

# **Performance Coach Award**

## **Coach Developer Notes**

## **BCAB Performance Coach Award Coach Developer Notes**

### **Introduction**

These Coach Developer Notes provide specific guidance for Performance Coach Mentors, Facilitators, Coach Developers and Assessors about the delivery of the British Canoeing Awarding Body Performance Coach Coach Developer session(s).

These Coach Developer Notes are supported by the following documents:

- Performance Coach Coaching Philosophy Task;
- Performance Coach Pre-Assessment Mentor Session Guidance;
- Performance Coach Award Mentor Notes;
- Performance Coach Assessment Guidance.

### **Vision**

The 'on the water' session(s) provide the Coach with support to progress their delivery, development and shape their thinking. Discussion and interventions with the Coach Developer should support application of theories, delivery in context, technical and tactical knowledge, stimulate insights and action, and support the Coach to make sense of their practices and thinking.

### **Audience**

The Performance Coach Coach Developer Session(s) are open to coaches who are registered for the Performance Coach Award. Coach Developers can support coaches at various stages on their journey through the qualification pathway.

Coaches must engage with at least one Coach Developer session prior to assessment. The Coach Developer intervention must be with someone recognised and registered with their Delivery Centre.

The cost of each session(s) is managed and administered through Delivery Centres.

## **The Coach Developer Relationship**

The relationship between a Coach and a Coach Developer is important and is seen as a significant part of a coach's journey/development. Coach Developers are discipline specialists who help and support coaches improve and apply their learning to their coaching practice.

Coach Developers need to invest in the relationship:

- By understanding the coach's day-to-day coaching, what they are trying to achieve, and their lived coaching experience;
- Being flexible and adaptable and provide support that is specific to the coach's context and circumstances;
- In helping coaches reflect on their ideas, values and beliefs, and make what is implicit explicit.

A Coach-to-Coach Developer relationship works best when:

- There is mutual trust, respect and appreciation towards each other;
- The Coach feels cared for, the Coach Developer having their best interests at heart;
- The Coach and Coach Developer have the ability to be open, sharing of values and beliefs, aspirations and motivations, reflections, feelings and thoughts (emphasising commonalities helping to strengthen the relationship);
- There is a non-hierarchical interchange of ideas, approaches, beliefs and values, considering different approaches are adopted;
- There is an appropriate balance of challenge and support;
- The Coach and Coach Developer are able to build and develop a positive and healthy rapport between each other.

## **Content**

The aims and outcomes of the Coach Developer session(s) (and therefore the content) will be explored together, discussed and then selected to support the Coach to progress their coaching practices and thinking.

## **Possible focus and outcomes of a Coach Developer Session**

The Coach may be seeking, for example:

- confirmation of understanding;
- changes in thinking;
- raised awareness of technical understanding and application;
- raised awareness of tactical understanding and application;
- adding clarity to thinking (ironing out areas of confusion);
- new knowledge;
- improved coaching practice through application;
- focus to help them with their next steps/action plan.

## **Coach Self-Analysis**

The British Canoeing Awarding Body Coach Self-Analysis Tool can aid the Coach to identify specific areas of development, helping them to plan their own unique learning journey. Based on their responses, they will be signposted to appropriate resources to support their learning and development. [Click here to access the Coach Self-Analysis Tool.](#)

## **Administration**

### **Delivery Centre Management**

Performance Coach Coach Developer Session(s) can only be organised by the Delivery Centre. The Delivery Centre is responsible for the recruitment, moderation and deployment of Coach Developers, course authorisation, financial arrangements, marketing, record keeping, and for monitoring and evaluating the effectiveness of the coach developer sessions.

- After a Coach has registered for the Performance Coach Award, the Delivery Centre will work together with the Coach to arrange a suitable time for the Coach Developer session.
- It is the Delivery Centres' responsibility to deploy an appropriate Coach Developer for the Coach's development session. The staffing ratio is 1:1.
- Both the Coach and Coach Developer need to be involved in the pairing decision, to ensure compatibility.
- Although BCAB is unable to provide a defined period that a Coach Developer session would take place, ideally this would not be at the early stages of the coach's journey or close to an arranged assessment date.

### **Organising the Coach Developer Session**

Once a Coach Developer has been agreed, they will take on responsibility for liaising with the Coach to arrange an appropriate location, timings for the session, agree the aims and outcomes of the session.

### **Venue**

The Coach Developer session is on the water/bank dependant on the discipline and requirements of the Coach being supported.

**Note:** The safety during the session is the responsibility of the Coach, as well as the appropriate documentation (risk assessment/learner details/safeguarding). If the Coach Developer is concerned with safety, then they will intervene to prevent harm.

## **Session Length**

Session lengths are not stipulated and, due to the diverse demands of each discipline and the coaches' requirements, this needs to be planned and agreed with the Coach. For example, sessions could be a period of time on the sea/river or a series of shorter sessions for race/slalom coach working from the bank.

## **Cancelling Sessions**

Coach Developers are required to follow the Delivery Centre's cancellation policy.

Sessions may need to be cancelled/rescheduled by the Coach Developer or Coach, for example, due to illness or inappropriate environmental conditions. The Coach must be involved in the decision-making process.

## **End of Session**

The Coach Developer and Coach are to set time aside after the session to have a professional discussion and aid further exploration if required. Within 10 days, the Coach will receive written feedback from the Coach Developer, as well as the offer to discuss any areas required for clarification online.

After the Performance Coach Coach Developer Session, the Coach Developer is required to complete the relevant Delivery Centre processes to record the session has taken place.

A copy of the Coach Developer's report will be sent to the Delivery Centre.

**Note:** The Coach Developer session(s) are not part of an assessment, therefore there is no pass or fail. Feedback provided must be open, transparent and honest.

## **Data Protection**

Any personal information held by a Coach Developer about the Coach must be kept in accordance with the Delivery Centre GDPR, Data Processing and Data Protection policies.

### **Feedback from the Coach**

Delivery Centres are required to gather, and act upon, feedback from coaches on the quality of the Coach Developer session(s), sharing relevant information with Coach Developers. Evidence of this should be retained for quality assurance and moderation purposes.

## **Appendix 1: Performance Coach Decision Making Model – The WHO, WHAT, HOW**

This model is a useful tool to support coaches to develop their thinking about their decision-making process as it links well to the Performance Coach role.

The model aims to represent the idea that the Coach is constantly engaged with the problem of improving a participant's development and performance. This requires them to be continually making, and fulfilling, decisions to enhance and optimise participants' and groups of participants' long-term development and wellbeing. Coaching practice (i.e., the way the Coach plans, delivers and reviews to facilitate learning and development) therefore involves a constant internal dialogue comparing plans, goals, tasks and coaching strategies with the reality of their participant's performance, improvement and state of mind. This problem solving and decision-making process requires constant attention and evaluation of the influencing factors (i.e., the WHO, WHAT and HOW they are coaching, in the context of WHERE they are coaching, and their own beliefs, values, behaviours and skills - SELF). With the Coach seeking maximum alignment between the learning environment created and the participant's performance, development and wellbeing (in line with their goals and aspirations).

### **References**

The model is based on the work of Abrahams et al (2015). See reference overleaf. Additional relevant references include:

Abraham, A., Collins, D. (2011). Effective Skill Development: How Should Athletes' Skills Be Developed? In Collins, D., Richards, H., & Button, A. (Eds.) *Performance Psychology: A Guide for the Practitioner*. Kidlington, Elsevier. Chapter 15.

Muir, B., Morgan, G., Abraham, A., Morley, D. (2011). Developmentally Appropriate Approaches to Coaching Children. In Stafford, I. (Eds) *Coaching Children in Sport*. Routledge. 17-37.

Till, K., Muir, B., Abraham, A., Piggott, D., & Tee, J. (2019). *A Framework for Decision-Making within Strength and Conditioning Coaching*. *Strength & Conditioning Journal*: 41(1) 14-26.

**Performance Coach Decision Making Model – The WHO, WHAT, HOW**



Adapted from Abrahams et al (2015)<sup>1</sup>.

<sup>1</sup> Abraham, A., Saiz, S.L.J., Mckeown, S., Morgan, G., Muir, B., North, J., Till, K. (2015), 'Planning your coaching: a focus on youth participant development' in C. Nash (Ed.) Practical sports coaching, Abingdon: Routledge. Chapter 2.

## WHO (analysis and goal setting):

- Motivations, goals and aspirations
- Wants and needs
- Values and beliefs
- Technical, tactical, physical, psychological profile
- Injury, health, wellbeing, recovery, sleep
- Age, stage, gender
- Social skills
- Social support
- Cognitive skills
- Emotional Intelligence
- Them as a learner
- Wider expectations

## WHERE (The Context):

- The group
- The group dynamics
- Organisational values
- Other people (e.g., parents)
- Expected practice
- Traditions
- Available resources
- Environmental conditions



## HOW:

- Social environment, relationships
- Learning environment
- Task design, practice structure
- Coaching interventions
- Level of learner decision-making

## WHAT:

- Agility, Balance, Coordination
- Posture, Power Transfer
- Technical Tactical, Physical, Psychological
- Activity demands

## SELF:

- Values and beliefs
- Curiosity and hunger
- Skills
- Knowledge
- Behaviours
- Expectations
- Motivations
- Emotional intelligence

