

FACILITATING COACH DEVELOPMENT FOR WOMEN HIGH PERFORMANCE COACHES



Insights and Actions from National Workshops April 2024

Strategy in HP Coach Development: Critical Components for Impact (Draft)

Planning

- > In order to understand the landscape, it is acknowledged that we need to start with an audit, gather data and test assumptions.
- > Coach Development requires a long term strategy for optimal and sustainable success, but;
- > 'Quick wins' are important in order to build momentum.
- > Continual evaluation and review is important

Share knowledge to improve outcomes

- > It is recognised there are sport-specific requirements, but common themes and approaches exist across all sports and there is an opportunity for greater sharing of knowledge and resources. (E.g., Clear purpose, strategic framework, capability framework, understanding what success looks like, having a plan for athlete to coach transition, career pathways etc.)
- > There is a need to proactively facilitate the connection between sports to provide opportunities to share insights and improve shared outcomes.

Providing connection

- > Coaching and Coach Development can be lonely places. We need to proactively create support networks for the wellbeing of coaches and coach development leaders to ensure career success and longevity
- > Whilst all coaches need to feel like they belong to a broader network or community, a sense of belonging is particularly critical for female coaches to ensure their ongoing engagement in development and participation in coaching long term.

Learner focused outcomes

- > Effective coach development utilises formal, informal, and non-formal learning processes. These need to be coach centered (and therefore often bespoke). This requires different modes of coach facilitation depending on learning outcome requirements.
- > An important aspect of coach development is challenging and extending coaches. This starts with deepening the coaches understanding of self, which requires enriching, psychologically safe environments. Respecting coach autonomy is paramount.

Intentional design

- > Environment is critical – especially for female coaches: *"We are always careful about the environment we are walking into."* The design of the learning environment and broader cultural aspects and/or behaviours of a sport must be considered.
- > Male allies have a critical role to play in increasing female participation in High Performance coaching. Actions with positive outcomes include creating supportive environments; "Taps on the shoulder"; calling out inappropriate behaviour. Male Coach Developers will play a fundamental role.
- > Leadership buy-in within organisations is essential. Decision makers in the coach development space must be inclusive and culturally diverse in order to effect meaningful change.

Draft Principles for Creating Optimal Learning Environments for Women Coaches or just good practice?

 DESIGN	 DELIVERY	 CONTENT	 CONNECTIONS & BELONGING
<p>Promotes Voice, Choice, Agency</p> <p>Learner centred with co-design opportunities</p> <p>Bespoke wherever possible</p> <p>Design for both core curriculum + electives to Individualise the journey</p> <p>Program design with re-entry points and family support structures</p> <p>Flexible design that promotes family friendly options</p> <p>Promotes Networking and Belonging</p> <p>Visibility of pathway and future learning</p>	<p>Create a psychologically safe learning environment - make psychological safety the norm not the exception</p> <p>Flexibility to cater for multiple entry points so previous experience can be recognised</p> <p>Diverse and inclusive facilitator team</p> <p>Identification of facilitators with the right values, attributes and skills to deliver for the right people in the room</p> <p>Multiple modes: Blended F2F, Formal, Informal, Non-Formal</p> <p>Inclusive language and examples throughout</p> <p>Options for gendered and un-gendered programs</p>	<p>Bespoke program based on needs assessment (including recognition of prior learning and experience)</p> <p>Innovative with future focused learning content</p> <p>Include Coach development plan/career mapping and skills transfer across career</p> <p>Promotes continuous learning – teaches coaches to keep learning</p> <p>Experiential Learning with “On the Job” opportunities</p> <p>Opportunities to actively engage, apply learning and reflect</p> <p>A mix of technical, interpersonal, “working effectively within a system” and “personal wellbeing” content</p>	<p>Deliberate Social Learning opportunities</p> <p>Pre-learning & Program Preparation with clear, inclusive guidelines, expectations, and evaluation for coaches and their support network</p> <p>Opportunity to share, connect & engage with peers and alumni during program</p> <p>Meaningful post learning connections designed and facilitated</p> <p>Opportunities for cross sport connections</p> <p>Explicitly building connections across differing levels of experience through mentoring etc</p>
<p style="text-align: center;">Fundamental to design and delivery are the skills a learning facilitator requires; an appropriate mindset, relevant experience and skills together with professional, interpersonal and intrapersonal knowledge.</p>			

Next Steps: May 2024–March 2025

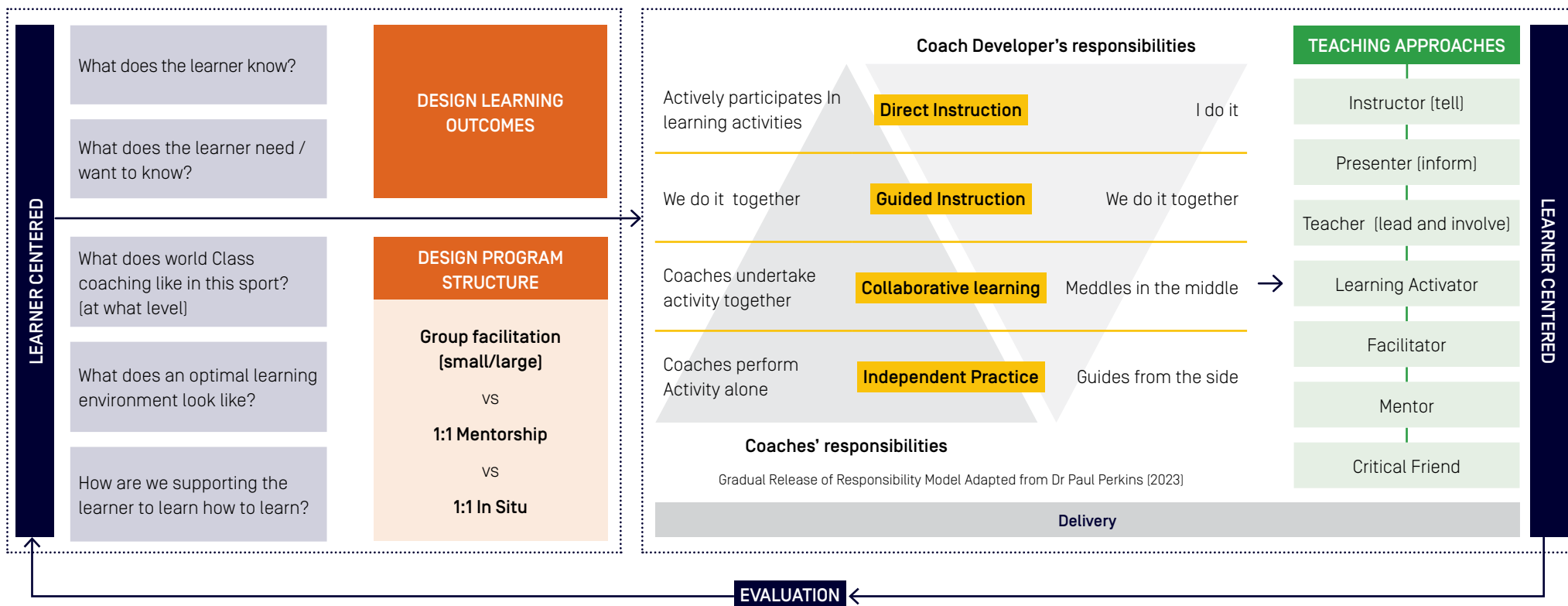
- > Map the NSO & NIN HP Coach Development Workforce (Decision Makers / Education Managers; Convenors and Coach Development Facilitators) and report upon this **[May–July 2024]**.
- > Analyse the National SenseMaker Survey for Women HP Coaches (closing date 31 May 2024) and combine this with insights from the workshops and previous surveys **[June–July 2024]**.
- > Deepen understanding of purpose and outcomes for a Network of Coach Development Facilitators. Establish a foundation facilitator network to support development of Women HP Coaches **[June–July 2024]**.
- > Collaborate with NSOs to further develop the Principles for Creating Optimal Learning Environments for Women Coaches **[July–October 2024]**.
- > Design and pilot a Facilitators Program for NSOs and targeted personnel to enhance the development of women HP coaches **[October 2024]**.
- > Design and pilot a Coach to Coach Development Transition Program to support Women HP Coaches **[February–March 2024]**.

Note:

NSO: National Sporting Organisations, **NIN:** National Institute Network

APPENDIX: UNDERSTANDING THE ROLE OF THE FACILITATOR IN DEVELOPING COACHES

Facilitating High Performance Coach Development must start with the learner, their needs, knowledge, capabilities. This should determine the role of the coach development facilitator who utilises their skills to create an enriching learning environment. Ultimately, we aim to support coaches to understand how to learn by gradually releasing the responsibilities (or scaffold) of facilitators, mentors or coach developers. Dr Paul Perkins (2023) outlines the *Gradual Release of Responsibility (GRR)* model for Coach Development Leaders to 'foster collaboration and create active learning environments through the use of demonstrations, prompts and practice.' (Perkins, 2023. p 25)



Created by Michelle De Highden and based upon the following sources:

- > **Source:** Paul Perkins (2023)., *The AIS Coach Learning Guide: A resource to support the development of long-term context-specific outcomes.* p.25. Link: [\[PDF\] The AIS Coach Learning Guide A resource to support the development of long-term context-specific outcomes \[researchgate.net\]](#)
- > **Source:** International Council for Coaching Excellence: *Building Your Coach Developer Workforce.* p.7. Link: [Resources | ICCE](#)