WALKING THE TALK

Developing Learning Facilitators

The best laid plans...

Culture can be planned, implemented and measured, but it's not magic.
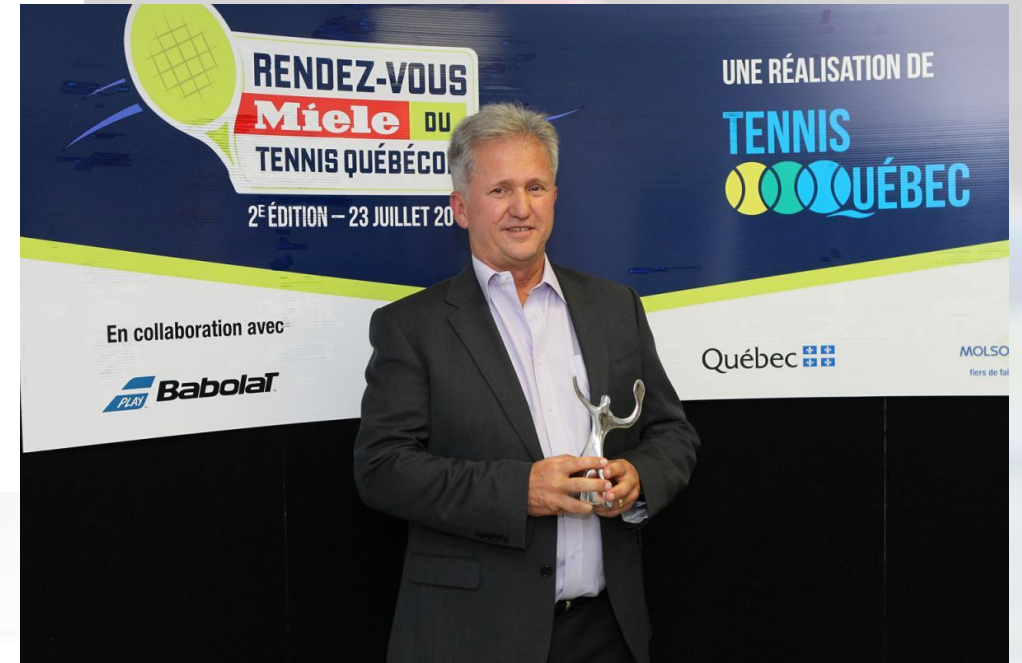
It requires leaders who will walk their talk.

Talent Identification

"Setting an example is not the main means of influencing others; it is the only means"

Albert Einstein

Talent Identification

Who YOU ARE comes before...

What you know
and
What you do...

Possible identification criteria

- Professionalism
- Professional qualifications
- Senior Industry Leader
  - Performance Coach
  - Club Management
- Ambassador
  - Sport
  - Federation, associations, clubs and facilities
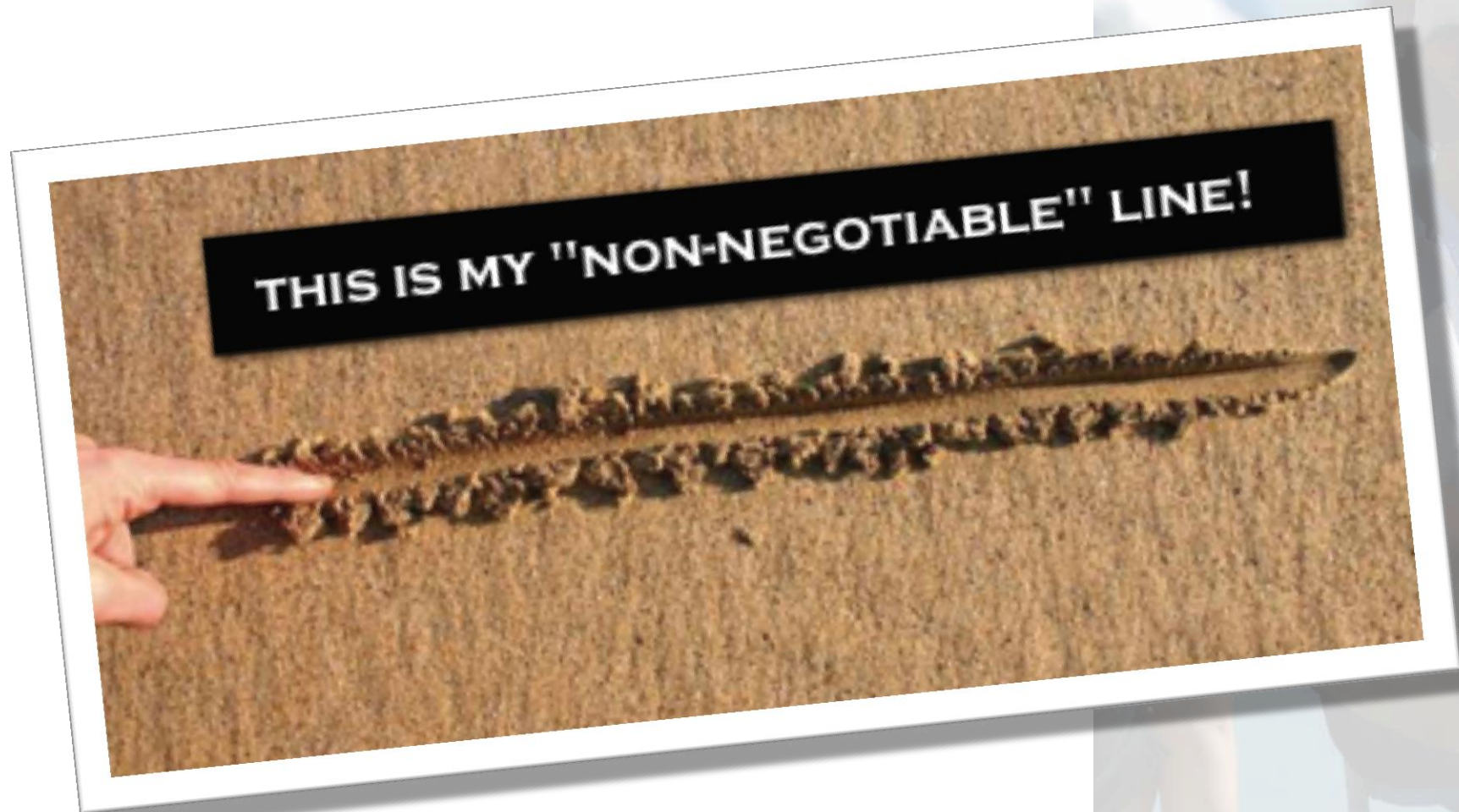- Commitment to leader and professional development

Once the right educators are on the bus

- Formal training

- Co-facilitation approach

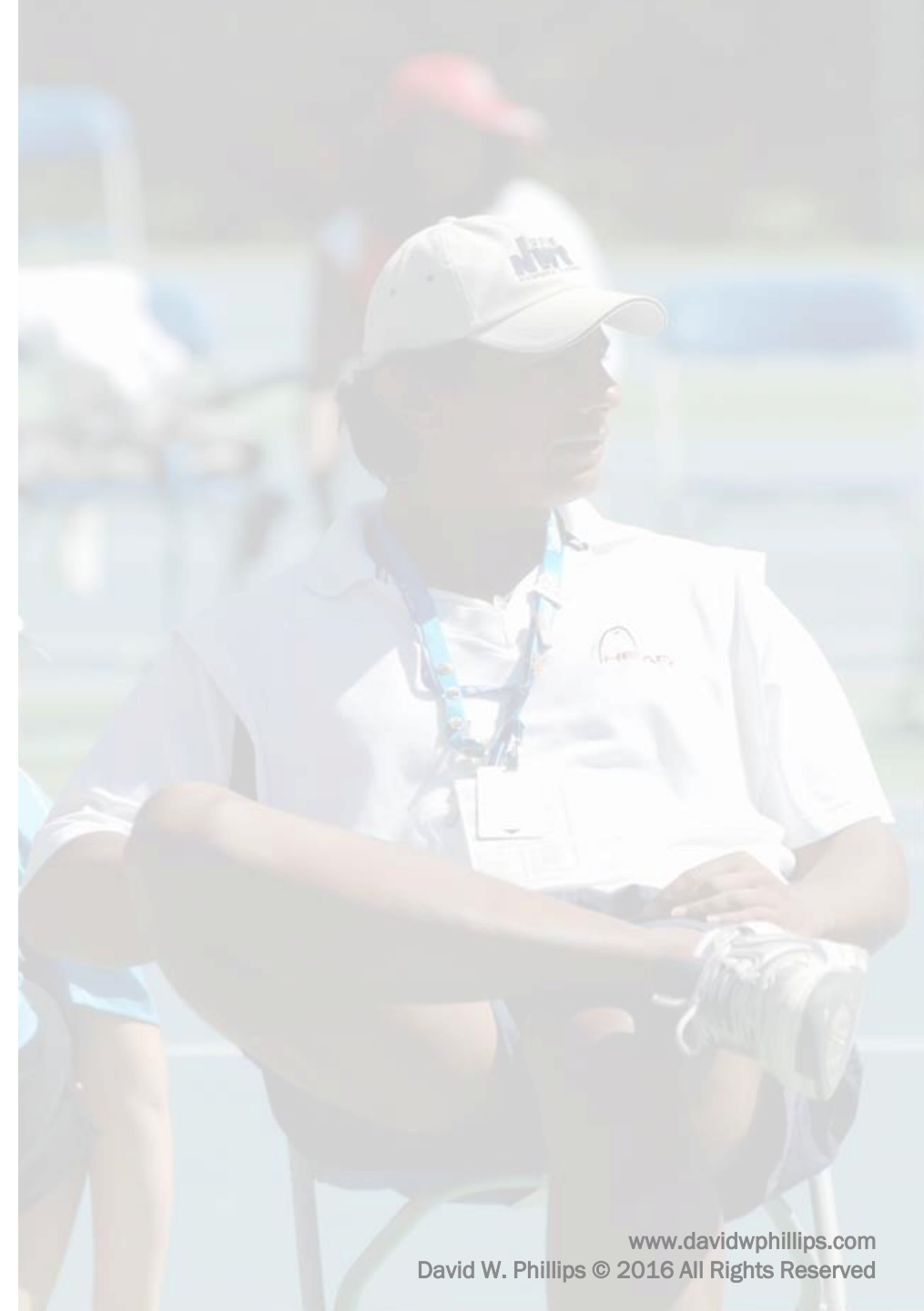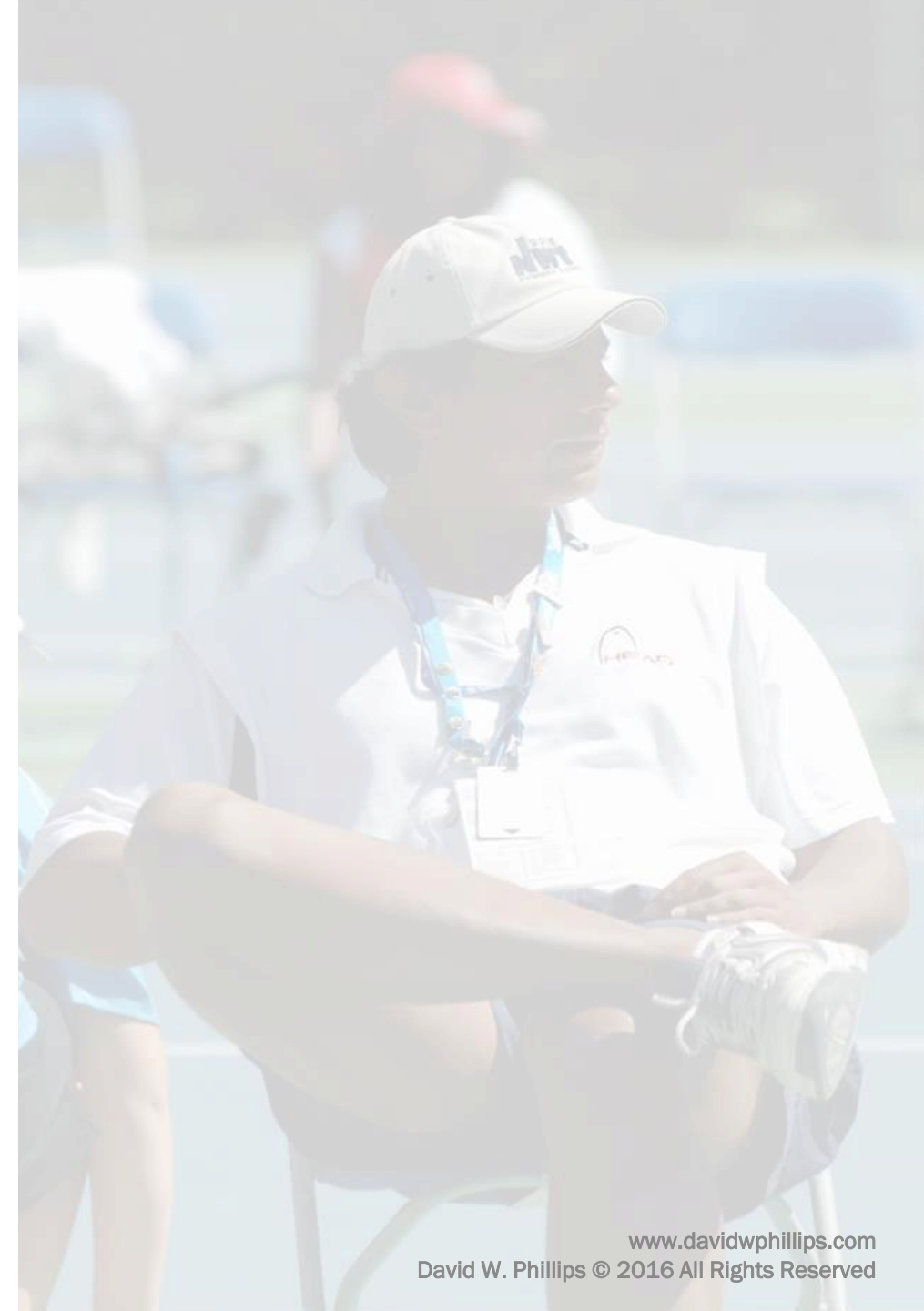- Structured apprenticeship

- Succession planning

Mastery of the certification materials

THIS IS MY "NON-NEGOTIABLE" LINE!

BE-COMING A COACH

Onion method

How To Be
Communication,
Leadership,
Professionalism

Organise
Practice and
Play

End Skill

End Skill

T1   T2   T3   T4

Maintain Skill

Enhance or
Transform Skill

Introduce Skill

End Skill

Technical
Conformity and
Effectiveness of
Candidate's
Personal Skills

End Skill

End Skill

Technical
Candidate's
Ability to
Observe and
Correct
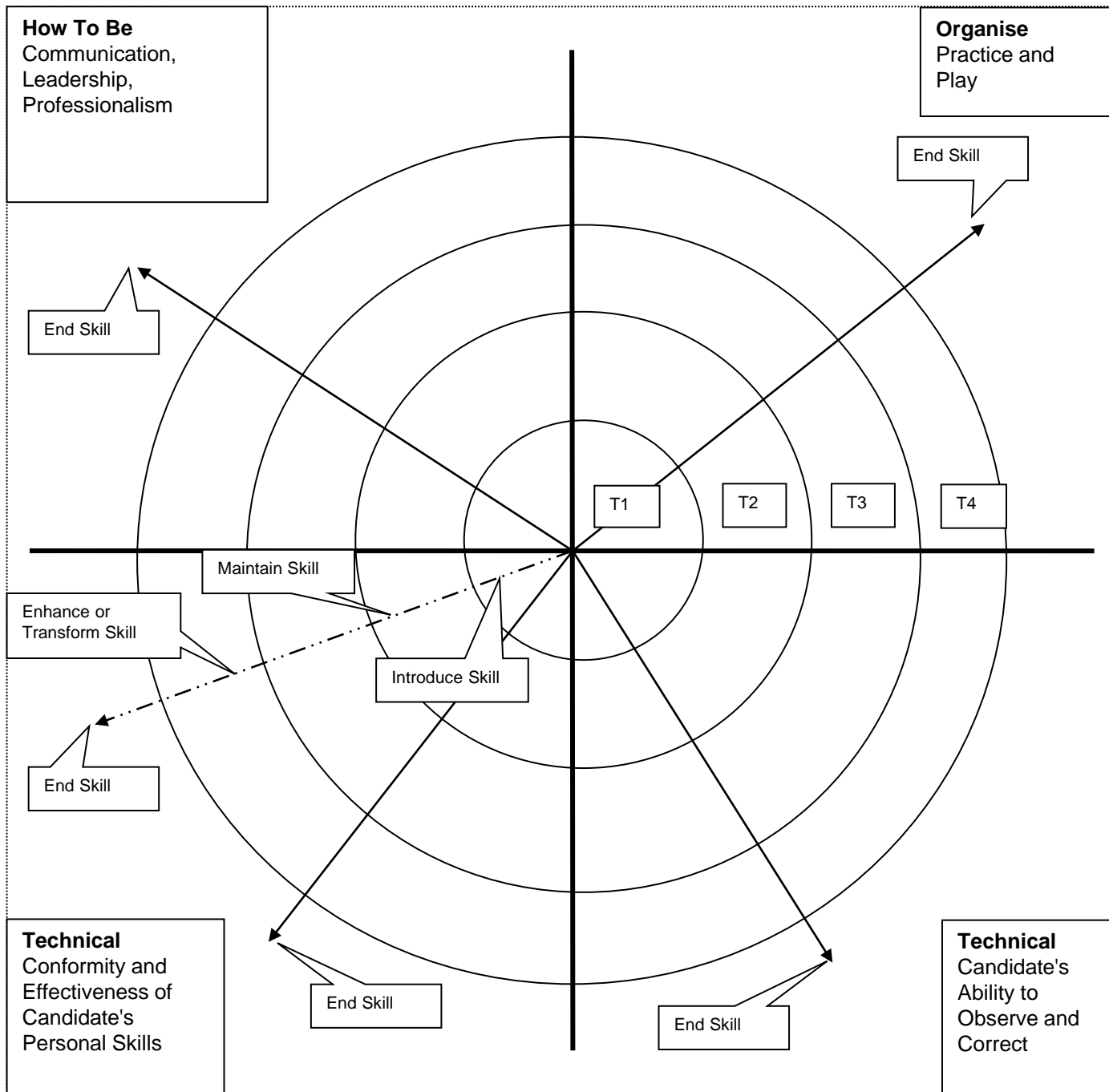
Evolution/Transformation of Skill/Behaviour

Skill introduced and defined in its earliest form & related to a context

Skill maintained in a variety of contexts, strengthening with repetition and variety

Final Skill

Skill present in early form, possibly not explicitly labelled

Skill enhanced, modified to contexts or improved; possibly integrated with other simultaneous behaviours

Last stages of integration, making seamless: **Unconscious Competence**

Examples of development tools

How to Be
(professionalism)

Word and image
(demonstration skills)

LF
Pedagogy

Observation and
Feedback

Structure Learning
Activities

Facilitator Methodology = Candidate Methodology 1= Not at all 2 = Developing 3 = Consistent/Satisfactory 4 = Quality 5= Outstanding		1	2	3	4	5
Present the Topic & Emphasize the Skill	Sells each new topic by connecting it to a particular competency or the overall unfolding of the course					
	Executes technical elements of the demonstration correctly					
	Maintains eye contact with participants during the demonstration					
	Directs the attention of the athletes to a particular focus (e.g., technique, tactic, process, outcome)					
	Demonstrates what not to do (i.e., provides a negative example)					
	Checks participants for understanding and agreement					
	Amount of information provided by the coach was appropriate (e.g., clear, short, accurate)					
Set-up & Run the Learning Activity	Uses a representative grouping to explain, demonstrate and begin to form the learning activity					
	Organizes activities (i.e., forms the group) in a manner which maximizes activity and participation					
	Ensures that participants use all the appropriate materials and teaching aids					
	Encourages participation through questions and discussions from the group by using non-directive approach					
Feedback & Skill Transformation	Uses names when a question is asked and repeats the question before responding					
	Circulates while providing feedback (i.e., scans the entire group constantly and intervenes when necessary)					
	Is able to transition between group and 1-on-1 discussion					
	Praises the skill when being performed correctly					
	Provides a correction in an encouraging manner when the skill is not being performed correctly					
	Provides frequent feedback in a manner that is constructive and clearly defines the transformation necessary					
	Provides frequent feedback in a manner that is consistent with what is expected of the participants					
	Corrections or reinforcement are brief and participants return quickly to activity					
Seal the Skill	Uses reflective exercises to wrap-up the module before presenting the next topic					
	Learning activities flow logically, respecting proper progression of the material					
	Connects each topic to the overall story of the course					
Comments	*Adapted from Coaching Association of Canada* *Courtesy of Tennis Canada Learning Facilitator Development Process*					

Ongoing development feedback process tools

How To Be:	Word and Image:	Observation and Feedback:
o Getting attention, volume o Smiling and using names	o Assess their starting points o Body language, projecting energy and enthusiasm	o Praise and encourage o Can they do it?

Pedagogical icebreakers

- Simon Says (KISS)
- Tying shoe laces (Learning styles)
- Eating spaghetti (Creating a desire to learn: ways of appealing to different people)
- Giving Compliments
- Teach a simple skill (eg, picking up the ball with the racquet)
  - o Beginning to model
  - o Observe and select a group teaching point
  - o Set up a simple progression
- Teaching Juggling
  - o Competent jugglers model
  - o Observe and correct
  - o Incompetent jugglers take the lead

Organize Practice/Play:

- One instruction at a time
  - o Stop
  - o Hold the ball
  - o Come in
  - o Hug your racquet
- Bringing the group in
  - o Net game
  - o Special word game
- How to send to get equipment
- Rotating within and across groups
  - o Clockwise, counter

How To Be:	Word and Image:	Observation and Feedback:
• Being silly and vulnerable • Smiling and talking	• Showing while doing • Improving personal demo skills	○ Sandwich approach ○ Giving and receiving compliments

Graduated length development

- Candidate conformity and effectiveness
  - Mini court skill development
    - Step 1: Learning top of the bounce and on the rise then stabilizing decline rally
    - Step 2: Demanding more (PAS, maintaining height and speed, directional control, breathing)
    - Step 3: Being a "demanding" coach
      - Learning the difference between outcome versus process goals
      - Outcome goals: Rally of 50 vs Pyramids of 5; Team versus individual goal

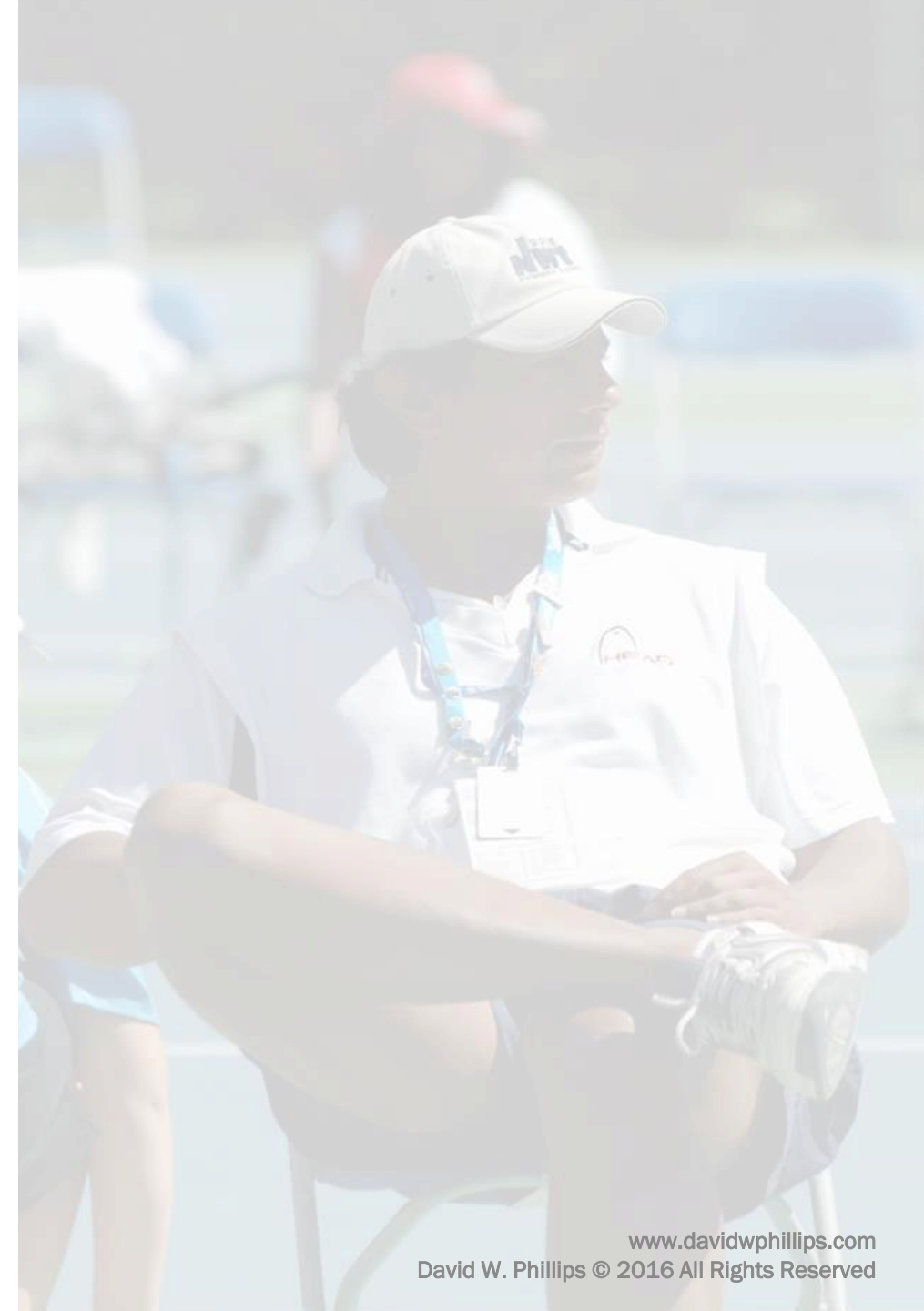**Leading a game (Fundamentals)**

- Learn games using skill develop book
- Communication and leadership
- Word and image is sell + skill demo + representative grouping to get it going quickly

Organize Practice/Play:

- How to deal with odd numbers
- Arranging your practice area with markers to define play
- Group problem solving activities

LF PEDAGOGY

Modelling behaviours through facilitation style

Setting the scene, establishing the tone

- Simon Says
- Animal gesture game
- Name on the ball (find the person whose ball you have)
- Telephone game (name, favourite player, favourite food)
- Singing games (swimming pool, hokey pokey)
- Teaching a simple, but cool skill
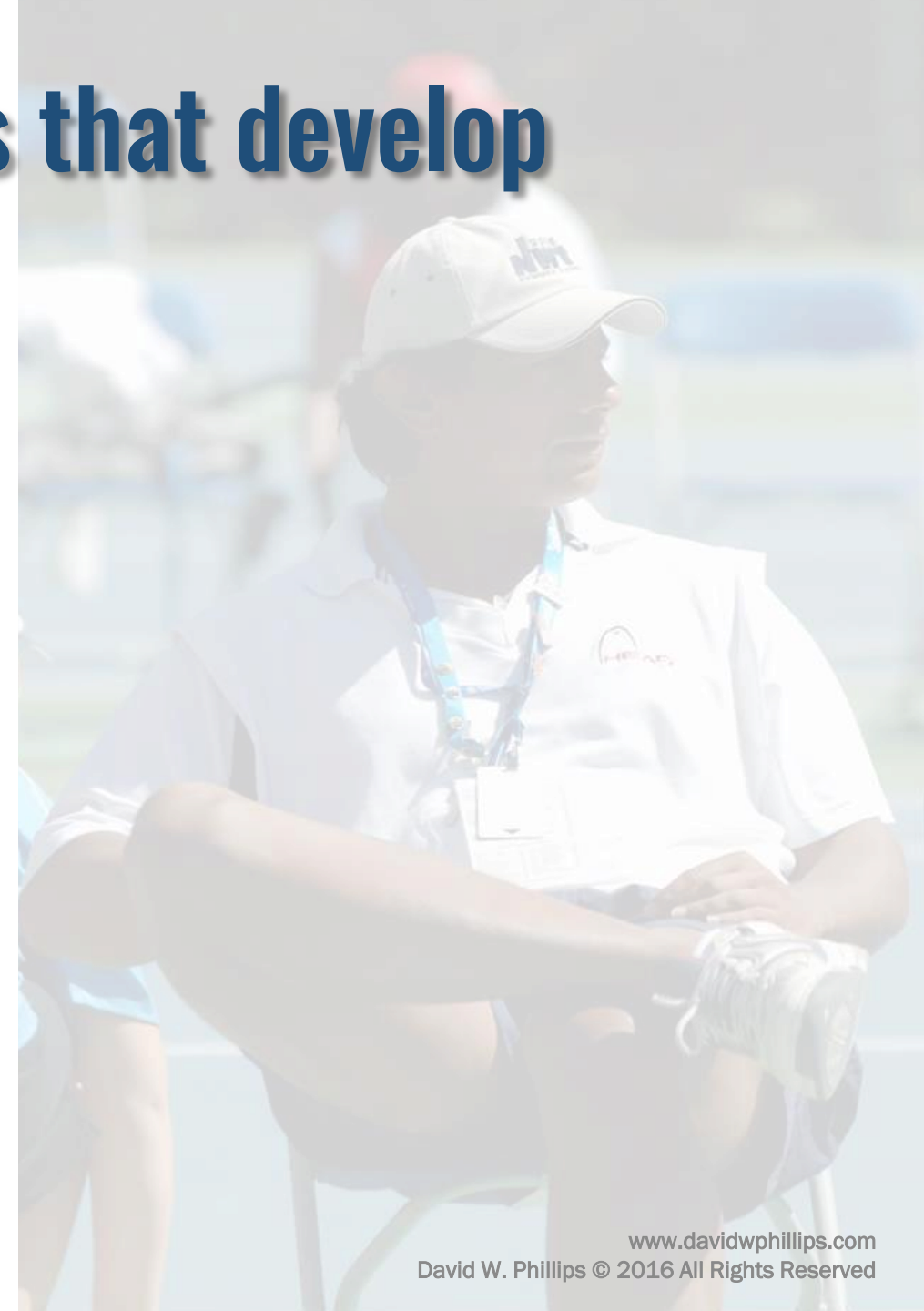- Learning how to juggle
- Giving compliments exercise

Starting points

- Teaching a simple, but cool skill

- Learning how to juggle

- Giving compliments exercise

Structuring learning activities that develop observation and feedback

- Big Coach/Little Coach scenario

  - One teacher, one student

  - One observer of the teacher

  - One observer of the student

Mirroring common group lesson challenges

- Dealing with

  - A "lull" in group energy

  - A large number of people

  - A lack of focus

  - Odd numbers

Creating cooperative environments

- Choosing groups by:
  - hand signals
  - animal signs
  - animal, vegetable or mineral
  - stars, planets and constellations
 - birthdays
  - racquets in a pile

The task that won't ever go away

- Considerations
  - Not utilising "picking up" as a punishment – as it is essential to the proper functioning of a lesson
  - Appropriateness of each "way" as it relates to age, skill, experience and motivation
- Intention: Fitness
  - Timed (decreasing amount of time)
  - Pick up set # of balls (e.g., 1 or 2) at a time and bring to the hopper (sprints)
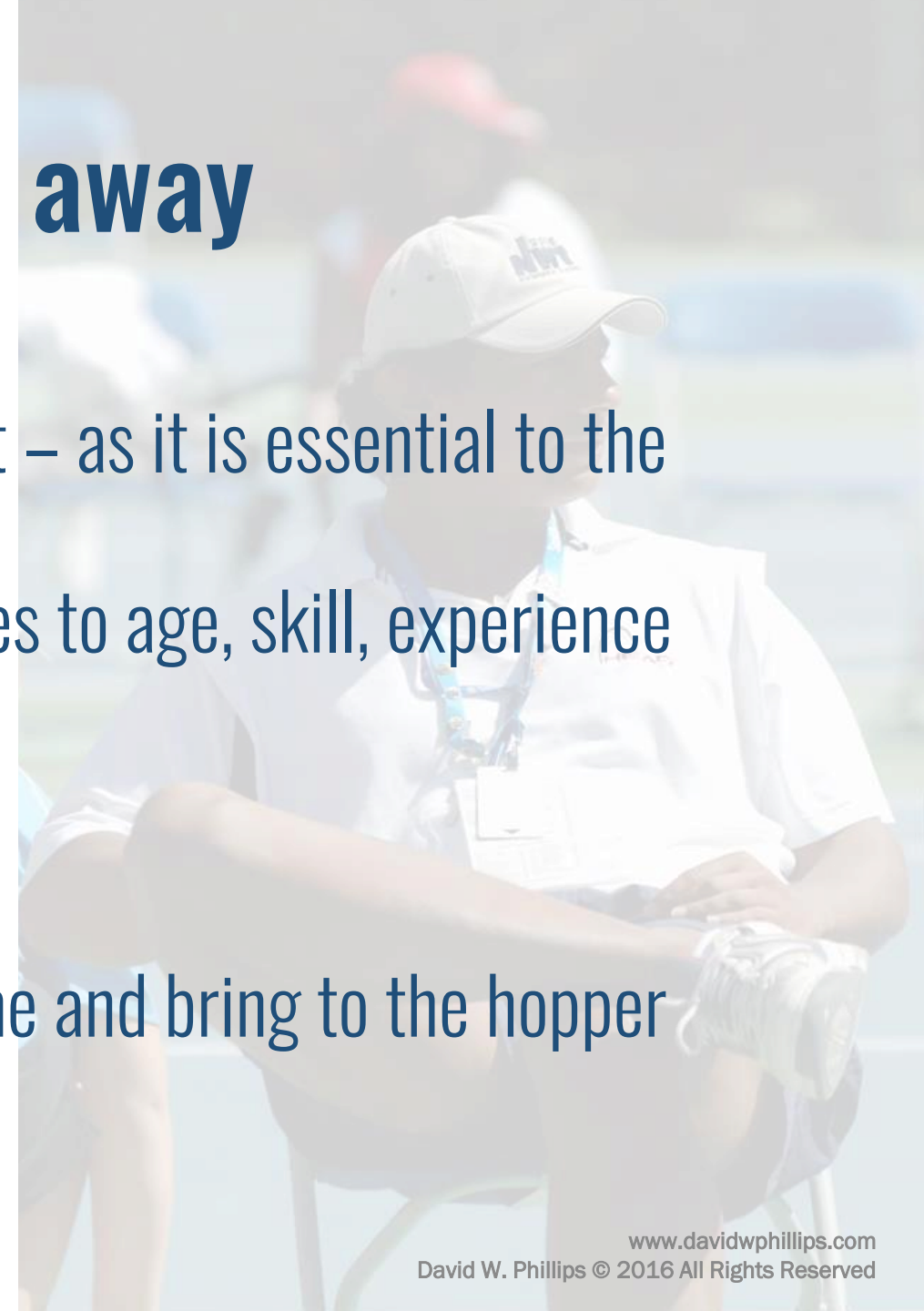
- Intention: Fun
  - Collecting in t-shirt, on racquet face, with a partner
  - One under your chin and one under each armpit
  - Sandwiches (a set # of balls in between a set # of racquets)
  - Making designs on the racquet face (smiley face, pyramid)
  - Bunny rabbit hopping the ball back to the basket
  - Collecting balls and shooting baskets
  - Relay collection (first picks it up, passes to the second, who relays it to the third who puts it in the basket)
 - 52 pick-em-up
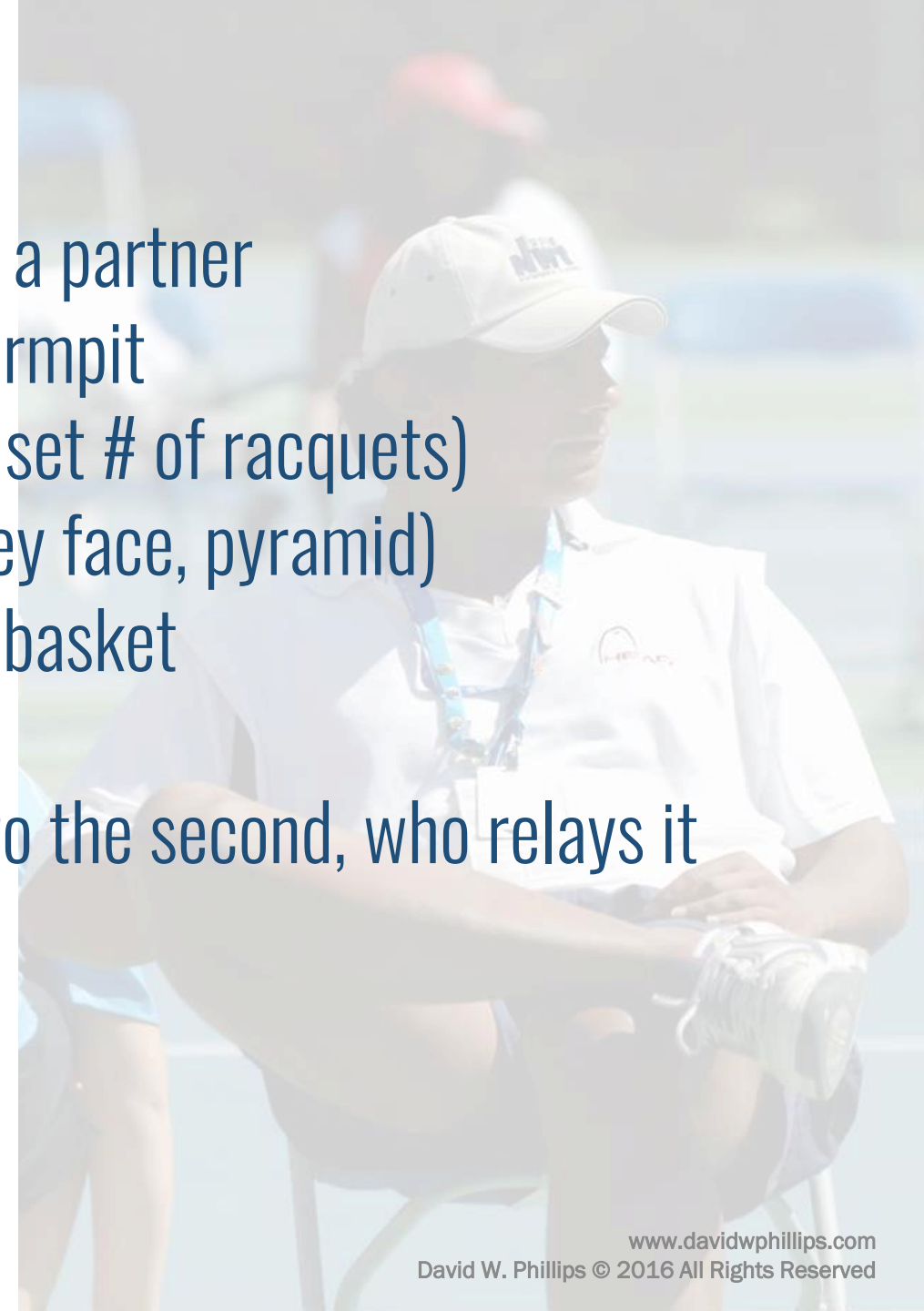
Choosing teams or groups

- Issues:
  - Friends always together, someone gets left out
  - Unequal teams
  - Last person to be chosen feels humiliated
- Solutions:
  - Numbering off
  - Racquets at the net
  - Birthdays
  - Colors of clothing
  - Hats versus no hats
  - Names beginning with...
 - Winners from last game become captains

Rewarding in Different Ways
(How to Choose a Different Winner)

- Rationale:
  - Fastest, strongest and most skilled always wins
  - Breakdown in class cooperation and spirit
- Numbered balls in a bag, draw a ball out at the end of the game, number drawn is the position that wins
- Beating your personal best or team best
- Rewarding for:
  - Following directions (skill well done, straightest line, quietest team, first to set up their equipment)
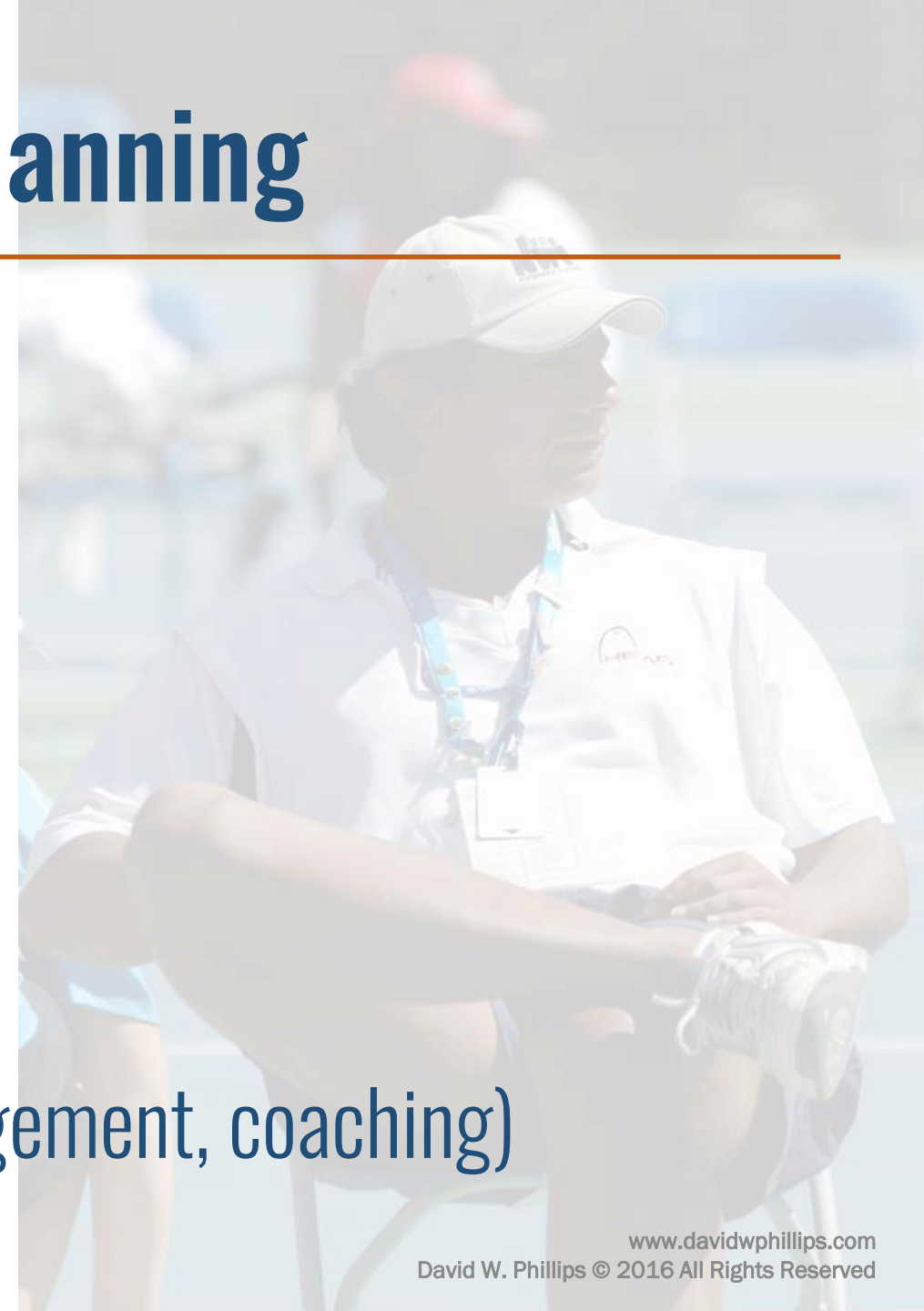 - Spirit (cheering for team mates, cooperation)
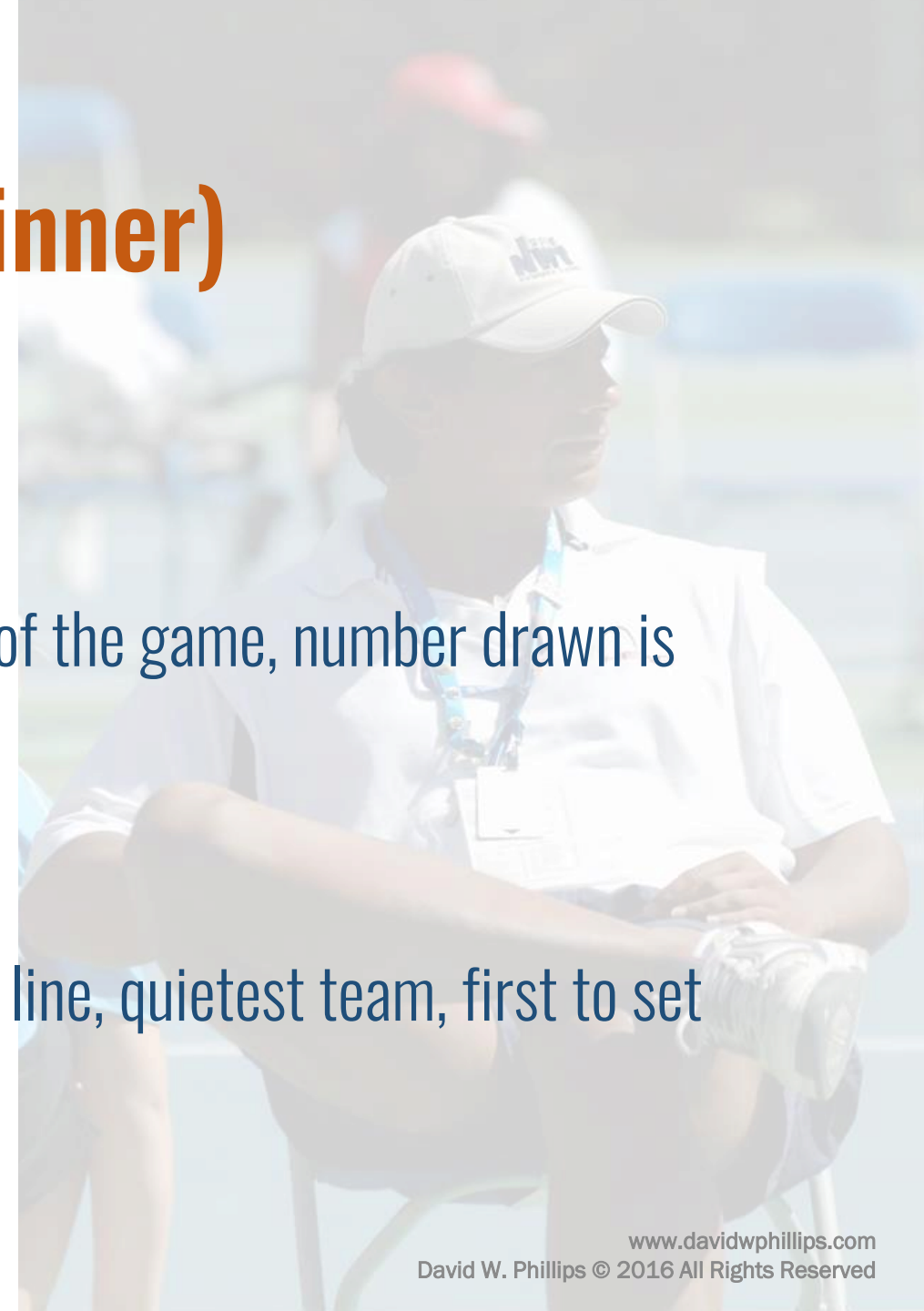
NEXT GEN LFS
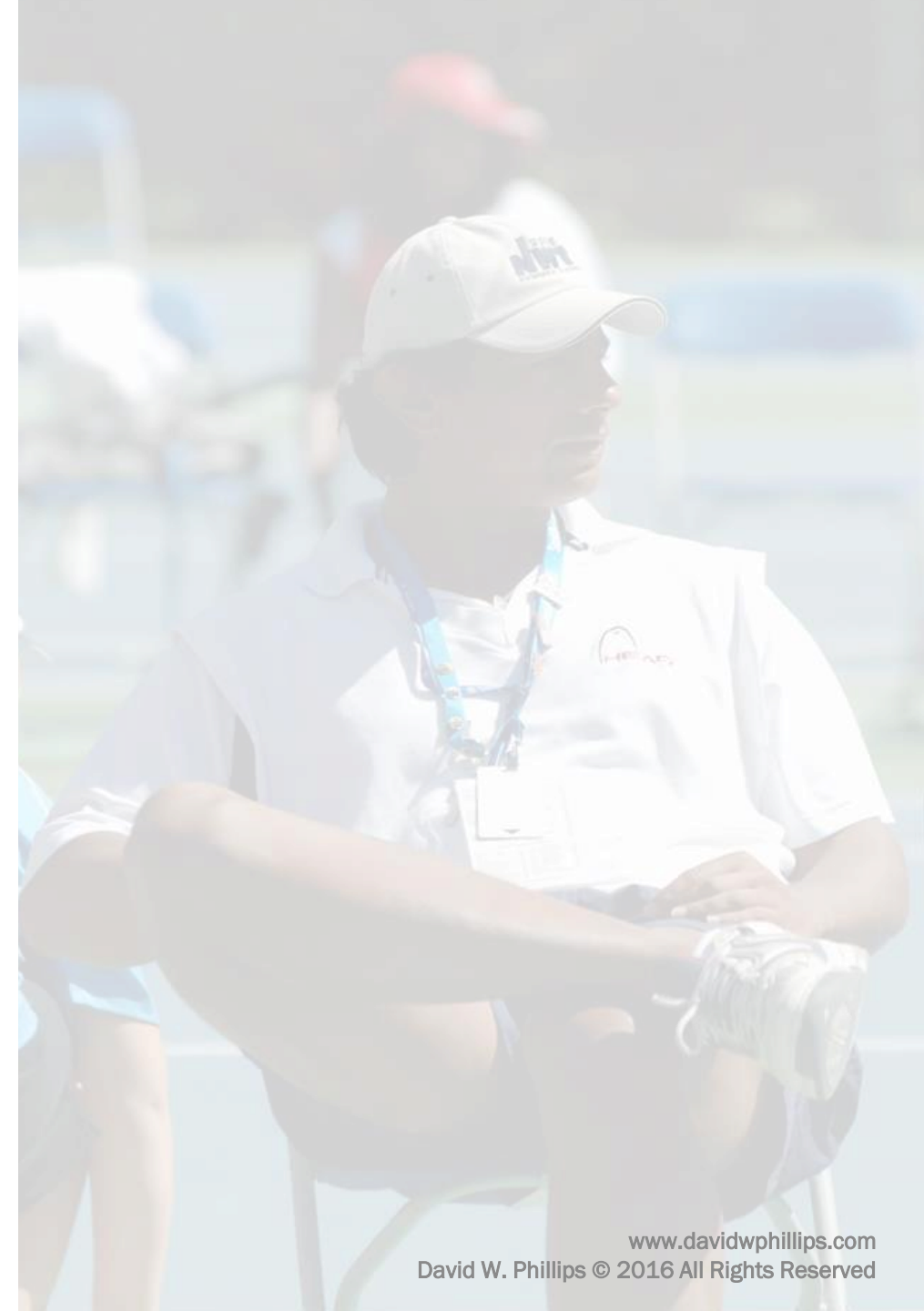
Challenges of succession planning

- TIME poor
    - Ongoing recruitment
    - Natural loss of current facilitators
- Time intensive professional pursuit
- Remuneration (versus private market)
- Most attractive and suitable candidates
    - In demand
    - Conflict with current position (management, coaching)

Future proofing coaching education

- Professional pathway
  - Management OR coaching OR...
- Raising the profile of coaching educators
  - Market value $$$
  - Importance to player development
  - Importance to system development
  - Paying it forward