Redeveloping expertise in the transition from coach to coach education tutor.

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Abstract

The role of the tutor in delivering formal coach education is critical in understanding the professional preparation of sport coaches. The recruitment, development and retention of tutors with expertise is crucial to organisational success and has personal and professional implications for career transitions in coaching. This study focusses on teaching and learning experiences during the Initial Tutor Training of novice coach education tutors from a national sport governing body in the United Kingdom. Grenier and Kehrhahn's Model of Expertise Redevelopment is utilised as a theoretical tool to aid understanding of the transition from coaching to tutoring. Data were collected through document analysis, observations during and after initial tutor training and subsequent live delivery of courses, and follow-up semi structured interviews with nine tutors. The themes highlighted the need to acquire specific knowledge of the content; the role of others in the development of expertise; the use of situated learning as a catalyst for redevelopment; and the eagerness to establish their future learning pathway. The findings suggest that each territory of expertise (i.e., content, constituency and environment) did not remain stable when transitioning to the new domain of coach education tutoring and implications for future tutor training are provided.

Keywords: coach developers; formal coach education; initial tutor training; expertise (re)development

1   **Redeveloping expertise in the transition from coach to coach education tutor.**

2   Coach developers (CDs) perform a vital function in the learning of sport coaches (Jones et al.,

3   2023). Various definitions of the role of CDs can be found in the literature (Nash, Ashford & Collins,

4   2023), but is generally accepted as an umbrella term for those trained to develop, support and

5   challenge coaches as, for example, a programme designer, facilitator, assessor, or mentor

6   (International Council for Coaching Excellence [ICCE], 2014).

7   This current study focuses on a novel initial training process of novice coach education

8   tutors[1] from a national sports governing body (NGB) in the United Kingdom. Tutors form part of the

9   larger CD workforce and are defined as teaching small groups of coaches through a syllabus provided

10   by an organisation (Chartered Institute for the Management of Sport and Physical Activity [CIMSPA],

11   2021; ICCE, 2014). NGBs have responsibility for recruiting, training and developing those tutors that

12   deliver their coach education programmes described as "formal, classroom-based experiences in

13   which participants follow a prescribed set of learning activities over a period of time" (Nash, Ashford

14   & Collins, 2023, p2). The role of the tutor in supporting and facilitating learning of coaches in a

15   formal coach education setting is a significant one requiring expertise (Dempsey et al., 2021; ICCE,

16   2014).

17   CD roles require different knowledge and skills compared with coaches and, therefore,

18   require specific training during early transition to support the development of these (Partington et

19   al. 2021). Understanding of how they obtain, develop and implement expertise in learning is limited

20   (Partington et al., 2021; Stodter & Cushion, 2019b) as the formal training for any coach developer

21   role is a relatively new focus in academic literature (Callary et al., 2021; Campbell et al., 2020). There

22   remains an insufficient knowledge base about their training (Jones et al., 2023; Watts et al., 2022)

23   and there is no clear training pathway (Stodter, 2022). Where research does exist, the training

24   appears inadequate and there is limited understanding of its effectiveness (Jones et al., 2023).

25   Therefore, the redevelopment of expertise required when newly transitioning from coaching to

26   coaching coaches is an area yet to be fully explored in the literature.

27   ***Theoretical Framework***

28   The recruitment, development and retention of individuals with expertise is crucial to

29   organisational success (Grenier & Kehrhahn, 2008), including NGB coach education programmes.

30   The basis for this novel approach to tutor training was to accelerate the competence and level of

31   expertise of the novice tutors. Theories and models of expertise here have been borrowed from

32   human resources development (HRD), teaching and wider sport coaching. In HRD literature,

33   expertise has been shown to have personal and professional implications for career transition

34   (Cherrstrom & Bixby, 2018). Facilitating the learning of novices to experts has been a focus of

35   research attention in cognitive and educational psychology and in learning and instruction (Elvira et

36   al., 2017). Despite that, it has proven a difficult concept to define and often considered from a

37   positivist viewpoint (Berry, 2021; Khan & Kiran, 2018). Definitions of expertise have often been

38   related to experience, consistency or qualifications, each of which has its own limitations and

39   concessions. Expertise, in its simplest form, can be defined as having "special knowledge or skill"

40   (Nunn, 2008, p416). There are two prevailing schools of thought regarding development of expertise

41   – traditional models of stages and linear steps (e.g., Berliner, 1994; Dreyfus, 2004) and

42   redevelopment pathways that are more complex and fluid (Nunn, 2008). Studying expertise offers

43   benefits for individual and organisational improvement through an increased understanding of

44   learning and knowledge acquisition (Cherrstrom & Bixby, 2018).

45   The Model of Expertise Redevelopment (MER) (Grenier & Kehrhahn, 2008) suggests that

46   expertise is not the attainment of a fixed state through linear stages (as other models of expertise

47   propose). Instead, expertise is complex, fluid, temporary, dynamic, contextual and cyclical (Turner et

48   al., 2012). The model consists of three *states* of expertise: *dependence, independence* and

49   *transcendence*. These states range from the individuals relying on others, or sources of information

50 (dependence) to having the freedom and confidence of knowledge and ability (transcendence). The

51 current state in which the individual sits is influenced by whether there is stability or change within

52 domains, or what Grenier and Kehrhahn (2008) refer to as *territories* of expertise. These territories

53 include: content (consisting of the knowledge one has and the ability to demonstrate skills),

54 environment (the specific context, discourse and expected behaviours), and constituency (the

55 audience who recognise and are interested in the specific expertise of the individuals). Transitioning

56 to a new role (such as from coach to coach tutor) will likely create some instability within some or all

57 of these domains and, therefore, requires a need for redevelopment. When transitioning from

58 teacher to teacher educator, Williams, Ritter and Bullock (2012) even suggest that a change from

59 expert to novice is necessary. With novice tutors, despite having previous experience expertise as an

60 athlete, coach, mentor and educator (in some cases) (Stephens, Stodter & Timmis, 2024), expertise

61 must be adapted to fit new parameters, scenarios and challenges required for the specific role of

62 tutoring (Nash, Ashford & Collins, 2023). Knowledge acquired as an athlete and then coach,

63 therefore, needs to be supplemented with knowledge of learning, development and assessment

64 when transitioning from coaching to developing coaches (Nash, Ashford & Collins, 2023).

65 An integrative literature review on expertise within HRD (Cherrstrom & Bixby, 2018), found

66 limited information regarding redevelopment and identified it as a gap worth contributing to.

67 Additional research around the term 'redevelopment' and specifically the use of the Model of

68 Expertise Redevelopment (Grenier & Kerhahn, 2008) has the potential to provide greater clarity and

69 knowledge about expertise to ultimately enhance process and performance, particularly around

70 career transitions in new contexts beyond HRD.

71 **Research Aims**

72 The aims of this study were to assess the stability of expertise for novice coach education

73 tutors when faced with changes in territories and identify features of tutor training that impact the

74 redevelopment of expertise in the transition from being a coach to coach education tutor.

75   **Methodology**

76   **Research Context**

77   This research was carried out with an interpretivist position, underpinned by a social

78   constructivist paradigm, acknowledging multiple possible meanings of reality within a specific

79   context constructed by those who experience it (Greene, 2000). Social constructivists seek

80   understanding in the natural, *in situ* setting (Sparkes & Smith, 2013; Loewenberg Ball & Forzani,

81   2009). The setting of this particular study was part of a wider research project following the journey

82   of a cohort of novice tutors as they sought to redevelop expertise in a new domain of tutoring.

83   Previously, initial tutor training for novice tutors consisted of three components. Firstly,

84   observing experienced tutors delivering a coach qualification course. Secondly, attending a weekend

85   of classroom-based training primarily covering teaching practice and learning theory. Finally,

86   delivering small sections of a course being delivered by established tutors, the number of sections

87   delivered would increase with each delivery until being signed off by a tutor developer (TD) once a

88   set of tutoring competencies had been consistently applied and there was evidence of familiarity

89   with course content and materials. The timescale of that process would vary depending on

90   circumstances such as availability of the individual and the tutor developer.

91   In December 2018, England Athletics sought to recruit a group of new tutors to deliver on

92   coaching courses across England using a new 'fast-track' approach to tutor development aimed to

93   improve the efficiency of the process. Trainees were required to attend an Initial Tutor Training (ITT)

94   weekend, followed by the novel aspect of live delivery of a coach education course (see Phase 1 and

95   2 below). In order to be signed off as a Co-Tutor (i.e., delivering a course working with a Lead Tutor),

96   trainees were to demonstrate consistent effectiveness across multiple competencies in facilitation

97   (e.g., feedback and goal setting) via observation of formal coach education delivery (ICCE, 2014).

98   **Participants**

99   Nine trainee tutors from the cohort fully participated across the different phases of data

100   collection. Furthermore, the Education Manager (EM), who had overall responsibility for the

101   process, and a team of tutor developers were involved in the research as part of the tutor training

102   process. Participants consisted of five males and four females with an average age of 44 years (*SD* =

103   11.23, range = 27-67). The average number of years coaching athletics was 9 (*SD* = 5.52, range = 2-

104   18) and participating 22 years (*SD* = 14.87, range = 5-50), along with experience and qualifications in

105   other sports. The group were highly educated eight having at least an undergraduate degree. All

106   participants had previous work experience in education, training and/or mentoring. Participants

107   were assigned a pseudonym – "T" for Trainee Tutor, followed by a numerical value that indicated

108   the order of their recruitment to ensure anonymity.

Phase 1: Initial Tutor Training observation

110   Prior to the start of data collection, ethical approval was received from the institution's

111   ethics committee and consent provided from England Athletics as gatekeepers to attend in person

112   throughout the process and to access participants. Informed consent was gained from all

113   participants involved in the study.

114   The role of complete observer (Sparkes & Smith, 2013) occurs where the researcher

115   does not actively participate but observes what happens and how it happens through technological

116   means and field notes. The first author attended the ITT weekends in Birmingham and London in

117   March and April 2019 respectively. Trainees were required to attend either of the weekends in order

118   to progress in the process. ITT aimed to provide the tools, techniques and ingredients needed to

119   support coaches' learning. This training was delivered by two experienced tutor developers and

120   supported by other governing body staff. All tutors and tutor developers were witnessed within

121   observation episodes (Redgate et al., 2022). Data were collected through document analysis of

122   course materials, field notes and video and audio recordings. Recruitment and selection

123   documentation were shared with the lead research via personal communication, providing

124   information regarding the criteria against which the applicants were screened and shortlisted by

125   England Athletics, i.e., qualifications and experience as a coach; technical knowledge and

126   understanding of the sport; experience in presenting information and delivering educational

127   programmes; and ability to reflect on own performance and follow a personal development plan.

128   **Phase 2: Live delivery observation**

129   Following the Initial Tutor Training, the next stage of this novel process for this cohort was to

130   deliver on a 'live' course as a group of trainees. Instead of initially co-delivering small sections of the

131   course with experienced tutors as was previously the case, the trainees were to deliver as teams of

132   novices to a reduced number of paying, trainee coaches. A tutor developer was assigned to a pair of

133   trainees to support before, during and after their deliveries. The aim of this process was to increase

134   efficiency and robustness of the process through effective recruitment and greater exposure to live

135   delivery and course content. The first and second authors attended the courses delivered live by the

136   trainee tutors in London, Birmingham and Manchester. All tutors and tutor developers were

137   witnessed within observation episodes (Redgate et al., 2022). Data were collected from field notes,

138   audio and video recordings. Conversations were conducted throughout the live delivery of courses

139   between the tutor(s) and tutor developer following the delivery of each section whilst another pair

140   were delivering or during a break interval (Milistetd et al., 2018). The purpose of these conversations

141   was to promote self-reflection and feedback on the delivery and to plan subsequent sections of

142   delivery. Eight conversations were audio recorded and transcribed verbatim, resulting in

143   approximately 39 minutes of audio data. A further four group feedback sessions were audio

144   recorded, totalling 58 minutes. Furthermore, the EM provided reflections on the rationale for the

145   process and initial evaluation of its success.

146   **Phase 3: Semi-structured interviews**

147   Interviews with participants occurred following live delivery rather than immediately post-

148   training, so that there was opportunity to put learning into practice. Interviewing obtains

149   perspectives, feelings and perceptions of participants (Sparkes & Smith, 2013) and being semi-

150   structured gives the opportunity to deviate from the interview guide where necessary (Patton et al.,

151   2013). It is standardised sufficiently to follow a similar guide but purposively flexible enough to allow

152   for individual interpretation and control (Sparkes & Smith, 2013).

153   The interviews lasted on average 11 minutes each and were audio recorded and transcribed

154   verbatim, resulting in approximately 98 minutes of audio data. Questions were asked based on the

155   topic area with the view of answering the research questions but these were sometimes combined

156   or reordered in response to the answers provided by the participants. Engagement with people in

157   their own natural setting environments, through a combination of semi-structured interviews and

158   recorded 'fly on the wall' feedback sessions provided meaningful data of the lived experiences of the

159   participants (Sparkes & Smith, 2013, p101).

160   Due to the sporadic geographical locations of the participants, telephone interviews were

161   carried out. These can be positive in terms of cost and time efficiency but have limitations such as

162   being less able to be attentive and respond to participant's non-verbal communication such as body

163   language (Sparkes & Smith, 2013). These factors were taken into consideration, however the

164   benefits of being able to reach more participants outweighed any potential limitations. Follow-up

165   interviews via telephone also allowed some time for the participants to reflect and relax as opposed

166   to adding more elements at the end of a full day of delivery and learning.

167   **Data Analysis**

168   Data from all phases of the study were analysed concurrently using reflexive thematic

169   analysis initially (Braun & Clarke, 2019), which denotes the researcher's subjectivity as a resource

170   rather than a limitation (Gough & Madill, 2012). This approach to analysing the data provides a

171   rigorous and systematic framework for coding and theme development, but is also fluid and

172   recursive, i.e., there is flexibility for interpretation within a structure. The first stage was to become

173   familiar with the data through transcription, re-reading the transcripts and reviewing notes from

174   active thoughts during the observations and interviews, such as the importance of other people

175   throughout the process, e.g., observing established tutors and fellow trainees or feedback from

176   tutor developers. Codes were then inductively generated and labelled from the raw data that were

177   deemed potentially relevant to the research questions, i.e., any reflections of expertise being stable

178   or unstable. For example, "for the live one, I didn't have any problems. But then again, I'm coming

179   from a slightly different position maybe than some of the others in terms of tutoring already"

180   demonstrated an element of stability from prior experience. Broader patterns of meanings were

181   grouped and developed, by reviewing, refining, and defining generated sub-themes that were

182   distinctive, relatable and relevant to the research aims.

183   The Model of Expertise Redevelopment was introduced as a theoretical framework during

184   this data analysis stage following principles of abductive analysis (Partington et al., 2021; Thompson,

185   2022), as the sub-themes generated inductively from the thematic analysis were aligned with the

186   territories of expertise redevelopment (i.e., content, constituency and environment) (Grenier &

187   Kehrhahn, 2008), which were used as overarching themes (Figure 1). For example, the sub-theme of

188   *observation* (e.g., observing by more experienced tutors) aligns with the *constituency territory* of

189   expertise, which concerns influencing or being influenced by others. Finally, the raw data were

190   reread with a particular focus on the territories of expertise to ensure pertinent data were not

191   missing from the analysis. An internal conference for tutors at England Athletics taking place

192   approximately two months following the interviews provided the practical opportunity to explore

193   initial findings with participants by inviting comment or reflection. The second and third authors

194   acted as critical friends, providing critical dialogue and acting as a sounding board.

195   **INSERT FIGURE 1 AROUND HERE**

196   **Reflexivity**

197   Reflexive thematic analysis acknowledges the influence of own experiential journey

198   (Dempsey et al., 2021), and the underpinning philosophical stance of the researcher influencing the

199   execution of generating themes (Trainor & Bundon, 2021). Reflexivity considers the effect you have

200   on other people based on your experiences and understanding and the reasons why, including any

201   power relations between the researcher and the participants (Gratton & Jones, 2004). The natural

202   setting of this research provided an intimate familiarity with the environment and phenomenon

203   (Sparkes & Smith, 2013). Participants were addressed at the beginning of the process as a more

204   personal form of introduction following initial contact via email. As the lead author also works for

205   the organisation as a tutor, wearing England Athletics branded kit, I explained my position as a

206   colleague and the aim of the research but also stressed that this project was being carried out

207   independently of the tutor training process, therefore their participation in the study would not

208   impact on their training or future employment. Having some 'insider knowledge' of the organisation

209   and the role builds rapport with the participants but also includes awareness of the political and

210   economic climate. Participants were informed that their views would remain confidential and any

211   data presented would be anonymised to avoid any negative consequences related to their

212   employment. It was stated that only anonymised, constructive data would be shared based on

213   common themes derived from feedback from the cohort and observations made. There was no

214   evidence to suggest that participants were anything other than open and helpful with the research

215   process.

216   **Results & Discussion**

217   The aims of this study were to assess the stability of expertise for novice coach education

218   tutors when faced with changes in territories and identify features of tutor training that impact the

219   redevelopment of expertise in the transition from being a coach to coach education tutor. Learning

220   can be analysed on several levels (Tynjälä, 2008) with this research considering the similarities

221   amongst the group for the purpose of organisational development rather than any individual's

222   idiosyncratic learning. The territories of expertise redevelopment (i.e., content, constituency and

223   environment) are used as themes to structure the following discussion with relevant practical

224   implications summarised at the end of each.

225   **Content**

226   Content, within the MER, relates to the knowledge, ability and resources that are required

227   to successfully function in a role (Grenier & Kehrhahn, 2008).

228   ***Course Content & Context***

229   A cause of expertise instability highlighted by the participants was knowledge of the course

230   content.

231   T9: Improvement wise, maybe if we were able to get a bit more chance of looking at the

232   content. Seeing the content and getting used to that. I think a lot of us were confident that

233   we can teach, it's just the content which I think both [tutor developers] said that'll come

234   down to doing more live deliveries but I think it was just if you're able to look at them a little

235   bit more in detail it might just put people at ease a little bit more, I think.

236   In order for this novel process to have a chance of being successful, it was necessary for

237   England Athletics to purposively recruit people with specific skills and experience in the first place in

238   order to reduce the instability of expertise. As part of the recruitment process, England Athletics

239   paid explicit attention to the prior knowledge, experience and skills of the potential candidates, as

240   also suggested by Elvira et al. (2017). An essential criteria of the recruitment process for this cohort

241   of tutors was "experience in delivering education programmes" (England Athletics Shortlisting Grid,

242   personal communication, July 29, 2020). This experience in facilitating learning through teaching,

243   and/or mentoring was a recruitment prerequisite in order to have an advanced starting point in

244   preparation for the process. Some tutors identified that the formal coach education environment

245   differs from the delivery that they are used to, such as in a school or club coaching context.

246   T7: …it [ITT] was very helpful actually, just because a lot of the work I do is with kids in

247   school environments, trying to make that transition to adult learning. You don't have to

248   worry as much about the behaviour side of things, it was nice to just be able to more have a

249   conversation and still be aware of learning styles and things like that. Changing the approach

250   to pull the learning, essentially was quite a new concept for me. The big one is the delivery

251   style. Yeah, I initially thought you'd be going in there just very much delivering you know,

252   like at school going through your PowerPoints delivering the information you need to get

253   across. Whereas so much of it is just about trying to get the right information from them

254   that they already kind of know but you just consolidated it and restructuring it in a way so

255   it's just that it's more of a conversation rather than dictatorial.

256   T4: I think it's quite different to being a teacher in the sense that you are mainly working

257   with a big cross section in terms of ability and aptitude and also age range. So that's

258   something that, you know, you'll adapt to.

259   T9: Getting those guys to start thinking as coaches rather than athletes, you sometimes kind

260   of forget that.

261   A common question posed to the tutors during the ITT was, "what's the link to tutoring

262   here?" (Field notes, multiple locations) to ensure that the focus remained on this new domain. The

263   prior experience of the participants from adjacent domains (e.g., education) was intended to be a

264   catalyst from transitioning from a dependent to transcendent state of expertise. However,

265   experience does not automatically translate into expertise, instead requires deliberate practice

266   (Wallin et al., 2019). Expertise is a continuous process of learning, experimenting and reflecting in

267   response to changes in context (Grenier & Kehrhahn, 2008), therefore recruiting tutors who

268   demonstrate the ability and willingness to reflect on practice was a useful criteria. As a tutor

269   developer commented at the end of the first day of live delivery at a course in Manchester, "the

270   skills that you guys are demonstrating from the position you are in your tutor training is absolutely

271   phenomenal." T9 supports this further by highlighting the success of recruitment.

272   T9: I think it's a stringent process which I think might put people off. But I think in a way you

273   are getting a good quality of tutor from what we saw over the weekend, purely because

274   you're having to go through so many stages. It just shows that the recruitment has worked.

275   *Practical Delivery*

276   Tynjälä's (2008) Integrative Pedagogy Model suggests that an ideal learning environment

277   consists of a combination of theoretical knowledge, practical skills and self-regulation. Some

278   theoretical knowledge already existed from many of the tutors having backgrounds in education and

279   it was identified during the interviews that a considerable amount of theory was covered during the

280   initial training weekends. The coach education courses that these tutors will be delivering consist of

281   a blend of what to coach (i.e., classroom-based theory) and how to coach (i.e., practical sessions

282   modelling coaching behaviours). Practical sessions on course were a significant cause of instability

283   due to the lack of practice prior to the live delivery, as the following examples highlight.

284   T1: At the first weekend, we were talking amongst ourselves and thought 'we haven't really

285   done much practical in this'. So I think a few of us were thinking 'how will that work on the

286   day?'

287   T8: One of the things I've said is that I still haven't had an opportunity to deliver the practical

288   content.

289   The lack of practice was also a cause of nervousness. T3 recalls that they were "quite

290   surprised that we didn't practice any practical stuff because personally, the practical stuff I was most

291   nervous about". Furthermore, it was suggested that they "could maybe have done a couple of the

292   practical elements just to see how you can balance time within a practical session as well as all the

293   theoretical ones we were doing" (T6). T4 highlights the potential disparity between the tutors based

294   on previous experiences.

295   T4: Unless you had experienced the [coaching] course before, then I don't think it would

296   have prepared you for the practical part of the delivery. So basically, on the training

297   weekend, we did one delivery or one and bit delivery, based on the theory side, but we

298   didn't do any practical delivery. And I think unless you'd been part of the course or seen it

299   run, that would have been a disadvantage.

300   During the live delivery, it was deemed necessary by the tutor developers to review the

301   delivery of the practical elements as a whole group debrief at the end of Day 1 (Field notes, Live

302   Delivery Day 1, London). Two tutor developers demonstrated modelling practical skills to highlight

303   the benefit of co-tutoring and the impact on coach learning. Practical components in coach

304   developer training programmes are highly valued (Campbell et al., 2020). Formal coach education

305   has been criticised for promoting knowledge acquisition as opposed to applied behaviour

306   improvement (Stodter & Cushion, 2019a), as learning is not just about knowledge and understanding

307   but skills and application. It could be argued that this practical modelling of coaching skills were

308   initially taken for granted. Elvira et al. (2017) noted that practical/procedural knowledge is often

309   unarticulated, seldom taught, tacit, and gained through practical experience.

310   ***Content Practical Implications***

311   Gaps in knowledge related to the specific course content and context was a limiting factor,

312   including classroom-based but specifically with practical sessions. More time spent on specific

313   aspects of the tutor notes rather than generic learning theory, which many participants were

314   familiar with from previous roles, would have been beneficial to apply prior knowledge.

315   **Constituency**

316   Constituency as a territory is concerned with those that influence, or are influenced by, the

317   individual (Grenier & Kehrhahn, 2008). In this context, constituency may include the national

318   governing body staff, tutor developers, co-tutors, the coaches on the courses and any venue staff.

319   For each new course delivered, this could result in a change of co-tutor, venue and coach learners so

320   is and will be a frequent and significant change faced by the individuals.

321   ***Observation***

322   Throughout the tutor training process, it was evident that this was a group process and that

323   multiple people were involved in each individuals' development. Linked to the previous theme, the

324   value of observing others was highlighted as potentially useful.

325   T4: Shadowing a course would have been ideal for a day. So that for the weekend, you

326   shadowed a day, and then you delivered a day. Some of the things they took for granted I

327   think, like 'you can know this and you're gonna be able to deliver it'. It would be really useful

328   to be able to shadow the lead and co-tutor delivering the course, before we actually go to

329   the next phase.

330   T8: Actually, if we'd have seen it in action. I know, I probably would have learned a lot more

331   as well.

332   Interestingly, previous cohorts of trainee tutors were required to observe a course being

333   delivered by experienced tutors prior to attending the initial tutor training. This step in the process

334   was perhaps a casualty of a more fast-tracked approach. However, observation was suggested as a

335   next steps for some.

336   T2: There were some things for me that were a bit clunky and I can't quite see how they fit

337   together. So, my next steps are going to observe a live delivery with experienced tutors so I

338   can see some of the transitions from the theory to practical and things like that. I can't quite

339   see how to make the transition nicer.

340   Observing practice being modelled during the training weekend was identified as being very

341   useful. There was a strong preference for observing experienced tutors actually delivering, which

342   was partially missing from the process and perceived as potentially valuable. Observational learning

343   is a significant source of knowledge – as with 'pre-coaching' (see Côté, 2006), i.e., apprenticeship of

344   observation. Observing coaches impacts on development, choosing which practices to adopt and

345   which to avoid. Research suggests mastery observation is more effective/constructive than peer

346   observation which lacks evidence of specific benefits (Ste-Marie & Hancock, 2015).

347   ***Co-tutoring***

348   An aspect of tutoring that was unfamiliar to most participants was co-tutoring. In their work

349   on micropolitical literacy and action with experienced Football Association coach educators, Allanson

350   et al. (2021) found the potential for problematic encounters with co-tutors. The authors

351   recommended the consideration of micropolitical literacy when preparing and developing coach

352   educators. Likewise, Watts et al. (2021) provide examples of issues with co-tutoring whilst exploring

353   realities, challenges and workplace relationships. However, participants in this study discussed

354   positive examples of adaptive expertise (Wallin et al., 2019), whereby problems are examined through

355   interaction with others. The trainee tutors worked in pairs throughout the live delivery weekends,

356   meaning they could learn from self and others through discussion and reflection. This process was

357   built into the programme, particularly after each delivery and the end of each day. Therefore, tutors

358   were subject to an ongoing monitoring of their experience and practice. Exposure to different

359   practices, i.e., from working with other practitioners in different contexts, created diverse experiences

360   that are a central condition for the development of expertise. Participants' previous experience of

361   teaching, coaching and/or mentoring tended to be individual. When asked, multiple participants

362   identified co-tutoring as a positive aspect of their delivery.

363   T8: I think that we had really good interaction in terms of co-tutoring as well. So, we worked

364   out what we're going to do and I think that came across in terms of how we work together.

365   So, I think we work really, really well together.

366   T6: Yeah, I think it was actually working with somebody else and co delivering.

367   T5: I think we had quite a good relationship between us and worked well together.

368   This was also observed by the tutor developers, for example, "you guys worked well

369 together in your roles and that helped really conceptualise the message" (TD to T9 and T10, Live

370 Delivery, Day 1, Manchester). An example of a feedback conversation during the live delivery

371 between a tutor developer, T6 and T7 (Live Delivery, Day 2, Birmingham) went as follows.

372   TD: "one thing from each of you that went quite well from your perspective?"

373   T6: "I was more concise which meant they could get on with it more quickly rather than me

374   giving too much information"

375   T7: "I could see they were taking notes as additional information and learning there, so do I

376   really need to recap? As I came out I thought 'maybe I just needed to check for clarification'

377   – that would be my learning point from there. I think the pace of delivery was spot on and I

378   tried to carry that on with my bit. We worked the tables [small groups] quite well"

379   T6: "As you were looking at your notes, I thought I'd just step in just to summarise the slide

380   while you get what you need to do for the next bit".

381   TD: "There's a term for that – co-tutoring"

382   T1 experienced similar benefits of working with others: "if you were unsure of something, if

383 you have lost your thread a bit here, your co-tutor was there to sort of step in and take over and

384 then you could get back on track." Co-tutoring was an aspect of the ITT weekend that was cited as

385 being useful.

386   T6: Having the opportunity of co-tutoring with somebody else as well on that course.

387   Perhaps working with people that you might not necessarily be good at working with, for

388   example with [anonymised], his personality is quite different to mine, and having the

389   opportunity in a training environment to actually have a have a go at working with

390   somebody like that because we don't know who we're going to be working with when we go

391   out there.

Tutor Developer Support

393   The success of co-tutoring was perhaps the result of observing the tutor developers

394   modelling this during the ITT weekend, as noted by T5, "observing the two tutors was the most

395   useful learning of training weekend." This was further supported by T4 who praised "being able to

396   work closely with others and see what other people are doing." This was a deliberate focus of

397   attention during the weekend, with the Education Manager having "expectations of what [he]

398   needed people [tutor developers] to really model and that was around the co-delivery and

399   teamwork." During the live delivery, once the pairs had delivered their section, it was immediately

400   reviewed with their designated tutor developer.

401   T9: I think I settled in fairly quickly and got comfortable with the format. [We] knew what

402   we were doing, our roles and responsibilities. We would deliver, we would then go and see

403   [tutor developer], talk it through, pretty much prepped ready for the next one and then

404   away we go. So I thought it flowed well.

405   Generally, these conversations facilitated reflection, provided feedback and rounded off by

406   posing the question: "what do you need to consider for next time?" (Field notes, multiple locations).

407   The team of tutor developers were widely praised by the trainee tutors.

408   T6: I've been very impressed with it. The tutor developers, the care and support from those

409   guys was not something I've experienced on any kind of delivery course or anything like that

410   before. That's really high quality and I think we've got high quality around and that's

411   something that's going to continue to feed and produce high quality tutors in environments

412   with a good support network. So, I was really pleased.

413   T8: By having done it and straightaway going back to [tutor developers] and speaking to

414   them about what went well and how to develop you're getting instant feedback to be able

415   to then go 'yes, that worked, that didn't' and move on… it was instant feedback and literally

416   able to improve straightaway, which I think was it was a good format and worked really well.

417   T1: The support team on the second weekend were very attentive to our needs and they

418   explained everything as we went along. And they asked leading questions to check that we

419   were we have the understanding of what we need to do.

420   T4: I think also the support from the coaches [tutor developers] I was particularly pleased

421   with - that was very good, very positive and also very helpful.

422   Furthermore, the written feedback provided on the tutor competency transcript was valued

423   as an additional source of learning.

424   T3: The written feedback [was most useful], which is incredibly detailed, but also support

425   beforehand, just talking through everything that wasn't quite clear before. And then just

426   dragging me to one side and saying, "have you thought about this?" at various times. That

427   was really useful.

428   There were also opportunities to meet to discuss as a whole group each day.

429   TD: I just want to go through a few things that we can all work on and maybe you can chat

430   with your individual tutor developers on how you might apply some of what we've learnt

431   today based on some of the conversations we've had. (Live Delivery, Day 1 Delivery Debrief,

432   Manchester)

433   ***Constituency Practical Implications***

434   Learning to teach is a "socio-cultural process relying on discursive resources" (Korthagen,

435   2010, p.104). Participants suggested that observation of experienced tutors prior to delivery could

436   have helped reduced the gap in the content territory.

437   Collaboration is often a necessity and an individual's success often depends on the

438   performances of several individuals (Tynjälä, 2008), i.e., Interdependent knowledge in collaborative

439   learning. The role of the tutor developers in influencing learning was crucial. They were tasked with

440   providing support, guidance and encouragement. The importance of having credible facilitators to

441   guide tutors in redeveloping their knowledge, skills and effective practices for this specific context

442   was highly emphasised. They were able to provide a view from different perspectives, conceptualise

443   experiences and examine theoretical knowledge in light of practical work, all of which are important

444   aspects in developing meta-cognition (Wallin et al., 2019).

445   Going through the process as a cohort provided the opportunity for tribal learning. The co-

446   construction of knowledge through practicing together seemed to be an important element of the

447   process. Initial cohort-based learning, i.e., small group learning supported by instructors (Gambhir et

448   al., 2008), helped to ensure coherency, consistency and building of relationships. Furthermore, the

449   opportunity for professional inquiry and collaboration to inform professional practice and

450   improvement was enhanced. In wider coaching literature, peer coaches have been shown to be a

451   significant resource in acquiring knowledge (Douglas et al., 2018). Likewise, creating a social space

452   for connection was also deemed useful during a women-only training programme for coach

453   developers (Kraft et al., 2020). Extended programmes with ongoing support helps reinforcement of

454   learning and stimulates further thinking (Campbell et al., 2020). The collaborative, informal learning

455   with peers combined with the multi-directional feedback was integral to the ongoing development

456   of expertise. Therefore, creating a cohort group as a community has a positive influence on practice

457   (Korthagen, 2010).

458   **Environment**

459   Within the MER, environment relates to the physical or geographical location in which the

460   individual operates, the layout of the physical space and the organisational culture and structure

461   (Grenier & Kehrhahn, 2008). Coach development programmes are typically more condensed and

462   changeable than teacher educator programmes (McCleery et al., 2021), which the participants were

463   generally more familiar with. In the context of formal coach education, a changing environment is a

464   necessary consideration as tutors are required to operate in a multitude of locations and spaces.

465   Routine is a necessary process but non-routine problems are also part of tutoring (Wallin,

466   Nokelainen & Mikkonen, 2019), and for developing and maintaining expertise (Grenier & Kehrhahn,

467   2008). Demonstrating adaptive expertise is beneficial, whereby tutors perform standard tasks using

468   domain-specific and metacognition skills (Nash, Ashford & Collins, 2023).

469   ***Organisational Expectations***

470   Similarly to the earlier sub-theme of having confidence in knowing the course content, there

471   was also instability regarding the actual or perceived expectation of having to deliver in a certain

472   way. For example, T8 mentioned that "it kind of came across that we should really stick to the tutor

473   notes and really be focused on doing what that says". However, they go on to question the

474   practicality of doing so: "but I think in practice, it kind of doesn't work like that. And that's probably

475   what we've learned". This view was shared by other tutors, for example:

476   T3: I think it surprised me a little bit just how, I don't want to use the word regimented,

477   because that sounds negative, but I can't think of a better alternative right now. But just

478   how much specifically on 'you need to deliver this, and this is exactly how to deliver it'. I

479   wasn't expecting maybe quite that degree of detail.

480   T2: The thing I wasn't sure about was that I haven't delivered things specifically in an

481   England Athletics way. And, obviously, when you're doing it week in week out you kind of

482   evolve your own style.

483   There was some challenge around using the tutor delivery notes. Having a prescribed set of

484   notes creates challenges if there is any ambiguity or lack of clarity as T8 shared that they had to ask

485   for support in making sense of what was being asked.

486   T8: They want a standardised way of delivering stuff, which I'm on board with. But

487   sometimes that means that we need to ask questions, and we need to see it happen,

488   because sometimes the notes are a bit ambiguous or they don't make sense. We found out a

489   little bit more in the live delivery weekends when I spoke to [tutor developer], and that

490   could have been interpreted in this way or could have been interpreted in that way.

491   Likewise, there were suggestions of needing to use a prescribed delivery method of the

492   practical sessions. For example, T9 recalled "having a conversation with [tutor developer] about

493   demonstrations and there was a particular way England Athletics like the demonstrations done".

494   Nash, Ashford and Collins (2023) argue that coach development should not be scripted, instead

495   responsive and adaptable by making decisions about which actions can facilitate development whilst

496   working within organisational constraints.

497   ***Practical Experience***

498   In teacher education it is argued that making practice the core of professional preparation

499   and learning on the job is important (Loewenberg Ball & Forzani, 2009). The aspect of live delivery

500   was directly relevant to the task being trained for. This novel tutor training process "looked at trying

501   something different and also to try and give greater exposure to delivery and in a real life

502   environment" (EM) or what one tutor developer described as "getting your feet wet".

503   EM: This is a model that is very similar to what Sports Coach UK used to do in that they have

504   two days of training and then another two days of practice delivery. So, what we've done is

505   taken the practice delivery out and replaced it with live delivery.

506   There is a danger, however, that being entirely contextual limits the opportunity for stable

507   and learnable practices (Loewenberg Ball & Forzani, 2009). The format of this process could have

508   been potentially a risk, as T8 explains.

509   T8: Overall, as a whole delivery group it worked a lot better than it could have been. It could

510   have gone really, really wrong if people panicked. Personally, for me, I actually found that

511   when we got into just delivering stuff much more useful than just the theory and the sitting

512   through lots of PowerPoint slides, which I actually found quite difficult to take in, but there

513   was just a lot of stuff there. And actually, I think for me, I've learned much more from the

514   live delivery than I did from the first weekend. My learning has just been reinforced by being

515   able to do things more than once. So, I've guess I've learned a better way of delivering

516   certain things because I've had that opportunity.

517   The lower numbers of coach learners and delivery time (compared to normal) lessened

518   potential threats and survival needs (Korthagen, 2010). As discussed, the tutor developers

519   contributed to creating an environment that allowed openness and feeling of security, which is

520   needed for learning as it promotes open discussions (Partington et al., 2021). There were examples

521   from all tutors of changes in behaviour and learning taking place in the live environment.

522   T3: Personally, I was quite pleased with delivering the bits that I'd not done so well on the

523   initial training weekend, and it was nice to deliver that again and it go down well, actually on

524   the real thing.

525   T1: The most useful learning thing is that timings are very, very important. And making sure

526   that you get the content out there because otherwise you're having to sort of backtrack on

527   yourself to catch back up. So it was basically putting all the pieces of the jigsaw together on

528   that weekend and seeing the whole picture rather than 'I've just got this module to do and

529   that's done – tick'.

530   Situated learning refers to embedding learning in the setting in which the learning is to be

531   applied (Kirk & Kinchin, 2003). It places a particular emphasis on the practice element of theory-

532   practice dichotomy (Maher & Fitzgerald, 2020). In their work on coach development in football,

533   Redgate et al. (2022) stated that learning must be linked to practice. Situated learning perspectives

534   have provided a "powerful framework for examining teacher learning and facilitation of teacher

535   development" (Hunuk, Tannehill & Ince, 2019, p303), and has been widely used in teacher education

536   when exploring professional learning (e.g. Maher & Fitzgerald, 2020; Korthagen, 2010).

537   The live delivery weekend was an example of a special learning environment, defined as "a

538   safe and challenging environment where [coaches] have the latitude to learn how to be better in

539   their actual coaching environment" (i.e., learning just in time) (Milistetd et al., 2018, p13). Nash,

540   Ashford and Collins (2023) suggest that novice coaches may benefit from early exposure to coaching

541   in a safe, supervised and support context and seems to apply to tutors too. Elvira et al. (2017) cite

542   various authors who suggest that participation in authentic professional environments enhance the

543   quality of learning experience. This learning process aims to transform theoretical/conceptual

544   knowledge into experiential/practical knowledge (Elvira et al., 2017), promoting the need to engage

545   in relevant cognitive activities, i.e., evaluating contextual information and selecting relevant actions

546   based on interpretation of cues. This is an example of repeated application of knowledge in the

547   context of practical experience (Tynjälä, 2008). The core element of facilitating self-reflection was

548   creating that link between theory and practice.

549   ***Next Steps***

550   The end of the live delivery course marked the end of the process as a group. Following this,

551   the tutors were provided with their cumulative written feedback and informed that they would

552   receive an individual outcome of next steps. Value was placed on the self-monitoring through the

553   action plan as part of the competency transcript.

554   TD: The next step for us [TDs] is we're going to finish up those tutor transcripts. You should

555   have had sight of those before today, it's exactly the same form but it's iterative – there's

556   stuff there that's been added to….There is a tutor-led action plan on the right hand side of

557   that. Part of the assessment of competencies is your ability to self-reflect and to action plan.

558   Once we've sent that document, it will be your responsibility to complete that learner-led

559   action plan and send it back to us. We can then review that against that specific

560   competency. (Field notes, Day 2, Manchester)

561   The use of the tutor training competency transcript to plan, monitor and evaluate own work,

562   supported by tutor developers, was a self-management process, a feature of adult learning, which

563   builds agency and self-regulation skills (Wallin, Nokelainen & Mikkonen, 2019). Knowledge is not

564   solely constructed externally, but is also processed and framed internally (Stoszkowski & Collins,

565   2014) and filtered (Stodter & Cushion, 2017). The quality of in-situ experiences has a direct effect on

566   the quality of learning experiences within a programme (Gambhir et al., 2008). The live delivery has

567   reduced the 'transfer distance' between learning and practical application (Stoszkowski & Collins,

568   2014) and was a catalyst for development of professional competencies. However, there was some

569   confusion over what would follow this element of the tutor training process.

570   T4: And then the other thing that I asked as well, in my feedback, was what's the next stage?

571   They didn't quite make clear on what happens next and what the timescale will be.

572   T8: I think maybe just kind of clarity; there were a few questions across the group of the

573   process of what happens next and what it all looks like. So just making sure that we're super

574   clear on that.

575   T3: It would be nice, earlier on in the process, to just have an overview of what the process

576   was. It was touched on in interview, but I guess I hadn't really grasped the live delivery

577   would be two days of delivering to real people and exactly what will be covered on the

578   training and also beyond that, what the process would be once we were qualified.

579   Lajoie (2003) notes that a clear developmental pathway accelerates the transition to

580   expertise. General knowledge about the occupation is an aspect of workplace learning for expertise

581   (Tynjälä, 2008), hence the concern shown by some around clarity over the next steps in the process.

582   ***Environment Practical Implications***

583   Within the environment territory, the findings revealed the importance of situated practice.

584   It highlighted the nature of delivering a standardised course on behalf of an organisation and the

585   associated expectations. Development of expertise can occur when novices are acculturated through

586   close interaction with experts (Tynjälä, 2008; Wallin, Nokelainen & Mikkonen, 2019). It would be

587   wise to explicitly reinforce, early on in the process, the need for standardisation of meeting learning

588   outcomes for quality assurance and the scope available to tailor to the needs of the coaches on

589   course. The situated learning during the live delivery weekends was a catalyst in the redevelopment

590   of expertise through increased exposure to changes in all territories of expertise. The challenges

591   faced during those weekends were real examples of what to expect once the training process was

592   complete. Embedding situated learning provided a strong opportunity to implement learning

593   through practice, supported by peer coaching and tutor developers in facilitating feedback and

594   assessing competencies. Similarly to Gambhir et al. (2008), it is suggested that a subsequent bespoke

595   individual learning programme needs to be carefully considered and explicitly communicated.

596   **Individual Redevelopment**

597   It has not been overlooked that individual redevelopment is unique (Grenier, 2013). Similarly

598   to teaching, coach education is improvisational, difficult to specify and developed idiosyncratically

599   (Loewenberg Ball & Forzani, 2009). The frequent interaction between the tutor and tutor developer

600   in discussing their current competency against their training transcript would capture these moment

601   of individual, nuanced redevelopment. It would be a mistake to assume a uniformed environment

602   for all learners (Tynjälä, 2008). Therefore, it is important to note that the data from the participants

603   does not capture the experiences of all trainee tutors, nor did all tutors have the same experiences,

604   but the findings provide important insight. Indeed, the nature of knowledge within constructivism

605   considers "individual reconstructions coalescing around consensus" (Lincoln & Guba, 2000, p166).

606   Within constructivist research, key audiences include programme directors and staff with typical

607   evaluation questions including: "how is the program experienced by various stakeholders? In what

608   ways is the program meaningful?" (Greene, 2000, p984). The purpose of this study was to

609   investigate the common features working towards the redevelopment of expertise, leaning more to

610   an organisational perspective, i.e., employers involved in training and development, with the aim of

611   recommending considerations related to organisational improvement. Future studies could consider

612   the individual rather than shared redevelopment of expertise.

613   **Conclusion**

614   Coach education tutors are the public face of formal coach learning and perform a critical in

615   the professional preparation of sport coaches. Their professional preparation, learning and practice

616   has received limited attention in the academic literature (Redgate et al, 2022). This research further

617   supports the work of Campbell and colleagues (2020) that training needs to be bespoke to the

618   specific role within coach development, in this case the trainee coach education tutor. A high quality

619   coach developer programme should have a strategic plan to analyse current and forecasted needs of

620   the coach developer; recruit and select suitable people; and then to induct, train, develop and

621   support them through a coach developer pathway.

622   The aim of any formal learning programme is to build fundamentals to develop expertise

623   through supporting the "types of knowledge representations, ways of thinking and social practices

624   that define successful learning in specific domains" (Elvira et al., 2017, p.187).This novel tutor

625   training process seemed to be the desire to swiftly shift the states of expertise from dependence to

626   transcendence, via utilising and refining existing skills in a situated learning practice. Redgate et al.

627   (2022) rightly state that it is crucial for existing expertise to be recognised and used as a base to

628   build from if new knowledge was to be useful, retained and actioned. The initial recruitment process

629   of trainee tutors was deemed to be an important facet of fast-tracking expertise redevelopment.

630   Having individuals with relevant theoretical and practical knowledge and the ability to self-regulate

631   were essential criteria. This did not automatically remove the change in territories of expertise as

632   there were still alterations to the content, constituency and environments they were familiar with

633   causing a need to redevelop. It demonstrates that specialist expertise is not easily transferable, even

634   if domains seem very similar (Nunn, 2008). It is recommended that Initial Tutor Training recognises

635   prior learning and focuses on domain-specific knowledge and skills, rather than generic content.

636   The novel aspect of this tutor training process was the exposure to in-situ, live delivery. The

637   live delivery weekends provided multiple cycles of strategy generation, experimentation and

638   evaluation of individual delivery in practice (Stodter et al., 2021), based on an epistemology of

639   conversational learning (Bamburger & Schön, 1983) between the tutor and tutor developer. The

640   conversations did not explicitly focus on the exact criteria related to the tutor competency

641   transcript, but was a co-collaboration of knowledge based on what had just been experienced in an

642   authentic learning environment. Reflecting deliberately encourages individual subjectivities and

643   addresses issues pertinent to the realities and practical needs of the learner (Piggot, 2012 cited in

644   Stodter et al., 2021). The findings suggested that the situated practice accelerated learning and

645   redevelopment of expertise through the collaboration with others, i.e., support from tutor

646   developers and observation and discussion with peers within the cohort of trainees.

647   The nature of tutoring in formal coach education means that the territories of expertise are

648   constantly fluid. Tutors often work with different co-tutors, have a different audience of coach

649   learners and work in different locations. Course content is regularly updated too, based on feedback

650   and developments in knowledge within coaching and sport science. This coaching course content is

651   set with limited scope for freedom, improvisation and experimentation for quality and

652   standardisation reasons. Therefore, it could be argued that transcendence may not be possible nor

653   desirable. In this sense, expertise is always a process of becoming (Nunn, 2008), a never-ending

654   journey of ongoing professional discovery. Tutors potentially know this already, as they have

655   demonstrated self-analysis and introspection, sought feedback and have a keen interest in what is

656   next in their development. Self-regulated learning (e.g. setting goals, self-monitoring and evaluating

657   and seeking social support), is a feature of expertise (Jordet, 2015). Expertise is a lifelong endeavour

658   that requires constant refinement and adaptation (Grenier & Kehrhahn, 2008); therefore it would be

659   worthwhile to continue to investigate the continual redevelopment of expertise of all those involved

660   in coach development.

661   **Notes**

662 ¹ The terms *coach developer* and *tutor* are both used throughout this article, which reflects the state of

663   literature currently (see Jones, Allen & Macdonald, 2023). Where *coach developer* is used, it refers to

664   the broader workforce and/or relate to how they are termed in the cited literature.

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