

GROWING COACHES

Whakapakari Kaiako Taihi

A PROGRAMME TO GROW YOUNG COACHES THROUGH SPORT AND RECREATION

COACH JOURNAL

RECORDING YOUR COACHING EXPERIENCE





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WELCOME TO THE GROWING COACHES JOURNAL

This Sport New Zealand (Sport NZ) Growing Coaches Coach Journal is designed as a tool in which to record your coaching learning and experience.

This Journal has lots of helpful hints and useful information for developing your personal coaching practice. Read, explore, experience, practice, learn, reflect, enjoy...well done embarking upon this coaching experience.

The aim of Growing Coaches is to grow leadership potential in young people by preparing them to coach in a specific sport context. Many young people coach other young people in sport; others may be seeking an opportunity to experience coaching.

BACKGROUND



BACKGROUND ABOUT THE GROWING COACHES PROGRAMME

THE PHILOSOPHY OF GROWING COACHES IS BASED ON:

- The belief that coaching experiences can enhance the leadership development of young people and therefore the opportunity to be a coach should not be limited to a selected few
- An understanding that coaching includes both the learning about coaching and the opportunity to put the learning into practice in a sport context
- The belief that through coaching experiences young people will develop skills that can transfer into life skills
- An understanding that coach leadership is essentially an act of service to others.

This philosophy links well to the New Zealand Coach Development Framework and is based on continuous improvement through the increasingly effective integration of coaching skills, knowledge and understanding of coaching practice.

The learning that is gained through a coach education programme such as Growing Coaches is important to ensure the coaching experience is a positive one and to develop effective young coaches.

Young people are a ready and often willing resource for the coaching role in schools and clubs. Coaching sport gives them an opportunity to contribute to others through an act of service in the sport environment. Giving coaches a bag of balls and cones and saying "Go to it" is not an effective preparation for the coaching role, yet often that's what happens.

GROWING LEADERS

The Sport New Zealand Growing Leaders programme was launched in 2009. The aim of Growing Leaders is to grow leadership potential in young people, primarily through sport and recreation.

Growing Coaches is an extension of and complements the Growing Leaders initiative.

For more information on the Growing Leaders programme refer to the Sport New Zealand website.

"What is considered to be successful coaching is dependent on how we develop our own skills and behaviours to meet athletes' needs."

(Kidman & Hanrahan, 2011, p.3-4).

TELL ME ABOUT THE PROGRAMME

The key objective of **Growing Coaches** is to provide a platform for the development of young coaches in secondary schools.

Secondary schools have considerable pressure to provide coaches for a raft of teams over a significant number of sports. This is exciting, as it indicates that there are a large number of young people playing sport. However, it is also a challenge for schools to source and retain enough coaches for the increasing number of students who wish to be involved. There is much potential to encourage young people in schools to contribute through accepting the coaching role.

Participants in the Growing Coaches programme are senior secondary school students who are keen to coach sport in their school, in a local club or in a local primary school.

Young people can take part in the programme through their secondary school. Most secondary schools will work with national or regional sport organisations or sports clubs to deliver the programme jointly to young people. It seems sensible for schools to develop relationships with sporting codes to align Growing Coaches with their specific sport.

Information is provided in the Growing Coaches Programme Guide. It is designed for teachers, coaches and sports coordinators. The content describes how to deliver Growing Coaches and is accompanied by ideas, concepts and philosophies for developing excellent young coaches.

Let's begin to explore how the programme can help young people to be successful coaches, by developing an understanding of some of the methods of effective coaching.

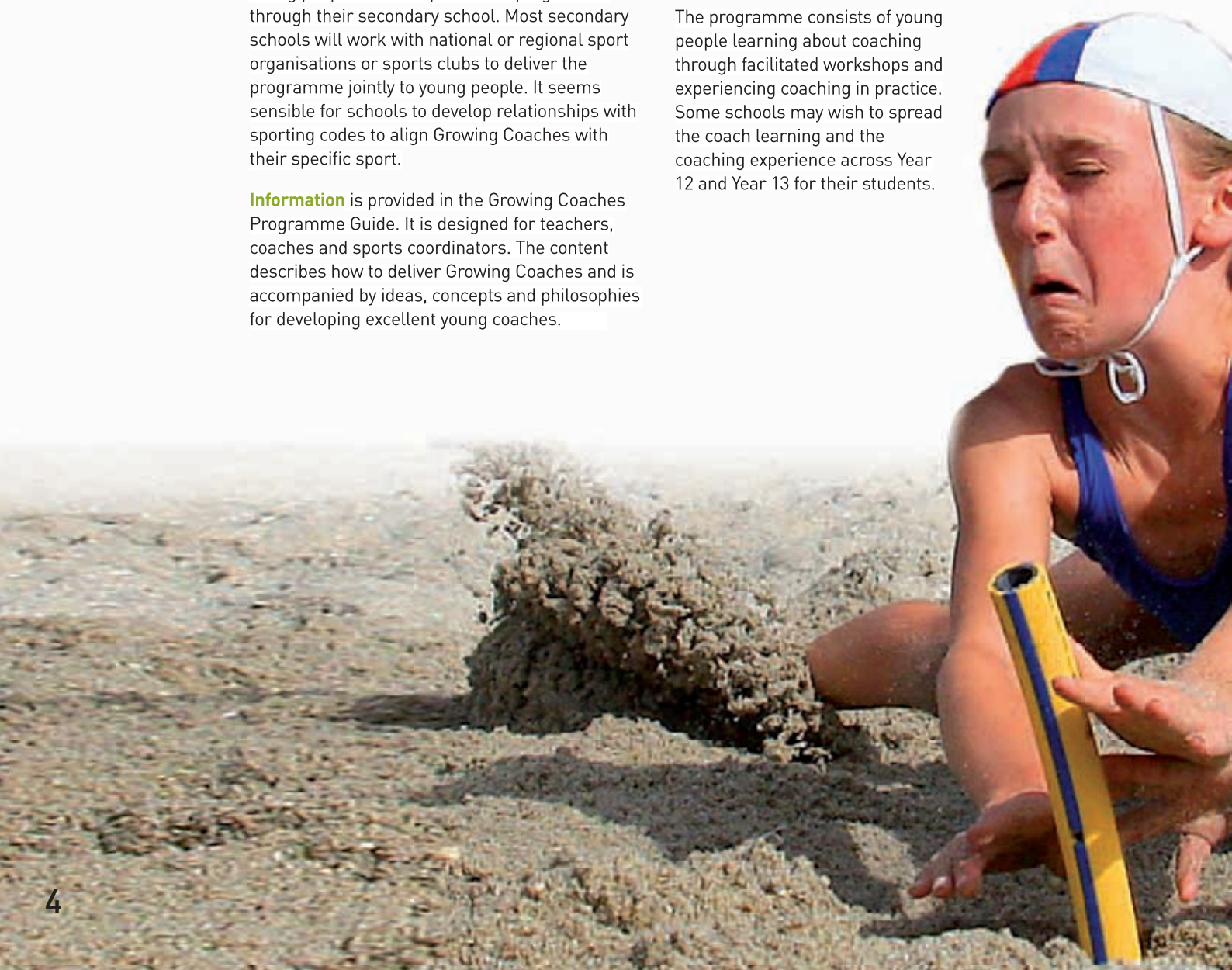
To complete Growing Coaches the young person must be senior secondary school age and complete:

- 8 hours of learning about coaching, including the sport-specific learning from their chosen sport and self-directed learning; and
- 15 hours of coaching experience in a club, primary or secondary school.

See the Completion of Growing Coaches template on page 59 for individual completion by each young coach.

THE LEARNING CONTENT

The programme consists of young people learning about coaching through facilitated workshops and experiencing coaching in practice. Some schools may wish to spread the coach learning and the coaching experience across Year 12 and Year 13 for their students.



The coach learning is a mixture of content about coach philosophy, roles, values, styles, qualities, methods and approaches. Much of this information is included in the Programme Guide and this Coach Journal resource.

The core learning for the programme might be delivered by teachers through the NCEA Level 1, 2 or 3 **physical education programme** followed by the actual coaching experience with other students in the secondary school, with primary school students or within the sports club context.

Or

The coach learning may be through the **sport programme** in the school where forums or workshops are held to educate coaches, followed by the actual coaching experience with students coaching in a chosen sport.

There are four Growing Coaches workshops designed to give teachers and coaches who are facilitating the programme a guide for the eight hours of coach learning. An overview of the workshops is available on page 59 of this Journal.



Full Workshop Guidelines for teachers are available to download on the Sport NZ website: www.sportnz.org.nz – these will be regularly updated for the use of facilitators and teachers.

THE COACHING EXPERIENCE

During the coaching experience the young person can be observed using the Growing Coaches Coaching Experience Assessment Tool available on page 58 of this Guide. If NZQA Achievement Standards are being completed as part of the programme then students must fulfil the assessment criteria for that Achievement Standard to be awarded the credits.



Achievement Standard Assessments relating to Growing Coaches are available on the Sport NZ website.

Many games and activities are provided in the Coach Gear Bag resource that are useful to coaches as session starters, team builders, skill enhancers, game understanding activities, and skill teaching opportunities. These can be used alongside the technical and tactical activities and drills from the specific sport the young person is coaching.





COACH WORKSHOP ACTIVITIES

The following activities allow you to explore your coaching methods and reflect on your coaching by working through the questions and activities.

The Growing Coaches Workshops are focused on these activities.

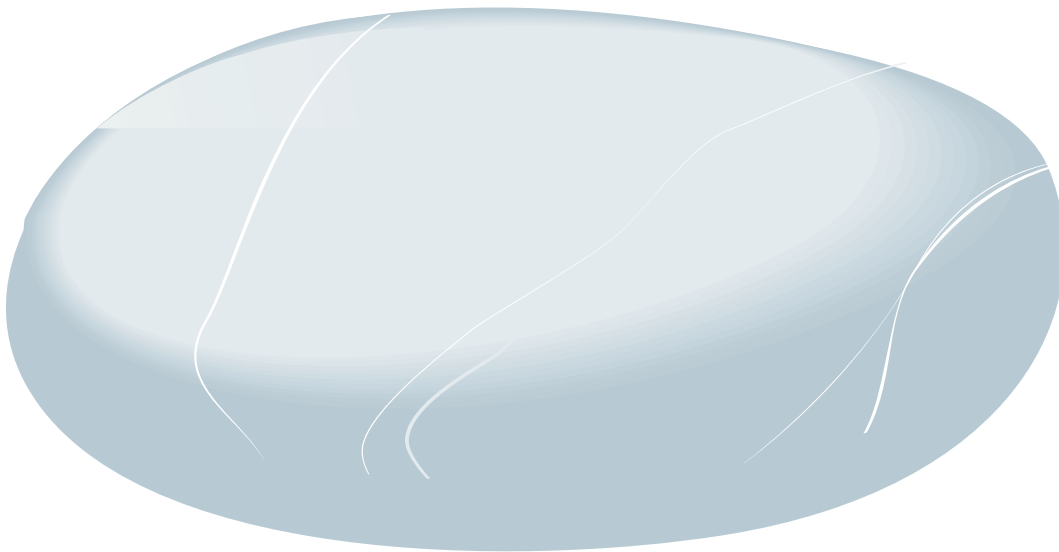
ACTIVITY 1

COACH FOUNDATION STONES

Welcome to Growing Coaches. Through the Coach Foundation Stones activity you will have an opportunity to think about coaching; to define it and to examine your own strengths and areas for development.

The following questions and activities allow you to explore the foundation stones of your coaching.

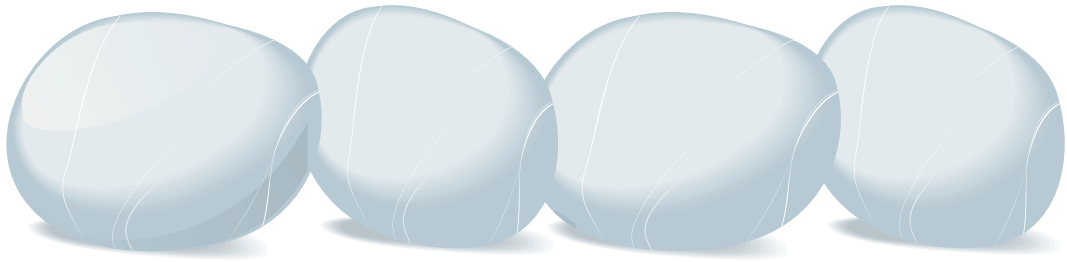
1. Write some words in the foundation stone below that describe what you think coaching is.



2. Who are some great coaches that you can think of? They might be well known, or be in your family, or whanau, or they might be a coach that you have had. Describe their ability, experience and personality. What is good about the way they coach?

Ability:	Personality:
Experience:	Key good points about this coach:

3. What qualities do effective coaches have?



Check out the “So what do Coaches Do?” discussion on page 28 of the Growing Coaches Programme Guide.

4. Circle 5 of the coach behaviours below that you think best describe effective coaching.

Empower

Tell

Guide

Direct

Motivate

Give feedback/communication

Teach

Inspire

Show Direction

Show

Develop

Demonstrate

Support

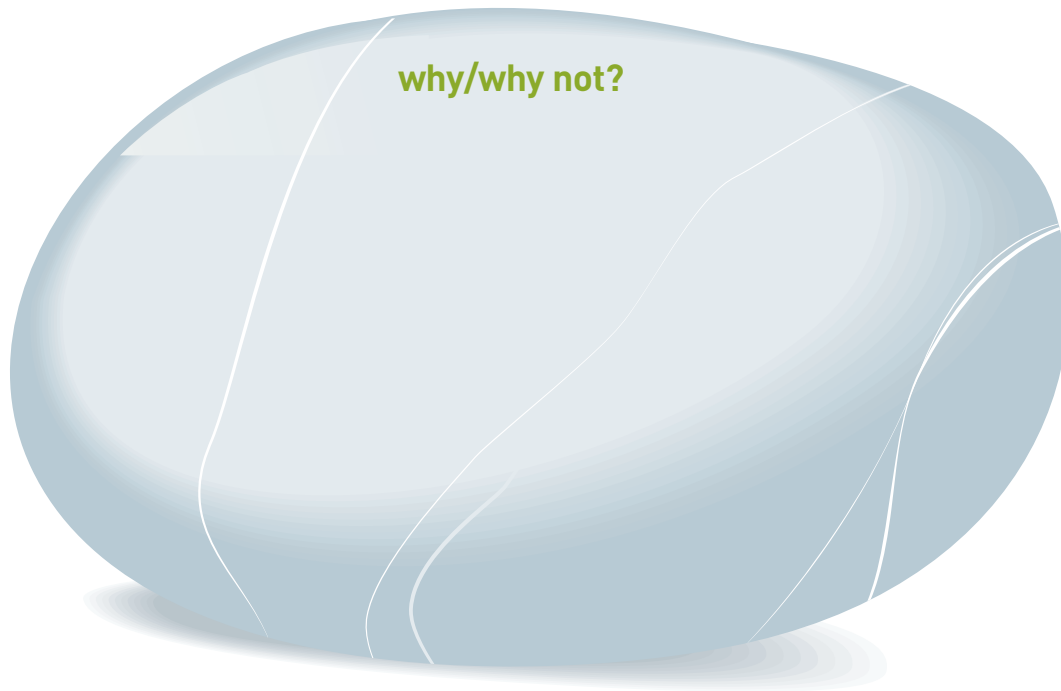
5. Use some of the words highlighted so far and some of your own ideas to write your own definition of what you think coaching is.



6. Based on your own definition of coaching Are you a coach? Do you have the potential to be a good coach?



(circle)



ACTIVITY 2

CONSTRUCTING YOUR COACH TOOLKIT

OVERVIEW

There are different styles of coaching; from autocratic or command to the more empowerment styles. Your coach toolkit is built from your values, style, qualities, skills and abilities.

1. What do you believe is really important when you are a coach? (Important to the athletes and to you as the coach). This begins your thinking around your philosophy and values as a coach.

2. What are your personal skills and abilities that might be useful in the coaching role?

3. What is your coaching style? Is it Command – do as I say? Is it Cooperative – we will work it out together? Is it Laissez-faire or a stand back style where athletes do it for themselves? Do you empower the athletes to think for themselves or do you prefer to provide lots of information?

4. What personal skills and abilities would you like to develop? Add? Do differently? Learn about? through the coaching experience.

5. What do you believe are your qualities and strengths which relate to coaching?

6. How will the coaching experience add to your personal development?

7. What values are important to you in relation to coaching?



Check out the discussion on Coach Qualities in the Growing Coaches Programme Guide on page 27



ACTIVITY 3

YOUR ATHLETES

OVERVIEW

In the coaching role it is important to explore each athlete's unique qualities and the things they have in common. This helps coaches to understand team members and how to work together better with them as a group.

This activity gets coaches thinking about which behaviours are encouraged and which are discouraged. It provides the opportunity to examine responses to particular behaviour and provides the opportunity to discuss how certain behaviours are dealt with.

1. Who are the athletes you are working with? What is their experience in the sport? What are their individual motivations for being there?

2. What are the main skills in your sport that you would like to develop in your athletes?

3. What happens in the team if people are a little grumpy? How do you deal with it?

4. Does it matter if individuals aren't happy all the time? Why or why not?

5. What if an athlete doesn't attend a practice or training; do they still get to play?

6. How do you make sure shy team members are included?

7. If someone makes a mistake or is a little 'uncool' how does the team respond? How could the team respond?

8. How does the team get re-motivated if they are getting a little lazy?

9. How is it dealt with? If an athlete behaves badly; is disrespectful to the coach or rude to other athletes?

ACTIVITY 4

WHAT DO I VALUE?

OVERVIEW

This activity allows you to explore your own values and those of your athletes.

Values are the beliefs we hold close that make up the core of who we are. Values are what we put first; they form the foundation for the way we lead our lives. In this learning activity you are asked to analyse your values by creating a scenario where your values clash.

This exercise could be useful to examine what is important to you and your athletes as people. This relates to what's important to each of you in the sport context. You might also explore how this might affect your coaching and the athletes' performance. Check out the Growing Coaches Programme Guide discussion on Values-based Coaching on page 26

To find out what you value...complete the following steps:

a. Identify the four things that are the most important to you. (4 values)

Write these values in the four boxes. You might choose: family, friends, music, faith, sport, education, integrity, honesty, money, career or any other valuable thing to you.

b. Cross out one of these values that is least important to you. This now leaves three.

c. Cross out a second value. This now leaves two.

d. Finally, cross out a third value.

This leaves just one value which is the core value that drives you.

1. How did this exercise make you feel? Was it hard to cross out each value?

2. How did you choose which value to cross out?

3. Were you surprised with the values you selected as the top 4 for you?

4. How does this activity relate to your coaching?



ACTIVITY 5

BUILDING A TEAM CULTURE

OVERVIEW

Team culture is built from individuals' values, beliefs, intentions, behaviours and commitment to the team vision and goals. It's about creating opportunities for the group to learn about each other and make decisions.

1. What do you want to accomplish?

2. What do your athletes want to accomplish?

3. What are the priorities for you as a group?

4. What methods will you use to achieve your goals?

5. How will you define success?

6. How will practices and games be organised?

7. What are the team's ground rules?

8. How will you develop a team or group philosophy and set of values?

9. How will you create a supportive and successful culture for the athletes?

10. There are some important keys to establishing a good team or group culture. Identify two keys to a great team culture:

11. What will attract the athletes to come back next season?

ACTIVITY 6

MENTORING FROM OTHER COACHES

OVERVIEW

Mentoring from other coaches at your school or in your club or even in another sport teaches young coaches all sorts of valuable tips about effective coaching.

Characters from movies can also be used to explore coach styles and behaviours. There are many movies in which one or more characters play a key coach leadership role in a sport context. This can provide a learning opportunity for the new coach.

Watch a movie or segments of a movie relating to a coach or the coaching role and then answer the questions.

Possible movies include: Glory Road, Coach Carter, Mighty Ducks, Remember the Titans, Million Dollar Baby, Any Given Sunday, Cool Runnings, Miracle.

Some movies have segments which relate to coaching e.g. Surfs Up (Cody and Big Z on the beach, Big Z teaching Cody how to surf).

Explore the coach, their style, role and behaviours in the movie by answering the following questions:

1. Which character plays a key coaching role in the chosen movie? Which sport are they coaching? Who are the athletes they are coaching?

2. What style of coaching do they use? Which of their behaviours show this style?

3. Is their coaching style effective or successful? Why? Why not?

4. What qualities does the coach have that are valuable to the athletes?

5. What behaviours does the coach in the movie mostly show?

6. How do the athletes respond to the coach?

7. What does the coach do well?

8. What could the coach do better?

9. How does this coach balance their role with other life pressures?

10. Do you relate to this coach's style? Would it work for you in your sport setting?



Check out the SportNZ website for a great coach mentoring programme.

ACTIVITY 7

DESIGN A GAME

Developing a positive and engaging coaching environment is one of the challenges of coaching. Part of effective coaching is to build interesting and supportive team cultures.

Athlete 'buy-in' and engagement comes partly from the coach providing motivating practices with athletes getting a chance to create games and activities for themselves.

Design two games yourself or get the athletes to design them using the following:

1. A game that only uses gear from the \$2 shop.
2. A game that uses gear from another sport.

DESIGN A GAME

1. What is the objective of the game?

2. What equipment does it use?



3. What are the basic rules of the game?

4. What skills/outcome does the game focus on?

5. Where in a coaching session and in what sport(s) could this game be used?



ACTIVITY 8

COACHING SKILLS CHECKLIST

Check your teaching of skills in one of your coaching sessions to self-rate your effectiveness. Discuss the rating with another coach.

When teaching skills I:	Yes	Not yet
maximised the positive factors		
showed understanding of the stage the athletes were at		
motivated the athletes by letting them know why they were learning this skill		
used a games approach as a framework for the practice		
questioned the athletes to develop their thinking and decision making		
taught one skill at a time		
provided the athletes with lots of time to practise the skills		
used several different ways to practise the skills		
gave feedback that was both positive and corrective throughout the practice time		

When athletes had trouble performing a skill I:	Yes	Not yet
broke the skill down into parts		
showed them again		
gave the information in a different way		
got another athlete to work with them		
asked them questions to help lead them to the information		

Use this sheet as a discussion catalyst with another coach to develop your coaching skills.

ACTIVITY 9

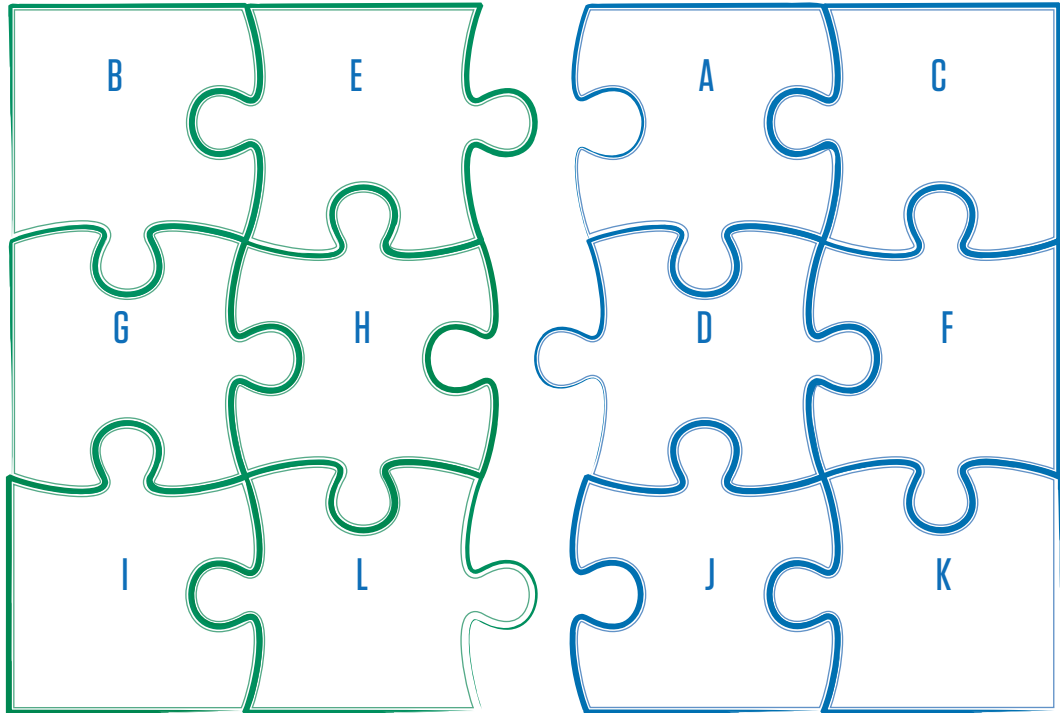
THE LEADERSHIP SKILLS PUZZLE

In this learning activity participants use a skills questionnaire to identify leadership skills. Each skill analysed is either a task skill or a people skill.

Think back to times when you have held leadership roles, and rate the questions below, using the following scale:

	1	2	3	4	5
	I need to learn this		I do this well		I do this really well
a)	I listened to my group/team and took their ideas on board.				
b)	I initiated ideas and actions and communicated these effectively.				
c)	I encouraged others and celebrated successes with them.				
d)	I respected the views and feelings of others.				
e)	I took the ideas of the group and joined them together to find the best way.				
f)	I ensured I gave praise and made sure my feedback was constructive.				
g)	I communicated ideas effectively.				
h)	I summarised for the group, giving them the relevant details to get the job done.				
i)	I ensured the group/team had a plan.				
j)	When I had expectations of my team/group I led by example.				
k)	I tried to make sure all group members had a role and made a contribution.				
l)	I made sure my team/group had a plan for each goal we set.				

Place your scores for each question next to the corresponding letter in the puzzle



Now add your total score for each side of the puzzle



TASK SKILLS

Task Skills are about focusing on the task to get the task done



PEOPLE SKILLS

People Skills are about working with others to get the task done



1. Which side of the puzzle scored the highest for you (task or people focus)?

2. Why do you think you scored better on that side? (What does it tell you about your leadership?)

3. Good leaders balance each side of the puzzle. They have both task and people skills. Do you think this statement is true or false, and why?

4. How could you balance your puzzle?

5. What is the one thing you could do today to help balance your puzzle?

ACTIVITY 10

REFLECTING ON YOUR COACHING EXPERIENCE

Lead an activity or small game from the Growing Coaches Coach Gear Bag or one you have designed yourself for a group. This activity may be delivered with other young coaches, the athletes you are coaching, or another group.

Reflect on your coaching experience by answering the following questions:

1. What went well with your chosen activity?

2. Why did it go well?

3. Why didn't it go as well as you had hoped?

4. What would you change for next time?

5. What surprised you?

6. Would you choose that activity again? Why? Why not?

CONGRATULATIONS.....

you have started to develop an individualised coach toolkit. Through the coaching experience and reflecting on your sessions you have an opportunity to grow your skills and methods of coaching. Remember to review and revise your toolkit regularly so the tools of your coaching trade don't get rusty.

Every good coach knows what they want to achieve in a session before it starts. They have an idea how the session will run, for how long, what activities will be used and what equipment will be needed. The session can be evaluated afterwards.



Check out the coaching session plan templates on page 46. They may or may not suit your sport. Adapt them for your sport and your athletes or access them electronically on the Sport NZ website www.sportnz.org.nz.





DELIVERING GREAT COACHING SESSIONS

This section of the Coach Journal provides you with ideas, concepts, theories and philosophies to support you to deliver great coaching sessions for your athletes.

START WITH WHAT YOU KNOW

When thinking about designing your coaching sessions consider what you already know about sport. You will be surprised with what you already know about both sport and working with people – these are the basis of coaching.

Your learning about sport may have begun in childhood through playing sport, watching others play sport and perhaps even more importantly through playing in the backyard with your brothers and sisters, and neighbours. This is perhaps where you forged your love of sport; it is highly likely that this is where you developed your foundation skills for being involved in sport.

Maybe one of your parents or one of your friends' parents gave you some advice or feedback about your performance. This is coaching! Albeit informal, it is still the coaching of technical and tactical skills.

For some participants this is the only coaching they will experience in sport as they will not be involved in formal organised sport. For others, they will participate in formal sport from an early age. Perhaps you learnt about sport from your organised sport experiences.

Through your involvement in sport you may have already gained knowledge about:

- The rules of sport
- Sharing and working with others
- The importance of feedback – both positive and corrective

“Developing good character habits is like developing good sport skills, they must be repeatedly practised until they become habits.”

(Martens, 2012, pg 48)

- How to deal with winning or success and with losing or failure
- Respect
- Courage
- Communicating with others; when to talk, when to listen
- Accepting decisions of others
- Making decisions yourself
- Confidence
- Motivation
- Hard work
- Tenacity
- Loyalty
- What is fair and not fair?
- The skills and strategies of the particular sport you have chosen to participate in.

You would be hoping that this is some of what your athletes will learn through your coaching within the sport experience.

So...you already know heaps of things about coaching! You have had lots of experiences already that will contribute to your coaching of others in the sport you have chosen.



Check out the Growing Coaches Programme Guide page 22 for a discussion on What is Coaching? and the Coach Leadership Discussion on page 23.



SUCCESSFUL COACHING EXPERIENCES

Coaching is working with people – guiding and mentoring them to enhance their enjoyment of sport and to provide opportunities for them to improve their performance.

Through their involvement in sport young people learn about life.

Lessons such as winning and losing; how to treat others; responsibility; teams and how they work; people interaction; fairness; hard work; results driven environments and self-leadership can potentially be learnt in a sport environment.

Your athletes will learn many of these lessons even if you did not intend to teach them. The way you set up your environment will have an effect on their enjoyment and their performance. From how you treat each athlete(s) to how you allow them to treat each other your behaviours and actions will be observed and often modelled by the athletes.

Coaching sport is a responsibility! However, what a fantastic opportunity for developing your skills to work with people. These skills are valuable throughout your personal and professional life.

So...some hints for a successful coaching experience:

SET THE CULTURE

Your athletes will work best when you set the environment and culture well through your planning and organisation.

Focus on developing a culture for training and competition that is based on pursuit of excellence and accountability by:

- Allowing an opportunity for the group to discuss philosophy, values and beliefs at the start of the season (See Activity 5 in this Journal and pages 49-52 in the Gear Bag). This allows athletes to understand what drives them and others, and for you to get to know more about them

- Set ground rules for the group that are discussed and understood right from the start
- Spend time getting to know your players. Why they are there? What they expect from you, from themselves and from each other.

Try:

- Making the time in training sessions for social interaction and athlete socialisation as well as enhancing sport performance
- Using some of the Growing Coaches Gear Bag activities for getting to know each other
- Making up some of your own activities that allow the group to interact in a fun, non-threatening way.

WORK ON THE INDIVIDUAL DEVELOPMENT OF EACH ATHLETE

Each athlete is different. It's not a 'one size fits all' approach that will be the most successful.

Ask questions of the athletes. For example:

- What were your strengths and areas of growth last season?
- What are you hoping for this season? (See Activities on pages 43-47 of the Gear Bag)

Suggestions:

- Speak often to each individual and get to know their goals, strengths and focuses as well as areas for development
- Do a performance profile plan for each player describing their skills, attitude, past experience, areas of development. Give them feedback often about things they are doing well and things they could improve on
- Be flexible, be prepared to watch for attitude or performance changes in your athletes and respond accordingly.

DEVELOP EFFECTIVE COACHING SESSIONS

Coaching sessions should be:

- Enjoyable (focusing on what these athletes might find fun and enjoyable)
- Challenging
- Developmental
- Individualised where possible.

(See this Coach Journal pg 22 for the Coaching Skills Checklist).

The components of a coaching session will of course vary. Most coaching sessions will involve:

- Warm-up activities
- Perhaps strength and conditioning
- Technical and tactical elements.

(See the Coaching Session Templates page 35 titled 'Questioning Yourself'.

Suggestions:

- Watch other coaches to learn from their activities and ideas
- Ask individual athletes to take part of the coaching session
- Make each coaching session different by trying new things
- Look at developing an inquiry-based style of coaching by asking questions and getting athletes to think about what's just occurred and strategising a solution
- Read pages 32-36 of this Journal to learn about how to deliver effective coaching sessions.



Check out the Sport NZ Coach Mentoring suggestions on the Sport NZ website.

FOCUS YOUR EFFORTS ON PREPARING FOR COMPETITION

Sport is about competition. About how we improve so we can perform better. How do we set up competitive environments that also nurture, care and grow individuals as people?

Athletes perform best when:

- They know what is expected of them.
- They trust the coach
- Time has been spent in competition-like conditions in practice
- Respect of self, team mates and opposition has been discussed and enforced
- Athletes are well prepared physically and emotionally for the specific sport.

Suggestions:

- Spend time with your athletes exploring the elements of competition in your sport. Watch DVDs, video clips and live examples of your sport which may enhance discussion amongst your athletes
- Practise and train as often as you can in conditions that emulate competition. This makes practice real and more useful in terms of preparation for performance
- Identify where each athlete needs to improve in their performance for competition and create the opportunity to improve and practise that in your training sessions.

ENJOY THE OPPORTUNITY

Leading others through coaching is a privilege. Treat the opportunity with respect. Keep an open mind. Use 'big ears and big eyes' to learn as much as you can about coaching, working with others and the sport you are involved in.



Check out the discussion on Coach Philosophy on page 25 of the Growing Coaches Programme Guide and the So What Do Coaches Do discussion on page 28 of the Growing Coaches Programme Guide.

PLANNING YOUR COACHING SESSION

GETTING THE SEASON ORGANISED

So you have the gear bag full of balls; the athletes are about to turn up for their first session...you need to get organised!

Think of the whole season, think of what the athletes will already know and what they will need to learn in order to have a successful and encouraging experience.

PLANNING FOR SUCCESS

There are obvious benefits in having a season plan so you know what you are going to do and why you are going to do it. It helps you to ask questions when planning your sessions to ensure objectives are set.

- How many practices will you have each week?
- What set of skills do you want the athletes to develop?
- Who can help you with practices and competitions?

- Can you draw up a plan of approximately when you will include each skill, tactic and learning in your session plan?

PLANNING EACH SESSION

Give some consideration to the following questions as you are planning a coaching session:

- What do I want the athletes to learn today?
- What areas do we need to improve on from last week's game?
- How can I best get the athletes to work on areas of weakness?
- How will I know if they understand my instructions, descriptions etc?
- How will I plan for the different player abilities?
- What resources/gear do I need during the next coaching session?

(Adapted from First Steps in Coaching, Greater Auckland Coaching Unit, Connecting Coaches Programme, 2011)



SESSION COMPONENTS

The start

- The start of a coaching session sets the scene. Have things ready to go including all the equipment set up. This allows athletes to feel ready to go from the start
- Speak to each athlete as they arrive. This makes them feel noticed and welcomed
- Have an activity already going at the start to set the tone. That way each athlete can start as they arrive without standing around waiting for others
- Start with high energy activities to blow away the cobwebs
- Start on time otherwise the athletes will start arriving late themselves.

The athletes

- Learn about your athletes – who they are, why they are there, what their needs are relating to the sport, what motivates them. (Use some of the team culture, people activities in the Coach Gear Bag to learn more about the athletes)
- Match the level of difficulty of the activity to the ability of the athletes
- Realise that some of the athletes will need help to get them to the required level and some will need challenges to extend them – try to plan for this in your practices
- One of the most common reasons young people give for quitting a sport is they didn't like the coach – know this, understand it and work hard to make sure that isn't true for your athletes.

Leading the session

- Lead; step up and lead! Put your stamp on the group, set expectations and expect the athletes to follow through. Back yourself
- Communicate honestly and with thoughtful respect
- Set boundaries (physical and behaviour) and expect the group to stick to these. If they don't stick to what has been asked, let them know when they have crossed a physical or behaviour boundary.

Safety

- Look after your athletes – they are in your care
- Plan to preserve their safety through consideration of:
 - » Emotional safety - think about the words you use; the words you let them use with each other
 - » Physical safety - in each session think: What could injure the athletes? How can I reduce the risk?

Level of activity

- Sport is generally an 'active' situation – the athletes expect to be active so keep them active
- Minimise 'coach talk time'. There is not much learning or enjoyment for athletes when coaches tell them how to do something instead of showing them or better still letting them try it and then asking them questions and giving them some corrective feedback
- Try it – ask the athletes some questions or give a little information and get them to try the activity
- Be careful of sessions which are all high intensity activity. Try to alternate periods of high intensity with an activity of lower intensity. This keeps athletes at a level where they can be as engaged as possible throughout the session.

COACHING SESSION PLANS

You will find several coaching session plan templates in this Journal.

The basic elements of a coaching session plan are as follows:

- **Date, time of practice, and length of coaching session.** Record this information so you know when you taught and how long you practised certain skills. This information will help after the season when you are evaluating and revising your seasonal plan.
- **Objective of the coaching session.** Obviously you want to have one or more clear objectives of what you want your athletes to know or be able to do as a result of each session.
- **Equipment needed.** List the equipment needed for the coaching session (e.g. mats, balls, nets, weights, stop watches). Before the session, check the equipment you plan to use to be certain it is safe, clean, and operational. Also make any special arrangements required for the venue.
- **Warm-up.** Every coaching session should begin with warm-up activities for 10-15 minutes. Warm-ups can be done together by the entire team or individually, depending on the sport and your preference. Don't let warm-ups become so routine that they become boring. Throw in some different activities from the Coach Gear Bag. Warm-ups work best when they are related to the skills of the sport.
- **Practise of previously taught skills.** Plan your practice time to include some time for previously taught skills. Often the core technical and physical skills of a sport need to be practised almost daily, but other skills may need only occasional practise.
- **Teach and practise new skills.** Teach only one or two new technical or tactical skills in each coaching session. Then think of innovative and creative ways to teach new skills – this will engage the athletes and get them thinking. How will you divide up the time in practice? Six activities or drills of 10 mins each or five activities for longer with more practice time?
- **Inquiry-based approach.** With a games approach there are continual small games opportunities in the practice. These are accompanied by lots of questions and strategising to get athletes thinking.
- **Cool-down.** Allow your session to wind down in terms of level of activity towards the end. This allows athletes to gently wind out of the practice.
- **Coach's comments.** Take five minutes at the end of the coaching session to review how the team practised, directing your comments to the whole team and recognising any outstanding efforts or performances by individuals. Use this time to make any needed announcements about team business, and close by reminding them of the time and place of the next session and what you plan to do in that session.
- **Evaluation of coaching session.** Reflect on the session as soon as possible in your journal; indicate whether the session objectives were met and take note of athletes who may need assistance for specific aspects. You will find these reflections very helpful when planning future sessions and next season's plans. There is a reflection template included in each of the Coaching Session Plans.

(Adapted from the NZ Coach Development Framework)



Check out the discussion on Developing Effective Coaching Sessions on page 29 of the Growing Coaches Programme Guide and the discussion on Skill Learning on page 30 of the Growing Coaches Programme Guide.

QUESTIONING YOURSELF

Effective coaches ask themselves questions while planning and designing.

Think about	Hints
What?	
What are my objectives?	Have one key objective for each coaching session e.g. for the athletes to learn how to tackle. Link the objective to something that you have noticed needs working on e.g. poor tackling in the game. Choose activities that you think will help the athletes to achieve the objective.
What do we (the athletes and I) want to do in the session?	Start with simple activities moving to the more complex. Allowing for maximum success! Ask the athletes.
What activities for warm-up? Why?	Choose some warm-up activities from the Coach Gear Bag. Access the Coach Manual from your Regional Sport Organisation or National Sport Organisation – there will be lots of activities specific to your sport in this manual.
Which games will allow you to apply what they have learnt in a competition-like environment?	Are there some games you can modify from other sports? Check out the games in the Coach Gear Bag resource.
What skills will the athletes need to learn to be able to participate in the sport?	Decide what skills are essential for the athletes to be able to perform and what skills would be nice to be able to perform but are not essential.

How?	
How will you teach these athletes... what activities will you choose?	Check out the characteristics of athletes at the stage your athletes are at in the Athlete Characteristics Chart in this Journal on pg 42. Prioritise the skills. Which skills will you teach first?
How will they best learn?	Think about the learning environments you have created. Consider whether all athletes are able to learn and thrive.
How will each coaching session relate to the competition and to the season as a whole?	Think about the overall plan and how it relates to the individual athletes.
How long will you spend on each skill or technique or tactic in each session?	Refine the skills that you think are necessary to teach and practise then decide the order for teaching the skills.

Why?	
Why are they doing what they are doing? What will motivate and inspire them?	Tell the athletes why they are learning particular skills, techniques and so on. If they know a skill is for a particular reason in a game then they are more likely to be motivated to learn it. Ask athletes why they think a skill is performed a certain way or why they think they are learning a particular technique. This gets them thinking and creates a platform for learning. Understand why each athlete is involved in your sport and what they want to get out of it.

When?	
When will you have coaching sessions? How many coaching sessions will you have a week? When will you teach certain skills, techniques, tactics in the season?	Young people have full and busy lives; think carefully about how many coaching sessions are really necessary. Relate your decision to: <ul style="list-style-type: none"> • The requirements of the sport • The level of the team • The learning needs of the athletes • The availability of the venue and facilities • The time you have available as a coach. Other thinking relates to how long each session is run. As a rule of thumb a one hour coaching session for under 14 year olds is long enough.



Check out the discussion on The Games Approach to Coaching on page 33 of the Growing Coaches Programme Guide.

“Coaching is teaching and teaching is helping athletes learn.”

(Martens, 2004)



MAXIMISING PRACTISE TIME

One of the ways to increase practise time is to establish organisational routines for the coaching sessions so that athletes end up with more time on the actual task and less time being organised into the task. Think about ways of managing the group that will minimise organisation time.

SIGNALS

How can you be more efficient in gathering the athletes in quickly? Establish a signal for gathering and dispersing. If such a signal is established, athletes will understand your expectations. For example, when you blow the whistle, athletes are to come to where you are within five seconds.

ROUTINES

Think about how you will do the following in practice:

- Meet and greet athletes as they enter the sessions
- Include warm-up activities
- Establish boundaries
- Gain attention from your athletes
- Move between activities (transition)
- Disperse and collect equipment
- Put equipment away
- End the training
- Create a home base (meeting place)
- Housekeeping (e.g. collecting uniforms, organising game times) – when will you do this to minimise the time it takes?
- Leave the venue. Are the athletes catered for and safe?

Such routines should be established and practised in the first few coaching sessions so that athletes know what to do and what the group expects of each other.

PROMPTS AND HUSTLES

Prompts and hustles are cue words to remind athletes what should be done. If these are used when establishing the routines, it will remind them to quickly complete the managerial task.

An example would be 'Huddle', or 'Come in, quickly'. The cue words should encourage quick action.

POSITIVE REINFORCEMENT

Positive reinforcement is essential to establish appropriate behaviours and a positive environment for the athletes. When directing or prompting athletes, coaches can use positive comments to reinforce what was done appropriately, for example, 'Way to go Sarah, you came in quickly', or 'Thank you for picking up the equipment Jason'. The more you positively reinforce those who are doing things well, the more effective the sessions will be.

ORGANISING ATHLETES INTO GROUPS

The organisation of athletes into groups creates several issues. Remember the athlete that for one reason or another always gets left out? How can we ensure that all athletes are included? How do we decrease the amount of time needed to get athletes into groups?

There is a multitude of ways to organise athletes into groups. We have to be careful, however, not to hurt athletes' feelings or decrease their self-esteem when organising these groups.

One of the quickest ways to select groups or partners is to say 'Get a partner', or 'get into groups of four'. This method generally works quite well with athletes, but can result in the same people always working together. Alternative methods are to have a numbering off system or have the teams listed on your plan. When athletes choose teams, there is invariably someone who usually gets chosen last. This is best avoided.

RE-THINK YOUR SESSION THROUGH

Think about your activities and games and how the athletes might respond before the session. This allows for you to practise the flow of your session and to iron out any creases in its effectiveness. It also encourages you to identify any possible problems that may occur and establish some strategies for dealing with them. All of this leads to better practices and a more successful coaching experience.

(Adapted from the NZ Coach Development Framework)



Check out the discussion on Modifying your Activities for your Athletes on pg 32 of the Growing Coaches Programme Guide.

MANAGING THE GROUP

Creating fun, active athlete-focused sessions engages the athletes and makes it easier for coaches to manage the group.

FUN

- What is fun for the athletes? Ask them
- How can you make it enjoyable through a work/learning focused approach? Talk to the athletes about it.

LEARNING

- Ask questions to encourage the athletes to think and to begin to solve problems or make decisions themselves. This creates thinking athletes.

ATHLETE-FOCUSED

- Are there opportunities for the athletes to lead parts of the coaching session?
- What did you notice in the last game or competition? What does each athlete need to improve on to help them perform better?
- How long are the sessions?

KEEP THEM ACTIVE

The athletes came to be active but not to be too exhausted to learn skills and strategies. So, keep them active through including periods of high puffing activity and allow for periods of lower less intense activity. Keep the following in mind:

- Have lots of equipment. One ball between two
- 'Flow' your session from one activity to the next
- Expect the athletes to keep active in the session
- Avoid relays with lots of team members – it takes too long to get a turn

- Keep lines short when waiting for a turn (2's or 3's)
- Make sure drills and activities maximise the level of involvement for all athletes – that way they get lots of opportunities to practise a skill
- Keep changing drills to keep the interest factor up – to keep athletes engaged
- Make sure activities are relevant and linked to the actual game or competition – this motivates athletes to want to be involved if they can see why they are doing something.

TO MAINTAIN CONTROL

- Walk around the group, have a presence
- Use names
- Give feedback – positive and corrective
- Build a rapport with the athletes by caring and showing interest
- Be spontaneous – change it up or change it down. Put a silly activity in there now and again
- Use games, activities and equipment from other sports for a change
- Allow talking and laughter times and times to be more serious. Teach the athletes to know when to laugh and have fun and when to be serious.
- Quickly stamp on poor behaviour by letting them know you expect more
- Notice immediately when an athlete is misbehaving. Let the athlete know you have noticed and tell them it's not appropriate
- Let athletes know your expectations. Draw the boundaries right from the start and stick to them
- Perhaps you could draft some Ground Rules as a team or group (see Activity 5 Building a Team Culture, pg 16)

- Be careful of playing athletes who are not at practice and benching athletes who are. This is demotivating
- Work out how you will deal with poor behaviour. Try some of the following:
 - » isolate the athlete
 - » get them to do something extra or different from the group
 - » take them aside and speak to them
 - » speak to them in front of the others (this can be risky to expose them in front of their peers)
 - » perhaps make a general behaviour comment to the whole group
 - » speak to a parent or a teacher.

RESPECT

Ask for and expect respect and in return give respect to your athletes. This can be shown in numerous ways such as:

- Asking about something outside of the sport that you know is having an effect on the athlete
- Remembering something that's important to the athlete
- Noticing when the athlete is a little down and asking if everything is okay or listening
- Expecting the athletes to treat each other with respect and having a zero tolerance for anything less.

Discuss, reflect on and think about the following suggestions for coaches to encourage positive behaviour in athletes:

TO ENCOURAGE POSITIVE BEHAVIOUR IN ATHLETES

- Do what you said you were going to do – even if it will affect the outcome of a game!
- Be constant and predictable. What is fair for Fred is fair for Jane
- Be firm and decisive
- Care – just care
- Tell them if they have stepped over a line. Let them know your expectations
- Remain calm. “Keep calm and carry on”
- A tilt of the head, a slight frown, a stare, and moving close to the player, without saying anything can be effective in giving the message to athletes that their behaviour is not appropriate.

Sometimes just reminding players of appropriate behaviour is sufficient. Try to do so privately without embarrassing them. When in public, do so with comments such as, “Hey, Jack, you were just about to practise that backward somersault. Right?” “Emma, you were just about to start your stretching routine, weren't you?”

- Players often seek attention by misbehaving; ignoring the behaviour usually results in the behaviour getting worse or escalating until you pay attention. Try to redirect the behaviour by giving the athlete attention at any time rather than when they demand it
- When a player misbehaves, address the behaviour, not the character of the player
- Reward the other athletes for the type of behaviour you want a misbehaving player to demonstrate when the offending player is clearly watching. Then, when the offending player demonstrates the appropriate behaviour, reward it immediately. This is a commonly used approach in both teaching and coaching based on the concept that most people are keen to please, particularly children.



Check out the discussion on Values-based Coaching on page 26 of the Growing Coaches Programme Guide and Coach Qualities on page 27 of the Growing Coaches Programme Guide.



DEVELOPING TEAM CULTURE

Whether you are coaching a group of athletes or a team you will need to think about building a rapport or culture amongst the athletes.

STEPS TO SETTING UP AN EFFECTIVE TEAM

- Get to know each other – spend time with activities getting to know each other at the start of your season
- Set goals together; allow everyone to have buy-in to the group goals
- Work out a plan of how to achieve the goals
- Assign roles to each team member so everyone has ownership
- Monitor and evaluate as the season progresses
- Ask questions of the athletes and the team and solve them together
- Give lots of feedback both individually and collectively
- Value individuals alongside the specialness of the team.

Talk as a group. This allows you to get to know each other as people rather than just as athletes. Perhaps some of the following discussions may be useful in drawing up team or group approaches:

- Is there such a thing as “over-emphasis on winning”?
- What is “sportsmanlike behaviour” in your team or group?
- What is right and wrong for us as a team?
- How can we be sure to treat each other with respect? What does respect look like in our behaviours?



Check out the Sport NZ Growing Leaders Programme Activities on Team Culture on the Sport NZ website.



Check out the discussion on Team Culture on pg 35 of the Growing Coaches Programme Guide.



SPORT NEW ZEALAND COACHES' CODE OF ETHICS

1. Respect the rights, dignity and worth of every individual athlete as a human being

- Treat everyone equally regardless of sex, disability, ethnic origin or religion.
- Respect the talent, developmental stage and goals of each athlete in order to help each athlete reach their full potential.

2. Maintain high standards of integrity

- Operate within the rules of your sport and in the spirit of fair play, while encouraging your athletes to do the same.
- Advocate a sporting environment free of drugs and other performance-enhancing substances within the guidelines of the New Zealand Sports Drug Agency and the World Anti-Doping Code.
- Do not disclose any confidential information relating to athletes without their written prior consent.

3. Be a positive role model for your sport and athletes and act in a way that projects a positive image of coaching

- All athletes are deserving of equal attention and opportunities.
- Ensure the athlete's time spent with you is a positive experience.
- Be fair, considerate and honest with athletes.
- Encourage and promote a healthy lifestyle – refrain from smoking and drinking alcohol around athletes.

4. Professional responsibilities

- Display high standards in your language, manner, punctuality, preparation and presentation.
- Display control, courtesy, respect, honesty, dignity and professionalism to all involved within the sphere of sport – this includes opponents, coaches, officials, administrators, the media, parents and spectators.
- Encourage your athletes to demonstrate the same qualities.
- Be professional and accept responsibility for your actions.
- You should not only refrain from initiating a sexual relationship with an athlete, but should also discourage any attempt by an athlete to initiate a sexual relationship with you, explaining the ethical basis of your refusal.
- Accurately represent personal coaching qualifications, experience, competence and affiliations.
- Refrain from criticism of other coaches and athletes.

5. Make a commitment to providing a quality service to your athletes

- Seek continual improvement through ongoing coach education, and other personal and professional development opportunities.
- Provide athletes with planned and structured training programmes appropriate to their needs and goals.
- Seek advice and assistance from professionals when additional expertise is required.
- Maintain appropriate records.

6. Provide a safe environment for training and competition

- Adopt appropriate risk management strategies to ensure that the training and/or competition environment is safe.
- Ensure equipment and facilities meet safety standards.
- Ensure equipment, rules, training and the environment are appropriate for the age, physical and emotional maturity, experience and ability of the athletes.
- Allow further participation in training and competition only when appropriate.
- Encourage athletes to seek medical advice when required.
- Provide a modified training programme where appropriate.
- Maintain the same interest and support toward sick and injured athletes as you would to healthy athletes.

7. Protect your athletes from any form of personal abuse

- Refrain from any form of verbal, physical or emotional abuse towards your athletes.
- Refrain from any form of sexual or racial harassment, whether verbal or physical.
- Do not harass, abuse or discriminate against athletes on the basis of their sex, marital status, sexual orientation, religious or ethical beliefs, race, colour, ethnic origins, employment status, disability or distinguishing characteristics.
- Any physical contact with athletes should be appropriate to the situation and necessary for the athlete's skill development.
- Be alert to any forms of abuse directed towards athletes from other sources while in your care.

ATHLETE CHARACTERISTICS FROM NZ COACH DEVELOPMENT FRAMEWORK

This chart describes the characteristics of athletes in the middle childhood age group (primary school) as an example. The Athlete Needs column describes the needs of children at this age in the sport context. This gives coaches a base from which to work with children and may catalyse thinking no matter what age group of athletes they are working with.

Athlete Characteristics	Athlete Needs
<p>Physical</p> <ol style="list-style-type: none"> 1. Are developing and mastering fundamental gross motor skills. 2. Are beginning to develop motor coordination. 3. Have slow, steady musculoskeletal growth. 4. Mainly use large muscles – have better control of large than small muscles. 5. Have high energy levels but tire easily and recover quickly. 6. Girls and boys have similar abilities. 7. Learn best if physically active. 8. Have low anaerobic and aerobic capacity. <p>Social</p> <ol style="list-style-type: none"> 1. Are dependent on adults, especially parents for support. 2. Self and family orientated but begin to experience empathy for others and start to become independent. 3. Are learning how to be friends and may have several 'best friends' at a time. 4. Opinions of peers are becoming more important. Often care more about being successful in front of peers than parents. 5. Boys and girls enjoy playing together. 6. Diversity is embraced, with positive acceptance of others. 7. Cooperation is being learned. 8. Motives to participate are to be with friends and have fun. <p>Emotional</p> <ol style="list-style-type: none"> 1. See fairness as 'the golden rule'. 2. Need and seek parental or coach approval. 3. Like external rewards and positive reinforcement – success is important. 4. Are sensitive to criticism and become frustrated quickly. 5. Like to play games with simple rules. 6. Need adult help in learning to cope with failures and problems. 7. Are easily distracted. <p>Cognitive (thought processes)</p> <ol style="list-style-type: none"> 1. Have increased understanding of words, but learn best by doing/exploring. 2. Are more interested in the process than the outcome. Will continue working on a project rather than completing it. 3. Concept of competition is difficult to understand. 4. Have a limited and inconsistent attention span – interests are short and changing. 5. Start to take into account ideas and emotions of others. 6. Are easily motivated – like trying something new. 7. Are naturally curious and imaginative. Ask lots of 'why' questions. 8. Handle well only one mental operation at a time. 9. Start to distinguish between reality and fantasy. 10. Respond to external feedback or praise. 11. Lack spatial awareness and understanding of time. 	<ol style="list-style-type: none"> 1. The opportunity to experience a variety of sporting situations and a wide variety of activities within a session. 2. Rotation of roles – no specialisation in positions. 3. Frequent rest periods. 4. Skill learning immersed in play. 5. Activities designed for both boys and girls to play together. 6. Modification of rules, field sizes and equipment. 7. A safe environment. 8. 'On task' involvement of everyone. 9. No fitness testing. 10. Activities that are progressive in intensity without the necessity of a warm-up. 11. Emphasis on success and cooperative games where everyone can win. 12. A coach who understands the athletes' characteristics and the relevance and implications of what that means to individual needs. 13. Focus on general skills (and fitness) development: <ul style="list-style-type: none"> • agility, balance, coordination, speed • running, jumping and throwing • kinaesthetics, gliding, buoyancy, striking • catching, kicking, striking. 14. Positive support, a caring coaching approach, praise, affection and attention, to build confidence. 15. Activities that are demonstrated with simple, limited verbal instructions. 16. Reinforcement of values through 'coachable moments'. 17. Exploration of winning/losing concepts. 18. An environment where everyone can experience success. 19. Parents who reinforce the coach. 20. Opportunity to explore, question and foster natural curiosity and imagination. 21. The opportunity for play, fun, participation and interaction with others.



A PARENT MEETING CHECKLIST

Have an initial meeting at the start of the season with the players/athletes and their parents. Depending on the age of the athletes this can be very useful to set a platform for the season. If the athletes are older you may wish to send a newsletter to both athletes and parents instead of a meeting. It is certainly worth communicating with all parties.

The following checklist may be useful when considering informing athletes and parents:

- ✓ Find out who can help. Is there a parent, teacher or another student who can help you manage, organise or coach?
- ✓ Discuss your philosophy and beliefs as a coach.
- ✓ Have a discussion with the athletes before the parents get together so all of you together as a group can describe your hopes for the season and how the team/group is going to work.
- ✓ Explain the competition rules and regulations and the ground rules for this team or group. This may enhance a positive sideline culture.
- ✓ Discuss what you expect from the parents and what they can expect from you. If this is done in a "I would appreciate some help with..." it is received well.
- ✓ Talk about sportsmanship.
- ✓ Talk about discipline and behaviour both on and off field.
- ✓ Hand out game/competition schedules, transport expectations etc.
- ✓ It is best to have the information ready to hand out than to just talk about it. This should include your contact numbers and the team contact numbers. Make sure you have parent/guardian contact numbers in case you need them. Explain how to let you know if their child won't be at a practice or a game.
- ✓ Ask parents to let you know any medical concerns at some time after this initial meeting.
- ✓ Perhaps ask the athletes to describe what they are hoping to get out of the season.

THE ROLE OF THE MANAGER

A good manager is an important asset to any coach, and as such it is really important that you are able to establish clear roles and responsibilities. Look at the list below and decide who you think should be responsible for each task.

	Coach	Manager
Choosing the team		
Arranging players' uniforms		
Finding a place to train		
Entering the team in the competition draw		
Dealing with demanding parents		
Letting parents know where and when the next game is		
Chasing up missing players		
Challenging bad behaviour by athletes		
Understanding competition rules		
Challenging poor sideline behaviour at games		
Completing and submitting score cards at games		

As you can see, some tasks are easy and some can be either the coach or manager. While there are no set rules, it is important to establish a good working relationship with your manager. This allows you to lead and manage together which in turn will avoid confusion for everyone. This is particularly important when you speak with parents, other teams and sport organisations.

Adapted from Greater Auckland Coaching Unit (GACU), *First Steps in Coaching: Community Guide for Community Coaches*, 2011.

THE LANGUAGE OF COACHING

Interpersonal skills are the core of good coach leadership and communication is the core of interpersonal skills. He Tangata, he tangata, he tangata. It is people, it is people, it is people.

Is your communication appropriate and effective for the people for whom it is intended?

COMMUNICATING A SIMPLE MESSAGE

Below are some hints for sending effective verbal messages when in a coaching environment:

Be specific	Be short, sharp and to the point
Give a complete picture	Think of the whole message you want to give and how can you get your message across?
Be clear	Choose your words, provide a consistent message
Be accurate	Separate your facts from emotion or opinion
Say little	Get them to carry out a task before you give them another instruction
Be simple	Focus on one thing at a time
Be targeted	Think about who the message is intended for
Reinforce your message	Repeat the message in a slightly different way
Check for understanding	How can you tell if the message has been received and/or understood?
Give feedback	Do it immediately and frequently
Positive and corrective	Giving praise alongside corrective feedback that is full of information on how to improve

COMMUNICATION

As a coach you must be prepared to transmit and receive messages. Too often people are excellent at transmitting, but not at receiving these messages. To be learner-centred a coach must:

- Understand the messages they send to athletes
- Check that the athletes understand the messages
- Work at understanding the messages sent by the athletes.

A skilled coach uses a range of communication strategies. The communication strategy chosen and how it is effectively applied depends on the coach, the situation and the need in that situation. It is a mixture of understanding the individual and responding to the communication needs of each person.

COACHING SESSION PLAN

Date and Time:	Session Objectives:	Equipment needed:
Venue:		
Warm-up Activities:	Coaching Points or Diagrams:	Questions for Learning:
Core Activities:		

COACHING SESSION PLAN

Reflection:

What worked well?

Which skills, tactics, plays still need work?

Suggestions for the next session:

COACHING SESSION PLAN

Date and Time:	Session Objectives:	Equipment needed:
Venue:		
Warm-up Activities:	Coaching Points or Diagrams:	Questions for Learning:
Core Activities:		

COACHING SESSION PLAN

Reflection:

What worked well?

Which skills, tactics, plays still
need work?

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COACHING SESSION PLAN

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COACHING SESSION PLAN

Date and Time:	Session Objectives:	Equipment needed:
Venue:		
Warm-up Activities:	Coaching Points or Diagrams:	Questions for Learning:
Core Activities:		

COACHING SESSION PLAN

Reflection:

What worked well?

Which skills, tactics, plays still
need work?

Suggestions for the next session:

COACHING SESSION PLAN

Date and Time:	Session Objectives:	Equipment needed:
Venue:		
Warm-up Activities:	Coaching Points or Diagrams:	Questions for Learning:
Core Activities:		

COACHING SESSION PLAN

Reflection:

What worked well?

Which skills, tactics, plays still
need work?

Suggestions for the next session:

ALTERNATIVE COACHING SESSION TEMPLATES

Theme:	
Date and Time:	Session Objective:
Activity 1: Diagram	Activity Set Up
	Organisation
	Coaching Points / Questions:
Activity 2: Diagram	Activity Set Up
	Organisation
	Coaching Points / Questions:

Session Theme:		Learning:	Time
Date and Time:		Focus:	
Group:	Number in Session	Theme:	
Session Objective:			
Activity 1:		Activity 2:	
Activity 3:		Activity 4:	
Activity 5:		End Activity:	
Equipment			

COACHING EXPERIENCE ASSESSMENT TOOL

This assessment may be used to evaluate young coaches against coaching criteria.

SESSION ACTIVITIES	Excellent	Good	Needs Work
Coaching session activities are appropriate for the athletes			
Warm-up activities are well introduced			
Activities are related to improving performance			
The session is athlete-centred in its approach			

COACH COMMUNICATION	Excellent	Good	Needs Work
Gives clear and easy to understand instructions			
Messages are positive			
Is enthusiastic and motivated			
Asks questions			
Observes and gives feedback			

PLANNING	Excellent	Good	Needs Work
The coaching session is well planned			
The session flows from activity to activity			
The activities are linked to each other and the overall objectives			

COACH LEADERSHIP	Excellent	Good	Needs Work
Coach is comfortable in the leadership role			
Athletes are engaged and focused			
Athletes appear to enjoy the session			
The activities are safe			

OVERALL SESSION	Excellent	Good	Needs Work

If Growing Coaches is being delivered as part of NCEA credits, teachers will need to check the specific achievement standard assessments on the [Sport NZ website](#).

COMPLETION OF GROWING COACHES

To complete the Sport NZ Growing Coaches programme and be awarded the certificate, young people must attend the Coach Workshops, complete the Coach Journal and coach a group of athletes in a chosen sport.

NAME	
SCHOOL OR ORGANISATION	

COACH LEARNING WORKSHOPS - 4 HOURS OF LEARNING ABOUT COACHING		COMPLETE ✓
Workshop One	Coach Foundation Stones NZ Coach Approach Constructing your Coach Toolkit Coach Qualities and Roles Coach Philosophy and Values	
Workshop Two	Effective Coaching Sessions Basic Elements of a Practice Plan Athlete Characteristics Planning for Success Using the Coach Journal	
Workshop Three	Skill Teaching Games Approach to Coaching Teaching Games for Understanding (TGfU)	
Workshop Four	Leading as a Coach Building Team Culture Reflective Practice	

SPORT SPECIFIC SESSIONS		COMPLETE ✓
Technical and Tactical - 4 hours of learning about coaching in a chosen sport.		

COACH JOURNAL		COMPLETE ✓
Activities and coaching session plans are completed.		

THE COACHING EXPERIENCE		COMPLETE ✓
15 hours coaching experience in a chosen sport. Assessed using the Growing Coaches Experience Assessment.		

NB: If Growing Coaches is being used as part of NCEA Achievement Standards the assessment for that achievement standard must include all of the above and the extra requirements of that achievement standard.

**CONGRATULATIONS... YOU HAVE NOW
COMPLETED THE REQUIREMENTS OF THE
SPORT NZ GROWING COACHES PROGRAMME!**

USEFUL WEBSITES

These and other useful website links are listed on the Growing Coaches Pages on the Sport New Zealand Website.

SPORT NEW ZEALAND

www.sportnz.org.nz

Young People – you will find information and resources regarding:

Growing Leaders, Growing Coaches, Under 5's, KiwiSport, Regional Sport Directors, and Sport Ambassadors.

Coaching – you will find information regarding: the NZ Coaching Strategy, Coaching Development, Coach Approach, Teaching Games for Understanding, Constraints-Led Approach, Modified Games and other useful information about coaching.

If you have trouble finding information on the Sport New Zealand website use the search function.

COACHING WEBSITES

Australian Sports Commission

www.ausport.gov.au/participating/coaches

Brianmac Sports Coach

www.brianmac.co.uk/index.htm

Coach Tube

www.coachtube.com

Greater Auckland Coaching Unit

www.gacu.co.nz

iSportz

www.isportz

Positive Coaching Alliance

www.positivecoach.org.nz

TGFU

www.tgfu.com

NEW ZEALAND CURRICULUM

www.nzqa.govt

NCEA Unit Standards page – unit standards are listed on the NCEA page. The website has an excellent search function. Search by Physical Education to find information.

REFERENCES

Greater Auckland Coaching Unit (GACU), First Steps in Coaching: Community Guide for Community Coaches, 2011.

Kidman, L. & Hanrahan, S. (2011). The coaching process – A practical guide to improving your effectiveness: (3rd ed.) New York, NY: Routledge.

Martens, R. (2004). Successful coaching. (3rd ed.) Champaign, IL: Human Kinetics.

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