



© Simon Wright @CBSwimstars

Here's to New Perspectives

Welcome to the second edition of the Applied Coaching Research Journal. We are delighted to share another collection of peer reviewed articles from a range of organisations and institutions.

This edition explores coach learning from a variety of different perspectives, and considers how online and face-to-face interventions can influence a coach's development in both the short and long term.

A key challenge for those involved in the development of coaches is providing appropriate and engaging opportunities that encourage individuals to invest time, energy and often their

own money into ongoing professional development. In many cases the first experience of learning is through formal education, which qualifies a coach to deliver "safely" a particular sport or activity. How effective are these courses at "fostering a culture of self improvement"? The Coaching Plan for England suggests that many coaches, particularly those from under represented groups, struggle to engage in ongoing learning. There is also evidence to suggest that coaches obtain qualifications to meet minimum deployment standards and then stop engaging in learning opportunities.

Consistent with the ambition set out in the Coaching Plan for England, that coach education should

embrace technology and foster an improvement culture, Prof Ben Oakley and Dr Alex Twitchen from the Open University review a free online distance learning course, Exploring Sports Coaching and Psychology.

StreetGames aims to make sport more widely available for disadvantaged young people and to maximise the power of sport to change young lives and change disadvantaged communities. Rus Smith and Dr Kath Leflay share their findings of an evaluation of StreetGames' Coach-Mate Connector programme in the West Midlands, which attempted to support people from underrepresented groups to get involved in coaching.

Pete Vallance talks to Pete Sturgess, The FA's National Lead Coach for 5-11 year olds, to understand his personal journey. It demonstrates how mentoring and experiential learning influenced his development as an elite coach and his contribution to creative coaching.

In line with the interdisciplinary nature of coach development, Dr Adam Kelly, Craig Williams and Mark Wilson, from Birmingham City University and the University of Exeter, discuss the use of a unique approach to talent identification using a locking wheel nut analogy. The article suggests that

this model could be used by coaches to develop a greater understanding of the talent identification process and to work with players to develop their individual strengths and weaknesses.

On behalf of the editorial team I do hope you will enjoy this second edition and in closing I would like to remind you to register your interest [on the UK Coaching website](#) for the second Applied Coaching Research Conference taking place in 2019.

To see what we got up to last year, please have a look at the video below.

Louisa Arnold, Kent Sport

