

IMPACTS OF GLOBALIZATION ON SPORT AND COACH EDUCATION FIELDS – (LITERATURE REVIEW)

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Abstract

Purpose, The purpose of this research paper is to present an overview of how the coach education field has become a global need by examining, in depth, the globalization phenomenon and its impacts on sport performance (generally) and on coach education (specifically).

Methods, literature review provides access to some of the most recent research on globalization, and a global review of coach education systems, moving to a discussion of the processes and impacts of globalization on sport and coach education.

Results and Conclusions, the main section in this paper is about globalization and coach education which indicates that there are impacts of globalization on coach education systems by providing more qualification opportunities for sports coaches. For example, international coaching courses that are provided by international sports organizations provide opportunities for sports coaches to meet in one place to share coaching ideas and experiences. Therefore, these international courses perpetuate centralization and globalization of coaching theories and practices.

Key Words: Globalization, Sport, Coach Education.

Introduction

Sociologists have empirically studied long term processes of change in sport by identifying some terms such as sportization, internationalization, professionalization, and globalization. The question in this case is, to what extent these processes have affected the developments of sport generally and coach education specifically.

Globalization is a long term process that moves the world towards increasing similarities where people are increasingly interconnected and barriers between countries and ethnicities are removed. Outcomes include the fast and free flow of people, capital, goods and ideas (Naim, 2009; World Bank Group, 2009). Commonly, globalization has been magnified, disparaged, applauded, and often blamed for global problems.

This research paper exams globalization and its impacts on sport generally and on coach education specifically. The paper starts with exploring the concept of globalization, providing access to some of the most recent research on globalization, moving to a discussion of the processes and impacts of globalization (in general). Then, the paper will discuss (in depth) the impacts of globalization on education, sport and coach education.

The Concept of Globalization

Globalization has been one of the most hotly-debated topics over the past few years (The World Bank Group, 2009). Globalization has indeed flattened the earth, opened new international possibilities, paving the way for new ideas and refreshing the way of thinking about the world (Mahbubani et al. 2008). It is no longer possible or even instructive to view the world through the simple prism of right and wrong, good and bad,

guilty or innocent (Sethi, 2009). However, what does globalization mean?

Some argue that, the term “globalization” describes the increased mobility of goods, labor, and technology all over the world (The Canadian Economy, 2009; Naim, 2009; World Bank Group, 2009). The term “globalization” was quickly applied to political and cultural changes that affect in common ways large segments of the world’s peoples and one of these common global phenomena is education (Spring, 2008). Giulianotti and Robertson (2007) note that the period from the 1870s to the mid-1920s has been termed the ‘take-off’ period of globalization, when transnational relations expanded massively (notably through transport, trade, communications, education and migration), and the world underwent intensified ‘sociocultural compression’. To sum up, globalization is the growing integration of economies and societies around the world (Mahbubani et al. 2008).

There are many definitions of globalization. For instance, Investor World Organization (2009) offers a definition of globalization as ‘the process of increasing the connectivity and interdependence of the world's markets and businesses’. This process has speeded up dramatically in the last two decades as technological advances make it easier for people to travel, communicate, and do business internationally. Indeed, globalization may refer to the universal tendency for a market society and to the universalization of a certain model of market society, characterized as open and private. Accordingly, globalization is considered as a direction or trend in global development (Girón and Correa, 2009). Globalization, is also defined as ‘the worldwide diffusion of practices, expansion of relations across

continents, organization of social life on a global scale and growth of a shared global consciousness' (Giulianotti and Robertson, 2007).

Clearly, the concept of free movement of people, ideas, goods, ideologies and technologies around the world is taken into account in any definition of globalization. Another important key to globalization is that globalization is a continuous process and therefore, any definition for globalization is a continuous, constantly changing one.

In the midst of many definitions of globalization offered by many authors and international organizations, many forms of globalization have appeared. Carson (2008 p. 157), for instance, describes three forms of globalization operating in the world today:

- Globalization one is "the dominant form arising from what can broadly be called the revival of radical liberalism, or neo-liberalism."
- Globalization two "represents the way various people around the world are responding to Globalization one through acts of accommodation or resistance."
- Globalization three speaks to "a new kind of dialogue regarding sustainable human futures".

In the midst of above arguments about the concept of globalization, the question that arises is, to what extent has globalization affected sport and coach education fields?

Impacts of Globalization on Sport

The spread of modern sport is considered an interesting consequence of globalization (Horne, 1996; Rowe, 1996; Bernstein, 2009). It constitutes one of the most dynamic, sociologically illuminating domains of globalization. Sport constitutes a vital site for the theorization and empirical exploration of the multidimensional and long-term process of globalization (Giulianotti and Robertson, 2004). This section explores the relationship and impact of globalization on sport. It starts with some historical events that are considered as the start of sport's globalization. Then, it moves to explore how some sports have become global games, followed by an investigation of how the media have affected sport to become a global phenomenon today.

The Olympic games provides one example for analyzing the relationship between globalization and sport. In 1892, Baron de Coubertin considered international sporting events to have the potential to promote peace and understanding between nations. He proposed a revival of the Olympic Games of Ancient Greece. An international sport congress in Paris in 1894 led to the foundation of an International Olympic Committee, which proposed that the first Olympics of the modern era to be staged in Athens in 1896 (Smart, 2009; Bernstein, 2009). De Coubertin campaigned around the world to gather support for the idea of nations joining together to engage in a global

competitive sport event. He intended the modern Olympic games to be on a global scale. Over the years, the games transformed into the most prominent regular global sporting event, constantly changing in nature with most radical transformations taking place in the past 20 years (Bernstein, 2009). For example the advent of TV coverage, commercialization of the 1984 Olympics, sponsors, spectacularisation, (opening and closing ceremonies), etc. Currently, the global status of the Olympics has been attributed to its media coverage, especially that of television (Bernstein, 2009; Giulianotti and Robertson, 2004).

Historically, one of the first modern sports to go international and begin to develop a global profile was tennis. Introduction of the game in America was in 1874. Tennis rapidly grew in popularity and in 1881 the United States Lawn Tennis Association was formed (Cooper, 2004). An early semi-official international tennis tournament, including players from America, Canada and England, was staged in 1878 in Newport USA by Dr James Dwight. The tournament was a forerunner to the first international team tennis competition established in 1900, officially called the International Lawn Tennis Challenge Trophy, donated by American doubles champion Dwight Davis, and subsequently known as the Davis Cup. The competition was open to all nations that had established official tennis associations to govern the organization and development of the sport (Smart, 2009). In 1913 the International Lawn Tennis Federation was established and when America joined in 1923 the championships of the four leading member states, England, France, Australia and the USA, were raised to the status of 'official championships' and later to become known colloquially as the Grand Slam tournaments (Smart, 2009). In addition, it has been argued that lawn tennis developed as a result of the interweaving of a number of complex social processes. It bridged the gap between upper and middle classes and was a game that could be played by people of all ages and both sexes was instrumental in its development (Cooper, 2004).

In cultural terms, modern sport affords a rich study of globalization processes. For example, the football game gives rise to a compelling relativization of social identities alongside concrete socio-political frameworks. Historically, football, as a cultural form, has undergone different kinds of globalization, such as an initial rejection or transformation in some societies, a more common development of highly particularistic identities among participants, and an institutional organization of the game into distinctive political tiers (Giulianotti and Robertson, 2009; Frick, 2009; Giulianotti and Robertson, 2004). Transnational processes in football have increased massively through intensified migration and advanced mediatization. Most football clubs have greater interconnections with other nations, such as through the recruitment of migrant players (global players market) and the attraction of foreign fans (Giulianotti and Robertson, 2007). Consequently, sport is highly popular and a globally

networked cultural form. For instance, the secretary general of the United Nations subsequently endorsed this view when he remarked of one sport, football, that it is more universal than the UN and that the FIFA World Cup brings the family of nations and peoples together celebrating common humanity in a way that few other cultural events can equal (Frick, 2009; Smart, 2009; Giulianotti and Robertson, 2007).

Another good example of a sport that has been affected by globalization is gymnastics. Benn and Benn, (2004) argue that processes of globalization have been recognizable in the development of gymnastics field. The influential part played by globalizing trends in the rapid development of gymnastics knowledge and demands on coaches has been recognized. For example, in coach knowledge transfers as Eastern bloc sports coaches were able to travel to other countries to offer their coaching services after 'glasnost'. Many of the coaches who had produced top champions in the sport became economic migrants and gymnastics knowledge began to be shared globally. They became global commodities. Such developments have been an essential part of the globalization of gymnastics knowledge.

As illustrated, globalization has affected sport and as a result, the number of participating countries in sports events has increased. To give a numerical example, in Athens, in 1896, more than 200 male athletes drawn from 13 nations participated in 43 events in eight sports which are track and field, weightlifting, rifle and pistol shooting, tennis, cycling, swimming, gymnastics and wrestling. The Summer Games has been held every four years since then, with the notable exception of the war years of 1916, 1940 and 1944. By 2008, the number of countries participating has increased steadily, reaching 205, in excess of the 191 state membership of the United Nations (Smart, 2009).

The impact of the media on sport has enabled it to become a globalized industry. As mentioned above, the global status of the sport has been attributed to its media coverage (Bernstein, 2009; Giulianotti and Robertson, 2004). From the mid-twentieth century, television broadcasting media have created a cultural-commercial force field that has radically transformed sport. The FIFA World Cup tournament and Olympic Games are excellent examples. The FIFA World Cup was televised for the first time in 1954 and the Summer Olympic Games in 1960. Television coverage has significantly increased the global popularity of both events and competitive bidding for broadcasting rights has radically transformed the political economy of these and other sporting events (Smart 2009).

Accordingly, the Summer Olympics ranks alongside the FIFA World Cup as one of the world's most popular sporting festivals. Both are truly global sporting events that attract substantial interest from the public, broadcasting organizations and commercial corporations alike. The 2004 Athens Olympics exceeded all broadcasting expectations with 3.9 billion people accessing television coverage of events. Given

the scale and reach of global television coverage it is not surprising to find that the Olympic Games is now regarded as one of the most important events for commercial corporations seeking to promote their brands, particularly as consumers tend to associate Olympic sponsors with leadership in their respective product fields (Giulianotti and Robertson, 2004; McCall 2004 cited in Smart, 2009).

The Football media has become similarly transnational for various reasons. Transnational media corporations provide the technical and business infrastructure for the global flow of football information, and for the exponential increase in specialist television channels and magazines devoted to the game. Interconnecting ties between football clubs, associations and media broadcasters have become increasingly complex since the late 1980s. Yet clubs are increasingly equipped to establish their own media outlets such as notably television channels and websites to control information outputs and reach directly their global audiences (Giulianotti and Robertson, 2007; Mahbubani et al. 2008; Bernstein, 2009). In terms of electronic media, the World Cup has reached larger cumulative global television audiences, rising from 13.5 billion in 1986 to 33.4 billion in 1998 (Giulianotti and Robertson, 2007). In fact, football has become increasingly transnational, in terms of player migration, team competitions, supporter association, and the educational backgrounds and global connectivity of football's various stakeholders. Accordingly, football is not only the world's most popular sport, but also probably its most globalized profession (Giulianotti and Robertson, 2007; Milanovic, 2009).

Thus, since the late nineteenth century, the development of modern professional sport has been bound up with a succession of communications media that have reported on sporting events and the deeds of sports participants. The growth in global television coverage and the increasing commercialization of sports has provided the corporate sponsors of sports events with a compellingly persuasive platform to achieve a global profile for their brands. Press, radio and television have not only communicated information and images about sport to the fans; they have also served to promote sport to a wider public. Developments in television technology, particularly the emergence of satellite television broadcasting, have contributed significantly to the globalization of sport (Smart, 2009).

Impacts of Globalization on Coach Education

Successful coaches are those who can learn new skills, who are flexible enough to change old ways when change is needed, who can accept constructive criticism, and who can critically evaluate themselves (Martens, 2004, 4).

Sport is continually changing: rules, techniques, equipment and coaching methods are refined, including the development of application of sports science. Consequently, sports coaches must keep abreast of

these changes and adapt their coaching accordingly. Thus, one of the significant challenges facing sport organizations is finding ways to improve its coaches. One of these ways is by providing coach education programs. This section will examine the impacts of globalization on the coach education field.

As mentioned above, there are many impacts of globalization on sport, and one of these is its impact on coach education. Currently, coach education is moving towards a globalized position, where there is now an International Council for Coach Education (ICCE). The ICCE was established by delegates representing fifteen countries on the 24th of September 1997. The mission of the ICCE is to promote coaching around the world as a profession, and to improve the quality of coaching at all levels of sport. The ICCE aspires to accomplish this mission by creating a global community of coaching practice comprising organizations and individuals responsible for coach education and coaching (ICCE, 2009; Trudel & Gilbert, 2006).

In addition, other international organizations and projects have appeared to help in building coach education systems. They are providing an international platform for advocacy, organizational support and quality assurance of the training and development of community level coaches. One of these projects is the International Community Coach Education Standards (ICES). The ICES gives advice in the best way for sports coaches to develop, so they can meet the needs and entitlements of the participants. The ICES project tries to ensure standardized coaching programs, and to ensure that they are designed to meet internationally accepted standards. The project provides support for building or improving existing community level coach education and development systems on a local, national or regional level. In fact, it aims to bring all qualification opportunities together in a fit-for-purpose, agency or country level framework that can be referenced against international benchmarks (Dudfield, 2009).

The coach education program offered by The International Olympic Committee's Olympic Solidarity is also example of international programs which are available for all sports coaches around the world. The main objective of this program is to offer coaches access to high level further training, knowledge and experience, which they will then use to benefit their respective national sports structures. The program also offers supports to develop national sports and coaching structure (IOC, 2009; Robinson and Schneider, 2009; Yousfi et al, 2009)

Undertaking training as a coach is an important step in ensuring coaches are providing quality coaching to the participants they are working with. Any sports organizations must ensure that the delivery of the program and course content are consistent with the stated goals and objectives of the organization's educational program for coaches. Today, there are different coach education programs and systems around the world and the structure of these systems are

designed to meet the needs of the coaches in each country or sports organizations. For example, there are coach education systems that are provided by international sports federations to improve the knowledge of coaches. There are also international coach education programs that are provided in some developed countries. In addition, there are coach education systems provided for one continent, such as coaching qualification system in Europe (ECC, 2009). Additionally, there are also coach education systems that are provided in a single country for the local coaches, such as the Hungarian coach education program. Some countries, (such as the USA) also have adopted several qualification programs, so that each single state implements a different program.

The international coach education programmes are considered as an impact of globalization on sport and give coaches around the world an opportunity for continuing education. For example, Athletics coaches in Oman have opportunities to join the IAAF educational program (O.A.A, 2009).

As mentioned above, international sports federations provide coach education programs to qualify their coaches. However, there are other global international coaching programs. Some of these programs are offered for any coach around the world and others are offered for coaches from only developing countries. These programs are not only in one sport, but they are designed to accept coaches from different sports (to provide generic skills) and also provided in different languages. For example, there is an international coaching course in Leipzig University in Germany that is offered for coaches from developing countries. Financial resources for the program come from the Ministry of Foreign Affairs of Germany. The participants come from different countries to spend 5 months together to get knowledge in many areas of sport sciences (Leipzig University, 2009).

Another example is the International Coaching Course organized by Institute of Coaching and Sport Education (ICSE) in Hungary. Since its establishment in 1971, 1084 coaches have participated in this course from more than 80 countries and from all continents of the world (ICSE, 2009). This course is designed to train and educate coaches worldwide. The course provides coaches with a systematic way to improve their knowledge and skills in the theoretical, technical and practical aspects of coaching. The course is organized in half-year intervals starting every March and September, and usually 10-15 sports are offered. The course is given exclusively in the English language. As a result of the long term activity in international coaching education this course has been recognized by the International Olympic Committee which gives scholarships for coaches from developing countries to attend the course to meet other coaches from developed countries.

Conclusion and Proposals

The main task of this paper was to examine impacts of globalization on sport (in general) and on

coach education (specifically). Regarding globalization and sport, the spread of modern sport is considered as a good consequence of globalization (Horne, 1996; Rowe, 1996; Bernstein, 2009). Sport is epicentral to contemporary globalization processes. The analysis of football's globalization –for instance- can advance both the sociology of the game and our theoretical understanding of globalization (Frick, 2009; Giulianotti and Robertson, 2004). For example, televised Olympics and World Cup soccer championships reach a billion people, bringing diverse populations closer (Mahbubani et al. 2008; Bernstein, 2009). The development of modern sport is bound up with processes of a cultural transformation associated with the global diffusion of capitalist forms of consumption (Smart, 2009). Finally, global sport is now a serious and increasingly financially rewarding business. Sport is now an established part of a globally extensive entertainment industry and sportsmen and sportswomen have eagerly embraced the notion that they have a responsibility not only to be successful in competition but also to entertain spectators and viewers by participating in the promotion of sport as spectacle (Smart 2009; Horne, 1996; Rowe, 1996; Bernstein, 2009).

Regarding the impact of globalization on the qualification of sports coaches, international coaching programs are considered an evident impact of globalization on coach education. The greatest advantage of these international coaching courses is that they bring many coaches from different nations to one place to share coaching ideas. Therefore, they perpetuate centralization and globalization of coaching theories and practices. As there are difficulties for coaches from developing countries to update coaching knowledge, these programs are good way to exchange new coaching knowledge. In addition, as English has

become a global language (Hobson, 2009), such courses give a good opportunity for coaches to improve English for sport, opening new knowledge transfer opportunities for them.

However, many considerations should be taken into account when organizing such international coach education programs. For example, coaches should be prepared to face a new educational system that is most likely different from the educational system in their own countries. Also, coaches should be prepared to meet many coaches from different cultures. Finally, as all coaches in the course study one curriculum level, all coaches are presumably expected to have the same level of knowledge in order to benefit from attending such programs.

In addition to building good global qualification opportunities for sports coaches, it is essential to organize all provided opportunities. There are many qualification programs provided whether by national or international sports bodies and institutes, however, how are these programs related to each other, and are they ever evaluated or monitored?

The mentioned advantages in this section have proved that it is beneficial to work towards a global qualification framework or standard. Consequently, there is a need to increase cooperation and reduce redundancy between all the above qualification programs. For example, there is a need to coordinate and recognize the qualification roles of national and international sectors. Nationally, the co ordination and recognition the roles of non-university and university sectors are also encouraged. In addition, providing general guidance to countries, institutions and federations in order to develop coach education programs is also needed (Bales, 2007).

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