

Presenter Notes for Coach Developer Training

Approximate Timetable (2 hours total)

- 00:00-00:15
 - Introduction to the entire program
 - Role of a Coach Developer
- 00:15-00:30
 - The EDGCC progression
- 00:30-00:45
 - Adult Learning and Six Learning Principles
- 00:45-1:00
 - Three potential training models
 - Leadership Model
 - Microcoaching
 - GRIP
- 1:00-1:05
 - Stretch Break
- 1:05-1:35
 - How to set up your Training Session
 - Link for [USFCA coaching standards](#)
 - Go through the skill checkoff lists
 - The certification pathways (two paths)
 - How to submit your skill checkoff lists for certification
 - Review the syllabi for Level 2 and 3
 - Learning objectives
- 1:35-1:45
 - Summative Assessment
 - Description of the practice Lesson Plan
 - Rubric of the Lesson Plan
 - How to submit it
- 1:45-2:00
 - Q&A Time
 - Clinic Evaluation (clinic number, QR code and comments)

Slide 1

Title slide

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This two-hour course will provide training for coaches who wish to serve as Coach Developers in the NCDP.

The first hour includes:

- an explanation of the role of a Coach Developer
- an introduction to the EDGCC progression
- an overview of adult learning theory (andragogy)
- a discussion of three potential training models

The second hour includes:

- an overview of what you will teach in Level 2 and/or 3
- information for setting up your training clinics
- time to ask questions.

We will emulate the style of presentation that is recommended for your own training sessions. That is, you will experience a blended model of flipped classroom (participants prepare items before attending the session), lecture, video, large group discussion, and individual time for reflection.

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Learning Objectives

Coach Developers (CDs) will be able to:

1. Compare the role of a coach and a coach developer
2. Explain how adult coaches learn
3. Apply researched adult learning principles
4. Develop coach-centered education sessions
5. Assess coaches in your sessions for measurable progress

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Time to Reflect (1 min personal reflection, 2 min group discussion)

- Why should a coach go to an NCDP?
- Why are you taking this Coach Developer course?
- What would you tell someone about why to take your clinic?
- WIIIFM? What is in it for me?

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Why Should a Coach Go to an NCDP?

- The NCDP is a new system providing a more collaborative way to overcome the negative methods of the past.
- Defined learning objectives will be covered and used in practice exercises so the coach can integrate it into their work flow.
- The new system will enhance and build on what the coach knows in a group collaborative and facilitative setting.
- Final course certification, rather than a multiple-choice exam, is presented as a learning check off for a planned training clinic. The NCDP clinic application should cover all the items included in the Checklist for Assessing a Clinic Plan. That Checklist is located in your workbook.

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What's In It For Me? WIIFM?

- Easier system to teach used throughout the USA
- More organized, transparent and consistent core material in all three weapons developed by over 30 coaches
- Able to interpret and teach the given material of fencing in your own way and style
- Less work putting together your own clinic – with advertising, registration fees, instructor payments, and tracking of CEUs done for you by the USFCA
- Pay that is commensurate with your training and certification level

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Coaching for Performance

- Performance is going beyond what is expected: it is setting one's own highest standards, standards that surpass what others expect or demand.
- Coaching for Performance is an expression of developing coaches to their best potential and optimizing their performance.

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How Do You Know What to Teach?

- Listen to the coach attendees and follow their lead and direction so that you as the Coach Developer can be an awareness raiser vs. instructor.

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Questions to ask your clinic attendees:

- What do you want – goals?
- Visualize what issues often happen in your trainings? Create some scenarios from past clinics and help workshop to find solutions to any problems. (1-2 of 12 coaches do not understand the action you are teaching or how to use it - what can you do so you don't hold up the rest of the group? - *short break for the rest and try another way, move on and come back to it at the break for them, have an assistant work with them.*
- What options could you perform with the new material? *Practice with other coaches at your club, video it to work on later with your students for a week*
- What will you do after the clinic?
- What are your choices for implementation of the new material learned? *Work on it in small bits and increase as you become comfortable*

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Coach vs. Coach Developer

Coaches

- Coach athletes
- Need knowledge about the sport, about people and themselves
- Need to be able to build relationships, communicate (e.g. explain, give feedback), teach (e.g. demonstrate, observe, analyze), reflect...
- Need to be athlete-centered, honest, caring,...

Coach Developers

- They teach coaches – willing to share and not keep secrets – mentor other coaches
- Need all the knowledge required by coaches and teachers PLUS understand learning principles
- Questioning, listening, reflection and self awareness skills developed for coach attendees
- A passion for growing coaches, hunger for learning how...
- Program and instructional designer
- Facilitator of classroom and practical training
- Leader
- Active listener
 - Empathy
 - Not imposing
 - Intelligent questioning
- Problem solver

- Assessment and program evaluator

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Time to Reflect

- List three of the coach developer characteristics you find most compelling and why.
- Which do you already possess?
- Which do you need to develop?

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What is EDGCC? The NCDP has developed a framework for how to think about teaching fencing actions. The five steps are:

- **Explain** – a clear description and breakdown to correctly learn a fencing action or tactical concept
- **Demonstrate** – ability to integrate explanation with group or individual demonstrations of foundational (to advanced) actions in proper tactical context
- **Guide** – ability to initiate and adjust actions or reactions on the coach or student's part with drills and various cues
- **Correct** – hold the hit on target to adjust an action or position
- **Critique** – coach or self feedback on errors of distance, technique or tactical choices

The following short video will demonstrate how to use the framework with a young fencer.

Kate will now cover Adult learning theory:

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Think about a time you learned something new. What was it? How did you feel as you learned it? Were there emotional stages (excitement, frustration, etc)? How do you know you learned the new concept?

Precheck: What is Learning?

- How do you define "learning"?
- When requested, type your definition in the chat or turn on your microphone and tell the group.

Possible answers

- Learning is change
- The ability to adapt to new information
- Integrate new behavior into your abilities
- It varies by individual and is an innate ability

- Your job is to facilitate that transformation not to just transmit information.

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What the research says about learning

- According to Ambrose, S. et al. (2010). *How learning works: Seven research-based principles for smart teaching* (p. 3)., Jossey-Bass, learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning”. The change in the learner may happen at the level of knowledge, attitude or behavior. As a result of learning, learners come to see concepts, ideas, and/or the world differently.
- Learning is not something done *to students*, but rather something students themselves do. It is the direct result of how students interpret and respond to their experiences.

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Adult Learning Principles

Four adult learning principles that will help your clinic:

1. Readiness: the attendees have to be correctly prepared for new information and an expansion of their known technique. CD can ask - What is important for you to learn here? CD lists the benefits of what the information offers (WIIFM)
2. Experience: or the effect of prior knowledge on the ability to learn. All coaches have their unique set of knowledge that they bring to the clinic.
 - a. They will learn best if the training is pitched to their level and type of experience.
 - b. Treat them as if they are beginners and you insult them and lose them.
 - c. Acknowledge and respect what they bring as valuable, and you win them over.
 - d. If they are too stuck in their own methods there may be too much resistance to learn something new.
3. Autonomy: this means using participatory learning activities (self-directedness) where the coaches find solutions
 - a. Create safe opportunities for the coaches to participate commensurate with their experience levels.
 - b. Role play various scenarios from teaching situations:
 - i. Team issues
 - ii. Difficult student
 - iii. Running a competition debriefing
 - iv. Setting training goals
 - c. Let them workshop the answers and be supportive if there are more answers to be had
4. Action: Learn to maximize the transfer from clinic learning to the club usage.
 - a. Create a buddy system to check up on each other every month and

workshop issues.

- b. Offer a Town Hall every three months to check in with all clinic attendees of certain levels. Do a short review and start a Q & A with one of the CDs on the information covered in the clinics.

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The Role of the Body in Learning

- Because we learn with our senses, engaging more of them at the same time with stimulus variation results in heightened comprehension and retention (hear the blade, feel the blade, see the blade).
- As an information processing organism we are hard wired with an automatic ability to filter out perceptual irrelevancies.
- It is part of the role three key systems in the body play – brain stem, autonomic nervous system, and the endocrine system.
- These automatically adjust our awareness to environmental stimuli.
- If the learner feels that the information is not vital to their needs the autonomic system may raise the threshold of sensory input and filter out what is transmitted. I.E., Your lecture will not be learned.
- If the info passes the filter then it enters the short term memory. It lasts there for only 10-15 seconds.
- For beginners it is all new details so they take in many small chunks and cannot chunk 20 pieces together into 4 or five larger ones (like an expert).
- Their buffer fills up quickly unlike the more expert learner. Once the buffer is full, info must move out to long term memory or if the coach is overwhelmed, often it is lost.
- This is a common reason why more beginner coaches become lost in a new clinic.

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How do you know learning has occurred?

- When you can apply and change your tactics and plan in varied situations
- Now able to do things that were uncomfortable
- Not transient the activity is more permanent

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How does learning happen?

- Requires effort
- Failure stimulates more learning – use of trial and error – creates an emotional aspect that is more easily remembered

- The learner develops new neural connections – good sleep helps, time, and repetition

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Time to Reflect

- Based on what you have just heard, how has your definition of “learning” changed?
- How is it the same?

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Six Learning Concepts

- SWITCH FOCUS FROM THINKING ABOUT WHAT YOU TEACH TO THINKING ABOUT WHETHER AND WHAT THEY ARE LEARNING – It is done by the learner not to the learner.
- **L: Learner Centered** - People learn at their own pace and their own way. Observe your coaches teach to get their level
- **E: Environment** - People learn better in a positive safe, open to mistakes, and questions, supportive environment
- **A: Actively involved** - People learn better by practicing rather than listening and watching, “eyes on me” for demo, please tell me what we just learned
- **R: Reflection** – People learn better when they are encouraged to reflect on what has happened. Why do it this way versus that? Give yourself feedback.
- **N: New Learning** - People learn better when new learning builds on existing knowledge, skills and experiences – take a basic technique and mold it to more advanced – chunk in no more than 3 things.
- **S: Stretch** – For optimal learning people need to be appropriately stretched and challenged. Stay out of the boredom zone and away from the panic zone.

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Time to Reflect

- Which of the six learning principles do you feel most comfortable with RIGHT NOW? Why?
- Which would you like to learn more about? How can you do that?

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Three Potential Training Models

- Leadership
- Micro-Coaching
- GRIP

Keep in mind that these are only three potential models. There are many more. This is not a recommendation to use one of these; if you have another model in mind that would help

you reach your session goals, use it!

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Leadership Training Model

Tannenbaum, R and Schmidt, W. (1973). *How to Choose a Leadership Pattern*. Harvard Business Review.

- The Tannenbaum and Schmidt continuum demonstrates the relationship between the level of freedom that a manager chooses to give a team, and the level of authority used by the manager. As the team's freedom is increased, so to should the manager's authority decrease. This model explains the choices facing leaders when it comes to decision-making. Tannenbaum and Schmidt demonstrated that a leader has seven decision-making options.
- As you move from left to right on the following diagram, the leader gives up his, or her, power to make solo decisions and increases group involvement.
- This model shows the seven ways of approaching decisions, outlining that the leader must have the self-awareness, presence of mind and wisdom to consider the three sets of pressures before making a decision.
- It should be noted that delegating freedom and decision-making responsibility to a team absolutely does not absolve the manager of accountability.
- Tannenbaum and Schmidt further explained that there are three sets of pressures that influence a leader's decision making approach.
 - Situational pressures: The complexity of the problem, the importance of the decision and the time pressure.
 - Leader's inner pressures : The leader's preferences around decision-making (beliefs, behaviours etc), confidence in their/the team's experience and importance or risk the decision is to the leader personally.
 - Pressures coming from subordinates: A colleague's desire to have a say in the decision, the willingness to take responsibility for the outcome, ability to reach decisions together and their readiness/ability in accepting orders.

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Micro-Coaching Model

1. What is it?

- Micro-coaching is a training technique that allows trainee coaches to practice their coaching skills on their peers acting as athletes.
- We learn better by 'doing' so programs need lots of micro-coaching practice
- Focus less on what you are coaching and more on how to coach – how to explain
- Plan – because you have to know why you are saying the information – what is the performance goal for this session?

- It teaches body awareness

2. What's its value?

- Coaching skills can be practiced in a safe environment
- Coaches can gain high quality individual feedback
- Coaches can learn about awareness (knowing what is happening around you, and self awareness: knowing what you are experiencing)
- CD will learn to give responsibility to the other coaches and students (stop telling them what to do and what they are seeing).
- Hold them responsible for their actions and let them choose how they want to try things. Then give support to help make adjustments if needed.

3. What skills can coaches learn through it?

- Learn to teach technical skills (e.g. press, plyometric exercise)
- Learn to explain something briefly and clearly – 90 seconds to explain a technique, or a cue
- Learn to teach fundamental movement skills
- Practice and hone their coaching skills (e.g. how to observe, analyze or provide feedback)
- How to: Find the best ways to explain, ask questions in a calm, non-critical tone of voice, Gain attention, Keep it short and simple – 3-4 points, Invite questions to check for understanding, Plan what to say in advance
- How to: Plan, Make it safe, Build rapport, Analyze and make decisions, Provide feedback to see if you need to Provide more explanations, Demonstrations, Observations of the coaches

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GRIP Training Model

- Goal - To re-confirm goals set prior to the observed event: outcome and personal goals. *Goals are based on your learning objectives and vice versa*
 - What exactly were you wanting to do?
 - How exactly did you want to achieve ... ?
 - What did you want to achieve personally?
- Reflect +: To elicit personal reflections through effective questioning, starting with positives. (Did you do it well? Your best?)
 - Give me a couple of highlights of things, that went to plan?
 - Tell me what you were pleased about
 - What were the highlights for you?
 - Think about... (the start, the feedback, the discussion) and tell me what worked well there?
 - What exactly did you do that resulted in that positive outcome?
- Reflect-:

- What might you want to change if you had a second chance?
- Talk me through anything that you weren't so happy with
- You mentioned something earlier you weren't so happy with, tell me more about

- Input - To share observations and invite reflections and interpretation
 - Plan - To help learner determine what if any actions to take moving forward and to help make this more detailed specific and time-framed.
 - What would be the most helpful thing for your to take away from this session?

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Time to Reflect

- Which of the three training models speaks most to you?
- What elements do you like about it?
- Why?

Wrap-Up Discussion

- Best Practices is a blended learning program:
- Research shows
 - 70% of the Learning is through unmediated learning situations so these should be fostered (Examples: On-the-job, Self-directed, Reflection, Informal sharing)
 - Learn better by 'doing' so programs need lots of micro-coaching practice (20%) by non-formal mentoring, seminars, clinics
 - Need to be helped to apply theory to their own practice. 10% in formal coaching certification and degrees.

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5 Minute Break