

**PROGRAM UPDATE & ROOM CHANGES  
GCC2017 at the Echo Arena**

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**July 31 – Monday**

<b>08:00</b>	<b>Registration Open – ACC Arena</b>	
<b>09:00 – 09:30</b>	<b>Room: 1A Opening and welcome</b> Professor Philip Vickerman PVC LJMU ; ICCE	
<b>09:30 – 10:30</b>	<b>Room: 1A Plenary #1</b> <b>Eddie Jones – RFU England Head Coach                      Chair: Sergio Bercial-Lara (ICCE)</b>	
<b>10:30 - 11:00</b>	<b>Coffee / tea break</b>	
<b>11:00 – 13:00</b>	<b>Breakout sessions</b>	
	<i>Location</i>	<i>Stream</i>
		<i>Presentations</i>
	<b>Room A1 HP1</b>	<b>Coach and Performance Director</b>
		Coaching Leadership: Lessons from the AIS – <b>Darlene Harrison</b> (Australia)  Winning on the Road – from People to Performance: a Team Sky perspective – <b>Dr James Morton</b>
	<b>Room 14 – ICCE1</b>	<b>Information on ICCE Projects in co- operation with the European Commission</b>
		Chair: Sergio Lara-Bercial  Project PRIME - A New Way for Inclusion: PRIME - Participation, Recreation and Inclusion through Martial Arts Education <b>Dr. Uri Schaefer</b> , President of the International Council for Sport Science and Physical Education (ICSSPE)  Project SPEACH - Sport, Physical Education and Coaching in Health – the SPEACH Project approach <b>Dr. Karen Petry</b> , Vice President European Network of Sport Education (ENSE)  Project Psytool – Using sport psychology as a strategic tool to foster positive youth sport experiences Prof. <b>José Carlos Jaenes</b> , Project Leader (University Pablo de Olavide, Seville, Spain), <b>Dr Fieke Rongen</b> (Leeds Beckett University) and Senior Research Fellow <b>Sergio Lara-Bercial</b> (ICCE and Leeds Beckett University, UK)  Project CoachLearn – Developing a reference point for the development of coaching in Europe: the European Sport Coaching Framework

		<p>Senior Research Fellow <b>Sergio Lara-Bercial</b> (ICCE and Leeds Beckett University, UK), <b>Dr Julian North</b> (Leeds Beckett University), <b>Dr Kirsi Hämmäläinen</b> (Finnish Olympic Committee) and <b>Jan Minkhorst</b> (Netherlands Olympic Committee)</p> <p>Project iCoachKids – Creating FREE Online Education and Development Resources for Children’s Coaches in the European Union</p> <p>Senior Research Fellow <b>Sergio Lara-Bercial</b> (ICCE and Leeds Beckett University, UK) and <b>Dr A.J. Rankin-Wright</b> (Leeds Beckett University, UK)</p> <p>Project SCORE - Strengthening Coaching with the Objective to Raise Equality <b>Sari Tuunainen</b> (Finnish Coaches Association)</p>
<b>Room 7 – RP1</b>	<b>Research and Best Practice in Coaching</b>	<p><b>Symposium</b></p> <p>Participant and performer development in youth football: The need for Bio-Psycho-Social Support - <b>Till et al</b> (UK)</p>
<b>Room 12 – RP2</b>		<p><b>Coaching in High School (ICCE &amp; AIESEP)</b></p> <p>Introduction – <b>Cloes &amp; Trudel</b> (Belgium)</p> <p>School Sports in Belgium - <b>Cloes</b> (Belgium)</p> <p>School Sport in Singapore - <b>Koh</b> (Singapore)</p> <p>School Sport in Germany – <b>Brandl-Bredenbeck</b> (Germany)</p> <p>School Sport in Hungary - <b>Csányi et al</b> (Hungary), delivered by Ms. Dorottya Pignitzky</p> <p>School Sport in Portugal – <b>Ferro &amp; Costa (Portugal)</b></p> <p>School Sport in Australia - <b>Rynne et al</b> (Australia)</p>
<b>Room 13 – RP3</b>		<p><b>Coach Education Initiatives (1)</b></p> <p>Helping coaches create an optimal training environment for female athletes - <b>Demers &amp; Béliveau</b> (Canada)</p> <p>New perspectives for instructors and coaches' qualifications in Poland – <b>Marek et al</b> (Poland)</p> <p>Meeting the needs and development of expertise within Irish High Performance (HP) coaches through bespoke programme design and delivery – <b>Passmore</b> (Ireland)</p> <p>The AFL finishing school for senior coaches – <b>Poulton &amp; Mallett</b> (Australia)</p> <p>A Qualitative Evaluation of a Long-Term Coach Development Program – <b>Thompson et al</b> (USA)</p> <p>Evaluating formal coach education: how design and delivery relate to coaches' learning outcomes – <b>Stodter &amp; Cushion</b> (UK)</p> <p>Investigating the value created through a selective talent and performance coach development programme – <b>Vinson et al</b> (UK)</p>
<b>Room 4A – RP4</b>		<p><b>Strength and conditioning coaching</b></p> <p>Starting a Conversation: exploring the pedagogical, social and cultural foundations of strength and conditioning coaching – <b>Cassidy et al</b> (New Zealand &amp; USA)</p> <p>Strength and conditioning coaches' behaviours that influence athlete development – <b>Szedlak et al</b> (UK &amp; Canada)</p> <p>Fitness Coaching for an Elite Futsal Team – <b>Nassif</b> (Asia)</p> <p>When the Student is Ready, the Teacher will appear: The Conflicted Strength and Conditioning Coach – <b>Handcock et al</b> (New Zealand &amp; USA)</p> <p>Intersectionality, Microaggressions, and Microaffirmations: towards a cultural praxis of sport coaching – <b>Henderson, Metzger &amp; Gearity</b> (USA)</p>

			Artistic Gymnastics: Analysis of Planning, Monitoring, and Control of the Sports Training Program – <b>Silva et al</b> (South America) A Season of Sport Education in Police Use of Force Training – <b>Staller et al</b> (UK, USA & Germany)
	<b>Room 11B – WIC1</b>	<b>Women in Coaching</b>	<b>Presentations of research into women’s coaching. Chair: Pauline Harrison</b>  Hegemonic masculinity in sports coaching: the impact on Australian female high performance coaches' mental health and wellbeing – <b>Carson et al</b> (Australia) "Coach Like a Women" – <b>Tuunainen</b> (Finland) How Female Coaches Create a Winning Team Culture in High Performance Field Hockey – <b>Gilbert et al</b> (USA) Navigating the "Leadership Labyrinth": Barriers and Supports of a Woman Coach in a 20-Year Leadership Role – <b>Harvey et al</b> (USA & UK) Where are the Female High-Performance Coaches? - Going from a Gender Perspective to a Sustainable Worklife Perspective - <b>Kenttä et al</b> (Sweden, Norway & USA) Gendered issues associated with the complexities of formal coach education – <b>Lewis</b> (UK)
	<b>Room 3A - CD1</b>	<b>Coach Developer Stream</b>	'Down the rabbit hole' <i>The Coach Developer – Nothing is what it is, because everything is what it isn't</i> <b>John Alder &amp; Penny Crisfield, ICCE</b>
	<b>Room 4B – F1</b>	<b>Football</b>	<b>Lead: Professor Chris Cushion</b> Portuguese Football Coaches' Migration – <b>Borges et al</b> (UK & Portugal) A bourdieusian analysis of an elite youth football team: what makes coaching work? – <b>Downham &amp; Cushion</b> (UK) An investigation of the coaching behaviours in top level female football in the UK – <b>Hao &amp; Cushion</b> (UK) Preparation, structured deliberate practice and decision making in elite level football. The case study of Gary Neville (Manchester United FC and England) – <b>Horrocks et al</b> (UK) Successful Coaching Strategies in Elite Female Football: A Player and Coach Perspective – <b>McCarthy et al</b> (UK)
<b>13:00 – 14:30</b>		<b>Hall2B: Activities + Lunch - trade show, Paralympic sports, technology workshops etc.</b>	
<b>14:30 – 15:15</b>	<b>Room A1 Plenary #2</b>		<b>Professor Barry Drust, Liverpool John Moores University</b> <b>Chair: Professor Zoe Knowles LJMU</b>
<b>15:15 – 15:30</b>	<b>Break and transition</b>		
<b>15:30 – 17:30</b>	<b>Breakout sessions</b>		
	<b>Location</b>	<b>Stream</b>	<b>Presentations</b>
	<b>Room A1 HP2</b>	<b>Coach and Performance Director</b>	<b>Developing Excellence: in systems, in cultures and in people – Chris Stott, UK Sport</b> <i>A panel of World Class Performance Coaches will describe how they foster excellence in their high performance programs.</i>

		<p><b>David Bunyan</b>, High Performance Coach Development Manager, British Athletics</p> <p><b>Paul Thompson</b>, Chief Coach – Women and Lightweight Men, GB Rowing Team</p> <p><b>Greg Baker</b>, Head Coach, GB Para Table Tennis</p>
Room 7 – RP5	Research and Best Practice in Coaching	<p><b>Symposium</b> Development of a framework to support coaches to work with their athletes to analyse and diagnose technical difficulties. A case study in Sprint Canoe techniques (60 min Symposium) – <b>Low et al</b> (UK)</p> <p><b>Parasport and Disability Sport</b> The Performance Analysis Process in Elite Wheelchair Basketball is "Worthless Without Trust" – <b>Francis et al</b> (UK &amp; Norway) Traversing Performance-Nurture Paralympic Coaching: Coaches Experiences of Developing Expertise – <b>Huntley et al</b> (UK) Sinking and Swimming in Disability Coaching': a narrative of coaching in a new context – <b>Ryrie et al</b> (UK) The Social Construction of Coach Learning in Disability Sport – <b>Townsend et al</b> (UK)</p>
Room 12 – RP6		<p><b>Coaching in High School (ICCE &amp; AIESEP)</b> School Sport in France – <b>Mouchet</b> (France) School Sport in Brazil - <b>Milistetd</b> (Brazil) School Sport in Canada - <b>Trudel &amp; Camiré</b> (Canada) Promoting positive youth development in youth sports: the role of motivational climates and social agents in Singapore schools – <b>Lim &amp; Koh</b> (Singapore) Creation, Implementation, and Evaluation of a Values-Based Training Program for Sport Coaches and Physical Education Teachers in Singapore – <b>Koh et al</b> (Singapore &amp; Canada) One and done?: Coach specialization in the Georgia High School Association 1965-2015 – <b>Wilson &amp; Langdon</b> (USA) More than X's and O's Best Practice to Keep your Students and Athletes Safe – <b>Miele-Pascoe</b> (USA)</p>
Room 13 – RP7		<p><b>Coach Education Initiatives (2)</b> A Child's Perspective in Football Coach Education - An Action Research Project – <b>Buhre et al</b> (Sweden) Social Learning: Implementing a peer learning group with disability sport coaches – <b>Duarte et al</b> (Canada) Using Video Analysis to improve the teaching efficacy of student-coaches in an undergraduate coaching degree program – <b>Woodburn et al</b> (Canada) Coach Education - Positioning the Practices of Game Centred Approaches for Kinesiology Students Studying the Pedagogy of Playing Games at the University of Toronto – <b>Cooper</b> (Canada) Learning, Grouping and Effectiveness - a Professional Group Guidance Intervention Experienced by Coaches and Firefighters - <b>Pirttimäki &amp; Kokkonen</b> (Finland) Team USA Mobile Coach: A Technological Platform for Coaching Resources – <b>Snyder et al</b> (USA) Coaching disability sports: Advances, problems, and future directions – <b>Fallaize et al</b> (Greece) Evaluating the Value of an International Coach Study Tour: research a 'Bootcamp for the Brain' – <b>Rynne et al</b> (Australia &amp; Canada)</p>
Room 14 – RP8		<p><b>Coaching and Psychology</b> Working with a sport psychologist: implications for coaching practice – <b>Champ</b> (UK)</p>

			<p>The Impact of Job Insecurity and Value on Psychological Well- and Ill-Being among High Performance Coaches – <b>Bentzen et al</b> (Norway &amp; Sweden)</p> <p>The influence of passion on eudemonic well-being and the search for meaning in life in athletics – <b>Coon</b> (USA)</p> <p>What contexts and mechanisms within English tennis youth development systems influence players’ development of psychological skills and characteristics? An Action Research Study – <b>Dohme et al</b> (UK)</p> <p>Development and Initial Validation of an Instrument to Assess Stressors Among Sports Coaches – <b>Kubayi</b> (South Africa)</p> <p>Research of Personal Strivings amongs Elite Adolescent Rugby Union Players – <b>McMurtry et al</b> (Australia)</p> <p>Analysis and Development by Explanatory Factory Analysis of a Monitoring Questionnaire aimed at the Irish Third Level Student Athlete: the Recovery Stress-Questionnaire (Rest-Q Sport) – <b>Gomez et al</b> (Ireland)</p> <p>Personal and work-related resources as contributors to work ability in sport coaches - Coaching and psychology - <b>Kokkonen &amp; Pirttimäki</b> (Finland)</p>
<b>Room 4B – WIC2 &amp; HP3</b>	<b>Women in Coaching &amp; Coach and Performance Director (joint session)</b>		<p><b>Chair: Pauline Harrison</b></p> <p>a) <b>Closing the Gender gap in Coaching – how are we doing?</b> <b>Leanne Norman (UK)</b> to present the statistics from Rio 2016 and make a comparison with those from London 2012 Followed by a Panel discussion (to be confirmed)</p> <p>b) <b>Examples of good practice to include:</b> Presenting the SCORE Toolkit - an awareness pack to increase gender equality in coaching <b>Sarah Milner (UK)</b></p>
<b>Room 11B – CD2(A)</b>	<b>Coach Developer</b>		<p>‘Through the looking glass’ <i>Coach Developer Practice Sharing</i> with <b>Paul Shaw</b> (UK), <b>Alan Olive</b> (UK), <b>Kirsi Hämäläinen</b> (Finland) &amp; <b>Hayley Harrison</b> (Ireland) Chair: <b>John Alder</b> (UK)</p> <p>Workshop: Engaging with Positive Psychology: Possibilities for Sports Coaches and Coach Developers – <b>Brady</b> (UK)</p>
<b>Room 3A – CD2(B)</b>			<p>“Have I gone mad? You’re entirely bonkers. But I’ll tell you a secret. All the best people are” <i>Coach Learning</i> – Chaired by <b>Troy Engle</b></p> <p>Workshop: Perspectives on developing expertise - <b>Nash</b> (UK)</p> <p>How do New Zealand Football Integrate Self-Reflection in to Formal Coach Development? <b>Dillon &amp; Cassidy</b> (New Zealand)</p> <p>Mentoring in Sport Coaching Practice – <b>Nash</b> (UK)</p> <p>"Connecting Coaches 2015 - Coaching the NZ Way" - Lessons learned regarding Coaching Conference design – <b>Eade</b> (New Zealand)</p> <p>An insight to the coach educator: coach educators' understanding of learning - <b>Watts &amp; Cushion</b> (UK)</p>
<b>Room 4A – F2</b>	<b>Football</b>		<p>Q &amp; A Session – <b>Professor Barry Drust</b></p> <p>The Cognitive Coach in Football – <b>Nash &amp; Beckmann</b> (UK &amp; Germany)</p> <p>A comparison of dietary assessment methods within elite youth soccer players: a place for new technology? – <b>Naughton et al</b> (UK)</p> <p>The development of talented adolescent female footballers: implications for coaching practice – <b>Paterson et al</b> (UK)</p> <p>Individual kicking techniques associated with improved kicking distance in elite youth soccer goal keepers – <b>Sakamoto et al</b> (Japan)</p>

			Visual Search Behaviour in Academy Football Coaches: Do Fixations Link to Player Performance Ratings? – <b>Wimshurts</b> (UK)
<b>18:00 - 19:00</b>	<p><b>Hall 2B: Poster Session and drinks reception (day passes do not have access to this session)</b></p> <p><b>Edwards et al</b> (UK) - The interaction between genetic variation and patellar tendon properties in relation to muscle damage and recovery</p> <p><b>Gurgis &amp; Kerr</b> (Canada) - Coaches' Understandings of Punishment and Disciplinary Strategies</p> <p><b>Holder et al</b> (Australia) - Proposing, Designing, Leading and Reviewing a 'Bootcamp for the Brain': an international coach study tour</p> <p><b>Hopkinson</b> (UK) - Social Value of a Coach</p> <p><b>Huntley et al</b> (UK) - The promise and perils of technology in coaching: a collaborative auto ethnographic account</p> <p><b>Jetmarová et al</b> (Czech Republic) - Changes of steroid hormone levels during a sport matches</p> <p><b>Jewitt-Beck et al</b> (UK) - Are they good educators? Or are they just good facilitators passing information on?'</p> <p><b>Jian Chen &amp; Wen Bing</b> (China) - Kinematics Analysis of Race Walking Skills Adopted by the Top Three Athletes in the 26th Race Walking World Cup Men's 50km Competition</p> <p><b>Jiang &amp; Li</b> (China) - Pre-competition Training Load in Elite Sprinters: Theoretical Basis and Practical Exploration</p> <p><b>Lara-Bercial et al</b> (UK) - PSYTOOL – Sport psychology as a strategic tool for prevention and training in grassroots sports</p> <p><b>Maclean et al</b> (UK) - Are coach education programmes the most effective method for coach development?</p> <p><b>Martin &amp; Eys</b> (Canada) - Team member selection and integration in a high-performance environment</p> <p><b>McGahan et al</b> (Ireland) - The effectiveness of game based training in preparing elite Gaelic footballers for competition</p> <p><b>Milbrath &amp; Douglas</b> (USA) - Multiple Strokes: A Coach's Eclectic Approach to Assessing Swimmers</p> <p><b>Milistetd et al (South America)</b> – Literature Review on the Teaching Strategies in Coach Education: 2009 - 2015</p> <p><b>O'Riordan et al</b> (UK) - Influence of Pole Position on Trunk Angle in Seated Shotgun</p> <p><b>Olive</b> (UK) - The 'Stretch' coaching programme - using naturalistic decision-making to create and deliver high performance coach development programmes</p> <p><b>Passmore</b> (Ireland) - A new tool and strategies to evaluate and improve trust, quality and importance of coach relationships</p> <p><b>Rodrigue &amp; Trudel</b> (Canada) - Learning to Reflect as a University Football Coach: Challenges and Benefits of Using Reflective Cards</p> <p><b>Sangan et al</b> (UK) - The use for cell-free DNA as a biomarker for training load in cycling</p> <p><b>Till et al</b> (UK) - Integrating Research into Practice in Youth Sport: the Carnegie adolescent rugby research (CARR) project</p> <p><b>Trudel</b> (Canada) - Sport organizations' culture of learning to support the transition from course-takers to innovator-coaches</p> <p><b>Wagner</b> (USA) - Using Analytics to Redefine Athlete Resilience</p> <p><b>Wen</b> (China) - Effect of Aerobic Fitness on Executive Function (EF) of College Students: an fNIRS Research</p>		

### August 1– Tuesday

<b>08:00</b>	<b>Registration Open</b>
<b>09:00- 10:00</b>	<p><b>Opening / review</b></p> <p><b>Room A1: Plenary #3</b></p> <p><b>Kate Richardson-Walsh OBE – GB Hockey 'Olympic Gold Medal' Captain</b> <span style="float: right;"><b>Chair: Dr Barbara Walsh (LJMU)</b></span></p>
<b>10:00- 10:30</b>	<b>Coffee / tea break</b>

10:30 – 12:30	<b>Breakout sessions</b>		
	<b>Location</b>	<b>Stream</b>	<b>Presentations</b>
	<b>Room A1 HP4</b>	<b>Coach and Performance Director</b>	<p><b>Coaching Values and Valuing the Coach (Chair: Kirsi Hämäläinen)</b></p> <p>The Principles of Excellent Coaching and Ethical Code in Coaching – Pekka Potinkara for <b>Erkka Westerlund</b> (Finland)</p> <p>Elite Football Coaches Experiences and Sense making of Being Fired: An Interpretative Phenomenological Analysis – <b>Bentzen et al</b> (Norway)</p> <p>Narratives of high-level coaches: If you can't change it you just have to live with it - <b>Hämäläinen et al</b> (Finland)</p> <p>Building Resilience in Coaches – <b>Paul Schempp</b> (USA)</p> <p>Coach Well-Being: Prospective Impacts on Coach and Athlete Performance – <b>Abbe Brady</b> (UK)</p>
	<b>Room 7 – ICCE2</b>	<b>ISupport and use of technology for sport coach education (this workshop will be presented in French)</b>	<p><b>Accompagnement et utilisation des outils technologiques de l'entraîneur sportif dans sa formation. (Support and use of technology for sport coach education)</b></p> <p>La formation des entraîneurs de haut niveau : Le DESJEPS à l'INSEP : Organisation et contenus, plateforme de E-Learning et accompagnement. - <b>Frédéric Sadys</b> (France)</p> <p>Sensibilisation des entraîneurs au double projet des athlètes; Intégration de sa mise en place dans la formation des entraîneurs <b>Laurence Blondel</b> (France)</p> <p>La formation continue des entraîneurs de haut niveau: Programme et organisation - Choix des outils pédagogiques. <b>Jean Michel Reymond</b> (France)</p>
	<b>Room 10 – RP9</b>	<b>Research and Best Practice in Coaching</b>	<p><b>Symposium</b></p> <p>Coach Learning &amp; Behaviour – <b>Cope et al</b> (UK)</p>
<b>Room 14 – RP10</b>		<p><b>Teaching Life Skills</b></p> <p>Strategies to promote life skills and life skills transfer in football – <b>Capalbo</b> (USA)</p> <p>An integrated approach to coaching mental skills and life skills in youth athletes – <b>Pierce et al</b> (USA &amp; UK)</p> <p>Elite youth Gaelic footballers and their holistic development: the academy experience – <b>Cuthbert et al</b> (Ireland &amp; USA)</p> <p>Lifestyle issues of elite youth cricketers: what are they and how do they impact performance – <b>Devaney et al</b> (UK &amp; China)</p> <p>Intentional Design of Sport Programmes Helps Promote Positive Sport Outcomes Using Game for Life Framework – <b>Hong &amp; Theng</b> (Singapore)</p> <p>A constructivist approach for teaching student-athlete leadership: Praxis for coaches – <b>Milbrath</b> (USA)</p> <p>Physical Literacy and the Coaching Context – <b>Myers &amp; Green</b> (UK)</p> <p>Relationship Between Coach Autonomy-Supportive Practice Behaviours and Perceived Athletic Development – <b>Thompson et al</b> (USA)</p>	
<b>Room 11B – RP11</b>		<p><b>Coach Learning</b></p> <p>The Future of Reflective Practice for High-Performance Sport Coaches – <b>Rodrigue &amp; Trudel</b> (Canada)</p> <p>Exploring Sports Coaches Knowledge and Use of Reflective Practice – <b>Quayle et al</b> (UK)</p> <p>Coach learning sources: case study of a coach/supervisor success trajectory in handball – <b>De Lima et al</b> (South America)</p> <p>Individual experiences of formal and informal developmental pathways in football coaching – <b>Maclean et al</b>(UK)</p> <p>The integration and influence of sport science knowledge in the coaching practices of high performance coaches – <b>Nkala &amp; Coopoo</b> (South Africa)</p> <p>Examining the Role of Peers and Mentors in the Shaping of Swim Coaches' Knowledge of Best Practice for Coaching Children with Autism Spectrum Disorder – <b>Kraft et al</b> (Canada)</p>	

			Do Coach-Related Variables Predict Topical Interest in USA Swimming Coaches? – <b>Walker &amp; Driska</b> (USA) Coaches' Perspectives on Learning to Coach Masters Athletes – <b>Callary &amp; Young</b> (Canada)
	<b>Room 13 – RP12</b>		<b>Coaches &amp; their Environment</b> The influence of organisational change on the professional interests of a coach in professional youth football – <b>Gibson</b> (UK) Qualitative perspectives on how Manchester United Football Club developed and sustained serial winning – <b>Horrocks et al</b> (UK) Learning Organization: Strategies for Coaches' Development in a Soccer Club – <b>Tozetto et al</b> (South America) Designing a national high performance coaching system from scratch – <b>Olive</b> (UK) The academic-ness of the UKCC CL4 award: Turning points, status passage and identity - <b>Kolić et al</b> (UK) Sport Coach Education and Employability in Italian Sport Sector – <b>Mantovani &amp; Altieri</b> (Italy) Dysfunctional Organisational Culture in Sport: the Role of the Coach – <b>Gilchrist &amp; Mallett</b> (Australia) Sports Spectators Behavior Model: Basketball Case – <b>Bradauskiene et al</b> (Lithuania)
	<b>Room 12 – WIC3</b>	<b>Women in Coaching</b>	<b>Leading the change - how different organisations are developing strategies for success</b>  An interactive workshop with invited speakers sharing their stories to stimulate discussion : - FA's Strategy for Women and Girls Football - International Rowing Women's Leadership Development initiative - SCORE Project – a European project providing support for female coaches through mentoring
	<b>Room 3A – CD3</b>	<b>Coach Developer</b>	Mad Hatter's tea party: <i>A coach, coach developer, researcher &amp; a teacher come for tea.</i> With <b>Hayley Harrison</b> (Ireland), <b>Andrew Gillott</b> (UK), <b>Penny Werthner</b> (Canada)  Coach Developer 'Good Practice' Case Studies Chair: <b>John-Anders Bjorkoy</b> (Norway)  Sport NZ Coach Developer Training Programme - Lessons from the Coalface – <b>Eade</b> (New Zealand) Developing coaches using on-the-job training. A case study – <b>Schembri</b> (Australia) Strive - Developing the Role and Function of Coach Developers Working with Coaches and Performers in Talent Pathways – <b>Hopkinson</b> (UK) "Net Mums": An Exploration of Exercise Identity Development in Mothers – <b>Walsh et al</b> (UK)
<b>12:30 – 14:15</b>	<b>Hall 2B: Activities + Lunch - trade show, Paralympic sports, technology workshops etc.</b>		
	<b>ICCE's Sport Coaching Bachelor Degree Standards (ICDS) Endorsement Process – Consultation Session (13:30 – 14:00)</b>		
<b>14:15 – 14:45</b>	<b>Room A1: Plenary #4</b> <b>Pat Duffy Memorial Lecture: Marisol Casado – President of the International Triathlon Union</b> <b>Chair: Sergio Bercial-Lara (ICCE)</b>		
<b>14:45 – 15:00</b>	<b>Break and transition</b>		
<b>15:00 – 17:00</b>	<b>Breakout sessions</b>		
	<b>Location</b>	<b>Stream</b>	<b>Presentations</b>



Room 4A HP5	Coach and Performance Directors	<b>Technology in High Performance Sport</b> Chris Low – Using technology to assess technique  Symposium: Technology and 'big data' in high performance sport – <b>Williams et al</b> (UK)
Room A1 – HP6		<b>High Performance Coaching (Chair: Chris Snyder)</b> Guidelines for Conducting Meaningful Coach Evaluations – <b>Gillham &amp; Gilbert</b> (USA) Expert coach perceptions of facilitators and barriers to the successful development of Australian track and field athletes – <b>Huxley et al</b> (Australia) The Use of "Rules" for Maximising Rewards and Minimising Conflict between Coaches and Athletes – <b>Sophia Jowett</b> (UK) The experiences of bench players in the women's national basketball league: implications for coaching practice – <b>O'Conner &amp; King</b> (Australia)
Room 7 – RP13	Research and Best Practice in Coaching	<b>Symposium</b> Using 'realist evaluation' methodology as an underpinning framework for coach education and development evaluation – <b>Boocock et al</b> (UK)
Room 10 – RP14		<b>Coaching Adults</b> Investigating Masters and Youth Athletes' Perspectives of their Coach's Approaches to Facilitate their Learning – <b>MacLellan et al</b> (Canada) Careful Autonomy'; learning coaching lessons from the successful 'Back to Netball' programme – <b>Cronin et al</b> (UK) Using Photo Elicitation to Identify Effective Coaching in Adult Recreational Settings – <b>McIlroy</b> (UK) Changes in cognition over a 16.1km cycling time trial using Think Aloud protocol: Preliminary evidence– <b>Whitehead et al</b> (UK) Learning in Action Sports in the Age of Professionalization – <b>Ellmer &amp; Rynne</b> (Australia)
Room 14 – RP15		<b>Coach Education</b> Current Practices in United States Higher Education Coach Education Programs – <b>Gano-Overway &amp; Given</b> (USA) Lost in Translation? Proposing a model of values literacy for coach education in a digital age – <b>Chambers &amp; Sandford</b> (Ireland & UK) Coaching Education in National Gymnastics Federations – <b>Soares &amp; Schiavon</b> (South America) Artistic gymnastics coach education in Brazil – <b>Lima &amp; Schiavon</b> (South America) Inside the Workings of a Coach Development Programme: a case study of curriculum enactment by one NGB in the Republic of Ireland – <b>Byrne et al</b> (Ireland & New Zealand) Coach Education in Ireland: Evaluation of the process of designing and implementing a new coaching pathway within the football association of Ireland - <b>O'Regan et al</b> (Ireland & USA)
Room 12 – RP16		<b>Coaches Athlete Interactions</b> Coaches' Half-Time Talk in Rugby Union – <b>Mouchet &amp; Maso</b> (France) Examining the relationships between coaching practice and athlete outcomes: a systematic review – <b>Nichol et al</b> (UK) Lessons Learnt from Studying Interpersonal Conflict within Sports Coaching – <b>Wachsmuth</b> (UK) Relational Ethical Approaches to Enhance Coach-Athlete Performance – <b>McCullogh et al</b> (Canada & USA) Developing individuals whilst managing teams: perspectives of under21 coaches within English Premier League Football – <b>Dowling et al</b> (UK)

	<b>Room 13 – WIC4</b>	<b>Women in Coaching</b>	<p><b>Turning best practice into sustainable projects – facilitated by Pauline Harrison</b></p> <p>This session provides a unique opportunity to share experiences, exchange views and discuss what works. There will be brilliant and inspiring contributions from leaders who are influencing women’s coaching around the world. The discussions will culminate in producing an Action Plan for change!</p>
	<b>Room 3A – CD4(A)</b>	<b>Coach Developer</b>	<p>“Sometimes I believe in as many as six impossible things before breakfast. That’s excellent practice” (The Mad Hatter): <i>Developing coaches in HEIs</i>. With <b>Michel Milistetd</b> (Brazil), <b>Diane Culver</b> (Canada), <b>Jouko Lukarilla</b> (Finland), <b>Masamitsu Ito</b> (Japan), <b>Dave Piggott</b> (UK) and <b>Kristen Dieffenbach</b> (USA)</p> <p>Chair: <b>Kristen Dieffenbach</b> (USA)</p> <p>How do we evaluate coach education programs in Higher Education? Comparing program evaluation with program assessment - <b>Driska &amp; Vasquez</b> (USA)</p> <p>Mentor Actions that Undergraduate Student-Coaches deem contributory to their learning during internships - <b>Allison-Abauza &amp; Woodburn</b> (Canada)</p> <p>Coach Learning and Development Experiences of a Post Graduate Sports Coaching Degree - <b>Patterson &amp; Abraham</b> (UK)</p> <p>Enhancing High Performance Coach Mentoring and Reflective Practice through Graduate Level Coaching Education – <b>Hill</b> (Canada)</p> <p>Developing coaches in HEIs – a discussion</p>
	<b>Room 11B – CD4(B)</b>		<p>“Nothing is impossible” Says Doorknob. Coach Learning &amp; Technology in developing coaches Chairs: <b>Nadine Dubina</b> (USA) &amp; <b>Maiju Kokkonen</b> (Finland)</p> <p>Developing Coaches Beyond Coach Education - <b>Allen &amp; Reid</b> (UK)</p> <p>Searching for a signature pedagogy in coach education - <b>Walsh &amp; Carson</b> (Australia)</p> <p>Milestones in Coach Development in Finland - Towards Engaging Coaching Culture – <b>Hämäläinen</b> (Finland)</p> <p>The Learning Pathways of Brazilians Surfing Coach Developers – <b>Brasil et al</b> (Brazil)</p> <p>Pedagogical Quality in Coach Education: What does it look like? Using video-clips and guiding attention to facilitate coach-learning – <b>Richartz</b> (Germany)</p> <p>How coaches learn best – a discussion</p> <p>Practical Showcase: Technology in Coaching The Player Development Project Story - <b>Vaughan &amp; Wright</b> (UK)</p>
<b>19:00</b>	<b>Gala Dinner – Liverpool Cathedral</b>		<p>Charitable event to raise funds for Greenbank Sports Academy Liverpool</p> <p>Lead: <b>Vicci Boyd</b></p> <p>After Dinner Speaker – <b>Andy Grant</b></p>

**August 2– Wednesday**

09:00-10:00	<b>Room A1: Opening / review</b>  <b>ICCE Global Coaches House 2018 – Gold Coast, Australia</b> <b>Darlene Harrison, Australian Institute of Sport</b>  <b>Plenary #5</b> <b>Dr Amy Baltzell – Associate Professor and Director of Sport Psychology Specialization Boston University</b> <b>Chair: Prof Pierre Trudel</b>														
10:00 - 10:30	Coffee / tea break														
10:30 – 12:30	Breakout sessions														
	<table border="1"> <thead> <tr> <th data-bbox="241 565 373 600"><i>Location</i></th> <th data-bbox="373 565 619 600"><i>Stream</i></th> <th data-bbox="619 565 1950 600"><i>Presentations</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="241 600 373 763">Room 3A HP7</td> <td data-bbox="373 600 619 763">Coach and Performance Directors</td> <td data-bbox="619 600 1950 763"> <b>Challenges Facing Coaches at the Elite Level</b>            How can coaches better use sport psychology to meet the needs and demands in a high performance context – <b>Werthner &amp; Kenttä</b> (Canada and Sweden)            What I Want; What I Do; What I Evaluate: How Elite Coaches Exert Leadership – <b>Resende &amp; Gomes</b> (Portugal)            Learning from the Olympic Experience and from each other – <b>Derek Covington</b> (Canada)         </td> </tr> <tr> <td data-bbox="241 763 373 1153">Room A1 – ICCE3</td> <td data-bbox="373 763 619 1153">ICCE Projects</td> <td data-bbox="619 763 1950 1153">           Protecting athletes, coaches and sport itself: dealing with ethical issues in sport   <b>Lorraine Lafrenière</b>, Coaching Association of Canada  <b>Anne Tiivas</b>, National Society for the Prevention of Cruelty to Children, UK             Addressing match-fixing in sports: The role of education - <b>Andreas Loukovitis</b>, Aristotle University of Thessalonki (Greece)             Whistleblowing as a means to tackling harmful irregularities in sport - <b>Andreas Loukovitis</b>, Aristotle University of Thessalonki (Greece)   <b>Antero Wallinus-Rinne</b>, Norwegian Olympic and Paralympic Committee / ICCE Ethics and Governance Committee         </td> </tr> <tr> <td data-bbox="241 1153 373 1445">Room 4A – RP17</td> <td data-bbox="373 1153 619 1445">Research and Best Practice in Coaching</td> <td data-bbox="619 1153 1950 1445"> <b>What is Coaching and Coach Learning?</b>            Defining Coaching through the Lens of Professional Judgement and Decision Making – <b>Abraham &amp; Collins</b> (UK)            Coach adaptability: embracing a business construct in the coaching world – <b>Elliott &amp; McCullick</b> (USA)            Coach Learning in Scottish Football: Moving from Theory into Practice – <b>Kirkland &amp; Fardilha</b> (UK)            Coaching Philosophy': Coaches unphilosophical and uncritical use in coaching practice – <b>Partington &amp; Cushion</b> (UK)            Knowledge into Practice: the development of a pragmatic philosophy of coach learning – <b>Kirkland</b> (UK)            Understanding the role of individual differences in coach learning - an initial investigation – <b>Hodgson et al</b> (UK)            Is there a care ceiling in youth performance coaching? 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<p><b>Room 13</b> – RP18</p>		<p><b>Coaches' Challenges</b> Coaching in non-competitive paddlesport environments: expert coaches' perceptions of the key coaching skills and how they are developed – <b>Sinfield &amp; Allen</b> (UK) A Cross Case Analysis of a Multi-Mentor Approach in Elite Coach Education: What Works for Whom, in What Circumstances and Why? – <b>Boockock &amp; Piggott</b> (UK) Managing Multi-Diverse Cultures: A Coaching Journey through West Africa and the Mountains – <b>Langan-Evans</b> (UK) Factors triggering pressure on basketball coaches' in-game decision-making – <b>McCluney et al</b> (USA) Sport coaches' problems and networks - a survey of UK coaches – <b>North et al</b> (UK) The Transformation of Traditional Equestrian Coach Education through Twenty-First Century Technology – <b>Halden-Brown</b> (Australia)</p>
<p><b>Room 14</b> – RP19</p>		<p><b>Coaching Youth and Adolescent</b> Examining Youth Sport Coaches' and Athletes' Use and Value Perceptions of Teaching Styles – <b>Kilic &amp; Ince</b> (Turkey) The Coach Expectancy Cycle and the Impact of a Coaching Education Intervention in Youth Soccer – <b>Pasquini &amp; Thompson</b> (USA) Influence of Coaching Behaviours on Self-Confidence Level of School Badminton Players in Singapore – <b>Seet &amp; Chian</b> (Singapore) Performing Bodies: The Disciplinary Role of Parental Feedback in Elite Youth Football – <b>Clarke et al</b> (UK) The Study of Theory and Practice of Martial Art Education of Foreign Students – <b>Meng &amp; Li</b> (China) Attributional Style and Long-Term Athlete Development - A Case Study based on the Tahitian Beach-Soccer Team - <b>Eluère &amp; Dieffenbach</b> (France &amp; USA) Successful and unsuccessful transitions to the elite level: the youth national team pathway in Norwegian handball - <b>Bjørndal et al</b> (Norway) Examining the Canoe Slalom Talent Development Coaching Climate Created by Coaches and Experienced by Athletes in the UK – <b>Macdonald &amp; Allen</b> (UK)</p>
<p><b>Room 11B</b> – RP20</p>		<p><b>Learning More on Coaching</b> A systematic literature review of the process, facilitators and development of decision making in sport – <b>Ashford et al</b> (UK) Analysis of Japanese Coaching Science Research – <b>Sekiguchi</b> (Japan) The Black Sheep or Maybe Not: An Auto ethnographic Exploration of Expert Coach's Experiences with Coach Education and Coaching – <b>Sibbald &amp; Allen</b> (UK) A Critique of Athlete Education Through Current Practices – <b>McDonald</b> (UK) Expert-novice paradigm in coaching: Evaluation of the tennis serve technique – <b>Fetisova et al</b> (Australia) A review of game-based approaches in competitive team sports – <b>Kinnerk et al</b> (Ireland &amp; USA) Dark Matter - Exploring how NRL Officials Learn their Craft – <b>O'Brien et al</b> (Australia)</p>
<p><b>Room 12</b> – CD5</p>	<p><b>Coach Developer</b></p>	<p>'Curiouser and Curiouser': <i>The High Performance Coach Developer</i>. With <b>Alan Olive</b> (UK), <b>Peter Niedre</b> (Canada), <b>Darlene Harrison</b> (Australia), <b>Chris Bullen</b> (New Zealand), Andrew <b>Gillott</b> (UK) Chair: <b>Andrew Gillott</b> (UK)</p> <p>"Where should I go?" "That depends on where you want to end up" (Cheshire Cat): Making sense of the nonsense <b>John Alder &amp; Penny Crisfield</b> (UK)</p>

<b>12:30 – 14:00</b>	<b>Hall2B: Lunch - trade show, Paralympic sports, technology workshops etc.</b>
<b>14:00 – 15:00</b>	<p><b>Room A1: Plenary #6</b></p> <p><b>Martin Colclough OBE – Head of Sports Recovery at Help for Heroes      Chair: Tabo Huntley (LJMU)</b></p> <p><b>Future Events: 12th ICCE Global Coach Conference 2019 – Tokyo, Japan</b> <b>Takahiro Waku</b></p> <p><b>ICCE Awards</b></p> <p><b>Close of Conference (Dr. Ladislav Petrovic &amp; Prof Zoe Knowles)</b></p>
<b>15:00 – 16:00</b>	<b>Room 3A: ICCE General Assembly</b>
<b>16:00</b>	<b>Departures</b>