

**GROWING COACHES**

Whakapakari Kaiako Taiohi

# WORKSHOP GUIDELINES

FOR TEACHERS, COACHES, FACILITATORS OF  
THE GROWING COACHES PROGRAMME



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# What is Coaching?

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## WORKSHOP 1

This workshop focuses on building a foundation of understanding of coach definitions, coach styles, philosophy and values, qualities and roles. The intent is to paint a picture of what coaching is.

The Powerpoint presentation “What is Coaching?” may be running in the background of the activities and used for some discussions and activities.

### OUTCOMES

The young coaches will have the opportunity to learn about:

- Coach Foundation Stones
- NZ Coach Approach
- Constructing your Coach Toolkit
- Coach Qualities and Roles
- Coach Philosophy and Values

### ACTIVITIES

The following activities may be used in this workshop to teach the young coaches about what coaching is:

- Ask the young coaches **What is Coaching?** Get them to come up with words that relate to coaching either as a group or in smaller groups with pens and poster paper.
- Work through **Activity 1 Coach Foundation Stones** in the Coach Journal (and use the Powerpoint slides if you like as you work through it).
- Hand out the **NZ Coach Development Framework** description on page 21 of the Programme Guide to ask young coaches to discuss in pairs either: the vision, the philosophy or the principles of the NZ Coach Development Framework. Get them to summarise by making three key points to share with the whole group. Perhaps one group could discuss each section and then report back to the group.
- Ask the young coaches to read pages 22 and 23 in the Programme Guide **What is Coaching?** and **Coach Leadership** as a handout for homework and come back to class with two things they agree with and one they would perhaps like to challenge or something they would like to add about coaching and coach leadership.
- Work through **Activity 2** in the Coach Journal - **Constructing Your Coach Toolkit**. You can, again, use Powerpoint slides in the background (being mindful of ‘death by Powerpoint’). There’s an opportunity here to make it about a real coach toolkit. Perhaps bring in a bag or proper toolkit and have some of the things that might go in a coach toolkit written on pieces of paper to go in the kit. For example: athlete needs, values, philosophy, beliefs, coach style, personal skills and abilities, qualities, strengths, learning for coach, learning for athletes. Perhaps as you discuss each component of coaching you place it in the ‘Toolkit’.
- Coach philosophy and values are important to highlight in this first session. Ask the young coaches to do **Activity 4** in the Coach Journal - **What Do I Value?** This will unsettle lots of people...they will be annoyed at you asking them to write down the four things most important to them and then to cross them out. This creates fantastic discussion, as essentially we are often asked in various ways to go against our value set. This can be very well related to the coaching context where athletes get caught in between commitments etc.
- There is also a good ‘discussion catalyst’ around **Values-based Coaching** on page 26 of the Programme Guide. Use this as a handout or as homework reading. The **values lists** on the bottom of page 26 are excellent as a debate topic.
- **Coach qualities** can be a little ‘fluffy’ to try to teach, however they do catalyse good discussions as people often have polarized views about them. Perhaps take the four headings on page 27 of the Programme Guide and ask them to think of a coach they know and describe them under: knowledge, caring, ability to motivate and leadership. This is similar to the second activity in **Activity 1** in the Coach Journal **Coach Foundation Stones** with slightly different outcomes.
- Page 28 of the Programme Guide has a useful page titled **So What do Coaches Do?** This is a good basic discussion around the values of a coach and the skills required to make a difference. You can ask participants to relate this to their own experiences of coaches.

- Videos are extremely useful to initiate thinking around coach styles and behaviours;
  - *Remember the Titans* has several great clips on command style or autocratic coaching.
  - *Coach Carter* has some good parts on coach philosophy and values. There are a number of other coaching movies which would also be useful for teaching philosophy and values.
  - **Activity 6** in the Coach Journal is titled **Mentoring from Other Coaches**. This may be also used in real time where young coaches watch and observe another more experienced coach or they may complete the task through the use of a movie.
- There are several games and activities from the Coach Gear Bag that are suggested for Workshop 1: **Coach Starter Activities** pages 7-15 of the Coach Gear Bag and perhaps the **Leadership Activities** on pages 43-47 of the Gear Bag if you are not going to use them in Workshop 2.
- A one hour session has been suggested as it fits well with many secondary school timetables. This will mean you can only get through a certain number of activities. Some facilitators may wish to have two sessions for each workshop in the Growing Coaches Programme which would allow more opportunity for practical interaction and learning for students.



# Designing Great Coaching Sessions

## WORKSHOP 2

This is the nuts and bolts session on planning and organising as a coach. This knowledge will set young coaches up to plan and organize for the coaching experience.

### OUTCOMES

The young coaches will have the opportunity to learn about:

- Effective coaching Sessions
- Basic Elements of a Practice Plan
- Athlete characteristics
- Planning for Success
- Using the Coach Journal

### ACTIVITIES

The following activities may be used in this workshop to teach the young coaches about designing great coaching sessions:

- The **Start With What You Know** discussion on page 29 of the Coach Journal is great advice to young coaches who are a little nervous and unsure of their capacity in the coaching role.
  - This could be excellent pre-reading before Workshop 2.
  - Or it could be read in class and discussed.
  - Or it could be presented as a 30 seconds summary by groups of three to the whole group.
  - Or it could be read and then in groups of three the young coaches could list the knowledge and skills they are starting the coaching experience with.

- Page 29 of the Programme Guide has a good overview of components for **Designing Effective Coaching Sessions**. This would be good as a handout to spark discussion and thinking.
- The Powerpoint slides for Workshop 2 are, again, intended to be used as a guide for delivery not as the sole learning resource.
- **Activity 7** in the Coach Journal **Design a Game** may be a very useful activity in this workshop or in Workshop 3 Games Approach. Here it could be a simple game or even a skill that each young coach teaches to a small group. This allows the facilitator to begin to guide the coaches in their delivery early on in the programme.
  - It is suggested that if you do decide to get the students to make up a game, or teach a known game, or teach a skill, that you perhaps use the activities and games from the Gear Bag which you (as the facilitator) have delivered to the group already. More confident young coaches could select their own activities and games from the **Gear Bag Activities** to deliver to the group.
- Get the young coaches to do **Activity 3** in the Coach Journal titled **Your Athletes**. They may do this and discuss how they will work with these athletes with another person in the group or they may do this for homework and bring it back for a discussion.
- Use the **NZ Coach Development Framework 'Athlete Characteristics'** chart on page 42 of the Coach Journal to allow the young coaches to highlight interesting points that relate to the athletes they are coaching.

- Pages 30 and 31 of the Coach Journal offer some good advice on **Successful Coaching Experiences**. This could be used by giving each group a section to present a summary on e.g. set the culture; work on the development of each athlete; develop effective coaching sessions and so on and asking them to summarise for the rest of the group or to present three 'pointers' for advice.
- An individual task that would help with getting the coaches thinking about their sessions would be to get them to read pages 32 and 33 of their Journal about **Planning Sessions** and ask them to answer the questions that are posed. Choose three questions or more for them to work on.
- Ask the coaches to plan one session either in class or at home using page 34 of the Coach Journal as a guide. Ask them to also check out page 29 of the Programme Guide (which you have given them as a handout) and page 30 of the Guide on **Skill Learning**.
- A great way to summarise the learning in this planning workshop is to get the young coaches to question themselves using pages 35-36 of the Coach Journal titled **Questioning Yourself**. Or your whole workshop on **Designing Great Coaching Sessions** could be based on these two pages where the coaches question themselves whilst planning Session One in the Coaching Session template for their upcoming coaching experience. That's a great idea!
- The following Games and Activities may be useful for the facilitator to include in Workshop 2: **Leadership Activities** pages 43-47 of the Coach Gear Bag. These are based on cooperation and team building and are useful for the start of a season.



# Games Approach

## WORKSHOP 3

This workshop is about a style of delivery, of coaching that encourages coaches to use an inquiry-based model of coaching using questions and encouraging discussion-making amongst athletes. Games become a focus of the coaching sessions. There is an opportunity here to make this workshop very practice-based with information slides, readings etc. to support the learning.

### OUTCOMES

The young coaches will have the opportunity to learn about:

- Skill Teaching
- Games Approach to Coaching
- Teaching Games for Understanding (TGfU)

### ACTIVITIES

The following activities may be used in this workshop to teach young coaches about a games approach to coaching:

- It may be useful to start with a discussion about **Modifying Activities** to meet the needs of your athletes. Page 32 of the Programme Guide will be useful for that as it eludes to different modifications for different types of games and learners.
- The **Games Approach to Coaching** on page 33 of the Programme Guide describes what a games approach is, as well as the most famous model of inquiry, games-based coaching: Teaching Games for Understanding (TGfU). Ways of using questions are discussed on page 34. Perhaps you as the facilitator could come up with some questions as examples and then the young coaches could come up with some questions that may be asked in their specific sport relating to a game or tactic or skill. This could be done in a very active way by teaching a skill to each other and thinking of two qualities to ask athletes about the skill that would enhance their learning.
- **Activity 7 Design a Game** in the Coach Journal is useful for the young coaches to design a game to teach a particular aspect of their sport to their athletes. If time allows in a second workshop for this Games Approach topic then it would be great to have them deliver the games to each other or to another group and to use **Activity 8** in the Coach Journal the **Coaching Skills Checklist** to have them peer assess each other and give feedback. It would be worthwhile taking the time to do this!
- It would also be a good reflective learning experience to have the young coaches reflect on their experience using **Activity 10** in the Coach Journal **Reflecting on Your Coaching Experience**. This could be used following a coaching experience or delivery of an activity in the workshop.
- The **Managing the Group** discussion on pages 38-39 of the Coach Journal is essential learning for new coaches and often a 'deal breaker' in terms of whether the experience of coaching ends up being a positive one. This fits quite well into this workshop or Workshop 2. It may be a great full group discussion with specific behaviours highlighted and ways of dealing with them explored.
- Important in this workshop is the opportunity to see the **Games Approach to Coaching** in action through games and activities. The Coach Gear Bag has numerous games useful for this workshop. Of particular focus would be the **Teaching Games for Understanding (TGfU)** section on pages 27-41. It is suggested the facilitator delivers several of these games as models for the coaches; including questioning, strategising, playing and modifying. This role of managing athlete behavior is what often provides young coaches with the greatest challenge.
- Providing an opportunity for the young coaches to deliver using a games approach is strongly recommended – perhaps using a second workshop for this section. Perhaps get them to practice their coaching by delivering a game to a small group and then using **Activity 8** the **Coaching Skills Checklist** to give some peer feedback.



# Coach Leadership

## WORKSHOP 4

This workshop is easily linked to the **SportNZ Growing Leaders Programme** which is available on the SportNZ website under 'Growing Leaders'. There are also a number of activities from Growing Coaches that will be very useful in this workshop.

### OUTCOMES

The young coaches will have the opportunity to learn about:

- Leading as a Coach
- Building Team Culture
- Reflective Practice

The Growing Coaches Powerpoint slides for this workshop may be a good framework to hang the learning about leadership on however, the activities will bring them alive. Two additional Powerpoints may be accessed through the Growing Leaders Programme on the SportNZ website. These Powerpoints are titled: **What is Leadership?** and **Team Culture**.

### ACTIVITIES

The following activities may be used in this workshop to teach young coaches about coach leadership:

- **The Leadership Skills Puzzle, Activity 9** in the Coach Journal starts a useful discussion about individual leadership styles.
- The **Coach Leadership** discussion on page 23 of the Programme Guide is a good introduction to coach leadership if it has not already been used in previous workshops. This discusses coach leadership, understanding athletes and coach behaviour, coach-centred and athlete-centred approaches, and mentoring from other coaches.
- **Activity 5** in the Coach Journal **Building a Team Culture** provides a template for the young coaches to make the point that leadership is about people; in this case in the coaching context.

To allow the participants the opportunity for adding 'people based' activities to their coach toolkit you may like to try the following activities:

- Ask the participants to take out their **wallets** and choose a partner. Then ask them to take out something from their wallet that will tell the other person something about them that they didn't already know. Obviously ask them to make sure it's appropriate, self-led discussion! Then ask participants how this relates to leadership. The answer of course being that leadership is about knowing about the people you are working with.
- **Conversation Cards**. These may be bought from most bookshops. They ask intuitive and sometimes a little crazy, thought-provoking questions that allow people to learn things about each other. Give participants one card each, ask them to work out the answer from their perspective.

Several of the activities in **Growing Leaders** (on the SportNZ website) also offer good opportunities to encourage 'people mixing' and learning about themselves and others.

- **Navigate Stage Activity 10** in the Growing Leaders Facilitator's Guide **Activities to Explore Team Culture**.
- **Empower Stage Activity 9** in the Growing Leaders Facilitator's Guide **Values-based Leadership of a Team**.
- **Activity 1** in the Growing Leaders Facilitator's Guide **Leadership Foundation Stones** under sections Explore, Discover, Navigate and Empower.
- **Empower Stage Activity 3** in the Growing Leaders Facilitator's Guide **What Sort of Leader Am I?**
- **Navigate Stage Activity 16** in the Growing Leaders Facilitator's Guide **Leadership Experience Reflection 1** and **Empower Stage Activity 14** in the Growing Leaders Facilitator's Guide **Leadership Experience Reflection 2**.
- Get the participants to read **Leadership in a Nutshell** on pages 3-4 of the Growing Leaders Facilitator's Guide. This is good background reading that they can relate to Growing Coaches.

More leadership based activities:

- Deliver the **Leadership Activities** in the Coach Gear Bag on pages 43-47. These are team building activities with a focus on cooperation and the opportunity to work as a group or team. They can be very useful for young coaches at the start of a season or time period to allow the group to discuss: values, interaction with each other, and ways of working together in order to perform better.
- The **Creating a Culture Activities** on pages 49-52 of the Coach Gear Bag are also focused on team culture and the people side of coaching. It may be a good idea to deliver some of these with the young coaches.
- If **Activity 2 Constructing the Coach Toolkit** on page 10 in the Coach Journal has not yet been used it could be quite useful in this workshop on leadership. It is about leader skills, styles, experiences and values in the coaching context.
- **Activity 10 Reflecting on Your Coaching Experience** on page 26 in the Coach Journal allows the young coaches to lead an activity or game and then reflect upon how it went and what the learning was.
- **The Sport NZ Coaches Code of Ethics** on page 41 of the Coach Journal is a handy catalyst for discussion around roles, responsibilities, integrity, safety and service to athletes. These are all strong components of effective leadership.
- The **Language of Coaching** information on page 45 of the Coach Journal provides some good basic communication information for leaders in most situations. This could create some good debate amongst the young coaches.

NB: This workshop also allows facilitators to perhaps tie up any loose ends in the learning; to use any handouts or templates that have not yet been used.





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