Women in Coaching Programme
Year One Evaluation Report

September 2010

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Helmepark
people, partnerships, performance

Contents

Executive Summary

The Women in Coaching programme is a pilot programme with an aim to retain and increase the quality of female coaches in sport. The programme offers support to help female coaches achieve their coaching potential.

sportscotland has committed to supporting the development and delivery of the Women in Coaching programme over an initial three year period from 2009 – 2011. Implementation of a robust monitoring and evaluation process was crucial to capture the learning from the pilot programme to enable partners to embed and continue the programme beyond the initial delivery programme. An external evaluation was seen as key to being able to capture this learning.

Helmepark was commissioned by **sport**scotland in January 2010 to undertake the evaluation of the Women in Coaching programme in order to understand:

• The extent to which the programme has achieved its out comes against year 1 targets
• The experience of, and programme's impact on, key stakeholders specifically the coaches and mentors who are engaged through the programme
• The key factors that have contributed to the success of the programme
• The baseline data that is available

In addition, Helmepark was also engaged to work with **sport**scotland to establish an evaluation process for year 2 of the programme which, it was agreed, would be centred on utilising a formative evaluation where the findings from year 1 would help to shape both the programme and the monitoring and evaluation of subsequent years.

An evaluation outcomes pathway was established at the outset of the evaluation. This enabled the evaluators and the **sport**scotland project team to understand what the programme was aiming to achieve and the success criteria for evaluating progress against programme outcomes.

The methodology used for the evaluation incorporated both primary and secondary data analysis and aimed to involve as wide a stakeholder group as possible. Steering group partners, **sport**scotland strategic leads, mentors and coaches were all consulted as part of the evaluation and their feedback was used to shape the findings, conclusions and recommendations in line with the evaluation outcomes pathway.

It was clear that the programme outcomes established at the start of the programme were no longer consistent with how the programme had developed operationally. However, a number of key targets were clear and measurable.

The Women in Coaching programme aimed to engage 30 women in its first year of operation (6 for each of the 5 identified sports). For the period to May 2010, the programme engaged a total of 28 women as coaches. These women were split between the sports Tennis (6), Hockey (5), Swimming (3), Netball (6) and Gymnastics (8) and were recruited from Edinburgh, Tayside and Fife, Glasgow and the Scottish Borders.

At the end of year 1, 22 coaches remained engaged in the programme. 6 coaches left the programme after agreement with the steering group, a result of not achieving against their PDP.

The Women in Coaching programme in year 1 has enabled coaches to achieve the goals set out in their PDPs.
The programme has supported coaches in the completion of 18 UKCC (or equivalent) qualifications by 13 coaches and the commitment to an additional 11 qualifications for subsequent programme years. These qualifications are being completed by 4 coaches as their second qualification as part of the programme and by 7 coaches as their first Women in Coaching qualification. This equates to 20 out of the 22 active coaches (91%) having either achieved or currently working towards a UKCC (or equivalent) qualification as part of the programme.

In addition to the formalised UKCC qualifications, coaches were also offered the opportunity to access learning and development opportunities that would enhance both their coaching skills (technical coaching skills and knowledge) and their skills more generally in terms of their professional development.
The evaluation found that coaches experienced changes in their coaching behaviours and personal skills as part of the programme. An increase in confidence, better organisational skills and increased motivation were all identified as successes of the programme for coaches.

The key success factors of the Women in Coaching programme that directly related to the coaches achieving their success included:

• Financial support enabled the barrier of cost to be addressed
• Use of the PDPs enabled coaches to remain motivated and provided an element of goal setting and planning
• Structured partnership approach to the programme delivery was critical across the wide geographical area
• Mentor support was a critical success factor, one which enabled coaches to stay motivated and on track against their targets

The mentor support was clearly a significant factor in both the planning and the ultimate success of the programme. The decision to provide one to one non technical mentoring support was a success, with all stakeholders citing the need for this type of support as crucial.

The findings from the evaluation recognised that mentors were central to the success of the programme. However, it was acknowledged that the programme should incorporate the development of a network of mentors as an outcome.
In addition to this, a lack of accountability was identified for the mentors. This resulted in relationship breakdowns between coach and mentor and in some cases coaches were left without a mentor and limited support to move forward.

The partnership between the steering group and **sport**scotland was identified as important to the success of the programme in providing a structured and networked approach to the process. This however, was not always cited as positive, with many of the coaches not understanding the role of these strategic partners in the programme. In addition, steering group partners themselves were critical of the lack of understanding of the roles and responsibilities of all stakeholders and the need to further define and communicate such.

There was an identified need for leadership and clarity in the purpose of both the programme itself and the role of the steering group and how this needed to be communicated to all stakeholders.

Although the programme was established as a "learner centred"[1] model of good practice there were few examples of how successes and achievements were celebrated and promoted. Equally there was lack of understanding of how the programme team could build on the programme success and ensure a lasting legacy of the programme in future years.

It is clear from the evaluation that the Women in Coaching programme is achieving to some extent against the original programme targets and there is agreement and consistency in some of the learning that has taken place in year 1 of the programme.

[1] A model that identifies the coach as the learner and places them at the heart of the programme, ensuring they have the support they need through an identified and dedicated mentor.

The evaluation outcomes pathway (Figure 1) is described in detail in (2) Background and Context. The findings in this report are set out against the outcomes described in this pathway, and reported on in (4) Coaches Achieve.

Outcome	Summary of the findings
4.1 Coaches Achieve	**Successes** • 22 coaches have in place or are developing a PDP • Coaches are achieving against the goals outlined within their PDP • Soft skill development was a key outcome of the programme **Challenges** • Close monitoring of future goals is necessary as part of the programme and there is a need to ensure all coaches have a refreshed PDP in place for year 2

4.2 Coaches access training	**Successes**
	• Additional non UKCC courses cited as reasons for commencing on programme and achieving against PDPs
	• Following UKCC qualifications achieved:
	  – 18 qualifications funded and achieved
	  – 13 coaches (60%) have completed a UKCC qualification (or equivalent) in year 1
	  – 20 coaches (91%) are working towards a qualification in year 1
	  – 11 qualifications planned and expected as part of programme
	Challenges
	• Lack of consistency and understanding over how coaches could allocate funding

4.3 Coaches coach (active coaches)	**Successes** • 22 coaches actively coaching
4.4 Coaches remain active	**Successes** • Observational learning utilised in some cases and successful **Challenges** • Perceived lack of opportunities for coaches to practice their coaching skills in a variety of coaching environments (performance level and age ranges)
4.5 Coaches are supported	**Successes** • Funding, mentoring and the PDP process all recognised as critical success factors • Excellent examples of positive and successful coach/mentor relationships **Challenges** • Limited (relevant) opportunities for networking • Lack of consistent systems and processes resulted in a lack of monitoring data – e.g. the need for standardised PDPs • Roles, responsibilities and expectations of coaches not clear and therefore limited "buy in" to the overall programme • Requirement that coaches take responsibility for their own learning

Outcome	Summary of the findings
4.6 Mentor Support	**Successes** • All coaches have a dedicated mentor • Mentors cited as vital to programme success • Financial support in some cases "not enough" without a mentor **Challenges** • Technical mentoring not consistent • Face to face meetings most appropriate means of communication but not always possible • Uncertainty over how "matching" process was agreed • Lack of accountability for the mentors
4.7 Mentors are supported	**Successes** • Initial training sessions were valuable **Challenges** • More information relating directly to the programme itself would have been useful • Reliance on the "vital role" of mentors but lack of formalised support programme for mentors • Limited opportunities for networking
4.8 sportscotland project team support	**Successes** • The **sport**scotland project team was central in ensuring that the mentors felt supported but also that the delivery of mentoring was quality assured. **Challenges** • Lack of clarity in the role of **sport**scotland • Limited accountability of the effectiveness of the mentor/coach relationship
4.9 Coaches are recruited	**Successes** • 28 out of a target of 30 women accessed the programme in year 1 • 22 coaches active at the end of year 1 • 3 out of 5 sports reached the target of 6 coaches per sport **Challenges** • Lack of strategy for ensuring coaches are retained and replaced
4.10 Systems and processes enable success	**Successes** • Agreements in place at start/entry into programme in some cases **Challenges** • Processes linked to agreements were not embedded resulting in lack of accountability • Lack of financial guidance at start of programme • Incorrect and/or inconsistent use of procedures and recording processes • Lack of baseline data in order to track progress • Ongoing monitoring not established

Outcome	Summary of the findings
4.11 Leadership and Direction	**Successes** • Commitment from all steering group partners to the achievement of success for the programme • Good overall representation at the steering group and understanding of generic roles **Challenges** • Lack of overall programme leadership • Roles and responsibilities of all involved not clearly defined, agreed and shared • Clarity needed in the role/leadership of the steering group • Programme accountability in relation to quality assurance and value for money • Overall communication process of the programme is unclear: – What methods of communication are most appropriate for each stakeholder group? – How are successes captured and celebrated? – What are the links/relationships between each of the stakeholders? • Limited awareness of the programme and no clear profile of the programme • Profile of women in coaching roles in Scotland is generally weak
4.12 Clearly defined and shared programme outcomes	**Successes** • Agreement that the Women in Coaching programme is to meet the needs of the coaches **Challenges** • Lack of understanding as to the value of the programme to each stakeholder group • Some successes not recognised as such (e.g.one-to-one mentoring) • PDPs allow for personal targets and therefore do not enable the programme to agree on one single definition of success • Unclear programme legacy

The recommendations resulting from the evaluation findings are:

- A need to fully define and share the purpose of the programme
- Understand and share a definition of coach success
- Identify mentors as key successes and establish a framework of mentor support and accountability
- Celebrate successes and establish a profile for the programme – identify legacy requirements and opportunities
- Establish leadership and accountability and reinvigorate the role of the steering group
- Define, communicate and get commitment to roles, responsibilities and expectations across all stakeholder groups
- Reinvigorate the role of **sport**scotland as programme manager

- Ensure consistency in systems and procedures
- Develop an appropriate and comprehensive communication profile
- Establish appropriate and innovative networking opportunities

This report enables **sport**scotland and partners to develop an action plan for programme development and more specifically to use these recommendations to further define the outcomes and targets for subsequent years.

1. Introduction

In January 2010 **sport**scotland commissioned Helmepark Ltd to undertake an external evaluation of the Women in Coaching programme to review progress to date and identify actions required to increase success.

sportscotland and the programme's steering group were keen to capture the learning from year one of the programme in order to recognise programme achievements, understand any necessary programme changes, identify best practice and celebrate the successes of the first full year of the programme.

As well as assessing performance against set targets, central to this was the need to understand the impact of the programme on key stakeholders including the coaches, mentors and the strategic partners.

sportscotland also recognised a commitment to continuing the evaluation process throughout the duration of the pilot programme and work with Helmepark to develop a process that would enable them to continue to monitor and evaluate the programme in subsequent years.

Helmepark and the **sport**scotland project team jointly identified four key areas of focus for the evaluation. The evaluation sought to understand:

- The extent to which the programme has achieved its outcomes against year 1 targets
- The experience of, and programme's impact on, key stake holders specifically the coaches and mentors who are engaged through the programme
- The key factors that have contributed to the success of the programme
- The baseline data that is available

The research approach included both primary and secondary data collection. It was clear during the planning stage that project documentation was available and this was considered alongside the findings from a detailed consultation phase to provide a comprehensive analysis of the impact of the programme.

The next section of the report provides information with regard to rationale and original objectives of the Women in Coaching Programme. This is followed by an outline of the research methodology, prior to setting out the main findings from the data gathering and consultation phases.

The report then draws a series of conclusions in support of the evaluation outcomes pathway and identifies key learning points and recommendations based on these findings.

2. Background and Context

"Our mission is to encourage everyone in Scotland to discover and develop their own sporting experience, helping to increase participation and improve performances in Scottish sport." [2]

2.1 Project rationale and original objectives

The Women in Coaching programme was developed in response to the perceived inequalities within sports coaching in Scotland. The research cited in the original programme documentation recognised a need to address the issue of an under representation of qualified female coaches in the workforce with female coaches being under-represented at local, regional and national levels of sport.

The targeted approach was to deliver a pilot programme that would meet the needs of female coaches by addressing specific barriers experienced by women wanting to develop and increase the quality of their coaching.

The pilot programme focussed on reducing the barriers for women specifically relating to accessibility, flexibility and support structures of coaching and particularly the financial constraints. It was felt that this would provide a strong basis on which current female coaches would be able to access the required support to develop their coaching knowledge and skills.

During the planning stage of the evaluation it was recognised that the programme had changed somewhat from its original brief due to a change of staffing and the recognition of the needs of the programme during its first operating year. As part of the evaluation process, programme outcomes will be redefined in line with the recommendations of this report.

This following section outlines the original programme brief from which the Evaluation Framework was formed. The results presented in this report are set against the outcomes pathway developed as part of the evaluation framework. The way in which the programme had evolved resulted in the original outcomes no longer having the same value.

The original objectives for the Women in Coaching programme were to:
- Deliver a successful pilot programme in 5 sports targeting approximately 100 women which could be replicated and expanded in other sports
- Increase the number of women involved in coaching, development and leadership
- Increase the number of women gaining coaching qualifications above level 1
- Increase the number of women employed in coaching, leadership, community sports development
- Widen the socio economic background and diversity of Scottish coaches
- Raise the profile of women as coaches, managers, leaders and role models
- Pilot a mentoring programme which could be replicated in other areas of sport
- Share good practice and build networks for women in sport

2.2   Estimated impact of the Women in Coaching programme

The original programme brief identified the following outcomes for the programme:

1. The Women in Coaching programme would be working with 30-50-women per year for 3 years and the total number of women targeted would be approximately 100. It was estimated that approximately 25% of women would be staying on the coaching programme for the full 3 years progressing to higher levels in their coaching. 75% of women would most likely progress one or two levels. It was estimated that:
    - 25 women progressing to level 4 or higher
    - 25 women progressing to level 3
    - 50 women progressing to level 2

2. Impact of coaching programme on coaching workforce:
    - Better diversity of coaches
    - More coaches on a variety of levels
    - More quality coaches coaching women and children
    - Confident coaches with transferable skills benefiting sports leadership
    - More women leaders in sport

3. A successful pilot on mentoring where mentoring across sports and areas have been tried and assessed and where mentors have been adequately supported and offered further development.
    - Approximately 20 mentors developed and supported across a variety of sports and businesses

4. The pilot should provide the developing UKCC some important guidelines in terms of:
    - Support of Coaches
    - Support of Mentors
    - The value of flexible delivery
    - The experience of a targeted approach to address diversity in coaching

5. Positive impact for women on the Women in Coaching programme in terms of:
    - Better awareness of job opportunities
    - Increased confidence
    - Better coaching skills
    - More opportunities to coach at a variety of levels
    - Better business skills

6. Impact on female athletes:
    - Improved exit routes into coaching
    - Better skilled female coaches on higher level to work with female athletes
    - Greater opportunities for talented BME female athletes who require female coaches

7. Impact on the community and overall sports profession:
    - Better skilled women to be placed in a community sports setting
    - Employers more aware and ready to recruit women coaches
    - Better and more coaches working as self employed coaches in a school and community setting
    - More opportunities for BME girls and women to take part in sport

The programme was developed in partnership and was delivered as a scholarship programme where each coach created a PDP supported by a dedicated mentor. In addition the coach was to receive support from the Scottish governing body of their sport. The scholarship funding available to each coach was a maximum of £1,000 per annum.

It was also agreed that the women engaged in the programme would be offered business mentoring and membership in their local Women into Business Network provided by Scottish Enterprise. Through the Women's Business Network they would have access to workshops and networking and the opportunity to develop their business, this would benefit the participants should they choose to become self employed. This support however needed to be recognised as part of the PDP. To date this has not been identified or accessed

2.3 Sports

The sports involved in the programme were chosen in line with the following criteria:

- The sport had in comparison to overall sport, a high number of women participators
- The sport had a Coaching Development Officer in place
- The sport was included in the workforce development planning programme and had a profile in the proposed delivery areas
- There were a number of women on introductory levels of coaching but there was poor progression among women in coaching in the sport
- The sport is Commonwealth Games sport
- The sport is an Olympic sport

The following sports were invited to participate in the first phase of the pilot programme: Gymnastics, Swimming, Hockey, Netball and Tennis. If the pilot proves to be successful other agreed sports could be included in a second phase of the programme.

Each sport selected a maximum of six coaches to be included in the programme. Three coaches were selected by the SGB and three were selected through an open application process against pre approved selection criteria. Criteria were specified by each governing body through a selection proposal which outlined details of the recruitment and selection of coaches and an outline of the support the coaches would receive.

2.4 Delivery areas

The pilot ran in four local authority areas. The four areas were chosen because they had the appropriate infrastructure to support the administration of the programme.

- Edinburgh
- Glasgow
- Tayside and Fife
- Scottish Borders

2.5 Mentors

Each coach was allocated a mentor with a ratio maximum of one mentor to three coaches. Payments to mentors were to reflect outputs to a maximum of £1500 (£500/coach). Mentors were identified by partners and deployed once required key skills had been identified that were relevant to the coaches they were required to support.

Mentors were expected to spend an average 24 hours per annum mentoring each assigned coach. Through a mentor contract it was agreed that the mentor should provide the following support:

- Mentoring support to a coach: supporting the coach in helping to write the PDP and assist in implementing the plan
- Work closely with the coach development officers in the area and the sport to implement the PDP
- Feedback issues arising during the mentoring that might be of concern and that might result in the coach not progressing through their PDP
- Be involved in the evaluation of the project and undertake to fill in necessary mentoring logs and forms
- Spend approximately two hours/month mentoring a coach

2.6 Coach agreement

A coach agreement was developed that outlined the following responsibilities for the coach:

- Contact with their allocated mentor for at least 2 hours per month
- Contact can either be face to face, by email or by telephone
- Attend meetings set up by the local authority area representative, at least 2 meetings per year
- Meet with their mentor, their governing body representative and the local authority area representative to devise, agree and review their personal development plan at least 2 times per year
- Undertake the development opportunities identified in their PDP

2.7 Management of programme

A steering group of all partners was established and led by **sport**scotland with representation from the 4 local authority areas and the 5 sports. This group was tasked with meeting every 6 months (but in practice met every two months) and had overall responsibility for the implementation and delivery of the programme as well as the monitoring and evaluation. The relationship between partners was defined by a Partnership Agreement.

The steering group was supported by the **sport**scotland project team that comprised of a Partnership Manager from the Coaching and Volunteering team, a Monitoring and Evaluation Officer and administration support.

The responsibility for the programme coordination was to sit with the agreed Delivery Area Coaching Network Officer who was also to control the programme budget for their area. The responsibility for SGB input to the programme was the Coaching Network Officer or others as appointed by the SGB.

The specific actions identified by the steering group were:

- Create opportunities to discuss issues with partners, mentors and coaches
- Create development plans for all coaches
- Provide support to implement PDP. e.g. putting on courses, sourcing needs etc
- Implement PDPs
- Report on particular issues/development needs
- Deploy of mentors
- Mentor performance reporting
- Matching coach with the best possible coach/sport specific mentor to shadow and support
- Assess joint development needs for coaches
- Establish a steering group to support development needs
- Create cross sport and area development opportunities
- Develop coach and mentor packs

Appendix 2 provides a breakdown of the specific actions for the governing body and area representatives and members of **sport**scotland.

2.8 Investment

The identified Year 1 costs of the programme were as follows:

Programme Area	Cost (£)
30 x coach scholarships @ £1000	30,000
30 x mentors fees @ £500 that includes training costs	18,000
Programme marketing and branding	3,000
Monitoring and evaluation	8, 000
Total	**59,000**

3. Research Methodology

The sportscotland project team worked with Helmepark to agree a comprehensive outcomes pathway in order to shape the evaluation framework.

This process involved Helmepark working with the **sport**scotland project team to understand what the programme was aiming to achieve using existing data, as discussed in section 2, and applying a process of reflection to understand relevant programme outcomes on which to base the evaluation.

3.1 Outcomes pathway

The diagram in Figure 1 illustrates the outcomes that need to be achieved in order for the Women in Coaching programme to be successful in year 1. This will form the basis for the evaluation in subsequent years.

3.2 Narrative in support of the outcomes pathway

The primary outcome for the Women in Coaching programme was that coaches achieve in line with their personally identified goals and aspirations. The achievement of this outcome would contribute to **sport**scotland outcomes being achieved regarding women and coaching and **sport**scotland partners' outcomes being achieved regarding women and coaching.

Outcomes for **sport**scotland and partners are further defined. These outcomes include those relating to the wider impact of the programme upon not only coaches, but participants and sport more generally. These impacts were outlined within the original documentation and will be reviewed for subsequent monitoring and evaluation.

In the pathway these outcomes are shown above a dotted line which suggests that the programme is not solely responsible for the achievement of these outcomes but that the Women in Coaching programme can contribute to their achievement. This will be explored further as part of the year 2 evaluation.

A range of programme outcomes need to be achieved to enable coaches to achieve. Coaches access training, coaches coach (active coaches) and coaches remain active are all preconditions for the achievement of the primary outcome. These outcomes are only achievable if coaches are supported, provided through the programme as mentor support, steering group support and **sport**scotland project team support.

It is critical that coaches are recruited to the programme through systems and procedures that enable success which also enables the steering group to provide appropriate support and ensures that mentors are identified and matched with coaches to achieve success.

As well as support for the coaches, the programme must also ensure that the mentors are supported to enable them to fulfil their role. Mentor support is a key responsibility of the steering group.

To ensure systems and procedures enable success the programme needs to have in place leadership and direction. Underpinning the whole programme are clearly defined and shared programme outcomes.

3.3 Evaluation framework

The outcomes pathway illustrated in Figure 1 (page 15) provides the basis on which to build an evaluation framework for the programme. Helmepark and the **sport**scotland project team identified four key areas of focus for the evaluation:
- The extent to which the programme has achieved its outcomes against year 1 targets
- The experience of, and programme's impact on, key stakeholders specifically the coaches and mentors who are engaged through the programme
- The key factors that have contributed to the success of the programme
- The baseline data that is available

3.4 Data collection

The research for the evaluation was carried out over a 3 month period and involved gathering and analysing existing data in the form of:
- Original programme documentation
- Expected outcomes of the programme
- Roles and responsibilities documentation
- Coach and mentor documentation including PDPs and application data
- Minutes from meetings
- **sport**scotland strategic documentation

This data was analysed alongside primary data that was collected as part of the consultation phase of the evaluation. This involved all key stakeholders and is outlined in Table 3.4

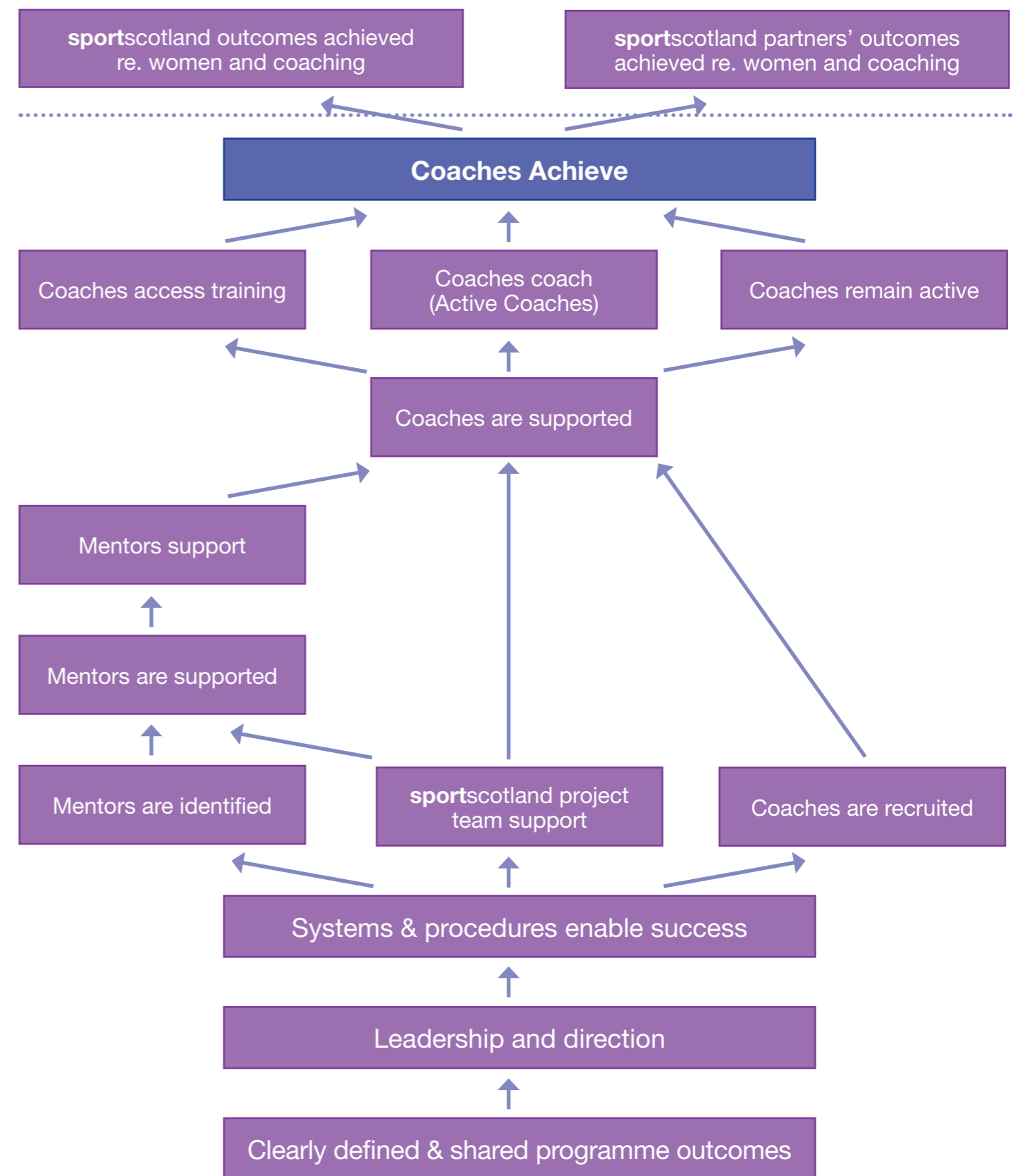**Figure 1 – Women in Coaching programme outcomes pathway**

Research Methodology

Table 3.4 Consultation process

Consultation	Methods Used	Actual Sample/Outcome
sportscotland delivery team (2/2)	Comprehensive scoping session 03/02/10	2 **sport**scotland project leads
Steering group partners (12/12)	Steering group workshop 02/03/10 Follow up e-mail to all partners, including 1 non attendee	12 Partners in total: 11 partners at workshop 12 partners responded to e-mail
sportscotland strategic leads (2/3)	Telephone and e-mail interview	3 **sport**scotland leads contacted 2 interviews completed
Current coaches (11/19 – 3 new coaches not consulted)	Coach & Mentor workshop 09/04/10 Telephone Interviews	11 in total: 6 at workshop 5 telephone interview
Current mentors (21/24)	E-mail Questionnaire Coach & Mentor workshop 09/04/10	21 mentors in total: 21 completed questionnaire 6 also attended workshop
Exited coaches (2/6)	Telephone Interviews	2 interviewed 2 – no response 2 – declined interview
Exited mentors (2/6)	Telephone Interviews	2 interviewed 2 – no response 2 – contact details unavailable

The research tools used for the consultation are shown in Appendix 1.

3.5 Limitations

We are confident that the feedback received from stakeholders was representative due to the high numbers of respondents. However, during the consultation phase a number of limitations were recognised as follows:
- A lack of attendance by coaches at the evaluation work shop sessions and a lack of availability to participate in telephone interviews. This was as a direct comparison to the high number of responses and input from the mentors who were obliged to be a part of the evaluation as part of their mentor agreements. No such agreement exists for the coaches

- Two of the exited coaches declined to be contacted
- Difficulty in contacting those who did not attend sessions, and other partners by telephone

4. Coaches Achieve

The primary outcome for the project was defined as supporting all coaches to achieve against the objectives and goals outlined in their personal development plans.

The pathway identified the building blocks that needed to be put in place in order to allow the Women in Coaching programme to achieve its primary outcome.

The report addresses each outcome in turn and details the findings from the coaches and mentors. This evidence was supported with the findings from the steering group and wider partners to draw comparisons and help shape the recommendations presented later in the report.

4.1 Coaches achieve

The primary outcome for the project was defined as supporting all coaches to achieve against the objectives and goals outlined in their PDPs. Each coach was required to undertake an annual PDP process facilitated by their mentor to support the coach to identify clearly defined goals and targets that would enhance their level of coaching. Coaching goals and targets were set individually. However coaches were encouraged, where appropriate, to work towards progressing to the next UKCC governing body coaching level as well as personal skill development.

At May 2010, 22 coaches (100%) had an active personal development plan, with seven coaches undertaking a current review of progress to date in order to reshape their PDP for the coming 12 months. Of the coaches contacted during the consultation process (54% of coaches responded), all were achieving against their PDP although not all in governing body qualifications.

The six coaches who left the programme did so as a direct result of not achieving against their PDP. This was either in terms of a lack of attendance at meetings, uncompleted programme materials (such as PDP) or not achieving qualifications. Those who left the programme were signposted where possible to other coaching opportunities and funding.

An interesting finding that has emerged through the consultation process with the coaches was that the majority of the coaches reported an increase in their self confidence and motivation and cited a desire to further improve and continue coaching as a result of their involvement in the programme. The perception of individual coaches about their level of progress towards their PDP goals was supported by the feedback gathered from the mentors.

There was a marked contrast in the mentor responses for the coaches who had exited the programme in the previous 12 months. Mentors and governing body representatives indicated that a lack of commitment to fulfilling the goals outlined in their PDP had contributed to the coaches' exit from the programme. In contrast the two exited coaches interviewed felt that they had been constrained in achieving their goals through a lack of support and flexibility from the programme

Outcome summary
- 22 coaches have in place or are developing a PDP
- Coaches are achieving against the goals outlined within their PDP
- "Soft skill" development was a key outcome of the programme
- Close monitoring of future goals is necessary as part of the programme and there is a need to ensure all coaches have a refreshed PDP in place for year 2

4.2 Coaches access training

Coaches on the programme reported an increase in their awareness of and subsequent access to coach education opportunities. Of the 11 coaches that responded, the majority were able to describe a number of training programmes accessed in line with their PDP. The most prevalent courses identified included child protection and first aid courses.

This was also reflected in the number of coaches gaining UKCC qualifications as the generic courses accessed were a requirement to fulfil the UKCC criteria in most governing body coach education programmes.

Table 4.2 on page 19 provides data with regard to the achievement of, or progress towards qualifications[3] as part of each coaches PDP and shows that 13 of the 22 coaches (60%) had successfully achieved at least one UKCC (or equivalent) qualification in their sport. A total of 18 qualifications have been funded so far as part of the programme.

Information available form governing bodies at May 2010 would suggest that an additional 11 qualifications are expected to be completed for subsequent programme years.

These qualifications are being completed by 4 coaches as their second qualification as part of the programme and by 7 coaches as their first Women in Coaching qualification. This equates to 20 out of the 22 active coaches (91%) having either achieved or currently working towards a UKCC (or equivalent) qualification as part of the programme.

Coaches reported the funding provided by the programme had proved pivotal in allowing them to the access the courses required to increase their coaching knowledge and skills. In acknowledging the positive aspects of receiving funding, coaches also felt that the programme could have provided further information on how the funding could have been used.

Some coaches reported an increased awareness of the way in which the scholarship money could be allocated through discussions with their mentor. However, some coaches had limited or varying information with regard to how the funding could be spent. There was no evidence of any guidance that had been developed at the start of the programme on how the money could have been spent which would have provided clarity to the coaches and aided accountability.

Coaches also cited as a barrier the need to fund training and claim back from the programme as this meant a costly initial outlay and a delay in funds being recouped. Coaches felt that processes could be established to enable payment up front for training. It is important for the programme and continuity of the coaches' development that clear communication, funding conditions and processes that enable success are set out at the beginning of the programme to allow the greatest impact of the funding for individuals.

In addition, information relating to where and how each of the coaches spent their money was not available centrally and therefore it was not clear exactly what training was accessed and what this cost. This level of transparency and accountability is critical for the programme to ensure value for money and appropriate spending of programme funds.

Outcome summary
- Lack of consistency and understanding over what could be funded and exactly what was funded as part of the programme how coaches could allocate funding
- Additional non UKCC courses cited as reasons for commencing on programme and achieving against PDPs
- Following UKCC qualifications achieved:
  – 18 qualifications funded and achieved;
  – 13 coaches (60%) have completed a UKCC qualification (or equivalent) in year 1
  – 20 coaches (91%) are working towards a qualification in year 1
  – 11 Qualifications planned and expected as part of programme

4.3 Coaches coach (active coaches)

The Women in Coaching programme required that all coaches accepted onto the programme were already actively coaching in their local clubs and geographical areas. All the coaches currently in the programme are actively delivering coaching sessions and programmes across Scotland in a variety of coaching roles spanning from assistant coaches, head coaches and squad coaches in both paid and volunteer capacities.

A number of the Women in Coaching programme participants are currently self employed and running coaching businesses across Scotland.

[3]Qualifications within this report refers to all UKCC and equivalent qualifications

Table 4.2 Qualifications gained at May 2010/Working towards per sport

Sport	UKCC Qualifications completed as part of WiCP@May 2010		UKCC Qualifications Expected as part of WiCP - May 2010 onwards		
	Completed?	Details	Expected?	Details	Date
Tennis	Yes	UKCC Level 4 (tennis development award)			
Tennis	Yes	LTA Senior Performance Coach/LTA Senior Club Coach			
Tennis	Yes	Performance Coach		Coach Education & Conferences	
Tennis	Yes	Senior Club Coach		Completed 3 out of 4 modules	May 10
Tennis	-	-	TBC	Pass new UKCC (no level specified)	TBC
Tennis	-	-	TBC	Align existing qualifications to UKCC	TBC
Gymnastics	Yes	Level 3/Pre School Level 1, UKCC Map Over First Aid/Injury prevention	Yes	Pre-school level 2/WA and School Judging Course	Sep 10/Mar 11
Gymnastics	Yes	UKCC Level 1 Map Over	Yes	Level 2 WA UKCC	May 10
Gymnastics	Yes	UKCC Level 2 WA/Level 3 WA			
Gymnastics	Yes	Women's Artistic Level 4			
Gymnastics	Yes	Level 4 cycle 6 Trampolining/DMT level 3			
Gymnastics	-	-	Yes	Level 4 WA requested	2010
Gymnastics	Commenced Level 3 General Gymnastics and Level 3 Mens Artistic Gymnastics - Exited		-	-	-
Gymnastics	Exited		-	-	-
Hockey	Yes	Level 1	Yes	L2 Assertive Training/Strength & Conditioning for Performance	Jul/Aug 10
Hockey	Yes	Level 3			
Hockey	-	-	Yes	Attended Level 2 in 2009 to complete paperwork/assessment	End 10
Hockey	APEL towards Level 2 but did not complete so were taken out of the programme - Exited		-	-	-
Hockey	APEL towards Level 2 but did not complete so were taken out of the programme - Exited		-	-	-
Netball	Yes	UKCC2 completed, B Grade Umpire completed	Yes	UKCC3 starting May 2010	May 11
Netball	-	-	Yes	UKCC level 1 and 2	May 10
Netball	-	-	Yes	UKCC Level 2 Bridging	TBC
Netball	-	-	Yes	UKCC Level 2 Bridging	TBC
Netball	Commenced Level 1 – Exited		-	-	-
Netball	Exited	-	-	-	-
Swimming	Yes	UKCC level 4			
Swimming	-	-	Yes	UKCC Level 3	Apr 11
Swimming	-	-	Yes	UKCC Level 3	Apr 11

4.4 Coaches remain active

A selling point of the Women in Coaching programme, from the perspective of the coaches, was the opportunity for them to widen their coaching practice in a variety of environments. The PDPs were used effectively in some cases to identify relevant training opportunities, however only 2 of the coaches who were interviewed (20%) reported increased opportunities to coach within their club environments.

Three coaches reported that having the opportunity to observe other coaches working and then received feedback on their own coaching practice from their mentor, and in one case from an elite level coach, had proved one of the most valuable learning aids in the programme.

One coach directly reported that 'she would like the opportunity to shadow more professional and high level coaches to improve practices. She felt that this would provide a good balance alongside the coaching experience she had gained at the 'grass roots' level.

Outcome summary
- Observational learning utilised in some cases and successful
- Perceived lack of opportunities for coaches to practice their coaching skills in a variety of coaching environments (performance level and age ranges)

4.5 Coaches are supported

The following outcomes discussed in section 4.5 (coaches are supported) and 4.6 (mentors are supported have a causal effect on each other and therefore these sections should be read in conjunction with each other. From the evaluation outcomes pathway, it can be seen that providing appropriate and effective support to coaches is vital, if the programme is to ensure the continued development of female coaches and maintain and increase their presence in the coaching sector.

The PDP on the whole was viewed by coaches as a vital planning tool to aid their development. A number of coaches interviewed reported that the PDP process undertaken with their mentor was very good as it provided an opportunity to discuss and focus on their own development, which rarely happened previously. 'Being mentored was a great luxury to talk to someone about me when I am used to encouraging others to talk about themselves (in coaching)' WiC programme coach, 2010.

In two cases, the PDP acted as a strong motivational tool for the coaches. The coaches independently reported '(the) PDP/Mentor helped me to understand what I wanted to do and made me more focussed in achieving my aims', whilst another coach supported this view by reporting 'I wrote it in my plan so I did it!'

Conversely, three coaches reported that the template was difficult to understand and did not provide a clear development route for them. The difference in opinion could be attributed to two areas; the role and skills of the mentor and the PDP process and monitoring systems used in the programme.

A number of findings and recommendations have emerged from an analysis of the PDP submitted in year 1. There was a clear lack of consistency in the systems and procedures utilised within the programme which led to a number of different templates and processes being used by the mentor team.

This contributed directly to the coach PDP being varied in terms of detailed actions, the format of how the details of the plan were recorded and the specificity of the goals and accountability. Where a consistent model had been applied by the mentor and coach development officer, the coaches that were interviewed reported the highest satisfaction levels and had the most detailed plans.

This had a consequential effect in terms of monitoring the coaches current development needs and progress. As the information on the coaches' targets and goals has been recorded in a number of different ways, information that had been collected was adhoc and made any comparison or understanding of progression difficult to make.

The mentor consultation supported these findings. The mentors indicated that the key to developing an appropriate and effective PDP, was understanding what drives coaches' motivation to be part of the programme, and then working with the coach to identify their needs from the programme. In helping shape the discussions mentors reported a need to re-design the PDP planning tool to ensure that the detail and discussions could be recorded and monitored in a more effective manner.

A large proportion of the coaches consulted, reported that the mentor had been able play a very important role in developing their skills, supported the development of different ideas and strategies to take into their own coaching, as well as being able to provide guidance on formal qualifications that would be appropriate.

4.5 Coaches are supported *(continued)*

One coach reported that the mentor had been inspiring and supportive and another reported that the mentor had shown genuine commitment and interest in helping her and could not have been better at increasing her motivation, confidence and helping her overcome challenges in her own club.

The coaches also reported that having the opportunity to receive support from a mentor in a different sport to their own allowed different discussions as the mentor had no preconceptions about the sport and could provide a different opinion. This was shown to have a positive effect on the learning of those coaches by developing different delivery ideas.

In the consultation process both coaches and mentors reported a similar concern, when reflecting on the development of the mentoring relationship. They felt that clarity was needed with regard to the roles and responsibilities each had to undertake as part of the programme.

Each group reported that the responsibility for initiating and maintaining the relationship fell to them and it should be more clearly shared. This was extended further in feedback from the coaches who suggested that the local authority representatives and SGB officers needed to be clear on their role and how they support coaches. Coaches reported a higher level of satisfaction and support, where this was apparent and working well.

Coaches felt that some additional networking opportunities were provided which were valuable and some requested the desire for additional networking opportunities. However, this type of support was offered consistently to both the coaches and mentors as part of the programme but resulted in limited attendance. This would suggest that the location, timing or type of opportunity offered was not suitable and would require further investigation to prove successful.

In addition to the support offered however, there was recognition among both mentors and steering group partners of the need for the coaches to take a degree of responsibility for their own learning. Those who were more proactive and self aware were able to achieve more in terms of their PDP and in terms of developing the necessary relationships as part of the programme.

Outcome summary
- Funding, mentoring and the PDP process all recognised as critical success factors
- Excellent examples of positive and successful coach/mentor relationships
- Limited (relevant) opportunities for networking
- Some lack of consistency around systems and processes used affected monitoring e.g. need for standardised PDP
- Roles, responsibilities and expectations of coaches not clear and therefore limited "buy in" to the overall programme
- Requirement that coaches take responsibility for their own learning

4.6 Mentor support

The role of the mentors within this programme underpins the support to coaches. One senior lead for **sport**scotland described that success for the project could be "measured on whether the model of intervention (mentoring) has been successful in the development and retention of women in coaching."

Mentors and coaches were 'matched' at an initial session facilitated by **sport**scotland. All coaches were assigned a mentor when they entered the programme. A number of changes occurred since the initial matching process due to coaches and mentors leaving the programme.

The consultation process indicated that although the majority of coaches were happy with the way in which they were assigned a mentor, 2 coaches who were interviewed, who could not make the initial session, were unsure how their mentor had been allocated and questioned whether there was someone more suitable.

All of the coaches reported that an initial session had taken place with their mentor, which for the majority of coaches took the form of a face to face meeting. All partners identified the face to face meetings as most valuable in supporting coaches' development and building the relationship between the coach and the mentor. However for many coaches the initial meeting was the only face to face contact, with subsequent support being offered via telephone and emails.

4.6 Mentor support *(continued)*

The identification of face to face contact as being a key success factor was hampered in some cases by the geographical location of the coaches and mentors. The matching process did not take this into consideration and 6 mentors who were interviewed (30%) and 3 coaches (27%) cited where they lived in relation to their mentor/coach as a barrier.

One solution identified was to approach the role of mentoring as a team rather than in a specific 1:2:1 relationship. If this was to be adopted there would be a need for clarity in the roles and responsibilities to ensure that there was no duplication or misunderstandings on who is providing the required support.

As discussed earlier, the role of the mentor as a "generic" support to the coach as opposed to a technical mentor was in the majority cited as a success. In some cases however, coaches reported a lack of technical mentoring support, with some not understanding the role of, or the support available from the governing body in this process.

All coaches reported making progress and the mentor relationships have been highlighted as the most vital part in the success of the programme. The mentors also reported getting satisfaction from helping and supporting coaches to achieve their goals and enjoying their coaching.

A small group of coaches felt that the mentors needed to be committed to the programme, as well as coaches. They reported feeling that in some cases, the mentor showed a lack of interest and commitment in supporting their development. Two specific instances were reported to highlight the need to look at the accountability for the amount and quality of mentoring that was being delivered to the coaches.

One coach reported that once the yearly plan was agreed, there was limited contact with her mentor. She felt that it would have been more beneficial to have a greater amount of face to face contact.

Another coach reported that 'my first mentor was not in touch for 6 months but no one did anything about it - because I had the money I continued but I needed a mentor. I did not contact **sport**scotland as I did not feel confident enough to...'

The coach reported that she felt unable to contact the **sport**scotland project team as she was unsure who to speak to and did not feel she could explain the situation regarding her dissatisfaction with the level of support she was receiving.

The two situations highlight an important consideration with regard to the accountability and management of the mentors, which the **sport**scotland project team and steering group should consider as the programme moves into year two.

Outcome summary
- All coaches have a dedicated mentor
- Mentors cited as most vital in programme success
- Financial support in some cases "not enough" without a mentor
- Technical mentoring not consistent
- Face to face meetings most appropriate means of communication but not always possible
- Uncertainty over how "matching" process was agreed
- Lack of accountability for the mentors

4.7 Mentors are supported

It is important that the mentors were supported in an effective way to ensure that **sport**scotland can be confident that the mentoring they delivered was of the highest quality to support the coaches.

Each of the mentors was provided the opportunity to access a mentor training programme provided by **sport**scotland. The mentors all reported that the training programme was successful and beneficial in improving their mentoring skills and knowledge. The majority of mentors reported that the following elements of the training programme were useful in supporting and enhancing their skills particularly in relation to:
- Questioning skills
- Listening skills
- Framework on which to base the delivery of mentoring
- Adopting a coach centred approach, in which the needs of the coach drive the development planning process

However many mentors reported little or no contact with **sport**scotland after the training and some felt a little bit 'left to it'. This can be balanced by no recorded instances of mentors requesting additional learning support after the initial training.

4.7 Mentors are supported *(continued)*

Some mentors sought individual requests for information, contact details or guidance and these were dealt with appropriately through the **sport**scotland Partnership Manager and respective SGB officer. In a few instances mentors reported contact with other mentors from the programme to support and enhance their learning. This was not done universally or recognised as a valuable learning tool by all mentors but might be explored in terms of creating a stronger network for the mentors.

The programme should also consider a more formalised network within the mentor 'team', providing a platform for contact with other mentors (locally) and working in a 'buddy' system in order to develop a forum to share ideas across all areas.

When questioned on further support that would be appropriate, the mentors suggested the following:
- Practice listening and questioning skills
- Practice role play situations
- Guidance preparing meetings with coaches - e.g. how to start and finish a session
- Guidance on conducting exit interview with coaches
- Guidance on coping with coaches emotions

In building on the interdependency of the outcomes 4.5, 4.6 and 4.7, coaches also reported the initial meeting as useful and interesting but would welcome the opportunity to meet other coaches and mentors on a regular basis to enhance and develop their skills and knowledge. It seems appropriate that the programme take advantage of the collective expertise of the coaches and mentors for the benefit of all participants.

Outcome summary
- Initial training sessions were valuable
- More information relating directly to the programme itself would have been useful
- Reliance on the "vital role" of the mentors but lack of formalised support programme for mentors
- Limited opportunities for networking

4.8 **sport**scotland **project team support**

The **sport**scotland project team were central to ensuring that the mentors felt supported but also that the delivery of mentoring was quality assured.   Within the consultation process, there was a recognition that the commitment to the programme of both coaches and mentors needed to be managed to allow both parties to gain a sense of programme achievement.

However one area which appeared to need addressing would be the accountability of the mentors and how the **sport**scotland project team ensure that they were fulfilling their role effectively. Once coach reported her mentor leaving the programme, with no formal handover or support process put in place for the coach. The **sport**scotland project team should ensure that it monitors the work of the mentors regularly, beyond checking contact hours to ensure a consistent level of support to the coach.

Outcome summary
- Lack of clarity in the role of **sport**scotland
- Limited accountability of the effectiveness of the mentor/ coach relationship

4.9 Coaches are recruited

Coaches were successfully recruited to the programme over the course of the pilot year; however there is a need to develop a clear and directed recruitment strategy.

The original outcomes stated up to 30 coaches would be supported. For year 1 a total of 28 different women were engaged as coaches in the programme. 25 of these coaches were recruited within the first six months of the programme and six left the programme, three of whom were replaced, leaving a cohort of active coaches at the end of Year 1 of 22.

At this time, the programme has no set plans to continue to recruit, other than to replace the coaches who leave. **sport**scotland invested in the pilot programme for an initial period of three years and it is expected that the majority of coaches will continue throughout the programme.

The decisions to recruit new coaches into the programme will be made once new targets and outcomes have been developed by **sport**scotland and when relevant actions stemming from this evaluation have been put in place.

It was anticipated that each of the five sports would support 6 coaches, although targets per area were not identified. Table 4.9 on the following page details the number and geographical location of the coaches recruited by each sport.

Table 4.9 Coaches per sport and area

Sport	Coaches Recruited	Coaches Retained @ May 2010	No. recruited per area (exited in brackets)			
			Ed	T&F	G	B
Netball	6	4	2	2 (1)	1 (1)	1
Hockey	5	3	2 (1)	2 (1)	1	0
Swimming	3	3	0	0	3	0
Gymnastics	8	6 *(2 exited and immediately replaced)*	2	5 (2)	1	0
Tennis	6	6	2	2	1	1
Totals	**28**	**22**	**8 (1)**	**11 (4)**	**7 (1)**	**2**

Two of the tennis coaches are also mentors on the programme which from the mentor and coach consultation was not cited as an issue. However, the steering group consultation questioned this approach and highlighted that this could be seen as conflicting in terms of the role of the mentor and the coach.

Outcome summary
- 28 out of a target of 30 women accessed the programme in year 1
- 22 coaches active at the end of year 1
- 3 out of 5 sports reached the target of 6 coaches per sport
- Lack of strategy for ensuring coaches are retained and replaced

4.10 Systems and processes enable success

Coaches, mentors and strategic partners signed up to an agreement at the start of the process that outlined the programme processes and expectations. These documents had not been revisited at any stage, leaving people unclear about their accountabilities. There was no clear accountability or line management responsibility to tackle this issue when responsibilities were not met. Coaches who had exited the programme reported undergoing some form of exit process however it is not clear who led this process and how aware the coaches were in terms of overall accountability and decision making.

In addition to this, the selection criteria that was established at the start of the programme was not monitored centrally, therefore **sport**scotland did not have information that enabled them to understand if the "right" women were accessing the programme.

In addition to this, some documentation was clearly missing at the start of the programme, specifically guidance around spend. Again, the omission of this guidance and little follow up resulted in increased confusion amongst coaches as to where the money could be spent and, more importantly a lack of financial accountability around where the money was spent. Monitoring data on how funding had been spent had not yet been collected at the time of writing this report.

The PDP process utilised within the programme was set up to provide detailed information on the goals and targets to be achieved by individual coaches, however in some cases it was incomplete or not up to date. This made it difficult to judge how well coaches were progressing and the impact the programme was having. The programme needs to develop clear and consistent monitoring process to chart the coaches' progress and the work of the mentors. This consistent and robust approach would enhance the delivery and development of the programme as well as support future learning and developments in the programme.

Outcome summary
- Agreements in place at start/entry into programme in some cases
- Processes linked to such agreements were not embedded therefore resulting in lack of accountability
- Lack of financial guidance at start of programme
- Incorrect and/or inconsistent use of procedures and recording processes
- Lack of baseline data in order to track progress
- Ongoing monitoring not established

4.11 Leadership and direction

Leadership and direction underpin all but one of the programme outcomes and central to this is the clarification of the roles and responsibilities of each stakeholder and an understanding of the accountability of such.

The steering group undertook a consultative process which required them to assess the extent to which they felt that the original roles and responsibilities set out in the Key Responsibilities Outline document had been played out during year one.

This was to understand if these specific roles needed to be reviewed for subsequent years. Partners were asked to mark whether they felt that each action was completely, partially or not at all part of their role as a steering group member.

Some of the actions were not applicable to all partners and therefore they were not asked to provide any analysis. The task was completed by the 11 steering group members present at the session. Table 4.11 on page 26 outlines the response of the steering group members against each of the actions. The full results can be found in Appendix 4.

Steering group partners generally agreed on their specific roles to develop mentor packs, financial management and to attend and represent the steering group. Interestingly the most disagreement around the specific duties was with the implementation of the plans for coaches. In general partners felt only partially sure of their role when linked to the mentors.

The disagreement around implementation of the plans for coaches supports the earlier findings in this report regarding the limited and often inconsistent ways in which the programme monitors the progress of the coaches throughout the programme towards their individual goals.

The consultation with the steering group also confirmed the findings regarding the accountability of the mentors. The steering group agreed that there was limited performance monitoring of the mentors. The consequence of this has been discussed earlier and was highlighted by an instance of mentors not fulfilling their role and withdrawing from the programme, with the **sport**scotland project team unaware of the situation.

The consultation with the steering group members, coaches and mentors highlighted the need for **sport**scotland to reassert and confirm its role within the programme. Many of the coaches were unaware of the role of **sport**scotland in leading, developing and managing the programme. From the consultation, a number of key issues emerged which need to be explored further:
- Introducing a monitoring and evaluation role around the development and implementation of coaches PDPs
- Providing support to SGB representatives to access information
- Check progress of coaches through programme
- Provide clarity on the paperwork required from coaches and mentors and the selection and de-selection process

It was also clear that the purpose of the steering group was ill-defined and more clarity was needed with regard to how, as a group, they could support the programme.

One consistent theme emerged from all stakeholders regarding the profile of the Women in Coaching programme. The majority of respondents stated that very few people were aware of the programme or what it was achieving. Some of the coaches reported that other sports and coaches were not aware of the programme but that it would be good if it was expanded further.

The steering group also confirmed a perception that the programme was not well published or promoted. If the programme is to move forward, it should establish a strong profile across Scotland as a model of good practice and demonstrate how it is contributing to the strategic objectives of wider partners.

Table 4.11 Scoring of existing roles and responsibilities of steering group

Actions	No. who agreed action was part of their role:		
	Completely	Partially	Not at all
Create opportunities to discuss issues with Partners, Mentors and Coaches	2	8	1
Creating Development Plans for all Coaches	1	6	
Provide support to implement plan. e.g. putting on courses, sourcing needs etc	5	4	2
Implementation of plans		1	7
Report on particular issues/development needs	5	5	1
Deployment of mentors	5	5	1
Mentor Performance reporting		6	5
Matching coach with the best possible coach/sport specific mentor to shadow/support	1	5	2
Assessing joint development needs for coaches	2	8	1
Steering group to support development needs	5	5	1
Across sport and area development opportunities	5	2	4
Develop coach and mentor packs	8		3
Financial management	9	1	1
Steering group representation	11		
Communication and Publicity	4	5	2
Evaluation study to be implemented	9	2	

Results in this table represent the views of 11 members of the steering group

Outcome summary
- Commitment from all steering group partners to the achievement of success for the programme
- Good overall representation and understanding of generic roles
- Lack of overall programme leadership
- Roles and responsibilities of all involved are not clearly defined, agreed and shared
- Clarity needed in the role/leadership of the steering group
- Programme accountability in relation to quality assurance and value for money

- Overall communication process of the programme is unclear:
  – What methods of communication are most appropriate for each stakeholder group?
  – How are successes captured and celebrated?
  – What are the links/relationships between each of the stakeholders?
- Limited profile/awareness of the programme
- Profile of women in coaching roles in Scotland is generally weak

4.12 Clearly defined and shared programme outcomes

It was clear from the consultation process that there were a number of different views with regard to the overall purpose of the Women in Coaching programme and what it is trying to achieve. In addition, the steering group felt that the aims and objectives of the programme have changed since the original concept was developed.

There was consistency about the nature of the programme and its key drivers. Mentors, coaches and steering group partners agreed that it was about enabling coaches to achieve, however all agreed that as this was subjective, difficult to measure and a difficult target to achieve.

In addition, some consultees felt that the programme was, or should be, about increasing the quantity of the coaching workforce as well as the quality and that targeted recruitment to meet equity objectives was also a possibility for the programme, although not identified directly at the programmes inception.

All those consulted also cited the mentor support as being a key outcome of the programme and that the achievement of the coach's outcomes had a direct relevance to a successful and appropriate mentor support structure.

As the programme moves forward the steering group need to ensure that there is clarity about the purpose of the programme and what success for the project means and that this is shared with all stakeholders. This will allow subsequent evaluations to demonstrate the level of impact the programme has had against the strategic objective of wider partners as well as the objectives of the programme.

Outcome summary
- Agreement that the Women in Coaching programme is to meet the needs of the coaches
- Lack of understanding as to the value of the programme to each stakeholder group
- Some successes not recognised as such (e.g. one-to-one mentoring)
- PDPs allow for personal targets and therefore do not enable the programme to agree on one single definition of success
- Unclear programme legacy

5. Conclusions & Recommendations

5.1 Achievement against targets

The Women in Coaching programme aimed to engage 30 women in its first year of operation (6 for each of the 5 identified sports). For the period to May 2010, the programme engaged a total of 28 women as coaches. These women were split between the sports Tennis (6), Hockey (5), Swimming (3), Netball (6) and Gymnastics (8) and were recruited from Edinburgh, Tayside and Fife, Glasgow and the Scottish Borders.

At the end of year 1, 22 coaches remained engaged in the programme, 6 having left after not achieving against their PDP. All coaches have a PDP in place and are developing an updated PDP for Year 2.

The Women in Coaching programme enabled coaches to achieve in line with their PDPs. This achievement was specific to these plans but included completion of 18 UKCC (or equivalent) qualifications by 13 coaches and the commitment to an additional 11 qualifications for subsequent programme years. 91% of coaches had either achieved or were working towards a UKCC (or equivalent) qualification as part of the programme.

In addition to the formalised UKCC qualifications, generic learning opportunities were accessed by the coaches in line with the goals set within their PDPs. The evaluation also found that coaches were experiencing changes in their behaviours and personal skill development as part of the programme. An increase in confidence, better organisational skills and increased motivation were all identified as successes of the programme for coaches.

Additional successes against targets included the matching of each coach to a mentor and the requirement that each coach in the programme remained active. Both of these outcomes have been achieved.

5.2 Successes and challenges

Factors relating to the achievement of targets included financial support, use of the PDPs as motivational, target driven tools, structured partnership approach to the programme delivery and, critically, the mentor support that was provided as part of the programme. A summary of the main success factors are noted below, along with the challenges which require improvement to gain further success for the remainder of the pilot programme.

The relationship between the coach and mentor was a crucial component of success. Twenty four mentors were actively involved in the programme providing one to one support to their coaches. The mentor support was a significant factor in both the planning and ultimate success of the programme and the evaluation found many examples of positive and successful coach/mentor relationships. It was clear that those coaches who displayed determination to succeed gained the most from their mentoring experience and were the most successful in the programme.

The decision to provide one to one non technical mentoring support was a success, with all partners citing the need for this type of mentor support as crucial. However, in some cases, this did leave a gap in terms of technical mentoring which was critical to success but not available to all coaches.

The mentors were recognised as central to the success of the programme, however, the evaluation found that there is a need to focus on supporting the needs of the mentors and recognising them as an outcome of the programme.

In addition to this, a lack of accountability was identified for the mentors themselves which resulted in relationship breakdowns between coach and mentor and in some cases coaches were left without a mentor and with limited support to move forward.

Systems and procedures were key to enabling the programme to be successful, yet in some instances there was a lack of clarity.

The PDPs were a key factor which contributed to the success of the programme. PDPs provided a goal setting tool and were a key motivator for coaches. However, the PDPs lacked consistency across sports/local authority areas and this limited their usefulness as a monitoring tool, a motivational tool and a tool for helping coaches and mentors establish their relationship.

5.2 Successes and challenges *(continued)*

All coaches cited funding as an important factor in helping them achieve against their PDPs. Coaches were unclear about how funding could be spent which resulted in inconsistencies across sports/local authorities. At the time of writing **sport**scotland was yet to collate monitoring data on funding spend; more regular monitoring would be beneficial and could help inform future guidance.

The selection process at recruitment and the matching process for mentors and coaches were identified as success factors. In some instances, the matching process resulted in some practical challenges for coaches and mentors. The geographical location of some mentors in relation to coaches made it difficult for mentors and coaches to meet face to face to establish and develop the mentoring relationship. Some coach/mentor agreements were in place upon entry into the programme but processes linked to such agreements were not always embedded.

There was no consistent exit strategy for coaches and mentors; nor was there a recruitment strategy in place to meet the programme targets.

Accountability in the form of clear roles and responsibilities for all parties was identified as a challenge for the programme and an area where improvements could be made. The influence of individuals and the importance of their commitment to the programme, be they coaches, mentors or members of the steering group, cannot be underestimated as key to the success of the programme.

The steering group was identified as critical to the success of the programme in providing a structured and networked approach to the process. However, many of the coaches stated that they did not understand the role of the strategic partners in the programme.

Steering group partners were critical of the lack of understanding of roles and responsibilities of all partners and noted the need to further define and communicate these. It was noted that some partners were able to provide a greater commitment to the roles they had signed up to than others.

All partners were asked what they understood the purpose of the programme to be. There was agreement between stakeholders of the purpose of the programme to be directly linked to the achievement of coach's outcomes. However the details around what the programme was aiming to achieve were not consistent with some partners believing the purpose to be as much about quantity of coaches recruited as quality.

There was an identified need for leadership and clarity in the purpose of the programme itself, the role of the steering group and that of **sport**scotland and how this needed to be communicated to all stakeholders. Programme accountability is critical in terms of quality assurance and value for money, this again, could be a key responsibility of **sport**scotland.

5.3 Recommendations

The consultation process has identified a number of key recommendations, which the steering group should consider, as part of the developmental process of the programme moving forward.

There was a clear need emerging from the findings to fully define and share the purpose of the programme with all partners. In doing this, partners would fully understand the project and work collaboratively in achieving the long term outcomes. By working together and sharing common goals the partners could come together to celebrate success and raise the profile of Scottish coaches and coaching.

The understanding that the programme was directly linked to success for each coach raised additional questions around how the **sport**scotland project team identify and subsequently measure this success criterion which, by its nature is subjective.

Throughout year 1, the programme had undergone a series of changes, primarily in staffing, which had an impact on the overall leadership and accountability for the programme. A review of the roles and responsibilities of all parties involved in the programme is recommended. Alongside the need to redefine stakeholder responsibilities the steering group should also establish a support and monitoring process to ensure each of these roles can be and are fulfilled by each stakeholder throughout the programme.

Conclusions & Recommendations

5.3 Recommendations *(continued)*

It is also recommended that a review of the mentor and coach agreements occurs to ensure that they reflect the programme values and objectives. A clear agreement between the coach and the mentor would ensure that there is clarity on what they expect of each moving forward. This would also support the **sport**scotland project team in terms of monitoring the mentors and tracking their progress.

The programme appears to have a strong infrastructure of committed partners that would be willing to contribute to the management of the programme. It is important that a clear direction for the programme and individual responsibilities are established and communicated to allow the steering group to work collaboratively to achieve the long term outcome.

The overall communication process of the programme was unclear and the steering group need to recognise the methods of communication that were the most appropriate for each stakeholder group and understand the links and relationships between each of the stakeholders. The role of **sport**scotland to ensure communication, consistency and accountability is critical to ensure continued success of the programme

Although the programme was established as a learner centred model of good practice there were few examples of how successes and achievements were celebrated and promoted. It was clear that a support network for coaches and mentors now exists which was underpinned by the partnership working of the steering group and should be utilised. Equally there was a lack of understanding of how the programme team could build on the programme success and ensure a lasting legacy of the programme.

Despite the focus of the programme on mentor support, the programme does not recognise the mentors themselves as a success factor for the programme. Recognition of the success of the mentor framework is essential; underpinned by a programme of support for the mentors to enable this success to be achieved. In defining this clearly and accurately the project would establish a strong baseline to measure future mentoring success and establish a framework for mentoring across Scotland.

Should the continued evaluation of the programme involve targets around the achievement of higher level qualifications, the programme needs to have in place a process for progression both in terms of enabling the project and measuring success.

A consistent finding emerged from year 1, with regard to the lack of consistency in delivering and monitoring the programme. In particular there is a need to establish a consistent system for the development and progression of PDPs and the quality assurance of mentoring. This would support any future evaluations by ensuring a robust baseline measure on which to determine success.

As an overview the recommendations resulting from this process are:

- A need to fully define and share the purpose of the programme
- Understand and share a definition of coach success
- Identify mentors as key successes and establish a frame work of mentor support and accountability
- Celebrate successes and establish a profile for the programme – identify legacy requirements and opportunities
- Establish leadership and accountability and reinvigorate the role of steering group
- Define, communicate and get commitment to roles, responsibilities and expectations for all parties involved in the programme
- Reinvigorate the role of **sport**scotland as programme manager
- Ensure consistency in systems and procedures
- Develop an appropriate and comprehensive communication plan
- Establish appropriate and innovative networking opportunities
- Review systems and procedures (such as PDP's and spending guidance)
- Establish consistent monitoring procedures

As part of the evaluation process, more detail relating to each of these recommendations was defined and presented separately to the steering group for consideration and action planning. Feedback from the consultation process around how the learning could shape future planning is included within the Action Plan.

The Action Plan will be developed and monitored by the steering group and shared with all stakeholders.

Appendices

Appendix 1
Research tools used as part of the evaluation

- Coach and Mentor Workshop 9 April 2010

- Coach Questionnaire

- Exited Coach Questions

- Mentor Questionnaire

- Exited Mentor Questions

- Steering Group Workshop Outline

- **sport**scotland Strategic Leads Questions

Copies of these tools can be accessed through **sport**scotland.

Appendix 2
Key responsibilities of steering group members

Actions	SGB Responsibilities	Area Responsibilities	sportscotland
Create opportunities to discuss issues with Partners, Mentors and Coaches	The SGB rep will be part of discussion on a needs basis.	Will call meetings with each sport on needs basis and copy sportscotland into emails when arranging meetings.	Will attend the Area meetings if available.
Creating Development Plans for all Coaches	Will sign off coach development plans and discuss with coach/ mentor as needed		Will work with mentors to ensure plans are written and submitted to SGB
Provides support to implement plan. e.g. putting on courses, sourcing needs etc	Provide sport specific support and sport specific mentor and or shadowing opportunities as needed	Will work on a needs basis with the SGB to identify what support is needed and when. Sourcing courses, development opportunities etc	Will provide mentors for all coaches.
Implementation of plans	SGB/Area will meet to discuss the needs of the mentors and agree responsibilities for the implementation of each plan. Will discuss with sportscotland when needed	SGB/Area will meet to discuss the needs of the mentors and agree responsibilities for the implementation of each plan. Will discuss with sportscotland when needed	
Report on particular issues/development needs	Report on particular issues/ development needs to sportscotland and SGB as needed	Report on particular issues/ development needs to sportscotland and SGB as needed	Act on suggestions and issues. Provide feedback to mentors if needed.
Deployment of mentors	Report needs, issues, concerns regarding mentors to sportscotland Coach to choose mentor.	Report needs, issues, concerns regarding mentors to sportscotland	Provide and ensure mentors sign contract Provide mentor training. Provide CPD for Mentors Evaluate mentor performance. Issue mentor payment Jan each year
Mentor Performance reporting	Discussions with the mentor to see how coach progresses every 6-8 weeks. Report needs, issues, concerns regarding mentors or coaches to sportscotland/area as needed	Discussion with the mentor to see how coach progresses every 6-8 weeks. Report needs, issues, concerns regarding mentors or coaches to sportscotland/SGB as needed	Liaise with mentors regarding development issues, needs concerns. Act on Mentors development needs. Develop templates to summarise the development needs of mentor Provide CPD for mentors Act as a "parental" mentor to whom the mentors come for support
Matching coach with the best possible coach/ sport specific mentor to shadow/support.	Will discuss best possible coach/ sport specific mentor to shadow/ support with Area	Will discuss best possible coach/ sport specific mentor to shadow/ support with Area	

Appendix 2
Key responsibilities of steering group members *(continued)*

Actions	SGB Responsibilities	Area Responsibilities	sportscotland
Assessing joint development needs for coaches	Summarise the development plans send to other areas and sportscotland. Will share all further development needs with sportscotland and SGB.	Will share all plans or development needs with sportscotland and area	Will summarise development needs across sports/ Areas and report to SGB/Area and support in developing joint courses opportunities. Will hold all development plans centrally Will summarise common themes and courses and look at provide centrally
Steering group to support development needs	Steering group to meet regarding the development plans	Steering group to meet regarding the development plans	Steering group to meet regarding the development plans. Call meetings and prepare agenda 6 monthly. Keep in weekly contact with Areas and Sport to discuss progress
Across sport and area development opportunities	Will assess need depending on development plans and recommend to coach new opportunities	Will promote own courses to all coaches across sports and areas when appropriate	Will coordinate joint workshops on business related issues. Will deliver 1 workshop for all coaches and mentors/ year on a topic of choice. Will deliver CPD for mentors at least once per year.
Develop coach and mentor packs	Supply existing material to sportscotland	Supply existing materials to sportscotland	Pull together pack of monitoring materials, template for mentors and coaches.
Financial management	On receipt of a costed plan will send money to Area £500/ Coach/Year	Will invoice the SGB for the support money £500/ coach/year. Will invest £500/year/coach into programme. Will report to sportscotland as and when required.	Cover cost of mentors development, training, travel and grant.
Steering group representation	Will attend 6 monthly meetings Steering group	Will attend 6 monthly meetings Steering group	Will attend 6 monthly steering group meetings
Communication and Publicity	SGB updates, web, Magazines etc	Publicity/ communications in publications, web etc	Publicity/Communications central. Website, press communications, launch, Equality Standard Newsletter
Evaluation study to be implemented	Provide input to Evaluation study	Provide input to Evaluation study	Investigate independent organisations or individuals to carry out the Evaluation.

Appendix 3
Evaluation framework for the Women in Coaching programme

	Outcome	Measure	Evidence	Target	Date available
1	Coaches achieve	Personal Outcomes Identified	PDP	100 (lifetime target)	Start
				30 – 6 per sport	
		Personal Outcomes Achieved	PDP	100%	End Y1
			Coach/Mentor interviews	22 contacted	End Y1
			Distance Travelled Tool	Establish baseline	End Y1
2	Coaches access training	Training is available to meet need	PDP	Target from PDPs	End Y1
			Training programmes available	Target from SGBs	End Y1
		Training is accessed by coaches	Session registers	Target from PDPs	End Y1
			Certificates (SGB)/Evidence of progression	100% to Level 2 (or equiv) by end yr 2	End Y2
			Certificates/evidence of generic training	From scUK/other providers	End Y1
3	Coaches coach	No of coaches currently coaching	PDP/Coach interview	100%	End Y1
4	Coaches remain active	No of coaches still participating after 12 months	Exit data from SGBs	100%	On exit
			Interview exited coaches	5 coaches	End Y1
				5 mentors	
5	Coaches are supported	See below through mentors and **sport**scotland project team			
6	Mentors support	Mentors assigned to coach	PDP/Application Form	100%	Programme Start
		Mentor meetings/contact	Mentor interview/Coach interview	Min 2 hours per month per coach	Monthly
		Mentor meets coach support needs	Coach interview	100%	End Y1
7	Mentors are supported	Mentors are aware of available support	Mentor Interview/steering group session	100% are aware	End Y1
		Requested sessions are provided to mentors	Mentor interview/training record	Training requested is provided	End Y1
		Requested sessions are attended by mentors	Mentor interview/training record	Training requested is attended	End Y1
		Support is provided through **sport**scotland project team	Mentor interview	100%	End Y1
		Impact of introductory training on mentoring	Mentor interview/Coach interview	Positive impact on all coaches	End Y1

Appendix 3
Evaluation Framework for the Women in Coaching programme *(continued)*

	Outcome	Measure	Evidence	Target	Date available
8	**sport**scotland project team support	Through systems and procedures below			
9	Coaches are recruited	No of coaches recruited in each sport	Application Form and WiC contact sheet	6 per sport	Coach start
10	Systems and Procedures enable success	Communication between stakeholders is effective	Steering group session (2 Mar)	100%	End Y1
		Coaches know what to expect/expected of them	Coach contract/Coach interview	100%	Start/End Y1
		Mentors know what to expect/what is expected of them	Mentor agreement/Mentor interview	100%	Start/End Y1
		Clear monitoring process in place	Steering group session (SGBs) Distance Tracking Tool	100%	Ongoing
11	Leadership and Direction	Steering group members understand their roles	Partner Agreement	100%	Start
			Original Programme Documentation	5 SGBs/3 LA	Start
			Steering group session (2 Mar)	6 per sport	End Y1
		Steering group members fulfil their roles	Achievement per sport	100%	End Y1
			Support/attendance at WiC events	5 SGBs/3 LA/SS	Ongoing
			Steering group session (2 Mar)	100%	End Y1
		Mentors understand their roles	Mentor agreement/Mentor interview	100%	Start/End Y1
		Mentors fulfil their roles	Mentor interview/Coach interview		End Y1
12	Clearly defined and shared programme outcomes	Outcomes Pathway and Performance Management Framework defined for Programme	Evaluation documentation		End Y1/Start Y2
		Tools developed to collect data in years 2 and 3	Evaluation documentation/Distance Travelled Tool		End Y1/Start Y2

Appendix 4
Steering group partner response to key responsibilities outline

(C – completely part of their role, P – partially part of their role, N – not at all part of their role)

Actions	SGB responsibilities	C	P	N	Area responsibilities	C	P	N	sportscotland responsibilities	C	P	N
Create opportunities to discuss issues with Partners, Mentors and Coaches	The SGB rep will be part of discussion on a needs basis.			4	The Area rep will call meetings with each sport on needs basis and copy sportscotland into emails when arranging meetings.	1	3		Will attend the Area meetings if available.	1	1	1
Creating Development Plans for all Coaches	Will sign off coach development plans and discuss with coach/mentor as needed	1	3						Will work with mentors to ensure plans are written and submitted to SGB			3
Provides support to implement plan. e.g. putting on courses, sourcing needs etc	Provide sport specific support and sport specific mentor and or shadowing opportunities as needed	1	2	1	Will work on a needs basis with the SGB to identify what support is needed and when. Sourcing courses, development opportunities etc	2	2		Will provide mentors for all coaches.	2		1
Implementation of plans	SGB/Area will meet to discuss the needs of the mentors and agree responsibilities for the implementation of each plan. Will discuss with **sport**cotland when needed		1	3	SGB/Area will meet to discuss the needs of the mentors and agree responsibilities for the implementation of each plan. Will discuss with **sport**cotland when needed			4				
Report on particular issues/ development needs	Report on particular issues/development needs to **sport**cotland and area as needed	2	1	1	Report on particular issues/development needs to **sport**cotland and SGB as needed	3	1		Act on suggestions and issues. Provide feedback to mentors if needed.			3
Deployment of mentors	Report needs, issues, concerns regarding mentors to **sport**scotland. Coach to choose mentor.	3		1	Report needs, issues, concerns regarding mentors to **sport**cotland	1	3		Provide and ensure mentors sign contract. Provide mentor training. Provide CPD for Mentors. Evaluate mentor performance. Issue mentor payment J an each year	1	2	
Mentor Performance reporting	Discussion with the mentor to see how coach progresses every 6-8 weeks. Report needs, issues, concerns regarding mentors or coaches to **sport**scotland/ SGB as needed	2	2		Discussion with the mentor to see how coach progresses every 6-8 weeks. Report needs, issues, concerns regarding mentors or coaches to **sport**scotland/ SGB as needed	2	2		Liaise with mentors regarding development issues, needs concerns. Act on Mentors development needs. Develop templates to summarise the development needs of mentor. Provide CPD for mentors. Act as a "parental" mentor to whom the mentors come for support	2	1	
Matching coach with the best possible coach/sport specific mentor to shadow/ support.	Will discuss best possible coach/sport specific mentor to shadow/support with Area	3	1		Will discuss best possible coach/sport specific mentor to shadow/support with Area	1	2	1				

Appendix 4
Steering Group partner response to key responsibilities outline *(continued)*

(C – completely part of their role, P – partially part of their role, N – not at all part of their role)

Actions	SGB responsibilities	C	P	N	Area responsibilities	C	P	N	sportscotland responsibilities	C	P	N
Assessing joint development needs for coaches	Summarise the development plans send to other areas and **sport**scotland. Will share all further development needs with **sport**scotland and SGB.	3	1		Will share all plans or development needs with **sport**scotland and area	2	2		Will summarise development needs across sports/Areas and report to SGB/Area and support in developing joint courses opportunities. Will hold all development plans centrally. Will summarise common themes and courses and look at provide centrally	3		
Steering group to support development needs	Steering group to meet regarding the development plans	2	1	1	Steering group to meet regarding the development plans	3	1		Steering group to meet regarding the development plans. Call meetings and prepare agenda 6 monthly. Keep in weekly contact with Areas and Sport to discuss progress	3		
Across sport and area development opportunities	Will assess need depending on development plans and recommend to coach new opportunities	1	1	2	Will promote own courses to all coaches across sports and areas when appropriate			4	Will coordinate joint workshops on business related issues. Will deliver 1 workshop for all coaches and mentors/year on a topic of choice. Will deliver CPD for mentors at least once per year.		1	2
Develop coach and mentor packs	Supply existing materials to **sport**scotland	2		2	Supply existing materials to **sport**scotland			4	Pull together pack of monitoring materials, template for mentors and coaches.	2		1
Financial management	On receipt of a costed plan will send money to Area £500/Coach/Year	3		1	Area will invoice the SGB for the support money £500/coach/year. Area will invest £500/year/coach into programme. Will report to **sport**scotland as and when required.			4	Cover cost of mentors development, training, travel and grant.	2	1	
Steering group representation	Will attend 6 monthly meetings steering group	3			Will attend 6 monthly meetings steering group			4	Will attend 6 monthly steering group meetings	3		
Communication and Publicity	SGB updates, web, Magazines etc	2	1	1	Publicity/ communications in publications, web etc	2	2		Publicity/Communications central. Website, press communications, launch, Equality Standard Newsletter		2	1
Evaluation study to be implemented	Provide input to Evaluation study	3	1		Provide input to Evaluation study			4	Investigate independent organisations/individuals to carry out the Evaluation.	2	1	

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people, partnerships, performance