Enhancing Coaches’ Learning, Mobility and Employability in the European Union

Development & Implementation Tool Series

Tool #3

Participant & Performer Data Collection & Segmentation Tool

Julian North, Sergio Lara-Bercial, Ladislav Petrovic, Klaus Oltmanns, Jan Minkhorst, Kirsi Hämäläinen and Karen Livingstone

Copyright © 2017 by CoachLearn

Project Partners

www.coachlearn.eu  CoachLearn  @CoachLearnEU
Disclaimer

The European Commission support for the production of this publication does not constitute and endorsement of the contents which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
# Table of Contents

Introduction .................................................................................................................................................. 4

Who is this document targeted at? ........................................................................................................... 5
  
Link to the European Sport Coaching Framework ...................................................................................... 5

The centrality of the participant and performer to sport and coaching systems ........................................... 5

Where can you go for Additional Resources? .............................................................................................. 11
Introduction

Project CoachLearn is an Erasmus+ co-funded initiative led by Leeds Beckett University seeking to enhance sport coaches’ learning, mobility and employability in the European Union.

*The principal output of CoachLearn is the development of a European Sport Coaching Framework (ESCF) to serve as a non-regulatory reference point for the development of coaching and coach education across Europe.*

In addition to the ESCF, CoachLearn has developed a suite of applied tools which aim to support those tasked with developing coaching systems and coach education and development opportunities. This suite contains the following applications:

<table>
<thead>
<tr>
<th>Tool #1 - Coaching System Mapping Tool</th>
<th>This tool will allow organisations involved in coaching to understand what is meant by a Coaching System. It will also support the process of mapping the system and the identification of the key stakeholders, their roles and their interdependences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tool #2 - European Education Landscape Factsheet and FAQ</td>
<td>This tool will provide an overview of the key features of the European Education landscape (i.e., EQF, ECTS, etc). It will support those embarking on the process of developing a coach education programmes ensure they are aligned with European policy.</td>
</tr>
<tr>
<td>Tool #3 - Participant &amp; Performer Data Collection &amp; Segmentation Tool</td>
<td>This tool will allow system builders to better understand the current populations taking part in their sport (a model of the sport) and compare it with the desired future picture (model for the sport). The overall purpose is to determine the kind of environments we need to create for different populations and the types of coaches (and their skill sets) that will be needed.</td>
</tr>
<tr>
<td>Tool #4 - Coaching Qualification Curriculum Builder</td>
<td>This tool will support coach developers to contextualise the 6 primary functions to different environments/domains. Therefore, it will allow for the identification of the skills, competencies and knowledge basis needed for a particular coach working in a particular context with a particular population of participants/athletes. The tool will also support the development of suitable curricula.</td>
</tr>
<tr>
<td>Tool #5 - Qualification Mapping &amp; Conversion Tool</td>
<td>This tool will allow system builders, coach developers and coaches to compare qualifications between sports and between countries by reference to roles in ESCF/ISCF and EQF</td>
</tr>
<tr>
<td>Tool #6 - Step by Step Guide to RPL&amp;WBE</td>
<td>This tool will provide guidance as to how to set up effective and efficient RPL&amp;WBE systems</td>
</tr>
</tbody>
</table>
Who is this document targeted at?

This document is targeted at national sporting agencies, lead agencies for sport coaching, sports governing bodies and federations, and others who play a key role in developing sport and coaching systems. It provides information on participant and performer data collection, segmentation and modelling. It is based on general principles identified, and work undertaken, mainly in the UK, Ireland and South Africa. Therefore, the guide is just that, a guide, which will need to be thoughtfully and carefully considered and applied in your different countries and contexts.

Link to the European Sport Coaching Framework

This user guide links to the European Sport Coaching Framework and various tool kits/user guides – notably Tool #1 – Understanding, Planning and Developing a Coaching System. It is part of an integrated systematic approach to improving participant experiences and coaching. It is important to be familiar with these documents. For example, it is important to be aware of the distinction between a ‘sport system’ and ‘coaching system’.

The centrality of the participant and performer to sport and coaching systems

The European Sport Coaching Framework places the participant and performer at the heart of the sport and coaching system. Participants and performers provide the rational for creation and maintenance of sport systems, coaching systems, and workforce such as coaching. Without participants there is no sport. Understanding participant and performers’ characteristics, wants and needs provides a basis for the development of high quality and effective sport and coaching systems.

Not all participants are the same: the wants and needs of young children beginning a sport are very different to young adults competing at the elite level. The sporting environment and therefore coaching needs to reflect this variety.

What is participant and performer data collection and segmentation modelling?

Although countries and sports vary in size and character, and have different numbers and types of participants, there is a common problem: obtaining good quality data on participants and performers and knowing how to organise the data so that it provides a basis for strategy and programme development work.
Participant and performer data collection and segmentation modelling provide tools to address this problem. They provide ideas about:

1. Collecting data on participants and performers

2. Making use of data segmentation and modelling to inform your strategy, planning, system building and decision making.

**Key terms**

**Data collection** - a process of collecting information on participants and performers: numbers, characteristics, motivations etc.

**Segmentation** - is a process for dividing a broad target group or market e.g. all sports participants and performers, into subsets or segments that have, or are perceived to have, common wants, needs, interests, and priorities, and then designing and implementing interventions to target them.

**Modelling** - this supports segmentation. It is an approach to analyse, express, and visualise the characteristics of a system or group, and then to think about how it may look in the future.

**Participant and performer data collection**

To collect data on the participants and performers in your country, region, or sport you need consider two main issues.

1. The information you want to collect i.e. key measures or variables

2. How you are going to collect it.

**Key measures/variables**

Typically, sport administrators collect the following information:

- Number of participants overall and in specific sports
- Frequency and duration of participation per week
• Level of participation such as beginner, recreational participant, talented performer, elite performer etc.
• Demographic information such as age, gender, socio-economic group, ethnic group, with or without disability
• Where they participate/perform such as informally, club based, academy based etc.
• Interaction with, and support from, sporting workforce such as leaders, instructors, trainers and coaches.

The following more detailed information is also very useful:

• A description of the wants and needs of participants and performers from their sporting environments
• Motivations for participating such as to learn, to compete, to win, to socialised, to manage weight and health
• Reasons for drop-out from sport.

**How to collect the data**

Before commencing with your own data collection it is important to determine what data already exists and is available.

Often governments and government agencies collect statistical information on sports participation as part of the wider measurement of physical activity, often connected to health and social inclusion agendas. There may also be sports participant and performance data available from other agencies linked to your country, and sport, and from academic research. This ‘secondary’ statistical data helps to provide an important part of the ‘patchwork’ of data sources that you will ‘knit together’ to provide the answers to the questions you have.

In almost all instances, however, secondary data will not provide you with all the information you want (even if it is available). You will need to collect more data. This is done by identifying a ‘population’ you want to collect data from e.g. sports participants and performers in a country, sports participants and performers in a sport, and identifying a ‘sample’ that reflects that population. For example, many sports governing bodies and federations have lists of clubs, and/or members. These will be targeted to get the information you require.
You will need to design a questionnaire, or an interview schedule. Questionnaires are often administered by webform and email, but also paper copy and return envelope. Interviews are often undertaken face-to-face where the sport happens i.e. at events, in clubs. The idea is to maximise the response and get the biggest sample you can. You will need a data collection ‘workforce’ to support you. Some organisations use data analyst/research consultants to collect the data.

**Participant and performer segmentation modelling**

Once you have collected your data you need to find an approach to organise and make sense of it. This is the segmentation and modelling process.

When countries and sports have done this work in the past, they have often used something close the following system:

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Participation Focused</th>
<th>Performance Focused</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Older</td>
<td>Adult recreation</td>
<td>High performance athletes</td>
</tr>
<tr>
<td>Younger</td>
<td>Adolescent recreation</td>
<td>Performance athletes</td>
</tr>
<tr>
<td></td>
<td>Children beginners</td>
<td>Emerging athletes</td>
</tr>
</tbody>
</table>

This segmentation approach uses participant/performer age and motivation for/type of engagement i.e. participation focused or performance focused, as its two main organisational criteria.

In some situations, these basic categories are extended further, for example, the age bandings may be more fine grain. For example, there is evidence to support the following age bandings broadly representing key changes in human development: up to 4 years, 5-7 years, 8-11 years, 12-14 years, 15-16 years, 17-18 years, 19-21 years, 21 years and over. Some systems also split down further the over 21 years adult categories. Motivation/type of engagement may also be broken down further to reflect beginning sport; developing movement and sport skills; competing (at all levels); developing elite levels skills and performance; winning
elite competitions; developing/maintaining flexibility, strength and fitness; socialising; and guiding and helping others.

Each segment provides a ‘container’ for important information.

- Base segment descriptors e.g. age
- Motivations for engagement in sport in segment
- Bio-psycho-social wants, needs, characteristics and development
- Preferred sporting environments and activities
- Implications for coaching
- Implications for other support/services
- Progression / Exit Routes

This information can be used to strategically and operationally shape participant experiences of sport and has important implications for coaching.

**Undertaking the analysis**

The segmentation and modelling process can be both simple and crude, and complex and sophisticated. Some sporting agencies have worked with their colleagues to develop crude models based on their knowledge and experience. That participants and performers vary, and this has implications for coaching is recognised, although the data collection and analysis is not taken as far as it could be. Others have collected data and undertaken the analysis themselves to produce a segmentation model. Most, in our experience, use a data analyst/researcher consultant to build the models for wider scrutiny and adjustment.
Implications of participant and performer segmentation modelling for the coaching workforce

The most obvious implications of this approach for coaching is the identification and definition in specific coaching workforce roles. As noted earlier the coaching provided to children beginners will be very different to older high performing athletes and this needs to be accounted for in role design.

Based on the simple segmentation model overviewed above, the following coaching workforce roles appear necessary to meet specific participant and performer wants and needs:

- **Motivation**
  - Participation Focused
  - Performance Focused

<table>
<thead>
<tr>
<th>Age</th>
<th>Adult recreation or skills coach</th>
<th>Performance development coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Older</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Younger</td>
<td>Children's coach</td>
<td></td>
</tr>
</tbody>
</table>

Once a country or sporting organisation has decided on its coaching roles then it is possible to specify in more detail what those coaches look like e.g. key functions, tasks, activities; related knowledge, skills and competencies; where they can be deployed; and their level and type of responsibility and accountability.

This information also provides knowledge for coach education and development mechanisms including curriculum.

Segmentation modelling provides opportunity to describe the current participation and performer base and linked workforce, but also to map out what these may look like in the future as a basis for strategy and planning.
**Case study – British Gymnastics**

British Gymnastics (BG) identified a problem with high levels of drop out of participants from the sport starting around 8-9 years of age. Previous research had indicated that this was because there was one dominant model of gymnastics provision in the sport based on a performance and competition orientation. Those who were not experiencing success in this pathway tended to enjoy the sport less and eventually leave.

BG wanted to know more about the different types of individuals and groups who participated and performed in gymnastics so that it could develop and better target programmes, coaching and support to them. They undertook and commissioned work on a ‘gymnastic participant model’. This identified 8 main ‘age/stage segments’: 0-4 years, 5-7 years, 8-11 years, 12-14 years, 15-16 years, 17-18 years, 19-21 years. It also identifies 6 main motivations for engagement in gymnastics: movement and skill development, flexibility strength & fitness, dance display and socialise, compete, compete at the highest levels, and helping others.

This information was used to develop 8 main segment types: ‘early start’, ‘late start’, ‘exploring the options’, flexibility strength & fitness, dance display and socialise, compete, talent and performance, guiding and helping.

For more information see:


This information was used to develop a set of new programmes that were integrated into UK club structures and were associated with very distinct approaches to coaching. The programmes were: ‘my club’, ‘free g’, ‘gym fit’, ‘gym fusion’, ‘gym challenge’, ‘aspire to shine’, ‘my leadership academy’. The following provides an example of ‘gym fit’

https://www.british-gymnastics.org/clubs/gymnastics-for-all-activities/gymfit

**Where can you go for Additional Resources?**

Please visit www.coachlearn.eu/tools and www.icce.ws/projects.html

©CoachLearn 2017