Producing "appropriate actions" according to local circumstances...
- **To avoid the classical theories centered on "rationality" in high level sport to tend towards models of dynamic and complex systems:**
 - Impredictibility
 - Contradictions
 - Dynamic instabilities and evolutions

New competences have to be acquired by coaches, trainers, educators, researchers...

2. The professional framework of French National Coaches

Synthesis of the study

Downloadable on the site: <http://archiveouverte.campus-insep.net>



2.1. The study of French National Coaches

- **A ministerial directive of April 8, 2005**
 - A continuous professional education for top level coaches
 - The Sport Ministry, the Olympic Preparation, the Federations Directors
- **Intentions of the study**
 - To analyze practices in coaching
 - To define strategies and contents for continuous professional education of coaches
 - To capitalize coaching experiences
 - To propose tools for dialogue between professionals, educators and researchers
- **Method**
 - 15 French National Coaches (heterogeneity, different sports)
 - Observations and individual semi-directing interviews (completely retranscribed)



2.2. A professional framework including « dilemmas »

- Not just top-level technicians of sport but high performance managers
- To produce “the appropriate actions” according to local circumstances
- To do with a lot of dilemmas in action

| Dilemmas in action | Typical Situations: (To prepare Olympics) | Networks and decisions |
|---|--|--|
| <p>Between planning a high performance project over X years for international competitions and adapting constantly the project without losing the direction</p> | <ul style="list-style-type: none"> - Finding a general coherence to the project while protecting local coherences - Ordering different temporalities (short or long) - Defining orientations and conceiving performance indicators - | <ul style="list-style-type: none"> - To build a staff, a network - To determine requirements (coaches, athletes) - To communicate - To delegate - |

Dilemmas in coaching

Dilemma

« BETWEEN »

Building, planning

Controlling and adapting
constantly the project without
« losing direction »

a **strategic high performance project** over X years for
international competitions

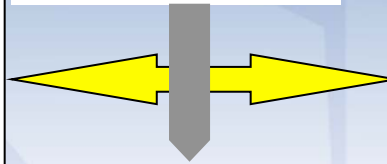
«BETWEEN »

Using of observation
tools and rational
measurements

Learning from
experience, trust one's
feelings

«BETWEEN »

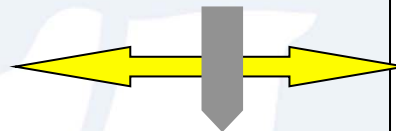
**Maintining overall
coherence** of collective
performance



**Having singular
designs** of sport
development

«BETWEEN »

Organizing exchanges
with groups of athletes
and a team



**Developing and
maintaining
relationships with
each** athlete or each
member of the
staff



Dilemmas in coaching...

Finding an "optimal" balance between load and under / overload of work in the training and performance project.

- Between building a vision of high performance, considering its developments with regard to international competition and individualize the performance / training project taking into account the development of each athlete / team
- Between developing general skills and organizing a specific training with regard to the overall requirements of performance.
- Between detecting and creating, maintaining a team training and performance.
- Between creating a serene work atmosphere, a positive group atmosphere during training, competition and facing deviations, conflicts and crises.

Dilemmas in coaching...

- Between a sports career, a professional career and immediate results.
- Between having ambitions, dreams, intuition, beliefs, daring innovations and remaining realistic and rigorous
- Between self-education and qualification (professional recognition), between self involvement, self-economy and economy of the surrounding people.
- Between closing and exchanges , between protection and watch.
- Between taking into account the regulatory constraints of the high level system and having autonomy of action

3. Implications for the continuous professional education of French National Coaches



3.1. « Philosophy » of professional education of coaches

« Understanding in order to coach- Coaching to understand »

- **Acting, experiences and “useful” knowledge**
 - Prioritizing the point of view on the action
 - Articulating disciplinary knowledge and professional knowledge, objective views and subjective views
 - Learning from experiences and real situations
 - Learning to work in complexity and uncertainty
 - Encouraging social interactions in education and developing social attitudes
 - Maintaining specificities of training / Competition
 - ...
- **Professionnal supervision, individualization and capitalization of experiences**
 - To become a reflexive practitioner,
 - To formalize coaches' practices
 - To take care to coaches requests
 - To give the possibility of connecting work experiences and certification (Master's degree)

3.2. Action and experience

| A educational session (a typical situation) | Dilemmas | Networks and decisions (How? When? Whom?) |
|---|--|---|
| <p>Select athletes to the Olympics</p> <p>...</p> | <p><i>Between</i> using of observation tools and rational measurements <i>and</i> learning from experience, trust one's intuitions and feelings</p> <p>...</p> | <p>-To solicit the athletes and the staff for the briefing and feedback ,</p> <p>- To delegate the procedures of observation and tests</p> <p>...</p> |

SITUATED ACTION

Objective view
(sciences, theory)

Subjective view
(coaches experiences)



3.3. An adaptable and flexible educational system

- **Actions reserved for 564 national coaches**
- **A educational program adapted to the constraints of the coaches**
 - 2 x 2 days
 - Bi-annual offer
 - 43 sessions proposed: 244 education days
- **Different thematics**
 - Artistic sports: athletes and artists...
 - Physical preparation and collective sports
 - The recruitment in the France poles of training
 - How to create the culture of win ?
 - How to manage a "diva" in a collective of training ?
- **Staff:** researchers, coaches, managers from private enterprises , professionals of the sports federations

A.Bourdelle

- **291 coaches of 36 federations**

Thanks for your attention

