

Applied Coaching Research Journal: Transforming lives through Coaching

Information and Submission Guidance

About the journal



The journal aims to provide the evidence base that coaching can transform lives.

It is aspirational in style but links directly to taking action.

It attempts to bridge the gap between academic journal and magazine.

The first volume of the journal was published by UK Coaching in February 2018. The first volume was a concept document, designed to show potential authors the look, feel and style of the content. Subsequent volumes have been published and are freely available on our website: <https://ukcoaching.org/statements/research>

The journal is targeted at coaches and coach developers, those who employ/deploy coaches, and/or those who develop and organise coaching interventions. It attempts to provide ideas, inspiration, advice and solutions. The journal will promote the best of coaching research and transfer knowledge to practitioners.

It is hoped that the journal will be the first port of call for anyone wishing to demonstrate the impact of coaching.

All articles are peer reviewed and edited by an independent board to ensure the objectivity and integrity of the content.

Transforming lives through coaching

The sub-title of the journal - *Transforming Lives Through Coaching* - expresses the primary aim of the journal: **to provide a robust evidence base to demonstrate the positive impact of coaching**. This can be broadly interpreted as:

- **Transforming** – we are interested in evidence of change or improvement and how it can be measured and presented.

- **Lives** – we are interested in coaches, participants and the communities they live in.
- **Through coaching** – we are interested in coaching practice, sport and physical activity programmes led by coaches, and people using coaching skills in sport and physical activity, or in any walk of life.

Journal articles

The articles will incorporate sound research methodologies and evidence with storytelling techniques. They are aspirational, overcome challenges, find solutions and present a call to action.

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Adventures in Coach Learning: Considering New Approaches

Kate Day, Abby Foad, Sarah Fullick, Michelle Secker and Mike Weed
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Abstract
Understanding the most effective ways through which we can promote and deliver coach education and learning opportunities is vital to develop the sustainable workforce needed to both nurture talent at the highest levels and play a role in keeping people physically active. This article describes a research study that explored three different learning approaches (collaborative learning, problem-based learning and project-based learning) used in other sectors. The article discusses the available evidence for each of the learning theories and draws from case examples found during the research to explore how these learning approaches might be used in coach education.

Setting the scene
At the heart of coach education and coach development activity is the understanding that, much like the importance of identifying ways in which sport participants learn, it is also of great benefit to better understand the ways coaches develop and learn the skills they need to be effective coaches. Research examining coach learning identifies that there are a number of different ways coaches learn, including formal approaches like doing qualifications or attending courses, but also that coaches place value on more informal ways of learning such as reflection, experiential learning and learning from other coaches'. In addition, the mode in which this is delivered is a rapidly developing landscape.

The ever-advancing development of technology as a way to communicate and share ideas has seen a recent surge in online activity by coach developers, and represents an exciting new challenge for engaging coaches in the learning process, potentially providing useful tools with which coach education might further develop its practice.

Due to the relative infancy of education and development in coaching, relative to training conducted in other sectors, this article reviews three different approaches to learning (collaborative

The audience

The primary audience for this journal are coaches and coach developers, people who employ/deploy coaches, and others who work with coaches. It is expected that the content will also appeal to students, researchers and academics.

Journal content

We are interested in receiving articles on the following key topics:

- **Demonstrating the impact of coaching**
People who deploy coaches know they make a positive contribution but often struggle to articulate how or why this happens, even within their own organisation. *The journal places an emphasis on evidencing impact.*
- **Increasing diversity**
UK Coaching and others are tasked with increasing the diversity of the workforce. Those who want to increase diversity need evidence that it will make a difference. *The journal showcases evaluations of success stories.*
- **Sustainability**

Funding for sport and physical activity programmes is insecure and people who deploy coaches need evidence of how programmes have become sustainable. *Our journal provides lessons learnt from successful projects.*

- **Great coaching skills**

Coaches already do a great job but we want creative ideas to make them even better. *Our journal provides evidence on what works in coach learning and practice and why.*

- **Creative thinking**

What are the new, innovative ideas in coaching (or outside coaching) and what is the evidence that they work? *Our journal provides access to leading thinkers from within and outside coaching.*

Guidance for authors - content

If you are interested in submitting an article to the journal, please consider the questions below. We would expect all articles to address at least one of these questions:

Transforming

- Is there evidence of change, improvement or impact?
- Is there a new/revised methodology for measuring change?
- Is there new evidence?

Lives

- Has the project had an impact (or will it have an impact) on coaches, participants or the community?
- Does it explore coaching through the lens of the coach or the participant?

Through coaching

- Is it about (or relevant) to a sport/physical activity programme?
- Is it about coaching practice, behaviour or skills?
- Is it about coaching skills in any other setting, that might be relevant or could be applied to sport/physical activity?

The content

- Does it demonstrate the impact of coaching?
- Will it help support a more diverse coaching workforce?
- Will it help make programmes more sustainable?
- Will it make coaches and coaching even better?
- Will it bring new ideas into coaching?

Actions

- Does it provide a practical solution?
- Does it encourage the reader to take action/do something? (*Please note: this excludes doing more research!*)
- Is it relevant to the “real world” of coaching?

Guidance for authors - types of articles

The journal welcomes submissions from first-time authors as well as experienced writers and researchers. Research articles and literature reviews will be blind peer-reviewed.

We are interested in receiving the following types of articles:

- Main research feature – max 4,000 words (max. one per volume).
- Research articles – 2,000-3,000 words.
- Research summary/notes (summary papers/work in progress) – max 1,000 words.
- Literature reviews – 2,000-3,000 words.
- Thought pieces/critical or personal reflections on a specific issue – 2,000-3,000 words.
- Book/journal/article/event/conference reviews – max 1,000 words.
- Discussion, conversation, interview with... - 1,000-2,000 words.

Guidance for authors

- Include full names, organisation and contact details of all authors.
- Identify one author as the corresponding author, who UK Coaching will contact in relation to the article.
- Articles must be submitted in Microsoft Word. Font should be Ariel 11 (1.5-line spacing).
- Include:
 - An abstract of c100 words.
 - Around 6 keywords for indexing and searching.
 - All figures and tables (include titles and description).
 - Any images or suggested imagery (UK Coaching may be able to provide relevant images).
- Ensure:
 - The manuscript has been 'spell checked' and 'grammar checked'.
 - Permission has been obtained for use of copyrighted material from other sources (including the Internet).
 - You have approval from your organisation before you submit your article, if you are writing on behalf of an organisation.
- Avoid excessive referencing, but ensure all references mentioned in the text are cited in a reference list, and vice versa.
- Consider the audience:

- The writing style should be for a practitioner/non-academic audience. Articles should be written in plain English and should be easy to read. Please avoid use of technical language.
- As an online journal, we can include film, animations, photographs and links to other websites where appropriate. Authors are positively encouraged to consider this when submitting their work.

Referencing

Citations in text should follow a Harvard style.

- Always use “and” between names in a reference, not “&”.
- If there are three or more authors in a reference, use the first name followed by “et al”.
- If your references include an author who has published more than one piece of work in the same year, distinguish these by using a, b etc.

Examples include:

- Becker (2013) recommends...
- ... is the most important factor (Scott et al, 2019).
- ...as identified by Cronin and Armour (2018).
- Several studies (eg Smith, 2018a, 2018b, Walker et al, 2018) highlight...

Your reference list should be arranged alphabetically and then further sorted chronologically if necessary.

Examples include:

- **Book:** Cronin, C., and Armour, K. (2018) *Care in Sport Coaching: Pedagogical Cases*. London: Routledge.
- **Conference paper or presentation:** Scott, M., Whitaker, L., and Foreman, C. (2019) *CoPs on camera: Setting up and evaluating a community of practice for sport coaches*. UK Coaching Applied Coaching Research Conference, 19 February, Derby.
- **Edited work:** Becker, A. (2013) Quality coaching behaviours. In P. Potrac, W. Gilbert., & J. Denison, (eds). *Routledge Handbook of Sports Coaching*. London: Routledge. pp. 184-195.
- **Journal article:** Walker, L.F., Thomas, R and Driska, A.P. (2018) Informal and nonformal learning for sport coaches: A systematic review. *International Journal of Sport Science & Coaching*, 103 (5): 694-707.
- **Website/online article:** Sport England. (2016) Towards an active nation: Strategy 2016-2021 [online]. Available from: <https://www.sportengland.org/media/10629/sport-england-towards-an-active-nation.pdf>

Submission checklist:

You can use this list to carry out a final check of your submission before you send it in for review.

Full names, organisation and contact details of all authors are included	
Corresponding author has been identified	
Article is written in Word using Ariel 11 and 1.5 line spacing	
Abstract of c100 is included	
Key words are provided	
All figures and tables are included with titles	
Manuscript has been checked for spelling and grammar	
The article has been written in plain English suitable for a practitioner/non-academic audience	
Referencing style adheres to journal guidelines	
All references included in reference list are cited in text and vice versa	
Permission has been obtained for use of copyrighted material from other sources (including the internet)	

Please note: your manuscript will be rejected if you do not adhere to these guidelines.

Estimated publication dates 2019-2021

2019/2020
Autumn (vol 4): September/October 2019
Spring (vol 5): March/April 2020
2020/2021
Autumn (vol 6): September/October 2020
Spring: (vol 7): March/April 2021

Indicative Timeline

We welcome submissions all year round, meaning you can submit an article to us at any time. However, indicative deadlines for inclusion in each volume are presented below.

Activity	Autumn	Spring
Deadline for submissions	31 May	30 November
Peer review	June/July	December/January
Final content agreed	31 July	31 January
Design and final amends	August	February
Publication	September/October	March/April

Contact details:

For further information or to submit an article, please contact the research team at UK Coaching at: ResearchTeam@ukcoaching.org