

Coach Development Framework



Acknowledgements

The Coach Development Framework has been developed to initiate the implementation of the coach education tactic of the New Zealand Coaching Strategy.

To implement this tactic, Sport and Recreation New Zealand (SPARC) has convened a Coach Development Working Party that has met five times to establish the philosophy and directions for coach development in New Zealand.

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Coach Development Framework

Introduction

The Coach Development Framework derives from the New Zealand Coaching Strategy and outlines the structures, policies and procedures to implement tactic three of this Strategy – ‘Improve coach education requirements and qualifications’.

The Framework provides a vision, establishes consistent national parameters and aligns the roles of the key players for coach development in New Zealand.

Coach Development Vision

The vision of the New Zealand Coaching Strategy is to create a ‘World-Class Coaching Environment’.

To support this, the vision for coach development is to achieve:

‘excellence in coaching practice’

through:

‘a national coach development system that empowers coaches to provide a high quality coaching service to all athletes’.

Philosophy

Coach development is based on continuous improvement through the increasingly effective integration of coaching skills, knowledge and understandings in coaching practice.

Principles

The principles for coach development reflect those of the New Zealand Coaching Strategy.

- Ownership – coach development will be owned by coaches and those responsible for supporting coaches. National Sport Organisations (NSOs) will be primarily responsible for coach development within their sport.
- Simplicity – coach development systems and procedures will be easy to understand, administer and maintain.
- Holistic – coach development programmes will equip coaches to support the holistic development of their athletes to produce self-reliant athletes.
- Outcome focused – coach development activities will support the objectives of the New Zealand Coaching Strategy – more time, increased recognition and status, and improved quality.
- Continuous improvement – the Coach Development Framework will enable and encourage coaches to participate in ongoing development opportunities.
- Partnership – coach development approaches will utilise the combined knowledge and experience of all the key players in coaching.

In addition coach development will be:

- Community based – aligned with the New Zealand Coaching Strategy coaching communities.
- Athlete centred – based on the needs of the athletes in the coaching communities and aligned to the stage of development of the athletes.
- Applicable and practical – to meet the needs of the coaches that are developed, so they can apply key learnings immediately.
- Integrated – the sport-specific and general principles of coaching will be applied in a practical coaching environment.
- Flexible – to meet the range of needs of athletes, coaches and sports.
- Inclusive – to acknowledge the needs of all athletes, including those with disabilities.
- Appropriate for New Zealand – reflective of New Zealand’s unique cultural and sporting environment.

Overview

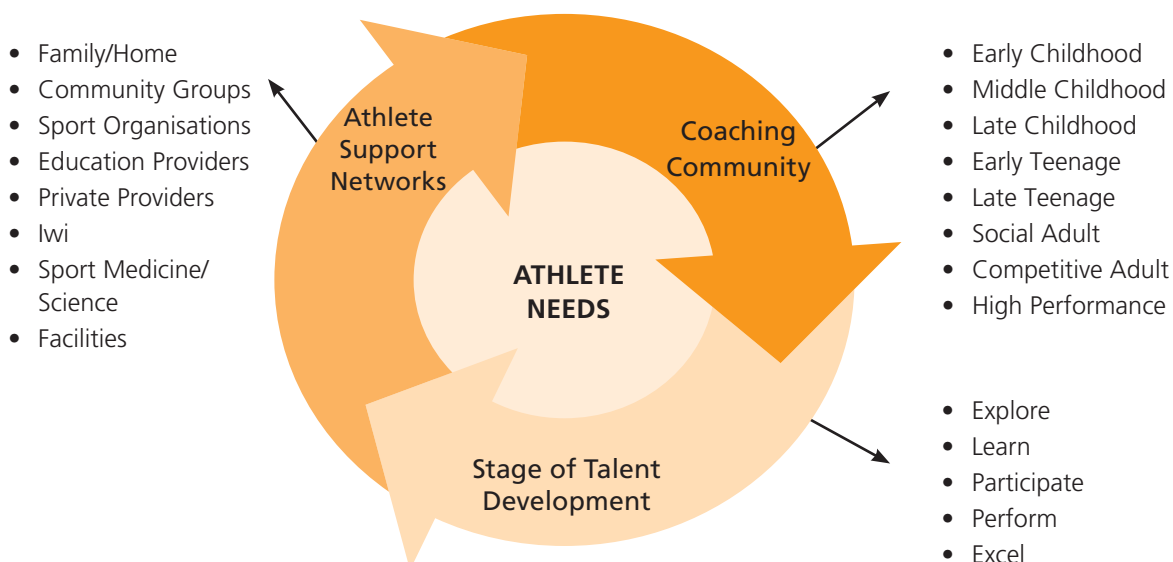
The New Zealand Coaching Strategy defines coaching communities based on the indicative age of the groups of athletes coached. The SPARC Talent Development project is based on the stage of development of the athletes.

The Coach Development Framework builds on and aligns these two documents, builds on the work of the SPARC Junior Sport reference group and will be compatible with a similar framework document for sport officials.

Figure 1 (derived from the SPARC Talent Development Framework document) represents an athlete development model that acknowledges the coaching communities, the stages of athlete talent development and key athlete support networks.

This multi-faceted athlete development model provides a mechanism for dealing with the vast array of different circumstances in which athletes (and hence coaches) in different sports find themselves. Both athlete and coach development programmes need to coherently link these factors.

Figure 1: Athlete Development Model



Structure

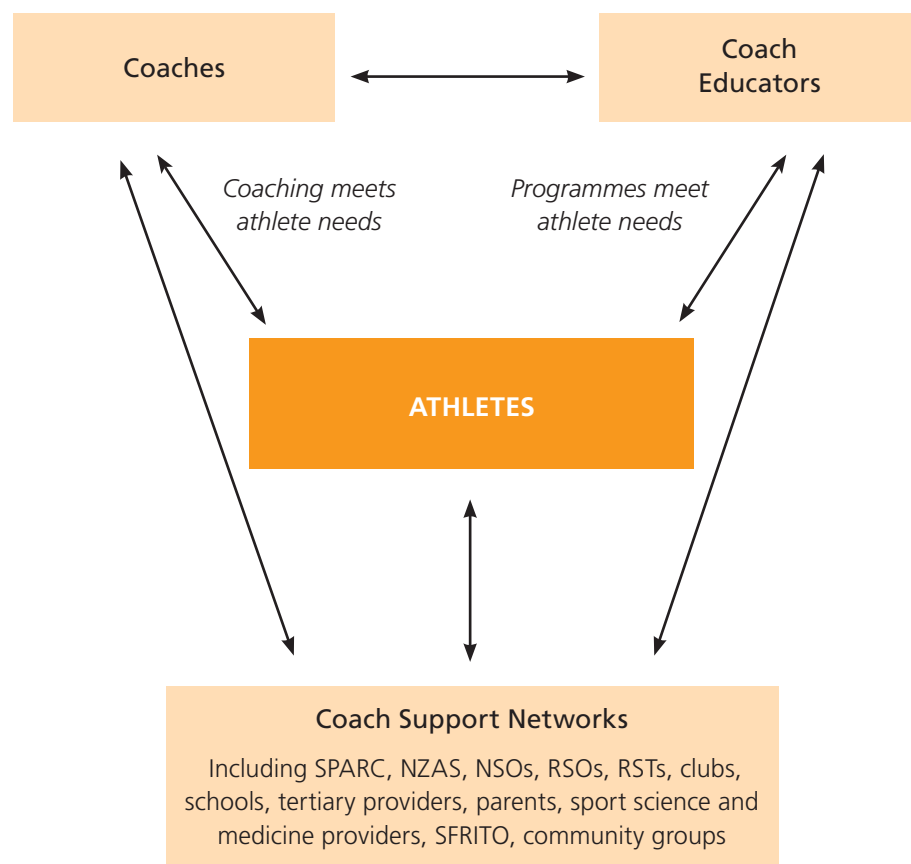
The Coach Development Framework provides the structure for the delivery of coach development within New Zealand. It represents a range of applied learning opportunities that will be available for coaches within each community and identifies the key concepts that underpin this structure.

The aim of the Framework is to provide sufficient information to enable NSOs to create coach development programmes and accreditation systems, but at the same time be sufficiently flexible to meet the varying needs of different sports.

Coach development will be athlete centred. Coach development requirements will be based on athlete needs. Coach development will equip the coach to apply, in a practical context, requisite knowledge, skills and understanding to meet the collective and individual needs of athletes in the coaching communities in which they coach. This includes athletes with disabilities and athletes from all ethnic backgrounds and cultures.

Other key players in coaching will provide necessary support services.

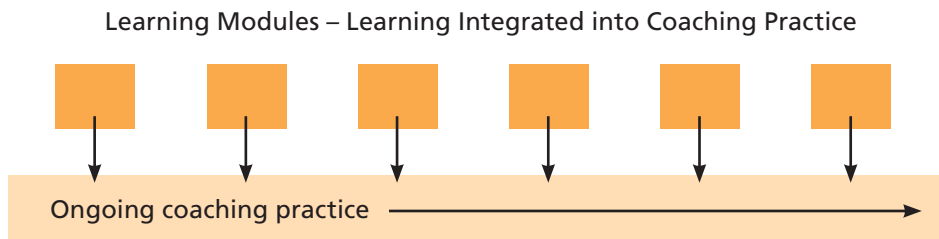
Figure 2: Athlete-centred Coach Development



Within each coaching community, while undertaking their coaching practice, coaches will have access to a range of both formal and informal coach development learning opportunities. In this document, learning opportunities for formal coach development programmes are grouped under general and sport-specific principles and are broken down into knowledge and skills packages (modules). This enables flexible delivery and the potential to progressively accumulate learning, according to the needs and priorities of individual athletes, coaches and sports.

Relevant learning will be integrated into ongoing coaching practice as illustrated in Figure 3.

Figure 3: Continuous Learning Model

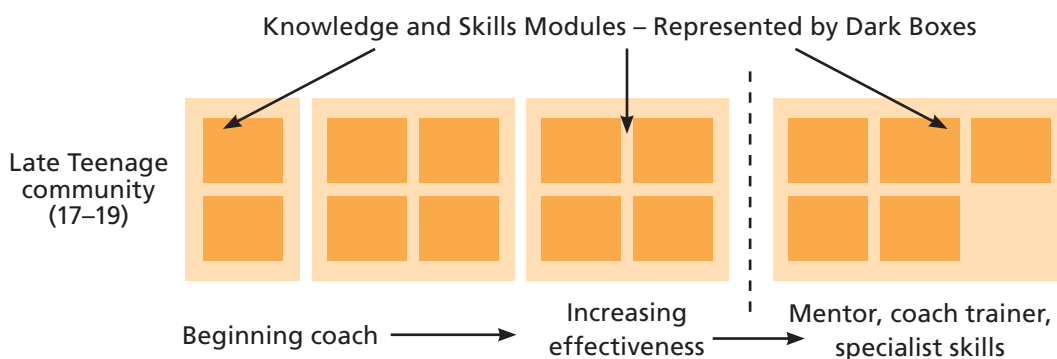


The modules will cater for a range of experience of coaches and stages of athlete development within specific coaching communities.

In addition, coaches will have access to informal coach development opportunities that will support wider personal development and growth. Examples of informal coach development include trial and error learning in conducting coaching practice, attendance at seminars and conferences, mentoring, informal networking opportunities with coaches from their own and other sports, and access to individual research opportunities (through both written and electronic media).

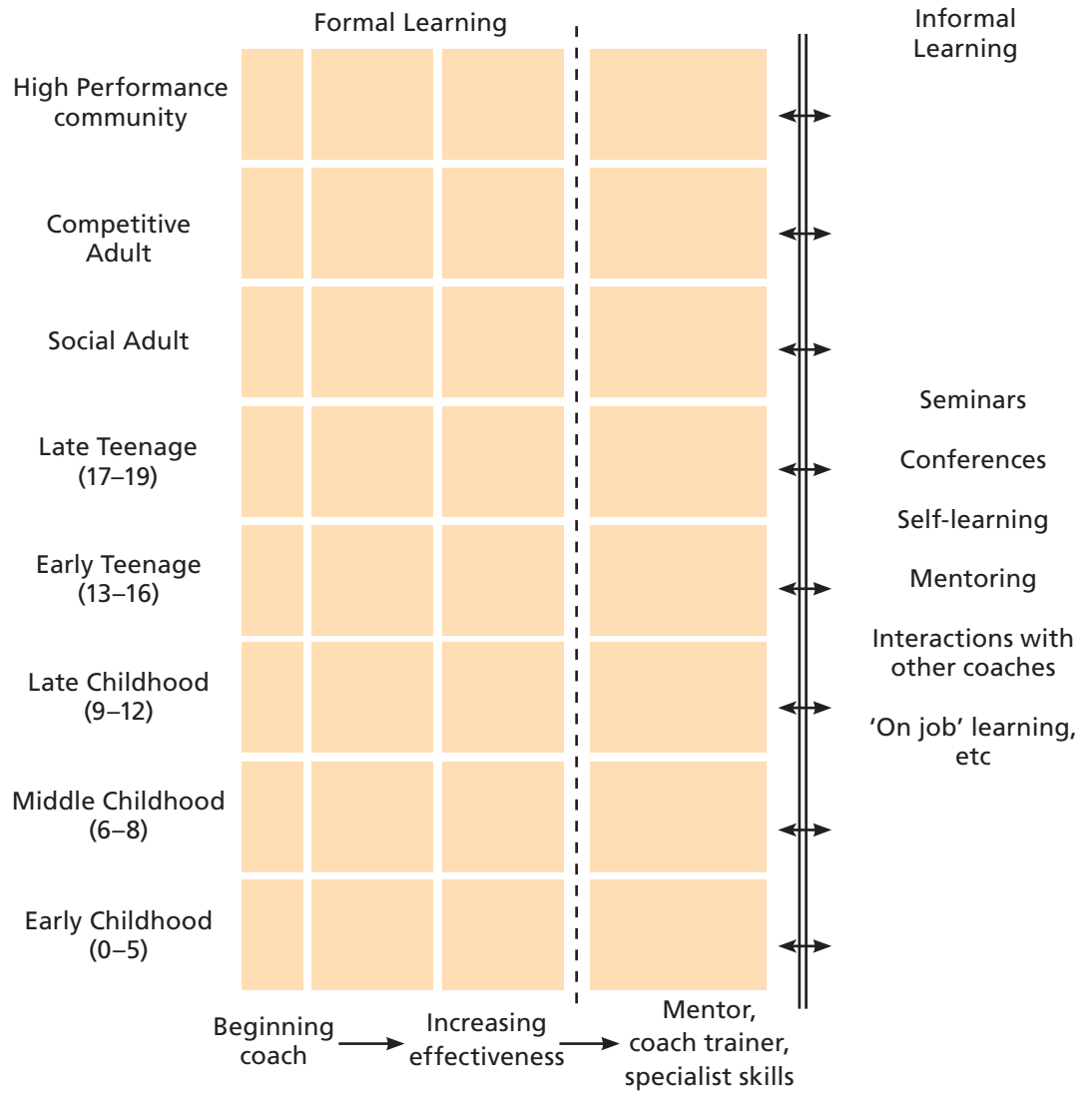
The coach development knowledge and skills modules that might be available in, for example, the Late Teenage coaching community to cater for the development needs of coaches with different levels of effectiveness and experience are represented in Figure 4. The table in Appendix 2 provides guidelines for the potential content of these modules.

Figure 4: Coaching Community Learning Opportunities



If Figure 4 is extended to include all the coaching communities, and to acknowledge the importance of informal coach development, the result is a smorgasbord of learning opportunities for coaches, based on coaching practice, as represented in Figure 5. The ages quoted are indicative only.

Figure 5: Coach Development Framework I



NSOs can group modules to form programmes and related qualifications that meet the needs of their sport. They may wish, for example, to create one coach development programme to target the Middle and Late Childhood communities and the stages of development of primary school aged athletes (6–12 years). Alternatively, they may wish to create a coach development programme in the Early Teenage community that provides learning for less experienced coaches, but also cater for the skills and knowledge of their most experienced coaches by providing an additional programme encompassing a number of extension modules.

In addition, Figures 4 and 5 include modules for mentors, coach trainers and specialist skill coaches (e.g. a soccer goalkeeping coach), as required by the sport.

The detail to be included in the different modules will be guided by the information in Figure 6. The columns of Figure 6 split components of coach development into sport-specific and general principle categories. The general principles column is further split to recognise coach development programme components directly related to 'Athlete Development' and other general components of coach development that arise from this. In Appendix 1, the detail within the 'Athlete Development' column is extended to list key points of difference between the developmental characteristics of the athletes and the corresponding athlete needs in the different communities.

Possible components of the 'General Principles' and 'Sport-specific Principles' columns of Figure 6 are listed in Appendix 2. This information is intended as a guide to NSOs for programme development and for the development of general principles modules and resources to be coordinated by SPARC. Use of the information in the two appendices will help ensure a systematic coaching progression for athletes as they move through the coaching communities.

Figure 6: Coach Development Framework II

Coaching Community	General Principles (Applied in Practice)		Sport-specific Principles (Applied in Practice)
	<i>Athlete Development</i>	<i>Other General Principles</i>	
High Performance	<i>Based on characteristics of the athletes in each community, the related athlete needs and how athletes learn</i>	<i>Based on coach leadership, the coaching process, coach self development, (including some sport science), and programme management</i>	<i>Will include sport-specific components addressing technical and tactical aspects of sports, sport science specific to individual sports and other sport-specific requirements</i>
Competitive Adult			
Social Adult			
Late Teenage (17–19)			
Early Teenage (13–16)			
Late Childhood (9–12)			
Middle Childhood (6–8)			
Early Childhood (0–5)			

Programme Development

NSOs will create coach development programmes based on this Framework and the details in Appendices 1 and 2. SPARC will provide guidelines and work with NSOs to produce:

1. Key policies and procedures to:
 - write coach development programmes
 - administer programmes
 - consistently deliver programmes
 - evaluate and review programmes
 - assess learning.
2. Coach development programme documentation that includes:
 - competency statements
 - programme-specific administration detail (target audience, duration, etc)
 - module structure/learning outcomes/content
 - delivery processes (including coaching practice requirements)
 - quality assurance of delivery
 - assessment processes
 - resources requirements
 - accreditation/reaccreditation requirements.

Training Coach Trainers, Mentors and Assessors

This is a major priority for the coach development process and it must be addressed if the standards of coach development are to improve. Coach trainers, mentors and assessors need to be well trained. SPARC will have a significant role in initiating high quality training systems that allow NSOs, and other deliverers of coach development, to train their coach trainers, mentors and assessors utilising the skills and knowledge of appropriate key players in coaching.

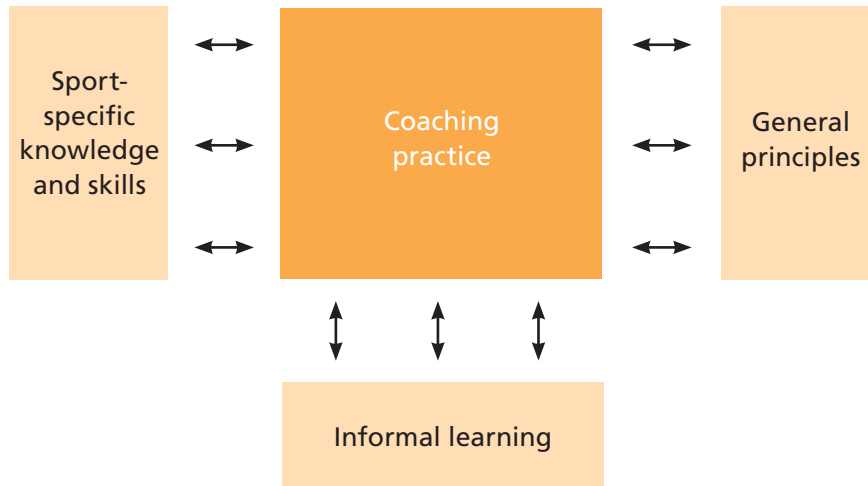
SPARC will develop policies, procedures and programmes for this training. SPARC will also maintain a relationship with SFRITO that recognises the potential for sports to enter into a training agreement with SFRITO and link to SFRITO practical assessor training programmes, if they wish.

Delivery

Coach development will be delivered through the NSO/Regional Sport Organisation (RSO) networks or by providers approved by the NSO or RSO. Approved providers could include Regional Sports Trusts (RSTs), tertiary education providers and the Academy of Sport network.

Learning will include integration of sport-specific knowledge along with general principles, as much as possible through coaching practice. If this is not feasible, part of the learning process will be to support trainee coaches to integrate the theoretical learning within their coaching practice. Similarly, in undertaking practical coaching the coach will identify further areas for ongoing development and/or informal learning. Figure 7 on the following page represents this interaction.

Figure 7: Coach Development Delivery Model



The actual delivery of coach development needs to be flexible and varied to meet the needs of different coaches. For beginning coaches with little previous coaching experience, the initial coach development may be as simple as an induction by an NSO-approved trainer:

- providing key resources (including a Code of Ethics)
- providing guidance on how to use the resources
- helping coaches to set a positive coaching environment (including safety)
- demonstrating some simple skills and delivery methods, including modelling of general coaching principles
- providing access to more experienced local people, within the sport, for further help.

The key is to give the beginning coach confidence, some basic coaching methods and information on where they can get further help or opportunity to develop their coaching.

Delivery of ongoing coach development can then be based on more structured learning programmes, facilitated through trained and qualified coach trainers, presenters or mentors. Ideally much of this coach development should be delivered in a practical context using techniques such as:

- demonstrations (integrating sport-specific and general principles)
- actual case studies
- mentors or 'buddy' coaches
- discussions based on the coach's reflection on their coaching practice.

It is acknowledged that an approach which relies on experienced coaches supporting developing coaches is time intensive. As much as possible, other approaches will be related to applied practice and may include:

- workshops
- a series of seminars
- online or distance education learning opportunities
- informal learning opportunities such as attendance at conferences, networking within and outside the sport etc.

Assessment

Assessment is a check that learning has taken place. Assessment will be competency based. The key to the assessment approach used is that it is fair, valid, appropriate and non-threatening. An example of valid assessment would be that practical coaching should be assessed through observing practice rather than writing about how the practice might be carried out.

Completing written assessments following the delivery of a coach development module, workshop or programme can prove to be a significant barrier to coaches completing accreditation requirements. Hence, the rigour of assessment should be based on coaches' needs. For example, a coach who wants simply to improve their own understanding to coach young athletes could be assessed in a different way from a coach who wants formal recognition of accreditation to advance employment or appointment prospects, or the coach who wants their learning recognised through credits on the National Qualifications Framework.

In some situations, having no formal assessment may be appropriate. For example, assessment relating to a briefing or seminar for beginning coaches of athletes in the Middle Childhood coaching community could be as simple as orally checking understanding as part of the learning process and providing informal feedback on coaching practice. Any certificate awarded would be for satisfactory attendance/ completion.

In situations that require more formal assessment, if delivery of coach development is best carried out using an experiential approach, then it follows that the emphasis of coach assessment should also be based on the effectiveness of the coach in applying their learning in a practical context. This can be achieved by approaches such as:

- observing application of sport-specific and general principles within his/her coaching practice (and supplying verbal and/or written feedback)
- observing simulations, role plays, videos or demonstrations
- assessing the tools that the coach actually uses in his/her practical coaching, such as planning documents, player analysis data, etc
- presentation of a coaching log or coaching practice portfolio
- evaluating mentor reports.

As long as the approach is valid for the knowledge, skills and understandings being assessed, the following approaches can also be effective:

- written or online responses to assessment tasks
- oral questioning/interviews
- completion of satisfactory reports and oral presentations, etc.

If a sport chooses to work with SFRITO (or NZQA) to align unit standard assessment to a coach development programme, the key is to define the learning programme first then work with SFRITO to match appropriate unit standards to the programme.

Accreditation

SPARC recommends an accreditation scheme that:

- is the responsibility of the NSO
- encourages reaccreditation – that is, the encouragement of practising coaching accreditation that is renewable with continued coaching, ongoing professional development, adherence to a Coaching Code of Ethics and, if applicable, updating of health and safety requirements
- has both the NSO and SPARC logos on the certificates of SPARC-endorsed programmes
- includes the requirement for NSOs to have a recognition of prior learning policy that recognises previous experience and knowledge of general coaching principles. (NSOs may, however, want to see general principles applied in a sport-specific setting.)

Inclusiveness

A key principle of this Coach Development Framework is that the coach will cater for the needs of the athlete(s) being coached.

Coach development will equip coaches to understand their athletes' needs, including how to cater equally for athletes with disabilities. NSOs should include references, examples and illustrations in coach development programmes and resources that acknowledge athletes' ethnic backgrounds and cultures, different ability levels, and disabilities.

Enough flexibility exists in the Coach Development Framework to allow NSOs to be able to develop programmes, modules and specific resources to meet the coach development needs of coaches of athletes with disabilities.

Implementation Plan

SPARC has developed a plan to progressively implement the Coach Development Framework that addresses support for NSO programme development, resource development, and programme delivery and assessment. Key players in coaching will be advised of timelines and ongoing progress.

Roles of Key Players

The following defines the roles of the key players identified in the New Zealand Coaching Strategy, in relation to the coach development tactic of the Strategy.

Coaches

1. Ownership of their own coach development.
2. Delivery of a quality coaching service to all athletes.

All Coaching Key Players

1. Recruitment, induction, retention, mentoring and support of coaches.
2. Reward and recognition of coaches.
3. Providing access to professional development and coaching opportunities.
4. Creation of professional career opportunities.

SPARC

1. Leadership in coach development.
2. Alignment of coach development key players.
3. Identification of key personnel and provision of professional development support for training coach trainers, mentors and assessors.
4. Management of coach development working groups.
5. Programme development and implementation guidelines.
6. Programme endorsement and ongoing quality assurance.
7. General principle module development.
8. General principle resource development, (electronically available for NSOs either to use, or adapt for use, in their programmes.)
9. Managing selected coach accreditation data.
10. Research, innovation and information management.
11. Investment in and support of key players.

National Sport Organisations (NSOs)

1. Leadership of coach development in their sport.
2. Production of policies and procedures for systematic development, consistent delivery and assessment, and quality assurance of programmes (Quality Management System).
3. Research and innovation in their sport.
4. Creating/updating coach development:
 - pathways
 - programmes
 - delivery and assessment materials
 - resources.
5. Implementation, maintenance and quality assurance of coach development programmes.
6. Delivery and assessment of relevant coach development programmes.
7. Training people in their sport to deliver coach development programmes.
8. Managing coach accreditation data for their sport.

Regional Sport Organisations (RSOs)

1. Delivery and assessment of relevant NSO coach development programmes.
2. Implementation of NSO policies and procedures.
3. Working with other key players at the regional level.

Clubs

1. Supporting NSO and RSO programmes.
2. Day-to-day communication with, and support of, coaches.
3. Fostering relationships between schools and sports.

Regional Sports Trusts (RSTs)

1. Facilitating:
 - relationships among key players of coaching and establishing coaching networks within and across coaching communities at a regional level
 - delivery of programmes in partnership with NSOs, RSOs and other key players in coaching.
2. Supporting NSOs to deliver their national programmes.
3. Working with NSOs and RSOs to improve capability for delivering national programmes.
4. Delivering modules on behalf of sports or groups of sports as required.

New Zealand Academy of Sport (NZAS)

1. Supporting coach development in the High Performance coaching community.
2. Facilitating seminar/module/programme delivery for the High Performance coaching community.

Sport, Fitness and Recreation Industry Training Organisation (SFRITO) and the New Zealand Qualifications Authority (NZQA)

The potential exists for sports to link with SFRITO and/or NZQA to match unit standards to their programmes. If they choose to do this, SFRITO will have a role in:

- training of assessors
- quality assurance (moderation) of assessment materials, processes and assessor judgements.

Tertiary Education Providers

Tertiary education providers offer a range of coach development and support opportunities for working with other coaching key players.

1. Within their programmes, tertiary institutions have the potential to deliver generic courses that cover requirements of NSO programmes that will be recognised by the NSOs and/or RSOs.
2. If students from tertiary institutions integrate their practical coaching requirements with those of the NSOs/RSOs, students will benefit by achieving both a tertiary qualification and a sport-specific coaching qualification.
3. Students that work with RSOs will potentially gain credibility within that sport's networks, which in turn may generate further coaching opportunities or casual or vocational employment opportunities.

4. Sports that work proactively with tertiary institutions and support students in gaining practical coaching experience open another coach recruitment pathway.
5. Potential exists to develop training programmes for coach trainers, presenters and mentors.

Schools

Schools have a large number of young people who are interested in sports and coaching. Potential exists for:

- schools to link with NSO coach development programmes and RST programmes to gain skills and knowledge that may encourage them to take initial steps on a coaching pathway
- students to study coach development units of work that gain credit toward national qualifications
- Physical Education New Zealand (PENZ) and teachers to play a role in supporting and encouraging young people to coach
- schools to foster links with clubs and sports.

Sport and Exercise Science New Zealand and Sport Medicine New Zealand

Support for coach development programmes, based on coaches' needs.

Appendix 1: Athlete Characteristics and Needs

The table below expands detail within the 'Athlete Development' column in Figure 6. It lists characteristics of the athletes and the related athlete needs for the various coaching communities. Athlete characteristics have not been included in the adult communities as the majority of athletes have passed the stage of significant growth changes that impact on their ability to perform and be involved in sport.

Community	Athlete Characteristics	Athlete Needs
<i>Early Childhood community</i>	Information and programmes for this community relate directly to SPARC's Active Movement initiative. Active Movement recognises the concept of parents as first coaches. Further development in this area will be coordinated through the SPARC Active Movement team.	

Community	Athlete Characteristics	Athlete Needs
<p>Middle Childhood community</p>	<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.

Community	Athlete Characteristics	Athlete Needs
<p>Late Childhood community</p>	<p>Physical</p> <ol style="list-style-type: none"> Growth is slow until puberty. Many females and some males reach puberty and experience growth spurts. In puberty, skeletal system grows faster than muscular system, thus increasing injury risk. Lack coordination whilst going through puberty. Have steady increases in motor skills, strength, balance and coordination – fine motor skills are developing. Hand-eye coordination is relatively mature. Are maturing at differing rates (individual, gender and ethnicity). <p>Social</p> <ol style="list-style-type: none"> Are becoming more independent. Begin to identify with peers, although they still need and want guidance and support from parents and coaches. Like an environment with consistent standards and fair consequences. Enjoy organised group activities. Like sense of belonging to group, team and club and enjoy working in cooperative activities. Begin to sense differences. Start to identify/prefer being with same-sex groups. Enjoy taking responsibility and assuming simple leadership roles. Girls are more socially mature than boys. <p>Emotional</p> <ol style="list-style-type: none"> Accept parent/family beliefs but are beginning to question parental authority. Admire and imitate older people (role models) – look for the similarities between self and friends. Success should be emphasised and failures minimised. Like challenge, but dislike public failure. Find comparisons with the success of others difficult and this erodes self-confidence. Need to feel accepted and worthwhile (self-worth). Are easily motivated to be involved and prepared to take risks. With puberty, changes in hormones and thinking patterns contribute to mood swings. Early maturing can be stressful – rapid physical change can be embarrassing. <p>Cognitive (thought processes)</p> <ol style="list-style-type: none"> Are capable of developing leadership skills. Vary greatly in academic abilities, interests and reasoning skills. Begin to think logically and symbolically; new ideas are best understood when related to previous experiences. Have increased attention span, but have many interests which change rapidly. Are learning to absorb new ideas, but tend to judge in terms of right/wrong or black/white. Often reject solutions offered by adults in favour of finding their own solutions. Like to share thoughts and reactions. Are developing individual identity – intrinsic motivation is important (doing it for yourself). Understand multiple levels of meaning and have a rapidly increasing vocabulary. Use reasoning skills to solve problems, negotiate and compromise with peers. Can differentiate between ability and effort (if I work hard, I will improve). Have clearer understanding of the concept of competition (social comparison). 	<ol style="list-style-type: none"> Variety of sports, events and positions. Skill development that becomes more sport-specific. A continued degree of modified sports, but gradual introduction of adult structured games/events. A high level of activity (lots of time on task) with rotations of roles and equal involvement. Consistent, organised sessions – transition from deliberate play to increasingly deliberate practice. Decision making. Teaching Games for Understanding (TGfU). Introduction to the notion of competition, with emphasis on improvement to win. Provision of a safe emotional, physical, cultural and social environment. Proactive promotion of fair play and moral decision making. Use of role models as a teaching tool. Lots of positive reinforcement, variety, enjoyment. Learning through mistakes and creation of challenges. Encouragement to take risks in games. Positive input from parents. Cooperative activities that reinforce the enjoyment of playing with friends. An empathetic environment (understand and listen to individual athletes' needs). Leadership and responsibility opportunities (independence). Identification with current childhood trends. Understanding of hormonal mood swings (e.g. do not embarrass).

Community	Athlete Characteristics	Athlete Needs
<p>Early Teenage community</p>	<p>Physical</p> <ol style="list-style-type: none"> 1. Growth spurts occur and are likely to cause clumsiness. 2. Complex motor skills become more refined. 3. Hormones affect body composition. 4. Are capable of handling appropriate physical training/workload (otherwise susceptible to injury risk). 5. Are capable of developing energy systems (e.g. anaerobic, aerobic). 6. Have maturity differences within and between genders. <p>Social</p> <ol style="list-style-type: none"> 1. Are searching for personal (including athlete) identity – acceptance vs. isolation. 2. Friendships (both same and opposite gender) formed are often sincere and long-lasting. 3. Peer groups are very important. 4. Move away from family reliance. 5. May begin sexual relationships. 6. Increased costs, wider range of opportunities and time constraints can be barriers to sporting involvement. 7. Emphasis is on balancing career goals and roles in life – are starting to forward plan. 8. Role models are influential. 9. Are learning to cooperate with each other. 10. Have increasing awareness, and possible use, of alcohol and drugs. <p>Emotional</p> <ol style="list-style-type: none"> 1. Have increased awareness of body image (notice differences) – e.g. disability, weight changes. 2. Are seeking to understand and accept sexuality. 3. Seek emotional autonomy from parents. 4. Hormones cause mood swings. 5. Want responsibility and to be treated as an adult. 6. Internally desire success, but are influenced by external pressures to conform (cool to be average). 7. Are vulnerable to negative criticism, but respond to constructive feedback. 8. Teens who develop differently physically from their peers may become uneasy about physical changes. <p>Cognitive (thought processes)</p> <ol style="list-style-type: none"> 1. Like to find their own solutions. Value presenting their own ideas. 2. Have longer concentration span – are ready for more in-depth learning. 3. Are capable of complex problem solving. 4. Develop their own language. Use teen slang. 5. Have sense of invincibility. 6. Begin to value setting goals based on feelings of personal needs and priorities. 7. Tend to be self-focused. 8. May lack understanding of their abilities and talents. 9. Begin to demonstrate moral thinking and appreciate values. 10. Are capable of informed decision making and appreciate leadership roles. 	<ol style="list-style-type: none"> 1. Opportunity for sport-specific skill development. 2. Training programmes that recognise their physiological stage of development: <ul style="list-style-type: none"> • physical fitness/strength • skill development • injury prevention/ burnout. 3. Coaches who plan, with goal setting based on needs. 4. Simple tactics. 5. Mental and physical challenges. 6. Structure and firm but fair discipline. 7. Empathy – understanding the player as a person as well as an athlete. 8. Setting of realistic expectations of success. 9. Learning to make decisions and learning from mistakes. 10. Inclusion in decision making. 11. Teaching Games for Understanding (TGfU). 12. Two-way interactions/effective communications: <ul style="list-style-type: none"> • coach/athlete • coach/family. 13. Encouragement. 14. Ownership and responsibility, but consequences if they are irresponsible. 15. Understanding of why they are doing things. 16. A safe, secure, non-threatening environment. 17. Support for continued participation (costs, travel). 18. Coaching that recognises their lifestyle. 19. Being taught to be self-reflective and to self-analyse. 20. Experiences within a variety of different sport-specific situations.

Community	Athlete Characteristics	Athlete Needs
<p>Late Teenage community</p>	<p>Physical</p> <ol style="list-style-type: none"> 1. Most reach skeletal physical maturity. 2. Males continue to gain muscle strength and mass. Both sexes continue to develop bone mass. 3. Have better posture and coordination. 4. Can achieve advanced levels in complex skill and movements. 5. Are reaching physiological maturity. <p>Social</p> <ol style="list-style-type: none"> 1. Have strong, independent social needs and desires. 2. Status in peer group is important. 3. Want to belong to groups, but be recognised as individuals within the team/groups. 4. Are likely to be sexually active. 5. Are in transition stage – change in home, locations, sport involvement. 6. Can assume major responsibilities and leadership roles. 7. Are engaged in making lifestyle and career decisions. 8. Are socially aware of their own and others' needs. 9. Likely to be involved in alcohol use and risk taking adventures. <p>Emotional</p> <ol style="list-style-type: none"> 1. Self-identity becomes more stable. 2. Feel they have reached the stage of full maturity and expect to be treated as adults. 3. Have more stable emotional responses but feelings of inferiority and inadequacy are not uncommon. 4. Tend to assume more responsibilities, with the associated stress. 5. Feel the pressure of other priorities, e.g. work, study, church, flats. 6. Are less preoccupied with body changes and body image (still an issue though). <p>Cognitive (thought processes)</p> <ol style="list-style-type: none"> 1. Are able to learn new skills/concepts, and can relate to past experience. 2. Have higher level of abstract thinking. 3. Personal philosophy begins to emerge. 4. Make choices/solve problems/accept responsibility. 5. Self-evaluation, self-correction and motivation become strong tools. 6. Can determine their own plans, schedules and goals. 7. Are capable of complex analysis and associated decision making. 	<ol style="list-style-type: none"> 1. Sport/event/position-specific training. 2. Specific strength training as appropriate. 3. Increased precision in prescription of programmes and performance assessment. 4. Practising strategic approaches within their sport: <ul style="list-style-type: none"> • taking ownership and responsibility • decision making • Teaching Games for Understanding (TGfU). 5. Opportunities for individual challenge and to be intuitive in their approach. 6. Being understood: <ul style="list-style-type: none"> • lifestyle situation • school/university/work/employment/unemployment • family. 7. Having clear expectations. 8. Being stimulated, challenged and excited. 9. Positive role models. 10. Leadership and the opportunity to be a leader. 11. Encouragement and support to remain involved (especially if there is a shift in location). 12. Consideration of both long and short-term development.

Community	Athlete Needs
<p>Social Adult community</p>	<ol style="list-style-type: none"> 1. Lots of activity. 2. Opportunity to compete (games or events). 3. Safe physical and personal environment. 4. Understanding of other priorities (work, education, family). 5. Opportunity for social contact. 6. Maintenance of general fitness and health.
<p>Competitive Adult community</p>	<ol style="list-style-type: none"> 1. Hugely varied and wide ranging, depending on the sport, the nature of the group and the geographical location. 2. Recognition of maturity level of adults. 3. Flexible approach – considering outside influences and time constraints (e.g. marriage, education, careers – balance). 4. Structured and focused sessions. 5. Coaches who can refine technical and tactical aspects of the sport and extend mentally. 7. Leadership opportunities (lots of self-responsibility and ownership). 6. Opportunity to create and develop team culture. 8. Teaching Games for Understanding (TGfU). 9. Quality-led practice and competition environments. 10. Specialisation of sports/events/positions/roles. 11. Individual planning. 12. Feedback based on analysis. 13. Fitness/lifestyle/nutrition/injury prevention/mental skills information (performance enhancement knowledge). 14. Funding/costs/travel considerations. 15. Suitable equipment and facilities. 16. Appropriate competition at the appropriate level. 17. Retirement planning/extension of career.
<p>High Performance community</p>	<ol style="list-style-type: none"> 1. A culture of excellence. 2. Input into vision, goals and planning. 3. Expert technical and tactical coaching – group and individual. 4. Exposure to cutting-edge, innovative coaching that acknowledges research and overseas best practice. 5. Performance based, individualised, specialist support services. 6. Specific, individualised, periodised training programmes. 7. To be challenged and work to the limit. 8. A focused, high quality training environment. 9. Training opportunities that prepare them for a changing environment and performing under pressure. 10. Opportunity to make decisions, innovate and try new ideas. 11. Regular access to high quality technology, equipment and facilities. 12. Timely and clear technical and performance feedback based on expert analysis – individual and/or group. 13. Clear understanding of 'where they are at' and areas for improvement. 14. A coach who creates a positive environment, provides leadership, and role models expected behaviours and ethics. 15. Recognition of efforts and performance. 16. Having views and opinions valued and respected. 17. Lifestyle and longer-term planning support.

Appendix 2: Coach Development Programme Components

The table below lists potential course components that NSOs might include in their programmes. It links to the 'General Principles' and 'Sport-specific' columns in Figure 6. The groupings are for presentation purposes, to allow for the development of coach education support materials. This does not restrict in any way how NSOs might deliver components within their own programmes. Future development will extend this table to illustrate the progression of these programme components with the stage of development of the athletes. This work will be carried out in conjunction with athlete stages of development work relating to the SPARC Talent Development project. A sample to illustrate this is attached at the end of Appendix 2.

Learning Areas					
Athlete Development	Sport-specific	Leadership	Coaching Process	Self Development	Programme Management
<ul style="list-style-type: none"> Understanding the athlete: <ul style="list-style-type: none"> - physical, social, emotional, cognitive characteristics - athlete needs - growth and development - programme and sport science implications Understanding individual differences (the athlete as a person, cultural, disabilities, etc) Injury prevention in relation to growth How athletes learn: <ul style="list-style-type: none"> - learning preference - skill acquisition - motor skill development Athlete: <ul style="list-style-type: none"> - decision making - self-analysis of performance Sport as a wider context for learning for life Athlete lifestyle planning 	<ul style="list-style-type: none"> Techniques and skills Tactics/systems of play/game plans Inclusion of athletes with disabilities Rules and regulations Analysis: <ul style="list-style-type: none"> - your athlete(s) - opponents (individual and group/team tactics) Application of sport science in a sport-specific context Safe use of equipment and facilities Measuring performance (testing) Application of technology 	<ul style="list-style-type: none"> Creating a vision Philosophy of coaching Leadership styles Modelling of: <ul style="list-style-type: none"> - coaching philosophy - values - code of ethics - code of conduct Facilitation Leading change Empowerment Team building and culture Developing athletes as leaders Conflict resolution Developing and leading a support team Selection 	<ul style="list-style-type: none"> The art of coaching Coaching delivery: <ul style="list-style-type: none"> - pedagogy - styles - strategies Communication and feedback Catering for individual differences (cultural, disabilities, etc) Technical skill acquisition Motor skill acquisition processes Providing a safe physical and personal environment Implementing plans TGFU (game sense) Working with a mentor Talent ID and development 	<ul style="list-style-type: none"> Personal philosophy, values, code of ethics/conduct, understanding yourself Self-reflection and self-review Self-management (including time and stress management) Mentoring skills Research skills Technology usage Knowledge and understanding of sport science : <ul style="list-style-type: none"> - sport psychology - exercise physiology - biomechanics - sport nutrition - sport medicine - motor learning - anthropometric 	<ul style="list-style-type: none"> Planning: <ul style="list-style-type: none"> - programmes - practices/sessions - competition - travel/tournaments - for individual differences Evaluation and modification of programmes Managing others: <ul style="list-style-type: none"> - players (individuals, groups) - parents - coach support teams - administrators - officials - sponsors - the media Resource planning/budgeting/management Information management/record keeping Managing the environment: <ul style="list-style-type: none"> - risk management (including individual rights, environment, injury, legal, drugs and alcohol) - injury prevention and management - managing environmental factors that affect performance (travel, altitude, humidity, etc)

Illustrative example of potential further development

Learning Area	Development Progression with Athlete Stage of Development			
	Explore	Learn	Participate	Perform
<p>Programme Management</p> <p>Planning</p>	<ul style="list-style-type: none"> Group needs (including fun and variety) Basic activity planning for a session 	<ul style="list-style-type: none"> Group needs (including fun and variety) Session/short-term planning 	<ul style="list-style-type: none"> Individual and group needs, goals and objectives Session planning incorporating skill progression and simple tactics Fitness and wellbeing guidance Basic competition planning 	<ul style="list-style-type: none"> Identified group and individual needs Goals and objectives defined with athlete input Annual planning Programme planning (linked sessions, competitions, travel) Use of sports science Use of previous performance to inform practice and competition preparation Athlete input
<p>Evaluation and modification of programmes</p> <p>Managing others</p> <p>Resource and information management</p> <p>Managing the environment</p>				<p>Excel</p> <ul style="list-style-type: none"> Identified group and individual needs Negotiated goals and objectives Long-term strategic planning Budgeting Integrated programme planning: <ul style="list-style-type: none"> catering for individual needs individualised sports science management team roles environmental factors Session and competition planning based on athlete and team analysis Coach/athlete/group ownership Utilisation of international best practice





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