

**PETRO-CANADA SPORT LEADERSHIP SPORTIF /  
ICCE GLOBAL COACH CONFERENCE  
14:30-16:00, SATURDAY, 14 NOVEMBER 2009, VANCOUVER, CANADA**

**WORKSHOP D3: CRITICAL COACHING ISSUES – THE PLAYMAKER’S WORKSHOP**

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**1. EFFECTIVENESS**

As part of a team or organization, whether in sport or elsewhere, it is important to know if a role holder is or is not delivering what they are there to deliver. So, in some instances, like sales, we want to know if targets are being hit. In others, like the police force, we want to know that crime figures are coming down and crimes are being solved; or in teaching that young people are achieving better grades and becoming valuable members in the community.

We can reasonably assume that, if things are going in the right direction, the person concerned is effective in their role. In fact, HR will have ways of measuring this periodically, or certainly annually, by looking at what was actual versus intended performance.

Some of the measures are about ‘input’; what the person does ; how they do it; and, how their role fits within the organization’s mission. Some measures are about ‘output’; what was achieved within the framework of the role purpose. This is the consequence for what and how things are done.

To date, there is no agreed upon universal approach for how coaches are measured as being effective in their role. Some coach several young performers but pass them on, so are not at the medal end of things. Cynics like Forbes Carlyle believe “more athletes make great coaches than coaches make great athletes”. And yet others will clinically say that effective coaches are the ones that get medals. So, what is coaching effectiveness?

**WORKSHOP QUESTIONS: COACHING EFFECTIVENESS:**

Creating an instrument for measuring and monitoring coaching effectiveness

- What are the outputs of effective coaching?
- What factors influence coaching effectiveness? Rank these in importance.
- How might each factor be measured?
- How would you arrive at a coaching effectiveness index, that an organization could use to assess a coach?
- How should this be integrated into an organization’s performance review process?

Propose a plan of action to take this forward

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## 2. CAREERS

Most coaches have little sense of potential career objectives or ambitions when they take their first steps in coaching. They will continue coaching simply because they want to and have an immense sense of fulfillment in helping young people enjoy and grow through sport.

For some, however, these first steps are the first in a lifetime and career in coaching, fuelled by a driving passion. That is the case whether they turn to coaching after a career as an athlete or because they are driven by contributing to the development of individuals through sport.

In former times, such a career was exclusively as a coaching practitioner such as the golf pro, the club, collegiate or professional team coach and so on. But now careers have broadened to include leadership, management and education roles, with different areas of specialism to focus on diversity of gender, age, level of development, ability and disability.

Traditional coach education, for the most part, is oriented to the practitioner, however colleges and universities have accelerated the development of courses in the performance sciences, the business of sport and so on.

So what does the career market look like for coaches and how can we help them define and prepare to pursue their careers?

### **WORKSHOP QUESTIONS: CAREER PATHWAYS:**

Planning professional career pathways for coaches and agreeing on supplementary skill sets for such careers

- Identify typical coaching job opportunities (the types of jobs that coaches do e.g. head coach, specialist practitioner coach, coach educator, etc) and examples of how the career pathway of a coach evolves from entry to retirement. (Compare this to a teaching career and how teachers may branch out to non-classroom roles.)
- What are the implications of this career path to coach training programs? What should the relationship be between coaching programs and other programs in sport and physical activity (e.g. PE teaching, sport management, fitness etc).
- How could you establish a coaches' professional development tracking program?
- How could you facilitate/support coaches in addressing their development needs? Or is this the coach's own responsibility?

Propose a plan to draw this together to advantage coach, club, federation, nation (and of course athlete(s)!

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### 3. CHARTER

We can safely agree that the role and value of the coach is essential in the development of athletes and teams. We can also agree that as professions mature, they must be regulated in order to protect those they serve as well as those who engage in the profession.

Much is assumed in the relationship between coach and athlete/team or, indeed, employing bodies such as a clubs, colleges or federations. But it is inherent in any profession that a fundamental framework of operational understandings is formalized and agreed between the parties concerned.

Whether voluntary or professional, the coach will constantly apply best endeavours to deliver professional standards in all things to ensure the best interest of athlete and sport are addressed in terms of well being development and performance. This reflects commitment to effectively meeting fundamental responsibilities as a coach. The Charter, correctly, couples rights with these responsibilities. The unwritten right, of course, is the right whether or not to exercise these rights.

The Coaches Charter is generally agreed by coaches as the foundation on which a properly regulated coaching profession should be built. So, how should we proceed to introduce this foundation to the general and specific cultures of sport?

#### **WORKSHOP QUESTIONS: THE COACHES CHARTER**

Preparing a strategy to promote the Coaches Charter and embracing it within the coaching culture

- What helps/hinders acceptance of the Charter by coaches/athletes/clubs/ federations?
- How could you leverage what helps and address what hinders?
- Are contracts and compensation only the concern of the professional coach? And what are the implications of this?
- Where do Coaches Associations fit with the Charter?
- Who should be involved in and/or responsible for a regulated coaching profession?

Propose a course of action to take this forward.

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## 4. MENTORING

Learning is a continuous process for life. In following this through, there comes a point for a coach where, sooner or later, the books, lectures or courses are not the resource needed to progress. It is the point where access to someone who has been there before us, whose experience is not available elsewhere, is what is needed.

Such people may, of course live next door or be in the same club or town. But more often than not they are not within easy reach. They are coaches who understand the false cues and reject them quicker than the less experienced. They join up the dots to make connections faster too. And the best can differentiate between what skills are applied in coaching and what are applied in mentoring.

For them, they are world class at their **3Rs** – each **R** is a responsibility:

1. Responsibility for their own performance (as a coach)
2. Responsibility for their own development
3. Responsibility to stand other coaches on their shoulders by mentoring them

Recognising the need for a mentor, finding the right one and being prepared to mentor seems at present to be a pretty random and unstructured affair.

Can we change that? Should we change that?

### **WORKSHOP QUESTIONS: COACH MENTORING:**

Establishing a national or international elite coach mentoring network and program

- What qualities/competencies would you seek in an elite coach mentor?
- What would persuade you that you need mentoring or that you could provide mentoring?
- Who can the mentor turn to for personal continuous development?
- Do you consider that an international elite coach mentoring network is essential ?

List issues that must be addressed in creating such a network.

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## 5. DECISIONS

Right decisions are made by the right people at the right time. There is a sense of process and discipline to decision making. However, pressure of time in making decisions introduces a critical perspective for considering analysis versus intuition in terms of balance of influence in a process which include implementation of the decision.

The last point is important, because decision making does not end with the decision but with its implementation; with action.

It is the capacity to make right decisions, right judgment calls, that separates the excellent from the average in coaching.

There are probably three broad types of decision characterized by their level of importance and time available to make them.

First is where the decision is made in the blink of an eye. It is almost reflexive.

Second, is where there is opportunity to consider relevant intelligence and evidence, synthesize it and translate this into effective action in a time-sensitive environment.

Third, is where there is considerable input and involvement of others from intelligence, evidence and data gathering, to ensuring buy-in and commitment to delivery of the decision in practice. There is a big and normally flexible time frame here.

But how do we learn to make the right decisions? And how do we understand when to apply which scenario?

### **WORKSHOP QUESTIONS: COACH DECISION MAKING SKILLS**

Learning and teaching processes that strengthen coach decision making skills

- How do you equip yourself for evidential decision making?
- At what level in coaching athletes do you
  - Exercise synthesis skills yourself
  - Access when necessary someone who can synthesise the information/intelligence for you
  - Require constant access to a 'synthesiser', eg performance sciences/services manager
- How do you learn 'gut feelings'?
- Does working as an 'apprentice' with an expert help in this? What is the learning process here?

Propose a learning framework to develop decision making competence.

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## 6. PERFORMANCE

Preparing an athlete to deliver peak competitive performance on the day, is a critical function of the coach.

Performance is the product of delivering a performance structure of those key performance determinants (kpd) at the level required to create the performance.

It is impossible to consider a performance target without considering the performance structure and therefore kpd. This means that in designing a program to coach the athlete to deliver the performance, the coach must know the current performance and performance structure. Only then can the journey be made from current kpd scores to those required for the target performance. This, of course, assumes the knowledge and skills to prepare that program.

Coaches should know month on month and year on year changes and progressions for a given athlete in a given discipline by reference to a national sport specific data base. This data base should be the outcome of coaches collaborating in sharing information and experience.

How can we approach developing such a data base and ensuring that coaches understand and effectively apply the concept of performance structures?

### **WORKSHOP QUESTIONS: BUILDING EFFECTIVE 4-YEAR PERFORMANCE STRUCTURES:**

- What are your performance targets for 2010-12 (2014- winter sports)?
- What are the key performance determinants (kpds) that go with these performance targets?
- Where are your performance / kpds now?
- Discuss the analysis process you have used to arrive at these answers: what have you based the targets on? How have you determined the kpds? How do you measure the current level of your athletes in each of these areas?

Propose a process for designing a template for pursuing and delivering this.

## **APPENDIX: THE COACHES' CHARTER**

It is agreed that the role and value of the coach is essential to the performance and delivery process of athlete or team in the culture of sport.

In order that the role be effectively exercised, and value afforded basis for measure, it is fundamental that the coach works within a framework of operational understandings.

Such understandings are a bond between the coach and those who avail themselves of and benefit from the service offering afforded by the coach.

Notwithstanding that the coach may variously range from being voluntary to being partly or wholly dependent on coaching as their professional career, the coach will constantly apply best endeavours to deliver professional standards in all things to ensure that the best interest of athlete and sport are addressed in terms of well being, development and performance.

On this foundation, the framework of operational understandings is constructed as a set of eight fundamental rights and responsibilities.

Whereas access to the rights of the coach may have to be negotiated in light of cultural variations, or the coach may choose the nature and degree of exercising rights, responsibilities are mandatory.

### **Knowledge**

The Coach has:

A right to an accessible and coordinated program of coach education.

A responsibility to actively pursue continuous personal and professional coach development and to maintain a level of education compatible with effectively addressing their athletes' needs.

### **Qualification**

The Coach has:

A right to an accredited system of coach certification.

A responsibility to achieve and maintain that level of certification consistent with their coaching role and professional status.

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## **Agreement**

The Coach has:

A right to a formal contract with athlete or Club or Federation.

A responsibility to meet all aspects of their coaching role as set out in that contract.

## **Compensation**

The Coach has:

A right to economic or other consideration for services rendered.

A responsibility to effectively apply best endeavours to meet agreed performance and development objectives, ensuring highest standards of product and service offering.

## **Conditions**

The Coach has:

A right to a working environment supportive of coaching and coaches.

A responsibility to contribute to enriching the coaching culture of sport and nation; and to further the profession of coaching.

## **Representation**

The Coach has:

A right to belong to a professional association.

A responsibility to operate at all times within relevant employment law and the sport's coaching code of conduct.

## **Ethical Relationships**

The Coach has:

A right to be treated fairly and honestly

A responsibility to treat athletes, coaches and officials with respect and integrity

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## **Voice**

Coaches have:

A right to a voice in the decision-making body of their National Federation, Area Association or International Federation

A responsibility to ensure that the collective view on issues critical to coaches, coaching and the sport is competently represented in the forum of the sport's relevant Federation, Area or International decision-making body. Such view will reflect a balance between the interest of the athlete, the interest of the sport and the rights and responsibilities of the coach and coaching as enshrined in this charter.

In the interest of good order, this Charter of Coaches' Rights and Responsibilities is herewith agreed by the Coach and those with whom the Coach engages his/her services as undersigned.

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