

STRATEGY EXAMPLES

To bring your coach management plan to life, you should identify strategies to implement as part of the plan. These strategies will allow you to achieve your coach recruitment and retention objectives. In this section we provide a range of ideas that you could use as strategies within your Coach Management Plan.

Use these ideas as a starting point for deciding what strategies you will place into your plan. If you use some of these ideas you will need to decide what actions you will take to actually implement them. In the next section we provide examples of how different schools and clubs have put these ideas into action.

EXAMPLE 1: AMATEUR FOOTBALL CLUB

Strategy:

AFC was involved in implementing the new “Whole of Football” plan developed by New Zealand Football. The club identified the requirements of a coach to deliver within this framework, and saw that the high school students were familiar with the sort of teaching strategies that were required of coaches.

The club’s programme director contacted the local high school to promote the opportunity for coaches to work on the programme as part of their Duke of Edinburgh and Sport Leadership programmes. The club also approached members of their U17 team.

AFC approached parents to see if any of their older children would be interested in coaching the younger players. To make coaches more confident, the club provided information on what was expected and encouraged the game leaders to explain what they were doing and why.

Impact:

The club has gone from having to actively recruit coaches to now having students approach the club wanting to coach for them. The club has seen a 200% increase in coach involvement between 2014 and 2015. The success of the coach recruitment strategies has led to the club receiving the Regional Club of the Year Award.

How can you implement this strategy?

1. Identify what skills and attributes are needed to coach the teams you are recruiting coaches for
2. Get in touch with people working with teenagers/young adults and see if programmes they run can link with coaching
3. Once you have recruited these young coaches, put in place a system to train them so they are coaching effectively

Key things to consider:

1. Do you or the secondary schools in your area run a programme like Growing Coaches or the Duke of Edinburgh that you could recruit coaches from?
2. Work out how many coaches you require for your season
3. What would make coaching at your club or school attractive to a high school student?

EXAMPLE 2: TRAMPOLINE CLUB

Strategy:

The Trampoline Club coach retention strategy is centred on the belief that you retain your coaches for longer if they feel that they are doing a good job and the work they do is valued. They believe 'quality coaches are their gold'.

Their strategy was to institute a process for athletes who are interested in becoming coaches that allows them to clearly see and experience what will be required of them right from the start. They felt this would communicate that they will be entering a professional environment with expectations of professionalism, such as:

- There will be support for their professional development
- This process is the beginning of a professional career pathway should they choose to pursue it and will allow them to gain experience of job descriptions, employment contracts, performance reviews, formal employment history and a source of references for future roles
- They are part of a professional team personally contributing in an important way to the experience of every athlete and therefore valued and worth being developed by the club
- Participating in coach education on their home turf. Trampoline Club brings facilitators to their club where the coaches are with familiar people in a familiar place, secure in the knowledge that the session is focused around the sport they know and love. They generally get 100% turn out from their coaches
- Receiving education or support as a result of your own feedback to your manager - i.e. they organise the coach education sessions based on feedback from their teenage coaches about where they see their gaps, needs and interests

Impact:

The results of this process are that as these teenage coaches become more skilled, the club can offer them more opportunities for paid work and more responsibility. Therefore, it increasingly becomes a meaningful job and valued source of income. They feel part of a professional team having attended trainings together and the confidence that the training enables them to get that sense of being a skilled and confident coach. Recent feedback on the programme is that coaches are now quite happy to take on new groups, cover other coaches, and several are now taking on more responsibility as well. Their characteristic coach resignations occurred when they finished high school, but they now have coaches continuing after beginning their tertiary studies, and tertiary aged athletes wanting to commence training to be a coach.

How can you implement this strategy?

1. Trampoline Club says that the “total commitment from the club committee to this strategy has been key to its success”. Therefore, you need to get commitment from the drivers within your school or club
2. Gain clarity of what is expected of your coaches, and then be clear with the coaches of these expectations. Give them a job description, or key roles and responsibilities
3. Ask your coaches what personal development they want and need to improve in their role

Key things to consider:

1. Do you have a job description template you give to your coaches? This doesn't have to be detailed, but it does need to explain what is expected of coaches in their role
2. How often do you communicate with your coaches to see if they need any more support or development, or what issues they are facing etc.?
3. Where is the best place to hold coach education sessions? What topics would your coaches like covered?

EXAMPLE 3: HIGH SCHOOL

COACHING CULTURE

Strategy:

Coaches and managers are all given polo shirts and jackets. The school also provides coaches' breakfasts at the start of the season for all people involved with sport. They target a number of ex-students who they think would make suitable coaches, by offering them coaching positions.

Impact:

The jackets and polo shirts became a good incentive for more people to be involved with sport once they saw others wearing them. This created a bit of a culture around coaching which people wanted to be part of. As a result, the school has seen the percentage of staff coaching at the school increase from 19% to 29%.

More and more ex-students are offering to coach each year. With the improved culture around coaching, the school has seen that the coaches are now making greater efforts to prepare the teams.

How can you implement the strategy?

1. Find some way your coaches can be recognised within the school environment. This could be caps, jackets, polos etc.
2. Keep up to date databases of all students graduating from the school
3. Look at your current students for those with coaching potential. Engage with them prior to them leaving school

Key things to consider:

1. Do you have an up to date database of all your coaches?
2. Do you have a budget to pay for some gear for your coaches?
3. How do you identify students with coaching potential?

EXAMPLE 4: COLLEGE ONE

PAYING FEES

Strategy:

College One uses a system set up to allow sport and school fees to be paid for students at the school who coach. It does the same for parents or siblings of students who coach a school team.

The school also credits \$25 into the account of the students if they (or their parents/siblings) attend some form of development. This could be a sport specific coaching workshop, a generic coaching workshop, or observing another coach etc. This \$25 can go towards sport fees, paying for school uniforms, paying for school camp or any other school associated cost.

Impact:

College One now has more student coaches coaching teams at the school. These coaches are now seeing the value of developing their coaching skills.

How can you implement this strategy?

1. Liaise with the school bursar or club treasurer to ensure your organisation has the capacity to run a similar scheme
2. Actively promote coach development opportunities to your coaches

Key things to consider:

1. Do you have the funding available to run a similar scheme?
2. What skills or attributes do you want your coaches to develop?
3. What else can attract the students to coach beyond the \$25 subsidy? What other reasons are there for them to want to coach?

EXAMPLE 5: COLLEGE TWO

Strategy:

College Two hold a Year 9 parent evening at the beginning of the year to welcome parents to their school, inform them who the sports personnel are, and make a call to register as a coach for that year. There are also light refreshments provided, which is a great way to keep the parents around after the meeting.

The school advertises to their senior students in term 4 of the previous year (i.e. 2014 for the 2015 season) and has them sign up for coaching roles before they break off for exams. College Two then makes contact with them in January or February (at the beginning of the new season) and calls an assembly or social networking meeting for all interested coaches to attend and learn about the programme. This meeting covers areas such as season dates, pre-season times, trial dates and school support etc.

The college makes phone calls to parents of the students who have been selected into teams after the trials. They also add a bit onto their permission slips for parents to answer around their ability to assist with transport, coaching or managing.

Impact:

The school has seen a large increase in coaches at the school in recent years. A number of these coaches come from the ranks of their Year 13 students. The school finds that contacting the students at the beginning of the New Year has the biggest impact on recruiting coaches.

How can you implement this strategy?

1. Be prepared and planned, and look to recruit coaches well in advance of the season starting.
2. Hold some sort of event that gets prospective coaches together so that you can let them know why coaching at your organisation is a good idea.
3. Have an up-to-date database of coaches and players, so you have means of contacting them.

Key things to consider:

1. Ensure you have a budget to put on some kind of event. Food is great as a way of showing people they are valued.
2. Do you have an up-to-date database of your coaches?
3. Can you start planning or recruiting coaches earlier in the season? This will make you pre-season less stressful if you give yourself more time to find coaches.

EXAMPLE 6: OLYMPIC WEIGHTLIFTING CLUB

MENTORING AND DEVELOPMENT

Strategy:

Olympic Weightlifting Clubs' strategy is focused on mentoring and developing their coaches. Initially, their athletes who take on coaching roles have their fees subsidised. From that, they are provided on-going support, and professional coaching development by the Head Coach of the club. One key development strategy has been mentoring the newer coaches. This has been especially beneficial in educating young coaches about the 'Art of Coaching' and the importance of building good relationships with athletes.

They have also used external expertise and resources, such as mental skills experts, and international coaches have also been brought in to discuss new and innovative training ideas. They will continue to use them to boost the coaching capability of the Olympic Weightlifting Club.

Impact:

The mentoring programme has seen the number of coaches at Olympic Weightlifting Club grow from one to three in the club's first year. This has led to the coaching 'load' being shared and a more inclusive culture at the club.

How can we implement this Strategy?

1. Find who you can use as a mentor to younger or new coaches. However, be sure to consider who personifies the values/culture of the club, and who would be a good coaching role model for people to learn from.
2. Find people who you feel your coaches could learn from to come in and run a workshop, or provide some on-going support/assistance. Sport Waikato is a good place to start, but it could be that someone at your school or club has a contact that could be used too.

Key things to consider:

1. What do your coaches want support or development in? You want it to be meaningful and beneficial for them to attend
2. Will you pay someone to mentor your coaches? How much time will mentoring take up, from the mentor's perspective as well as the coaches?
3. Is there anyone at your organisation that could be used as a mentor?

EXAMPLE 7: CAMPUS

Strategy:

Campus' strategy is around developing a culture of sport within their whole school staff and senior students. Previously, their sporting culture saw coaching as a side-line requirement, and not taken too seriously. It was seen to be the Sport Coordinators job to coach and manage teams. In addition to that, the confidence of ex-students returning to coaching was low, although many could have been more than suitable. Instead, they have changed this idea through sharing the impact coaching and sport has on the school regarding pride, self-belief and competition with the staff and students.

As a result of closely working with the wider school staff rather than the PE/sports department, their small sports department are now an integral part of the sporting culture in their school by finding and providing quality coaching. The pathway for students is now much more visible, with students seeing their work in coaching as part of their sporting pathway. It still does not become easier, but means they have a bigger pool of people to extend the invitation to coach sport in the school.

Impact:

The PE and sport staff share their needs regarding coach recruitment and retention with as many of their school staff as possible, which has meant their networks have grown. Through these connections they are now finding their coaches are people who want to coach and do so with a real passion to be successful for their athletes.

They found this strategy has given the ownership of sport to the students, staff and community of the school. This idea has been created and grown by having confidence in the ability of their staff, ex-students and community. The school has a great talent base and with quality support they can achieve positive results and respect in the sporting arena. In regards to all other teacher/community people's involvement in sport, the retention rate has improved hugely. Previously around 65% returned but since this strategy was implemented, it has now grown to around 95%. Most of the coaching team in the school have been coaching for 3 years or more.

How can you implement this strategy?

1. Develop good relationships with school staff, and then the outside community. Support staff/community coaches with equipment/ideas or requests
2. Actively encourage school leavers to consider coaching a sports team. At Campus School, they have an award at their end of year sports awards for the ex-student who has returned and given the most back to the school
3. Make sure you make the coaches you recruit feel valued and want to return to coach

Key things to consider:

1. How can you create more links with the wider school community?
2. How can you create a better relationship with people across the school or club that you are involved in?
3. How do you currently show value and support to your coaches?

EXAMPLE 8: COLLEGE THREE

Strategy:

Regarding recruitment, College Three advertises for coaches through their school newsletter. Emails are sent out to all teaching staff and community coaches advising of the teams and positions still to be filled.

Previous students are contacted to see if they wish to coach. The school collects their details before they leave the school, and later get in touch once they have their University timetables, so they know what their availability is. Often, the students in Sport and Recreation courses need to complete a certain number of coaching hours, which can be completed at the school.

All teaching and non-teaching staff get invited to a BBQ at the start of the year, where the benefits of being involved in sport are discussed. They have all of the current vacancies on a whiteboard and teachers put their names next to the teams they wish to coach. All of the coaches receive a set of coaches' guidelines.

The school will provide brochures to the parents of new students encouraging them to coach a team. They will also advertise through the local clubs and on the sports noticeboard. Other methods of recruitment include Facebook, and developing coaches through mentoring.

For retention, new coaches are put through workshops such as those provided by Sport Waikato. During the School Sport Awards, the coaches are presented with a polo shirt, certificates and a medal. The thinking behind this is if the coaches feel they are being developed, and are a valued part of the school, they are more likely to return.

Impact:

The school has seen an increase in the number of teams that they field. The number of coaches that they have recruited from the community has doubled since 2014. The school has gone from having no ex-students coaching their teams in 2013 to now having a number of their teams coached by ex-students. The BBQ has resulted in 12 new coaches from the teaching staff being recruited. Through developing their links with community coaches, the school now has a much closer relationship with a number of their local clubs.

How can you implement this strategy?

1. Keep an up-to-date database of all students graduating from the school
2. Create some type of event where you can get everyone together who has something to do with sport at your school

3. If you are a school, make sure you regularly get in contact with all school staff and share what is happening around recruiting coaches for teams, and how the school looks after coaches
4. If you are a club, do the same for the committee

Key things to consider:

1. Do you have an up-to-date database of all your coaches?
2. Do you have a strong relationship with the other staff or community members, so they can help with the recruitment of coaches? If not, how can you strengthen this?
3. Do you know what your coaches want from the school/club to support them in their roles? If you know this, you can then start to provide it

EXAMPLE 9: RUGBY CLUB

Strategy:

A key component of the Rugby Club recruitment strategy is future planning. The club will identify and start talking to coaches' years in advance of when they expect to have them coaching a specific team. This means that they have a rough idea of who their coaches are in 2017/18, even though it is only 2015.

By telling potential coaches that they are interested in them, the coaches start looking at what the role involves, so when they arrive all the mystery is gone. Coaches are given two-year coaching appointments. This means that if the results are not satisfactory they have another year to learn from that experience and to use what they have learnt, rather than be shown the door.

Impact:

The club does not rely on advertising for coaches as they are continuously promoting within and finding one coach per year to fill up from the bottom or where the need is.

The results of club teams has improved over the recent years so they are now regularly in the top 6. They put this down to the quality of coaches they have recruited and the support they have provided them.

How can you implement this strategy?

1. Be prepared and plan; look to recruit well in advance of the season starting
2. Break down the 'myth' of what coaching entails at your organisation. Clarity of what is expected of people is a great way to keep them
3. Give coaches a chance to learn from their mistakes. This learning will make them a better coach long term
4. Shoulder tapping coaches can be a very good strategy to recruit; as you are saying to them "we think you have what it takes to coach". This is a big confidence booster for them

Key things to consider:

1. Do you know what type of person you want to coach at your organisation? Once you do you can start to approach and shoulder tap these people
2. Can you start planning for recruiting coaches earlier in the season? This would make your pre-season less stressful if you allow more time to find coaches

EXAMPLE 10: SCHOOL

COACHING FROM THE HEART

Strategy:

School run a coach development programme called 'Coaching from the Heart'. The idea came from a few key people who wanted to see their students really understand that sport is an important part of their life, but it does not define who they are, and that they are important people within and outside their sport. They wanted to encourage and give coaches tools to coach the students as a whole, not just the skills of the game. For example, within netball they have trialled:

- Goal setting – short and long-term, and how to achieve them
- Expectations of coaches and students
- Team rules, with consequences as a team
- Role playing to parents what the students want their parents to know about when they are playing their games

While this was taking place, they had a coach taking the parents through some of the ideas behind 'Coaching from the Heart', using sport as a vehicle for reaching out to students in their holistic approach to life.

With bringing parents, coaches and students together and ensuring they are all on the same page with the values and expectations of sport at School, it makes sport run more smoothly. Their coaches can be people their students look up to, so they have such a responsibility to really impact the lives of students using sport as the vehicle for this.

For the strategy to work and come to life it meant that the whole sport department needed to be on board. They needed to get the coaches, parents and students on board and for all school sport events to run throughout the year.

Impact:

Before this strategy the retention of coaches fluctuated each year, but now more coaches want to stay on board. Coaches are more engaged as they can see the direction School wants to go with their coaching programme and how this benefits the students holistically. Previously, coaches have felt they were given a jacket and a bag of balls and sent out to their team, but now coaches feel they are supported and given the tools to coach the students as a whole.

The biggest impact has been that they now have common values throughout their sport programme, and coaches feel more supported and empowered. Students have spoken highly of their coaches and how they can be themselves and know that they are cared for. The strategy has also helped to point out the coaches that need extra support in 'Coaching from the Heart', not just the head.

How can you implement this strategy?

1. Get the whole department on board with the key values and expectations you want to drive through to coaches and parents. This could be from the Sport/PE Department of a school, or a particular committee of a club e.g. junior committee/coaching committee
2. Create or find people and resources you can use to drive the key messages out to coaches and parents. For example who can run workshops for coaches? What games can coaches use to develop resilience?
3. Be clear and consistent with communication out to coaches and parents around the key messages i.e. why they may be changing and what it means for them

Key things to consider:

1. If coaches or parents don't 'buy-in' to the values or expectations you create, are you prepared to let them go?
2. How much more time are you prepared to ask of your coaches to commit to learning and putting in practice the resources and ideas discussed?