



Skills for Learning Professionals

# COACHING FOR EXCELLENCE



**skills**  
FOR BUSINESS

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# 1 EXECUTIVE SUMMARY

**1.1.** In October 2011 the biannual WorldSkills competition is to be held in London. Hundreds of highly skilled young people (18-22) from across the world will come for four days of intense skills competition. The UK has set itself high targets for this event determined to come fifth overall and win fifteen medals. This is far in excess of achievement in 2005. To achieve this there needs to be a step change in the number and quality of UK based skills competitions. The base must be widened and strengthened. The sector skills councils are taking the lead on this updating competitions or writing new ones where there is a need.

**1.2** One critical element for success is the skills of the teachers/trainers/tutors/lecturers (Coaches) who prepare young people for competition. As evidence all around us from the sports world shows a good coach can make a big difference. In the UK we have excellent skills coaches (Training Managers) at the top of the pyramid. This is because UK Skills provide comprehensive training so that our young people enter the world stage with the best possible preparation. However prior to reaching those lofty heights there is no formal system for staff. There are no guidelines, courses or CPD as to how to build up your skills in order to build up the skills of a young person entering a local, regional or national event.

**1.3** Lifelong Learning UK is the sector skills council whose footprint includes staff in post 16 education and training. During summer 2007 through a mix of primary and secondary research LLUK looked at the skills set needed by coaches in order to train competition entrants effectively, and what excellence in this looks like. The project, sponsored by UK Skills and supported by the Skills for Business network, was led by a steering group made up of representatives from stakeholder organisations and ex WorldSkills training managers. The research targeted those people in the UK who are currently seen as being world class coaches and looked at a range of course and units available relating to competitions.

**1.4** The report identifies six areas of development in the skillset for excellent coaches:

1. Knowledge and understanding of their role as a coach
2. Relationship building between coach and trainee
3. Consideration of different learning styles and needs
4. Resourcing the needs of the trainee
5. Setting clear objectives
6. Challenging assumptions and mental/pedagogical models

These are applicable across the whole of the UK and a range of training situations.

**1.5** A framework has been developed identifying three essential areas that are critical for an excellent coach:

1. Individual development
2. Employer support
3. Infrastructure support

These are based upon examples of best practice in skills competition preparation and examples are given in the appendices.

**1.6** The final section of the report is an action plan detailing the initial actions to come out of the report. It is to be hoped that these will lead to a system being developed for the training of coaches at all levels and its implementation and delivery supported by a wide range of different partners as appropriate across the UK.

## 2 INTRODUCTION

The Coaching for Excellence project is led by Lifelong Learning UK with the support of SummitSkills and UK Skills. It ran from March 2007 to October 2007. The overall aim of the project is to determine the skill sets of teachers and trainers (hereafter referred to as 'coaches') of former and current competitors in vocational skills competitions and propose recommendations for how to build upon and improve these in advance of WorldSkills 2011. This will ensure that the standard of coaching received by learners participating in regional, national and WorldSkills competitions is considered excellent and thus standards rise and the proportion of competitors gaining favourable places in international skills competitions is improved.

The project is primarily based on research into the current qualifications, skills and personal attributes that UK coaches of WorldSkills competitors feel they bring to their role. A small proportion of coaches that trained competitors for regional and national skills competitions were also contacted in order to gain an idea of skill sets at this level of coaching, as it is recognised that the route to success in WorldSkills often begins with the training received for competitions at a UK level.

The research brief included contacting coaches in countries with a successful track record in WorldSkills competitions, to investigate whether there are any effective training programmes for coaches that could inform this work.

The specific skills and training needs of coaches have been identified, along with any other areas of support that they feel would improve their ability to carry out the role.

The scope of the work includes a report, recommendations and an action plan that meet the following objectives:

- To identify the main skills needed to perform the role of coach
- To identify common skills needs/support requirements of coaches
- To identify models of effective support and propose a best practice framework for coaches
- To recommend potential partners needed to take this work forward

The project did not develop resources or materials to support the best practice framework. The research undertaken has been mainly desk and telephone based, using resources in English, although some French and German versions have been sent out to international contacts. It is recognised that it has been very difficult to contact international coaches for their input into the project and as such, a broad comparison between training and preparation of UK coaches and those in other countries is not available.

### 3 CONTEXT

WorldSkills is a biannual competition that brings together highly skilled young people (aged 18-22) from across the world to compete in a series of around forty different vocational skills competitions. Over its fifty year history, WorldSkills has come to symbolise the pinnacle of excellence in vocational training. The UK track record in these international competitions is fair; typically we enter about one third of the possible skill areas and achieve an average place of tenth within each competition.

In 2006, the UK successfully bid to host WorldSkills 2011 and it is recognised that the UK government sees this as an opportunity to reposition and raise the profile of vocational skills. Part of this includes plans to expand Skills Competitions within the UK, making them part of the normal activity undertaken by many vocational learners. In 2011, UK Skills wishes to enter more categories and have a larger proportion of winners. To achieve this step change, UK Skills is working with partners to expand current competitions and develop new ones on a local, regional and national level. These new competitions could be focussed on WorldSkills events not currently entered by the UK or new ones designed for a wider range of learners (not just young elite).

### 4 BACKGROUND

The majority of entrants into skills competitions are Further Education (FE) College students from establishments where particular coaches show an interest in the competitions, recognising their impact on the quality of the learning experience for highly skilled learners. Coaching of competitors is also undertaken within organisations that support the training of learners in vocational skills areas. It is recognised that the majority of coaches will have a qualification in the skill they are coaching and experience of working within industry. This practical knowledge will be brought to bear in preparing learners for skills competitions. Skills competitions typically have regional and then national heats and a shortlist of successful candidates are drawn up for WorldSkills. These learners are allocated a "Training Manager" who will ensure they are competition ready. A final competition is held about eight months before WorldSkills where the entrants are chosen. They have a further period of competition preparation with their Training Manager, including training courses provided by UK Skills. The Training Manager will hone the skills found within the competitions, whilst the UK Skills programmes include team building and general competition preparation.

If the UK is to achieve its objective of widening skills competitions both in terms of quantity and quality, there needs to be a similar growth in the number of coaches who can provide excellent support to learners entering competitions. The structure of support available to coaches and their access to training in how to get learners competition-ready will impact on the quality of the work of the Training Managers. For many coaches this will be a new skill set.

This project aims to identify best practice in training skills competitors through determining the key factors that affect coaching performance. The report and action plan details how a coaching for excellence framework could be taken forward.

## 5 METHODOLOGY

### 5.1 Coaching for Excellence questionnaire

A questionnaire was designed to ascertain the qualifications, skill sets and attributes of coaches of skills competition entrants (Appendix A). This was sent to thirty-six WorldSkills Training Managers and four Assistant Training Managers that were responsible for training, or assisting in the training of UK competitors taking part in WorldSkills 2005 and 2007. In addition, the project team contacted a further twenty-three coaches that were training competitors at regional and national competition level.

#### 5.1.1 Sample of respondents

Sixteen of the questionnaire responses were from coaches that are currently or had previously worked as WorldSkills Training Managers. A further five responses were from those coaching competitors at a regional or national level. The feedback from these two groups of coaches has been considered separately in some areas of the analysis section where it is recognised that the training and support they have received in the coaching role may differ.

Some of the initial responses were followed up with further discussion and telephone interviews by the project team to ensure that a range of experiences of performing the coaching role were taken account of and fully explored. Contacts were sourced primarily from databases from UK Skills. In addition, all organisations that were known to organise a skills competition that leads to WorldSkills were contacted for further names. None responded.

#### 5.1.2 Vocational skills coverage

The coaches that completed the questionnaire specialised in a broad range of vocational areas including:

- CNC Milling
- Plumbing
- Stonemasonry
- Bricklaying
- Floristry
- Landscape Gardening
- Mechanical Engineering
- Hairdressing
- Beauty
- Plastering
- Painting and Decorating
- IT PC & Network Support
- IT Office Software Applications
- Joinery
- Carpentry
- Confectionery/Pastry Cooking

### 5.2 Mapping Coaching/Mentoring Training

Secondary research was undertaken into the coaching and mentoring standards units currently available to coaches, along with the specific coaching training that UK Skills and Brathay<sup>1</sup> provide for Training Managers in the two year preparation period for

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<sup>1</sup> Brathay is an organisation based in the English Lake District, that specialises in Management Development and Team Building using outdoor experiential learning. Brathay empowers people to improve the quality of their lives and assists them in becoming confident, successful and responsible citizens.

WorldSkills. Further consideration was given to training exercises such as 'Assessing your coaching capability' from the CIPD, which provides a checklist of areas which successful coaches should consider in their role. Through this work it has been recognised that training and development within the coaching role typically falls into six keys areas:

- 1. *The role of coach/mentor***
- 2. *Building a relationship between coach and trainee***
- 3. *Consideration of different learning styles and needs***
- 4. *Resource needs of the coach and trainee***
- 5. *Setting objectives and reviewing progress***
- 6. *Developing a competitive attitude***

Producing a matrix of the training available in these areas has allowed for consideration of the availability of training units and courses against the training/support needs as identified through the results of the Coaching for Excellence questionnaire.

It is recognised that Brathay is currently working with UK Skills and Cumbria University to propose a modular MA course in Performance Excellence. This course is likely to address many of the key areas outlined above, but as it is in the early stages of development, it has not been included in the matrix. Consideration of this course in relation to the remit of this project is included in the conclusions and recommendations section.

### **5.3 Identifying best practice internationally**

An international version of the Coaching for Excellence questionnaire was sent to key experts in Australia, Germany, France and Switzerland in recognition of the fact that they were among the top performing countries in the previous two WorldSkills competitions and that the UK WorldSkills team had regular contact with skills experts in these countries.

The project team felt that acknowledging common skills sets of coaches in these countries would allow consideration to be given to possible discrepancies between the training received by UK Coaches and those in other countries. It has proved impossible to contact individuals holding these key positions in the countries identified and the project team were unable to continue with this area of work.

## 6 ANALYSIS OF QUESTIONNAIRE FEEDBACK

### 6.1 Responses by location

- Nineteen responses were received from coaches in England
- One response was received from a coach in Scotland
- One response was received from a coach in Northern Ireland

The proportion of responses received from each of the English regions is as follows:

- East England 1
- East Midlands 2
- Greater London 1
- North East 1
- North West 4
- South East 2
- South West 1
- West Midlands 3
- Yorkshire & Humber 4

### 6.2 Responses by organisation

- Nineteen of the total responses were from coaches working in FE colleges. Eighteen of these coaches were permanent full-time employees and one was employed on a contractual basis
- One coach was industry based and had retired
- One coach worked in a permanent full-time capacity within an HE institution

### 6.3 Qualifications

The respondents were asked to select **all** the qualification levels that they had obtained. **Table 6.3(a)** details the number of coaches holding the level and type of qualifications listed. All coaches held a qualification in the vocational skill area that they were coaching.

**Table 6.3(a): Number of coaches holding qualifications**

<b>Higher degree, other post graduate qualification or equivalent</b>	<b>7</b>
<b>Degree or degree level equivalent</b>	<b>10</b>
<b>Higher educational qualification below degree</b>	<b>10</b>
<b>A levels, S/NVQ level 3 or equivalent</b>	<b>12</b>
<b>GCSE/O level (grades A-C), S/NVQ level 2 or equivalent</b>	<b>10</b>
<b>GCSE/O level (grades D-G), S/NVQ level 2 or equivalent</b>	<b>1</b>
<b>Other qualifications</b>	<b>12</b>
<b>No formal qualifications</b>	<b>-</b>
<b>Don't know/Unknown</b>	<b>2</b>



### 6.3.1 Coaching and leadership qualifications

The respondents were asked if they had achieved a qualification in leadership or coaching.

- Fifteen respondents had not undertaken a coaching or leadership qualification
- Five respondents identified that they have undertaken a coaching or leadership qualification
- One coach was unknown as to whether they had undertaken any coaching or leadership qualification

The coaching/leadership qualifications identified were:

Newcastle College: Diploma in Performance Coaching  
City and Guilds: Graduateship (Leadership and Management)

Two of the five coaches mentioned a Certificate of Education here. One further coach evidenced their MBA in this section. The project team did not include either of these courses in this category and it was therefore concluded that two of the twenty-one total respondents were found to have a coaching or leadership qualification.

### 6.4 Skills for successful coaching

All but one respondent stated that they felt successful in their role as a coach. Determinants of this success typically fell into the following categories:

- Teaching/training experience – length of service, qualifications they have taught
- Technical/industrial expertise
- Success in previous skills competitions
- Communication and interpersonal skills
- Selection and feedback from UK Skills (for WorldSkills Training Managers)

**Table 6.4(a)** details the number of WorldSkills coaches that provided answers that were determined to fall into each category. These highlight that the majority of coaches defined success through their trainee's previous competition achievements, with eleven coaches mentioning this as an indicator.

**Table 6.4(a): Skills determined as successful for coaching**

	<b>WorldSkills coaches</b>	<b>National/regional coaches</b>
Teaching/training experience	2	-
Technical/industrial experience	3	-
Success in previous competitions	7	4
Communication and interpersonal skills	2	1
Selection and feedback from UK Skills	3	-

In addition to the categories detailed, two WorldSkills coaches commented that their experience of the competition environment and knowledge of how to prepare a trainee formed a significant part of their success:

*“Success over a number of years with WorldSkills (and) effort in preparation - skill scanning/auditing to find strengths and weaknesses, development of achievable training plans that link to milestones. Clearly defined targets.”*

*“Ability to raise learner's expectation and build confidence that they could be 'World Class'. Explains the benefits of developing higher order skills in career progression opportunities.”*

The skills mentioned here were found to fall into a ‘competitive skills’ category. Through analysis of the coaches’ success criteria in this section of the questionnaire, the specific skills identified as crucial to the coaching role were categorised as shown below. It is recognised that some of these skills may cross over between different categories:

**Organisational skills:** time management; attention to detail; flexibility; availability

**Interpersonal skills:** honesty; communication skills; patience; good listening skills; self-awareness; an awareness of any additional support needs of competitors

**Professional skills:** networking; industrial knowledge and experience; commitment

**Competitive skills:** knowledge and awareness of standards; determination; motivation; competitive nature; perfectionist nature; desire to succeed

## 6.5 Creating an infrastructure for successful coaching

- Eleven of the coaches indicated that they worked alone in their role
- Eight worked as part of a team
- Two were unknown

It should be noted here that some respondents interpreted this question as whether they would work as part of a team in their day-to-day working role rather than specifically while coaching for skills competitions. The proportion of coaches working alone in the role is therefore likely to be higher. Some respondents have coached trainees for regional, national and WorldSkills competitions and the support structures in this sense differed between them. Coaches for national and regional skills competitions all worked alone. Some WorldSkills coaches identified that they had an Assistant Training Manager. Many others sourced additional support to supplement the training they were able to provide.

When asked about the roles that specific team members held, all coaches identified that they had industrial expertise in different areas and were selected on this basis. None of the respondents identified that any team members fulfilled other roles i.e. counselling, personal development.

Telephone interviews with three of the WorldSkills coaches clarified the importance of a ‘coaching network’ for supporting the development of individuals hoping to compete in WorldSkills, particularly if there was a large geographical distance between Training Manager and trainee. These three coaches felt isolated in their role and had developed their own network of support from contacts they had within industry to provide the assistance that they felt had initially been missing when they had entered into the role. It is recognised here that UK Skills have employed a greater number of Assistant Training Managers into posts in the last two years.

## 6.6 Organisational support

### 6.6.1 Support for WorldSkills coaches

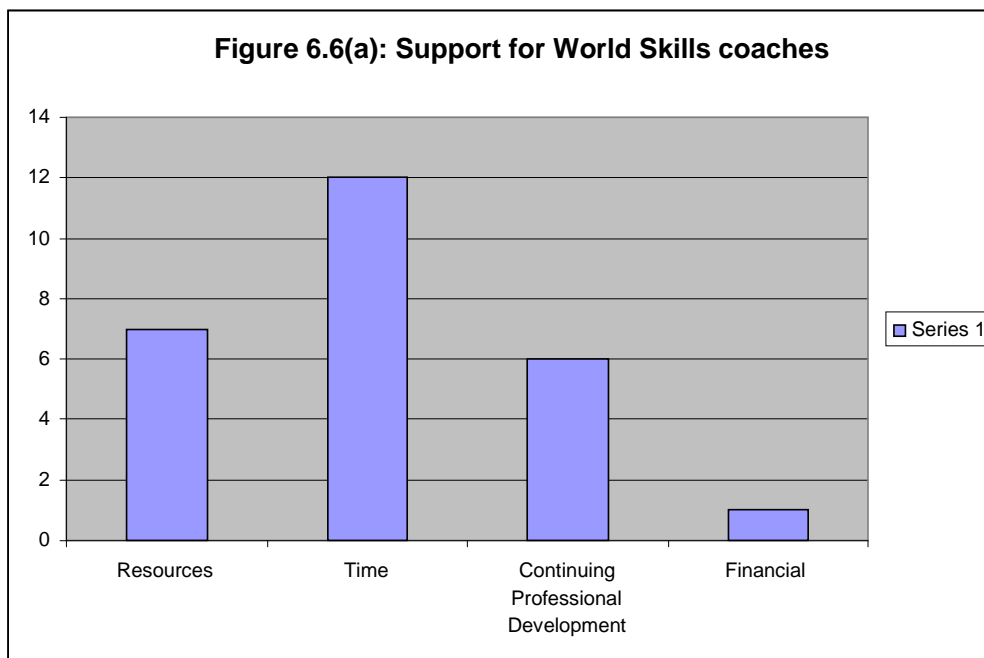
Respondents were asked if their organisation supported them to train skills competitors.

- Thirteen respondents stated that their organisation provided some support for them in their role
- One respondent stated that their organisation provided no support for them.
- The support provided for two coaches was unknown.

### 6.6.2 Support for national and regional coaches

- Three of the five national/regional coaches identified that their organisations were supportive
- One of the coaches said that their organisation gave them no support
- The support provided for one coach is unknown

**Figure 6.6(a)** shows how organisational support is provided to WorldSkills coaches. None of the responses received from national/regional coaches identified specific areas in which support was provided.



It is noted here that comments from some of the coaches indicated that they were expected to have prepared lessons and organised cover to supplement this support which could add pressure to their workload.

In some skills areas, the lack of material resources was seen to impact on the ability to carry out the role of coach effectively, with the need for expensive equipment having to be funded by coaches themselves before being reimbursed at a later date. This added significantly to the pressure they felt to perform effectively in their role.

## 7 TRAINING AND SUPPORT REQUIREMENTS

### 7.1 Skills and training needs of coaches

Skills requirements almost all fell within the **competitive skills** category for both WorldSkills coaches and those coaching at national and regional level. The sample of responses here were fairly small because twelve WorldSkills coaches chose not to answer this question.

Four WorldSkills coaches and four national/regional coaches provided responses here. They felt they needed further training in the following areas:

**Table 6.1(a) Training needs of coaches**

<b>WorldSkills coaches</b>	<b>National/regional coaches</b>
1. How to instil self-belief, competitive ability and confidence.	1. Technical skills
2. Improvement on current skills and industrially specific training	2. Motivational skills
3. Personal stress management and time management	3. Ability to see potential and help develop it
4. Guidance on encouraging total commitment from competitors	4. Teaching and coaching style for competition

### 7.2 Mapping skills needs to available training

A mapping exercise was carried out to determine the coaching/mentoring units available from LLUK, Skills Active and other organisations that coaches had identified in their questionnaire responses (Appendix C). The project team then categorised key areas for development as a coach after consideration of the training delivered by UK Skills and of the CIPD document, 'Assessing your coaching capability'.

A wide search was done using various databases (e.g. QCA unit database) to identify any units with the word competition, performance or coaching in them to determine if there were already in existence units that could be used for this purpose. A number were found. Those that were relevant have been included in the mapping. The vast majority were not relevant.

The mapping document indicates that the coaching modules currently available have a focus on the generic role of the coach, the relationship they build with the trainee and how learning and development objectives are set and reviewed. There is less guidance related to how to meet the resource needs of a trainee, which was identified as an area in which coaches required additional support.

Some of the modules within the Newcastle College of Further Education distance-learning Diploma in Performance Coaching relate more closely to the area of the attitude of the trainee. These include mind and body connections; conscious perception; external and internal conflicts and limiting empowering beliefs. It may be useful to explore the modules available here further if it was decided that a qualification or training package in training for excellent performance is created.

Brathay are currently developing a modular MA Performance Excellence in conjunction with UK Skills and Cumbria University. Some of the units to be included in this course will be broadly similar to the non-accredited programmes offered at Brathay to WorldSkills Training Managers as part of the two year preparation training for coaches and competitors. Seven of the WorldSkills coaches in this study mentioned that they found the UK Skills Training courses very useful and that they had formed the majority of their Continuing Professional Development.

It is recognised by Brathay and UK Skills that the modular delivery of this qualification would be appropriate for skills competition coaches, who often take on this role in addition to broader working commitments. The modular units are likely to include the following:

- Aspects of adult learning- including challenging classical educational pedagogy
- Performance coaching
- Coaching practice

As the course is at an inception stage it is difficult to confirm how these and any additional units will meet the skills development needs in the key areas of *Resource needs of the coach and trainee* and *Developing a competitive attitude*.

### 7.3 Support requirements identified by coaches

In addition to the specific skills requirements noted by coaches, additional information was gained through the questionnaire which pointed to further support needs. It was recognised by those that contributed additional information that their ability to perform effectively in the role of coach would be enhanced through these support needs being met.

WorldSkills coaches	National/regional coaches
A greater network of support/training for each competitor	All of the national/regional coaches identified that they need more time to spend on coaching competitors.
Improved financial support to meet resource requirements of the role.	
A greater lead time for selection of WS competitors.	
Improved links between vocational skills competitions and employment opportunities.	
Greater knowledge of competition standards.	

Overall, the majority of the comments in this area were directed towards the need for greater consideration around the time and resource requirements needed to coach trainees to an excellent standard. Through further discussion with the sample of respondents it was noted that WorldSkills coaches received more support from their organisations than was provided to national/regional competition coaches. The latter group all identified that knowledge of skills competitions was not widespread

throughout their FE colleges and there was a lack of understanding for the work they did in preparing students for competition.

## 8 CONCLUSIONS

- 8.1** The questionnaire responses show that coaches draw upon interpersonal skills in addition to technical/industrial knowledge in order to carry out this role successfully. The coaching/mentoring units that are currently in existence support the development of some of these skills. However, there was acknowledgement by the majority of coaches that they needed to support their trainees in developing a competitive attitude in order for them to perform effectively within skills competitions. This echoes the findings of the LSDA paper *From Competence to Excellence: developing excellence in vocational skills*, in which it was recognised that “the real difference lay in the personal skills used in competition by students” (LSDA, 2003).

At the current time, no formal coaching for excellence qualifications or training exist to support coaches in developing their skills in this area, unless they are working in a WorldSkills capacity and receive training provided through UK Skills.

- 8.2** The MA in Performance Excellence that is in development with Brathay, UK Skills and Cumbria University may go some way to addressing the need for further competitive skills training amongst coaches operating at an international level. However, this level of training is unlikely to be appropriate for all those that will be carrying out the coaching role at a national/regional level. There will therefore need to be more flexible training units or resources available that could be undertaken to ensure they are relevant for coaching at all levels.
- 8.3** The majority of WorldSkills and national/regional coaches trained competitors alone and some commented that they found the experience very isolating. Some of the coaches had tried to address this situation by using contacts they had gained within industry to support them with training competitors in specialist areas. Greater advice and guidance should be given to coaches in this area, especially those operating at national and regional level, as they would not have the support and direction provided by UK Skills.
- 8.4** Further support needs included more time to allocate to training competitors and money to supplement the cost of necessary materials. National and regional managers in particular noted that their employers were largely unaware of the huge time commitment that was a requisite of performing the coaching role successfully.
- 8.5** There are many examples of good practice from organisations supporting coaches and competitors with entry into skills competitions. Blackwater House, a Belfast based training organisation commit to providing weekly one to one tutorials with coaches for their trainees in addition to any coaching available from WorldSkills. They also cover all of the costs of any additional training/resource needs of the competitor arising from skills competitions.

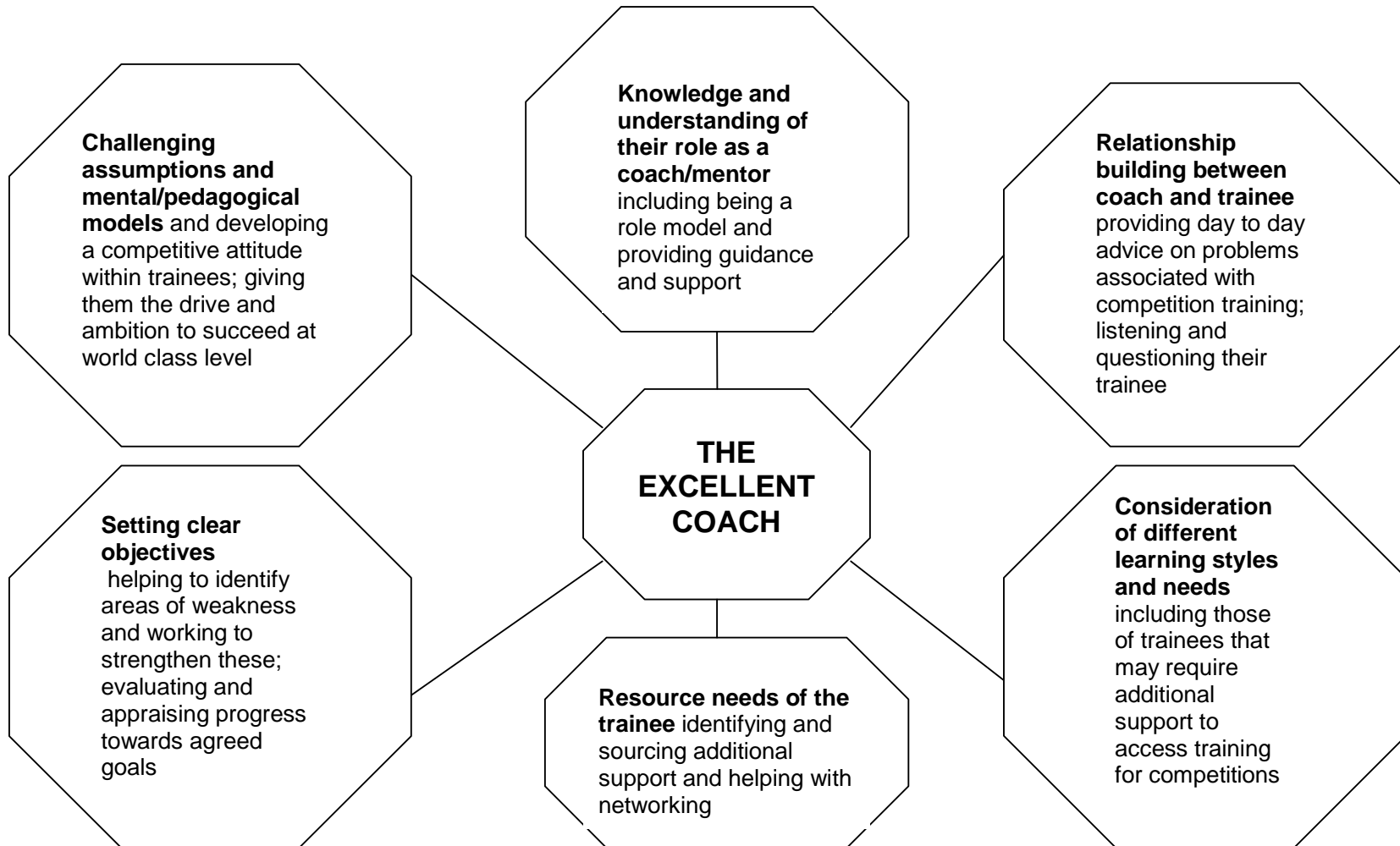
Some colleges, including Leeds College of Building, Oldham and Leicester, have attempted to improve the outcome of their entries into competitions and provide structured support for coaches by employing Skills Competition Coordinators and providing substantial funding for teaching cover, materials and costs associated with attending regional and national competitions.

AoC London is working on a similar model of support regionally by employing a 'Super Coach' to support Colleges in London with their involvement in skills competitions. (please refer to appendix B for more details)

- 8.6** The training provided for WorldSkills Training Managers by UK Skills was recognised by some coaches as useful in preparing and supporting them in their role. At regional and national competition level, no specific training is provided for coaches. If we are to develop a strategic approach to supporting competitors through the pathway of regional to international competition, training in coaching for excellence should mirror this pathway so that regional and national coaches receive support and guidance on how to develop excellence within their trainee. This could strengthen WorldSkills by having a wider pool of coaches and increase numbers applying for Training Manager positions.
- 8.7** The project team recognised that there was relatively little contact made with coaches outside of England and Northern Ireland. There is likely to be many more examples of best practice in coaching that could be found here and further afield in the international arena. As a result the team recommend that additional research be carried out in two years time.

## FRAMEWORK FOR EXCELLENCE

### Areas of development for the excellent coach





## EXCELLENT COACHING

### INDIVIDUAL DEVELOPMENT

- Coaches to have the opportunity to develop skills in the areas identified in section 10.1
- Successful coaches in the competition environment will have a mix of organisational, interpersonal, professional and competitive skills to operate effectively

### INFRASTRUCTURE SUPPORT

- **UK Skills** – provide guidance and/or training package for skills competition coaching at all levels (regional, national and international). Provide advice to skills competition organisers on how to support world class coaching.
- **Skills competition organisers** – support excellence in coaching through ensuring standards are mapped to international levels and that guidance on standards is explicit for coaches
- **Wider partner/stakeholder bodies** – make links across regions and nations to ensure a consistent geographical approach to supporting coaching

### EMPLOYER SUPPORT

- Create broad awareness of skills competitions throughout the organisation- share the coaching responsibility and/or organisation of competition entry to ensure it does not fall to one individual
- Utilize employer links to emphasise the benefit of skills competitions in creating highly skilled employees.
- Provide time and other resource support for coaches to ensure they have adequate availability and materials to perform in their role effectively.

## 10 RECOMMENDATIONS

- 10(a) UK Skills should investigate producing a UK wide Coaching for Excellence toolkit for organisations to use in supporting the training of coaches working with skills competition entrants. This should be based on coaching courses and units currently available but develop new approaches where needed.
- 10(b) UK Skills should set up systems that recognise and reward coaches of regional and national skills competitors that are successful. This could be in the form of a small award or certificate.
- 10(c) Project Steering group members should disseminate the report within their organisations in order to promote best practice in coaching for WorldSkills.
- 10(d) DIUS should consider recognising and acknowledging colleges or training providers that support employees who take on a coaching role for skills competitions. This may also include colleges and training providers that produce regional/national/international competitors. This recommendation should be included in the Ofsted/ALI common inspection framework.
- 10(e) DIUS (through QIA) should encourage and support colleges and training providers to establish internal systems that support staff with coaching for excellence eg. establish skills competition coordinators (as per examples in Appendix B)
- 10(f) The Coaching for Excellence framework should inform a planned approach to providing CPD for individuals to develop their skills and knowledge at all levels leading towards becoming a World Class coach.
- 10(g) The guidance for those developing skills competitions should be revised to include a section on the importance of effective coaching in the success of competitors and developing the skills of coaches.
- 10(h) The report should be widely circulated, including through the education and training media, to raise the profile of coaches and organisations that are successfully supporting their students and trainees with entry into skills competitions.
- 10(i) When developing products to support Coaching for Excellence (e.g. the MA in Performance Excellence being developed by Brathay and Cumbria University with support from UK Skills) the units identified in the report and current other best practice programmes be used as the underpinning foundations for such.
- 10(j) The research should be repeated before 2011 when there should be a wider range of evidence available from beginner coaching through to international best practice.
- 10(k) SSCs should be encouraged to be more involved in the selection and recruitment cycle of training managers/WorldSkills experts.

## **10.1 Wider Recommendations**

It is recognised that some recommendations that can be drawn from this report are outside the scope of the objectives of this project and are included in a wider recommendations section below.

- 10.1(a) There is a great deal of expertise available from individuals that have previously been competed or coached individuals for skills competitions. Organisations should make use of expertise where it exists.
- 10.1(b) Progression routes to WorldSkills competitions should be clearly defined in the design of every new skills competition, including skills of coaches.
- 10.1(c) An international (or European) conference on Coaching for Excellence should be held to promote and develop knowledge of best practice in skills competition coaching between countries.
- 10.1(d) The findings of this research should be used to inform future evaluations of the effectiveness of UK coaches and skills competitions in preparing competitors to compete on an international level.

## 11 DRAFT ACTION PLAN

RECOMMENDATION	ACTION	ORGANISATION	BY WHEN	SUCCESS MEASURE	DATE ACHIEVED	COMMENTS
10(a) UK Skills should investigate producing a UK wide Coaching for Excellence toolkit .	Discuss the Coaching for Excellence report and recommendations with Simon Bartley (CEO UK Skills) and seek his advice on the appropriate forum to take these proposals forward.	UK Skills	31/12/07	Decision on the best way forward.		
10(c) Project Steering group members should disseminate the report within their organisations.	Accept the report and circulate it internally see how it can integrate into existing or planned future programmes.	QIA	31/12/07	Report circulated to relevant programme managers and suggestions made for possible inclusion into planned or future programmes.		
	LSC London to use this report as a tool/guide to highlight the need to support coach development. LSC London to share the report with other LSC area.	LSC	31/12/07	Report to be sent to National LSC.		

	Accept the report and take its findings to the Wales World Skills co-ordinating group	Welsh Assembly	31/12/07	Accept the report and consider its implications for WorldSkills Wales steering group.		
	Receive the report and take its finding to the Northern Ireland World Skills steering group for consideration and action	DELNI	28/02/08	Report to be taken to Northern Ireland WorldSkills steering group.		
	Review the report internally evaluating whether it can become a qualification	C&G	31/12/07	To look into the possibility of qualification development based around the units identified.		
	LLUK to provide report to IfL for them to use as a CPD case study on their website.	LLUK/IfL	31/12/07	Case study appears on IfL website		
	a) Report to be included on LLUK website and promoted through LLUK e-bulletin	LLUK	31/1/08	Report to appear on website		
10(d) DIUS should consider recognising and acknowledging colleges or training providers that support employees who take on a coaching role. DIUS should	UK Skills and LLUK to discuss the report and recommendations with DIUS and	LLUK/UK Skills	28/02/08	LLUK/UK Skills to meet with DIUS to discuss how recommendations can be taken forward.		

encourage and support colleges and training providers to establish internal systems of support.						
10(f) The Coaching for Excellence framework should inform a planned approach to providing CPD.	Investigate with the S&Q ITTE team the opportunities for the CfEx framework to inform an optional CPD unit within the professional TQF which can be applied UK wide.	LLUK	03/01/08	Coaching for Excellence is included in the lists of units for teacher training.		
10(g) The guidance for those developing skills competitions should be revised to include a section on the importance of effective coaching.	UK Skills to revise competition briefings	UK Skills	30/09/08	Competition briefings have new section		
10 (h) The report should be widely circulated to raise the profile of successful coaches/organisations.	a) Report to be included on LLUK website and promoted through LLUK e-bulletin	LLUK	31/1/08	Report to appear on website		
	b) LLUK to speak at WorldSkills SW planning conference	LLUK	To be confirmed	AJ to speak at conference.		
	c) Report to be circulated to all LLUK regional and national managers for dissemination to key partners and stakeholders in the nations and regions.	LLUK	31/11/07	Report to be disseminated to national and regional groups.		

<p>10(i) Brathay, UK Skills and others will look to the coaching/mentoring units and modules identified in the report and best practice be used to develop products such as the MA in Performance Excellence.</p>	<p>Use the coaching/mentoring mapping (Appendix C) to inform the development of MA.</p>	<p>UK Skills/Brathay</p>	<p>31/03/08</p>	<p>Evidence of units being used with users clearly able to identify a career pathway</p>		
<p>10(k) SSCs should be encouraged to be more involved in the selection and recruitment cycle of training managers/WorldSkills experts.</p>	<p>Report to be circulated to all other SSCs</p>	<p>LLUK/SummitSkills</p>	<p>31/12/07</p>	<p>Report to be received by other SSCs</p>		

As part of the original tender LLUK wrote a forward action plan. This gave a high level vision of what Coaching for Excellence training will look like to 2011 and beyond with the impact it will have.

## 12 A VISION OF THE FUTURE

### **Twelve Months**

By September 2008 LLUK envisage this programme being fully developed with resources, trainer trainers and funding support in place to role this out across the UK. It will be offered to teachers/trainers as part of the process of promoting competitions and a number of people will already have completed it.

### **Two years**

By September 2009 LLUK expect this to be a mainstream programme that teachers/trainers access as part of developing competitors, with an expectation by competition managers that entrants will have been coached by people who have completed the programme.

### **WorldSkills 2011**

Entrants at local/regional/national level will expect to have access to a graduate of this programme. Other nations will adopt this approach and benchmark against the programme

### **Post 2011**

The programme will continue to expand as this becomes mainstream within teaching/training practice.



## 13 ACKNOWLEDGMENTS

Lifelong Learning UK would like to thank the following individuals and organisations for giving their time, support and guidance with this report:

Jeremy Anderson	Brathay
Judi Allen	Department for Employment and Learning, N.I.
Neil Collishaw	SummitSkills
Jenny Gardiner	QIA
Colin Hagan	Blackwater House
Eugene Incerti	UK Skills
Jean Kelley	Institute for Learning
Joanne McCourt	LSC
Dawn Moffat	City & Guilds
Mike Morson	Oldham College
Andrew Sarson	Leicester College
Jenny Shackleton	UK Skills (Consultant)
David Short	City & Guilds
Charles Turner	UK Skills
Meagan Whiteley	Brathay
Pamela Worley	Welsh Assembly

## APPENDIX A: QUESTIONNAIRE

### **Coaching for Excellence Survey - developing a best practice framework for use by coaches of competitors in skills competitions**

Lifelong Learning UK is the independent employer led Sectors Skills Council for further education; higher education; community learning and development; work based learning and libraries, archives and information services.

The UK will be hosting the World Skills Competition in 2011 - this is an opportunity to raise the profile of vocational skills and skills competitions regionally and nationally and encourage young people to celebrate their achievements

We are carrying out a survey to identify the key skills, qualities and qualifications of coaches of successful competitors in previous regional, national and international Skills Competitions. Your views are important so please complete our online questionnaire.

The survey information will help develop a best practice framework for teachers and trainers so they can provide excellent coaching for future competitors entering regional Skills Challenges and/or the forthcoming Euroskills 2008 and WorldSkills 2011 competitions.

Your information will be treated as confidential in accordance with the Data Protection Act. You will not be identified in any material arising from this work. It is important to the success of this study that everyone chosen takes part. We may also contact you to follow up on your feedback - please tick below if you do not want us to do this.

Please do not contact me

The final deadline for receipt of completed questionnaires is 20<sup>th</sup> July 2007. If you have any questions about the study please contact me on 0207 9365761 or email [tansyjones@lluk.org](mailto:tansyjones@lluk.org). If you would like to print and manually complete the survey, please send this to me at the address below:

Tansy Jones  
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Lifelong Learning UK  
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St Andrew's House  
18-20 St Andrew Street  
London EC4A 3AY

Thank you very much for helping us with this important study.

### **Instructions**

***(Please read the following instructions before completing the questionnaire.)***

- ◆ Some of the questions you will be asked to answer will require you to select options or enter a number in the boxes provided. Instructions on what you need to do will be given with each question. Other questions may require you to click in a box and type your answer.

## Section 1 Information about you – to be completed by coaches of skills competitors

We would like to start by asking you some questions about you, including your skills and qualifications as the trainer/coach/manager of a current or former skills competitor.

### 1.1 Personal Details

<b>Title</b>	<input type="text"/>
<b>First name</b>	<input type="text"/>
<b>Surname</b>	<input type="text"/>
<b>Contact telephone no.</b>	<input type="text"/>
<b>Email</b>	<input type="text"/>
<b>Job title (if in employment)</b>	<input type="text"/>

### 1.2 Geographical location

**In which of the following countries are you located?**

*(Please tick all that apply)*

England	<input type="checkbox"/>	Northern Ireland	<input type="checkbox"/>
Scotland	<input type="checkbox"/>	Wales	<input type="checkbox"/>
Australia	<input type="checkbox"/>	France	<input type="checkbox"/>
Germany	<input type="checkbox"/>	Switzerland	<input type="checkbox"/>

Other *(please specify)* \_\_\_\_\_

**If you are located in England please identify which region(s)?**

*(Please tick all that apply)*

North East	<input type="checkbox"/>	North West	<input type="checkbox"/>
Yorkshire and Humber	<input type="checkbox"/>	East Midlands	<input type="checkbox"/>
West Midlands	<input type="checkbox"/>	East of England	<input type="checkbox"/>
London	<input type="checkbox"/>	South East	<input type="checkbox"/>
South West	<input type="checkbox"/>		

### 1.3 Coaching experience

Have you coached/are currently coaching anyone?

Yes  No

If yes, how long have you know your trainee?

Have you previously worked as a Training Manager for WorldSkills?

Yes  No

If yes, please indicate the number of competitors you have worked with?

1-2  3-4  5 and above

Would you consider yourself to be a successful coach?

Yes  No

If yes, why do you consider yourself successful?

What skills do you wish to develop further to support your coaching role?

**Please identify any training that you would have found useful in advance of The coaching you have delivered.**

**Please identify any resources that would support you in performing your coaching role more effectively.**

#### **1.4 Qualifications**

**Please tick the qualifications that you hold.**

Level	Academic	Vocational
a. Higher degree, other post graduate qualification or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
b. Degree or degree level equivalent	<input type="checkbox"/>	<input type="checkbox"/>
c. Higher educational qualification below degree	<input type="checkbox"/>	<input type="checkbox"/>
d. A levels, S/NVQ level 3 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
e. GCSE/O level (grades A-C), S/NVQ level 2 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
f. GCSE/O level (grades D-G), S/NVQ level 1 or equivalent	<input type="checkbox"/>	<input type="checkbox"/>
g. Other qualifications	<input type="checkbox"/>	<input type="checkbox"/>
h. No formal qualifications	<input type="checkbox"/>	<input type="checkbox"/>
i. Don't know	<input type="checkbox"/>	<input type="checkbox"/>

**Do you hold a qualification in the vocational/subject area that your trainee has specialised in?**

Yes  No

If yes, please state the title:

**Have you achieved a qualification in leadership or coaching?**

Yes  No

If yes, please state title(s):

#### **1.4 Professional Development**

**If you have received any other formal training in leadership/coaching please state titles:**

**Please list any other professional development courses you consider helped you coach to excellence in the last three years (since September 2003):**

## Section 2 Your organisation

Please indicate if you work for an education/training organisation or within industry on a permanent or contractual basis

Permanent  Contractual

**2.2 Please tick the box which best describes your organisation.**

*If you are not employed, please go to question 2.5.*

FE College

HE Institution

Employer – training provider

Employer – industry based

Public Service organisation

**2.3 Do you deliver a qualification as part of your role in this organisation?**

Yes  No

**2.4 If yes, please state this here**

**2.5 Are you part of a team that train skills competitors or do you manage this alone?**

Team  Alone

**2.6 If you work as part of a team please identify numbers of team and roles, e.g. counselling**

**2.7 Does your organisation support you to train skills competitors?**

Yes  No

**2.8 If yes, please describe what support you receive**

**2.9 Do you receive any of the following to support your coaching role?**

**Financial**

**Time**

**Resources**

**Continuous Professional Development**

**Other** *(please state)* \_\_\_\_\_



### **Section 3 Information about the trainee/competitor that you have coached**

**3.1 Has your trainee completed or are they in the process of completing a qualification in their recognised skill?**

Yes  No

**If yes, please state this qualification:**

**3.2 Has your trainee attended a regional, national or world skills competition?**

Yes  No

**If yes, what was the outcome of their entry?**

**3.3 Please use the box below to provide any other information or comments to help us identify excellence in coaching.**

**3.4 *Please give us any feedback about this online application form to help us make improvements to the questionnaire for future studies.***

**Thank you very much for taking the time to complete this questionnaire.**

## APPENDIX B: EXAMPLES OF BEST PRACTICE IN SKILLS COMPETITION PREPARATION

### **Northern Ireland – Blackwater House**

Blackwater House is a Belfast-based training centre for the automotive industry. They offer annual modern apprenticeship positions to 16-24 year olds and train students in a variety of automotive NVQ Level 3 qualifications.

Blackwater House gained recognition for the training they delivered to Andrew Blair, an apprentice that won a gold medal in the vehicle repair category at WorldSkills Finland in 2005. Andrew also won the Best in Nation medal, being the only UK team member to achieve 'Olympic' gold. Blackwater House are due to send Jonathan Lloyd to WorldSkills 2007 to compete in the Car Painting category and have delivered a similar schedule of training for Jonathan as with Andrew.

Colin Hagan, one former trainer of Andrew Blair, stresses that the personal commitment of staff to training for excellence contributes to the success of their apprentices in the competition arena. Coaches develop a very close working relationship with their trainees, meeting them on a weekly one to one basis and making themselves available via telephone if a trainee needs to discuss an aspect of their development. They are quick to identify any areas of weakness in performance and work to strengthen and support the trainee in rectifying these to enable them to perform to the best of their ability.

Blackwater House cover any costs associated with skills competition training, including sending apprentices to Thatcham if required. This ensures that neither the trainee nor coach is unnecessarily burdened with financial pressures.

All skills competition training provided by Blackwater House is offered in addition to that provided by WorldSkills Training Managers and UK Skills.

### **England - Leeds College of Building**

Leeds College of Building (LCB) has a history of maintaining contact with UK Skills; two previous members of staff were former employees of UK Skills. The college also took part in a pilot project which formed part of *From Competence to Excellence: developing excellence in vocational skills* (LSDA, 2003). One member of staff is a former WorldSkills competitor and provides advice and guidance to coaches and students on how to improve their competitive skills.

The teaching staff chosen to coach trainees for skills competitions all have teacher training qualifications and many years of industry experience. The college enter into competitions for seven different craft areas – within some of these areas e.g. joinery there will be a team of people coaching a trainee with expertise in different disciplines in joinery.

LCB have recently drawn up the post of Skills Competition Co-ordinator – a teacher already at the college is given fifty hours time away from their teaching role each year to devote entirely to maintaining students entry into skills competitions. This is expected to be broken down into twenty hours to attend competitions, twenty hours for administrative and promotional purposes and ten hours to attend meetings.

All coaches within the college meet at the start of the year to agree a way forward in supporting competitors. For regional competitions, the seven craft leaders are given

twenty hours time away from their teaching role each, together with £100 to go towards supplying materials for each craft area. They are also provided with cover for the day of the regional skills competition and all transport to/from these competitions and other expenses are covered. For national competitions, this support is extended to 30 hours teaching cover, £100 for materials per craft and two days teaching cover to attend competitions.

The college regularly hold parents and employer evenings to ensure they are aware of the profile of skills competitions. They also hold celebration events during the autumn term for trainees that have competed in these competitions. Additional classes that are deemed necessary to raise skill levels to meet competition standards (e.g. Geometry) are provided outside college hours if these skills are not covered through courses being undertaken.

It is recognised that entry into skills competitions has improved overall standards within the college, with many students aspiring to reach the levels of excellence that they see their peers performing at after taking part in skills competitions. It was also noted that in general there is a gap between the students technical abilities and their competitive drive and it is the latter that coaches try to focus on in improving results.

### **England - Oldham College**

Oldham College have set aside additional curriculum meetings to consider enrichment opportunities for students including entry into skills competitions. Similarly to LCB, they have allocated monies specifically for resources to support trainee development as well as covering transport and accommodation expenses of coaches attending skills competitions. They will also be appointing a Skills Competitions Coordinator in September 2007. This role will be to co-ordinate the work of the curriculum skills experts; to facilitate the selection, training and coaching of competitors for skills competitions and to liaise with all stakeholders including students, parents, employers, sponsors and competition organisers to publicise and promote the excellence agenda within the College and with external partners.

Oldham College recognise that promotion sponsorship is very important in order to cover the cost of extra training. Most staff involved in coaching give up at least one evening each week to support trainees and raise their skills level. In the 2006-2007 academic year, they had eleven students taking part in regional skills competitions. At least one of them was successful in gaining entry to the national finals. They recognise that their improved structure and approach to skills competitions from September 2007 will improve the success level of the College.

### **SummitSkills – Sector Skills Council for the building engineering services sector**

SummitSkills recently worked in partnership with UK Skills to help select and recruit a training manager/WorldSkills expert in the area of 'electrical installation', so they could be part of the UK Skills team at the WorldSkills 2007 event in Japan (even though there is no UK competitor for this category).

At present the UK does not have a recognised framework of competitions in this skill category, however SummitSkills is currently working with key players throughout the electrical industry to introduce them throughout 2008. The UK Skills training manager will play a pivotal role in the development of these new 'electrical installation' skills competitions in the UK. The experience gained in Japan will be extremely valuable in

setting the standards and identifying the training needs for competitors participating at future WorldSkills events, i.e., Canada 2009 and UK 2011.

Several expressions of interest in this post were received from a number of different sources (i.e., further education, trade associations & professional bodies). Three applications were received from high calibre candidates, which led to formal interviews. UK Skills were able to offer the position to the successful candidate, who has accepted the role and will be receiving a full induction from UK Skills soon.

The successful candidate is currently working for one of SummitSkills key stakeholder organisations and has been given the support and time by his employer to undertake the role fully with UK Skills, and also assist SummitSkills in developing 'electrical installation' skill competitions across the UK.

Other SSCs, such as, Asset Skills and Skillfast-UK have also assisted UK Skills in identifying, selecting and recruiting new training managers and experts for WorldSkills and EuroSkills events. This model of support is currently being promoted to other appropriate SSCs across the Skills for Business Network. The main advantages of this approach are:

- Reaching a wider network of employers and training organisations
- Increase in expressions of interest and applications for the job role
- Targeting key individuals, who have the right skill set
- The additional status that the involvement of SSCs lends to the search
- The importance of expanding the field of candidates from which UK Skills select new training managers

Skills for Business is an employer-led network consisting of 25 Sector Skills Councils and the Sector Skills Development Agency. Through its unrivalled labour market intelligence and insights from employers in all sectors of the UK economy, the network identifies change needed in policy and practice relating to education and skills development. With the influence granted by licences from the governments of England, Scotland, Wales and Northern Ireland, and with private and public funding, this independent network engages with the education and training supply-side, such as universities, colleges, funders and qualifications bodies, to increase productivity at all levels in the workforce.

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