

A Bit of Me Time

As we move beyond the half way point of the season now might be a good time for the CCC to start encouraging coaches to think about their own development ahead of next season. Here are a few considerations:

- What qualifications does the coach currently hold?
- When did they achieve these qualifications?
- Has the coach attended CPD / Award Courses recently – if yes which courses?
- What age group / environment are they coaching?
- What skills do the players they coach need to have developed or be working on by the end of next season?
- Has the coaches process skills and technical and tactical knowledge developed in line with the players' knowledge of the game and their needs and ambitions?
- How many years of practical experience does the coach have?
- Does the coach review their own performance?
- Is the coach pro active about their own development

There are a number of ways to gather this information – a questionnaire, a workshop involving the clubs' coaches or even something as simple as a chat over a pint in the club house. Below and on page 8 you will find two examples.

Group Reflection

Follow these four simple steps:

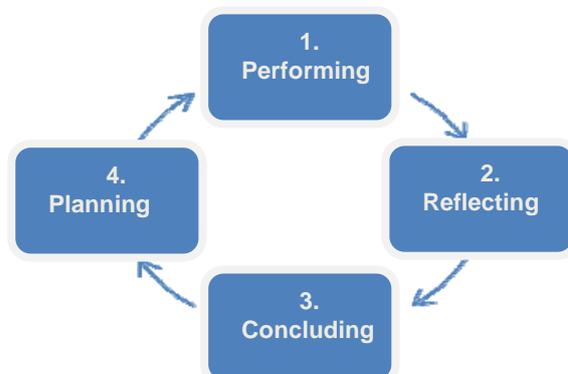
1. Performing: A good way to start is to think about your coaching over the season. Ask the coaches that you have gathered together to write down three positive points from the season and three negative points. These points can be about anything to do with the way they have coached e.g. feedback to players, content of sessions, individual v team development, predominant coaching style, and technical / tactical knowledge.

2. Reflecting: Once everyone has done this pass all the ideas to one person and talk through the points as a group one by one. Focus on the negatives first and positives second, ensuring that coaches explore how their actions impacted on the players.

3. Concluding: Once a healthy debate has taken place about each positive and negative point move onto the next point. It is very important that the coach takes notes regarding the key comments he and the group are making.

4. Planning: Once you have moved through all the positive and negative points, or as you are moving through the positive and negative points, start to put some plans together focusing on a) how you are going to improve the negative things and b) how you are going to make the positive things ever better.

What does the group reflection process look like?



Adapted from Reflecting on your season by Jon Finn Performingbeyondpotential.com

Stage 1

Where am I now? 'High achievers are highly aware of their own strengths and weaknesses'	
Questions to consider	Examples (please note - these are not exhaustive)
<ul style="list-style-type: none"> ▪ What knowledge should a coach have? 	<ul style="list-style-type: none"> ▪ Sport specific (technical, tactical, etc) ▪ Age specific (continuum) ▪ Psychology ▪ Nutrition ▪ Fitness development ▪ Stages of child development ▪ Long Term Athlete Development (LTAD)
<ul style="list-style-type: none"> ▪ What skills should a coach have? 	<ul style="list-style-type: none"> ▪ Planning – both sessions and programmes ▪ Organisation ▪ Group management ▪ Communication ▪ Mentoring skills
<ul style="list-style-type: none"> ▪ What experience should a coach have? 	<ul style="list-style-type: none"> ▪ Working with different players i.e. age groups, ability levels, disabled players etc ▪ Coaching in different environments
<ul style="list-style-type: none"> ▪ What behaviours should I demonstrate? 	<ul style="list-style-type: none"> ▪ Calm & controlled ▪ Open ▪ Player centred
<p>Prompt: The answers to the above questions should be specific to the needs of your players i.e. the knowledge required of a coach of elite senior players may be different to that of a coach of grass-roots juniors</p>	

Stage 2

Where do I want to be? 'High achievers are highly aware of what they want to achieve'	
Questions to consider	Examples (please note - these are not exhaustive)
<ul style="list-style-type: none"> ▪ What are my coaching goals? 	<ul style="list-style-type: none"> ▪ To develop every player in the squad ▪ To gain my National Governing Body's Level 2 Coaching Award ▪ To review the players performances and development with their parents
<ul style="list-style-type: none"> ▪ What knowledge skills and experience do I currently have? 	<ul style="list-style-type: none"> ▪ Coached for 5 years at U13 ▪ Completed RFU Level 1 ▪ Attended scrum, lineout and ruck and maul CPD
<ul style="list-style-type: none"> ▪ What knowledge, skills and experience do I need to develop? 	<ul style="list-style-type: none"> ▪ Coaching back attack ▪ Coaching continuity in attack ▪ Player profiling ▪ Reviewing performance

Stage 3

How will I get there? 'High achievers are highly aware of the need to improve performance. They also take full responsibility for doing all they can to achieve their aims'	
Questions to consider	Examples (please note - these are not exhaustive)
<ul style="list-style-type: none"> ▪ How will I gain the knowledge that I require? 	<ul style="list-style-type: none"> ▪ Read a book ▪ Attend a course or workshop ▪ Ask somebody
<ul style="list-style-type: none"> ▪ How will I gain the skills I require? 	<ul style="list-style-type: none"> ▪ Coaching practice, self-reflection ▪ Observe a fellow coach (same or different club / sport) ▪ Ask a fellow coach to observe your session and aid your self-reflection
<ul style="list-style-type: none"> ▪ How will I gain the experience I require? 	<ul style="list-style-type: none"> ▪ Identify sessions that you can observe / co-coach i.e. <ul style="list-style-type: none"> ○ Club ○ School
<ul style="list-style-type: none"> ▪ Who can support me in my development? 	<ul style="list-style-type: none"> ▪ Identify fellow coaches that have the knowledge, skills and experience I require ▪ Establish a mentoring relationship, that could involve: <ul style="list-style-type: none"> ○ Observing your mentor ○ Your mentor observing you