

# CHAPTER 3: CREATING A VISION AND STRATEGY FOR YOUR CLUB





## MOOC 1: Developing Effective Environments for Youth Sport

# Study Guide

**An Intellectual Output of iCoachKids:  
*Innovative Education & Training for a Specialist Children & Youth Coaching Workforce***

### Acknowledgements

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## Introduction

“A coach’s primary mission is to help sport participants develop not only as athletes, but also as people. To fulfil that aim, a coach needs functional and task-related competences that are underpinned by knowledge and reflection.”

*From the European Sports Coach Framework (p. 39)*

Congratulations Coach, by engaging in the iCoachKids MOOC 1, you have demonstrated that you have an open mind to learning more about coaching children and to further developing your own coaching skills.

Improving your coaching takes time and effort. Coach development should proceed in a progressive and sustainable way. Such an approach takes into consideration your stage of development as a coach, how you learn and which participants the coach is working with.

# How Coaches Learn

In this MOOC, we recognise that learning is a lifelong process and that multiple experiences can facilitate the development of your coaching ability. During your progress through MOOC 1 we have included a variety of learning experiences to meet the needs of coaches and how they learn.

A coach is not a blank slate. Whether through personal experiences as participant or spectator, you arrive to coaching with your own conception of what it is and how it should happen. The following task will allow you to consider what you are bringing to your coaching.



## STUDY GUIDE TASK: What Are You Bringing to Your Coaching?

(There are no right or wrong replies. This exercise is about you taking stock of your previous experiences.)

<b>Coaches When...</b>	<b>Learn</b>	<b>Best</b>	<b>Your Learning and How you Like to Learn</b>
<b>List Experience</b>	<b>Your</b>	<b>Sports</b>	<b>What Does This Bring to Your Coaching?</b>
<b>Your Education</b>			<b>What Does This Bring to Your Coaching?</b>
<b>Life Experience/Learning</b>			<b>What Does This Bring to Your Coaching?</b>
<b>Other Think/Feel</b>	<b>Things Reflect</b>	<b>You</b>	<b>What Does This Bring to Your Coaching?</b>

## Your Learning

In the early stages of coach development, you may benefit strongly from learning opportunities provided through formal education – in MOOC 1 this is reflected in what you read and the personal tasks that you undertake in applying this knowledge into your coaching. This can be seen as laying a knowledge foundation. These activities challenge or confirm initial personal theories and support the creation of a child-centred framework that helps coaches organise and make sense of their coaching practice.

As you continue to develop as a coach, non-formal learning opportunities become more relevant. Your interaction with the children, other coaches, parents, mentors and open source material provides a chance to check and challenge your emerging philosophy and way of doing things as well as gaining new knowledge. In MOOC 1 this is reflected in activities and tasks you do with others and in your environment.

It is important to note that much of coaches' learning takes place on the job. As a coach, your self-awareness and your ability to reflect on your experiences are essential to this.



## STUDY GUIDE TASK: How Coaches Learn Best and How You Like to Learn

The column on the left is what research says about how coaches learn best. The column on the right is for you to: reflect on these statements; identify whether they may apply to YOU; and if they mean anything for YOUR LEARNING. This will develop you SELF-AWARENESS of how you like to learn:

Coaches Learn Best When...	Your Learning and How you Like to Learn
<ul style="list-style-type: none"><li>• Their prior experiences and abilities are recognised and they are encouraged to reflect and build on them</li></ul>	
<ul style="list-style-type: none"><li>• They are motivated to take responsibility for learning and are given opportunities to drive it and direct it to their own needs</li></ul>	
<ul style="list-style-type: none"><li>• The application of what is being learned to the practical context in which they coach is clear and facilitated</li></ul>	
<ul style="list-style-type: none"><li>• The topics and learning materials are clearly relevant</li></ul>	
<ul style="list-style-type: none"><li>• The climate is positive and supportive to minimise anxiety, encourage experimentation and challenge them appropriately</li></ul>	
<ul style="list-style-type: none"><li>• Interaction and sharing with other coaches is promoted</li></ul>	
<ul style="list-style-type: none"><li>• A variety of learning activities is offered</li></ul>	
<ul style="list-style-type: none"><li>• They experience some success and gain feedback that builds their self-confidence</li></ul>	

If you have completed these two STUDY GUIDE TASKS you will have started to engage in the learning process promoted in the iCoachKids MOOCs. You will have identified what you are bringing to coaching children; and how you learn.

Well done and read on to learn more about how the MOOC 1 Study Guide is laid out to assist you in your learning, how the content can be applied into you coaching and to your growth as a CHILD-CENTRED COACH of children.

# MOOC 1 Study Guide Structure

In MOOC 1, your development as a coach is promoted using a blended learning package composed of various activities to foster learning (for example, reality-based activities, problem-based learning, practical-coaching opportunities and reflection in/on action). This will promote knowledge gains and behavioural change and encourage you to seek additional self-directed learning opportunities.

The following HEADINGS and icons will signify different activities you will undertake in the MOOC 1 Study Guide:



**VIEW** – This is the video track linked to the Chapter and Section of the Study Guide you are considering



**READ** – This is the content knowledge that is outlined in the video track. It gives you the opportunity to examine the content at your own pace and/or to review in writing what is verbally outlined in the video



**STUDY GUIDE TASK** – This is an activity that will get you to consider how the content you have viewed/read may apply during your coaching with the children that you coach, and reflect on how you may change your coaching behaviours



**PERSONAL COACHING TASK:** This is an activity that will get you to apply the content into your coaching, with the children you coach, and to reflect on how it went for the children and for you. You may need to do these tasks a number of times and reflect on them to be able to fully apply the content into your coaching, in line with your coaching philosophy and to the benefit of the children



**COACHING WITH OTHERS** – This is an activity that will get you to engage other coaches you work with to discuss, apply, try, observe, get feedback from and reflect on how they see/feel your coaching is developing, and how the content can be applied by you and the other coaches. It may also encourage you to engage other relevant people, like parents, referees, club officials and even the children you coach!



**COACHING IN YOUR ENVIRONMENT** – This is an activity that will get you to consider how child-centred is the approach of your club/school/community

group. You will then consider/discuss what changes may be made to become a more child-centred coach.



**QUIZ** – At the end of each chapter there will be a quiz for you to complete. This will give you a chance to re-enforce your learning by getting you to re-visit some of the main ideas covered in the chapter and how they can apply to your coaching. Approach the questions in an ‘open-book’ format; which allows you to re-read the sections of the study guide before you write your answer.



**CHAPTER CLOSING TASKS** – Each chapter will end with some tasks that will get you to consider/apply the ideas and coaching tools covered in the chapter into your coaching. The tasks may include:



**PERSONAL COACHING TASKS**



**COACHING WITH OTHERS**



**COACHING IN YOUR ENVIRONMENT**



**FURTHER VIEWING/READING** – By its nature, only a certain amount of content is included in the MOOC. If you want to learn more about a topic, this will direct you to additional materials to view or read

## **YOUR DEVELOPMENT JOURNEY AS A CHILDREN’S COACH**

Working with children can be a very worthwhile and positive experience for people. With the growing knowledge and the approach put forward in the iCoachKids MOOCs, this experience can be positive for each and every child, as well as for each and every coach.

It’s over to you now to take the responsibility to grow your coaching knowledge and ability. Enjoy the journey coach!

# iCoachKids: MOOC 1 Study Guide - Learner Activity Tracker: Chapter No 3

Name: \_\_\_\_\_ Date: \_\_\_\_\_

As you complete each of the activities in each of the sections, please put a tick in the circle. This will allow you to track what you have completed and where you can restart when you return to the Study Guide after a break.

Study Guide / Activity Chapter Section	VIEW / READ 	PRE-CHAPTER / STUDY GUIDE TASK 	PERSONAL COACHING TASK 	COACHING WITH OTHERS 	COACHING IN YOUR ENVIRONMENT 	QUIZ 	CHAPTER CLOSING TASKS 	FURTHER VIEW / READ 
Introduction	<input type="checkbox"/>	<input type="checkbox"/>						
Section 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Section 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Section 3: Part 1	<input type="checkbox"/>							
Section 3: Part 2	<input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>					
Summary / Conclusion	<input type="checkbox"/>					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have completed each of the activities in each section and the Learner Activity Grid is complete. **WELL DONE!** You can move to the next chapter.

## Chapter 3

# Introduction



### VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Welcome to Chapter 3, as you know, the whole course is about how to develop effective environments in sport for children. So far, we have talked about the role of the children's coach (Chapter 1) and about the importance of spending time thinking about our values and beliefs and how they influence our coaching and the children's experience (Chapter 2).

Chapter 3 is all about why it is important that we create some kind of vision and strategy for our teams and clubs/schools/community groups and how to go about it.

On the MOOC pages and on YouTube <https://www.youtube.com/watch?v=r1GIJWMeffA> you can find a video about the late Steve Job's vision for Apple. This is a fascinating look into the role that vision and strategy play in achieving our goals.

*Source: YouTube/all about Steve Jobs.com/Apple's Mission*

If you are offline, you can read a transcript of the video below.

#### **Apple's Mission:**

**We didn't start Apple to simply put computers on the desks of computer trained professionals to connect to IBM mainframes. What we wanted to do and what we want to do now, is to build great personal computers and bring them to tens of millions of people.**

**What's really simple we want to make the best computers in the world. You know we're company driven by making the best personal computers in the world.**

**Our goal is to make the best personal computers in the world. What drives us, is wanting to make the best personal computers in the world.**

Thirty years making the best personal computers in the world and we think we make the best notebooks in the world, we think we make the best desktops in the world, we think we have the best notebooks in the business and we think we have the best desktops in the business, the best all-in-ones in the world.

Apple does make the best hardware in our industry but we also make the best software. The best browser in the world. The best music store in the world. The best computer display of any kind in the world.

We're just going to be their first and best. And we think it's going to change the lives of the millions of people that buy them in the next few years.

And I think you still have to think differently to buy an Apple computer, and I think the people that do buy them, do think differently, and they are the creative spirits in this world. They are the people that are not just out to get a job done, they're out to change the world. And they're out to change the world using whatever great tools they can get and we make tools for those kinds of people.

And this campaign is designed to honour our heroes, people that inspire us, and have changed the world.

We're going to make some history together today. 1984 we introduced the Macintosh it didn't just change Apple it changed the whole computer industry.

In 2001 we introduced the first iPod and it didn't just change the way we all listened to music it changed the entire music industry.

The Mac changed the whole computer industry and it really made computers easy to use for the first time and brought graphics into the personal computer for the first time. The iPod changed the way we listen to music and changed the whole music industry. I think the iPhone may really change the whole phone industry.

The Mac in 1984 is an experience that those of us that were there will never forget, and I don't think the world will forget it either. The iPod in 2001 changed everything about music and we're going to do it again with the iPhone in 2007.

What Apple's about:

To me this is at the heart of Apple, is what Apple is all about. It's why we do what we do. What Apple is about, Yes we love to make the fastest personal computers in the world and we do and so if you want to run

spreadsheets faster than everybody else we can do that for you and we love doing it but I think one of the things that really distinguishes Apple is being at the intersection of technology and creative expression, of art and technology, of liberal arts and technology and bringing those two things together like no other company can in the world to put tools like this into the hands of businesses and educators and all of us mere mortals to use in our daily lives, and something like iMovie allows us not to just make spreadsheets but to express ourselves in other creative ways and this is what drives us.

Now, you don't have to run a multinational company or coach a professional sports team to have a clear idea of what you want to do and, most importantly, why you want to do it and how you will do it. In fact, we know that clarity of goals and objectives is a fundamental element of success.

This chapter is completely dedicated to understanding what vision and strategy may mean for a children's coach, and to help you start creating your own. Specifically, by the time you have completed Chapter 3 you will be able to:

- Understand what is meant by vision, mission and strategy in the context of children's sport
- Explain why it is important to have a vision, mission and strategy in coaching
- Create your own vision and mission statement
- Develop your own strategy to realise the vision

Vision and strategy are part of everyday life, even if we don't articulate it out loud. In your head, you will surely have a vision for what you want your life to be like, or what you want for your family, your job or your business. So, believe me, even if you have never written it down, you will have considered many of the things we are going to examine in this chapter. Let's see how much you already know. Please complete the following Pre-Chapter Quiz before moving to the next section.



## ACTIVITY 0.1 - PRE-CHAPTER QUIZ

Please select only one option

### Question 1

Vision and strategy are concepts used only by big multinational companies.

TRUE Or FALSE

### Question 2

A clear vision for your team or club helps you (choose one)

Option 1 – Watch your team's matches from further away

Option 2 – Motivate yourself and everyone around you

Option 3 – Increase the sales of beer during matches

### Question 3

A vision...

Option 1 – Offers clarity about WHAT you want to achieve and WHY

Option 2 – Contains all the drills you are going to use

Option 3 – Details your coaching curriculum and training blocks

### Question 4

Great visions are aligned with...

Option 1 – Whatever is fashionable at the time

Option 2 – What the most successful team did the year before

Option 3 – The long-term philosophy and values of the club and the coach

### Question 5

A mission statement...

Option 1 – Is about what we will actually do to realise that vision

Option 2 – Tells you what the final objective is

Option 3 – Talks about the history of the club

### Question 6

A mission statement...

Option 1 – Concerns only the participants

Option 2 – Acts as a bridge between the vision and the strategy

Option 3 – Is just some words on the wall that don't mean much

**Question 7**

In the context of planning a children sport programme, strategy...

Option 1 – Indicates the tactical choices we are going to use in matches

Option 2 – Explains how we are going to be better than the other teams

Option 3 – Details the steps required to maximise the chances of achieving the programme goals

**Question 8**

The following are central elements of developing your strategy...

Option 1 – Gap analysis and prioritisation

Option 2 – Goal setting and participant contracts

Option 3 – Nice folders and pictures



- Q1. FALSE
- Q2. Option 2
- Q3. Option 1
- Q4. Option 3
- Q5. Option 2
- Q6. Option 2
- Q7. Option 3
- Q8. Option 1

Okay, how did you do? Please move now to Section 1

## Chapter 3 - Section 1

# What Is a Vision and Why It Matters?



### VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

In this section, we are going to talk about what a Vision is and why it matters.

Let's go back in time a little to review one of the most audacious visions in recent history. Back in 1962, President John Fitzgerald Kennedy in the USA gave a speech about why the USA was going to invest in space exploration and committed to putting a man on the moon by the end of the 1960s.

You can watch this video on the MOOC pages or the following link <https://www.youtube.com/watch?v=G6z-h6faR6o> (and/or read the excerpts from his speech below).

"...we meet in an hour of change and challenge, in a decade of hope and fear, in an age of both knowledge and ignorance. The greater our knowledge increases, the greater our ignorance unfolds."

"So, it is not surprising that some would have us stay where we are a little longer to rest, to wait. But this city of Houston, this State of Texas, this country of the United States was not built by those who waited and rested and wished to look behind them. This country was conquered by those who moved forward—and so will space."

"The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in the race for space."

"For the eyes of the world now look into space, to the moon and to the planets beyond, and we have vowed that we shall not see it governed by a hostile flag of conquest, but by a banner of freedom and peace. We have vowed that we shall not see space filled with weapons of mass destruction, but with instruments of knowledge and understanding."

“But why, some say, the moon? Why choose this as our goal? And they may well ask why climb the highest mountain? Why, 35 years ago, fly the Atlantic?”

“We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.”

“To be sure, we are behind, and will be behind for some time in manned flight. But we do not intend to stay behind, and in this decade, we shall make up and move ahead.”

“To do all this, and do it right, and do it first before this decade is out—then we must be bold...But it will be done. And it will be done before the end of this decade.”

Powerful stuff, isn't it? In this, one of the most memorable speeches ever, Kennedy, made it clear what his vision was for what was called then '**The Space Race**'. In his view, going to the moon was just a vehicle, a means to develop the necessary technology and know-how to continue to drive human progress forward, and space was the next frontier of human development having already conquered land and sea.

Putting a man on the moon focused the efforts of NASA during the 60s until the famous Apollo XI moon landing on the 21st July 1969. The story goes that if during that decade you were to ask the cleaning or canteen staff at NASA what their job was they would not reply “cleaning toilets” or “making food”, but “**to put a man on the moon**”.

And this is what a clear and compelling vision can do for you in your coaching and those around you, be it the children or their families. **It gives people purpose and direction.** For you, as a coach, it offers **clarity about WHAT you want to achieve, WHY and allows you to start thinking about HOW you will go about it.**

Let's break all this down.

## What Is a Vision?

A Vision describes exactly **what it is that we wish to see in the future**. It is a bit like having a crystal ball: You look into it and see a picture of what you want the future to look like.

**This picture of the future is your ultimate goal, and it is the fundamental starting point. Your vision will drive your strategy, your roadmap to success, and any subsequent planning to get you there.**

In the **Wizard of Oz**, Glinda the Good Witch says to poor Dorothy: *“It’s always best to start at the beginning – and all you do is follow the yellow brick road”*. A vision is kind of both beginning and end.

It’s the **END** because it shows you where you want to go, your destination. But it is also the **BEGINNING** because it should be underpinned by a clear motivation, a compelling **WHY**. WHY do you coach? WHY do we want children to do sport? This is clearly linked to the areas we explored in Chapter 2, to the notion of values and beliefs, what we called your coaching philosophy.

**Your vision must start with the WHY and finish with the WHAT. Once we have worked out the WHY and the WHAT, we can then worry about the HOW.**

The power of the **WHY** cannot be underestimated. The famous German philosopher Friedrich Nietzsche put it very eloquently when he said: “Those who have a WHY to live for can bear almost any HOW”. A powerful **WHY**, like Kennedy’s idea of driving human knowledge forward, acts as motivator to strive and a bit of a safety net or buffer during the difficult times. If we can always go back to the fundamental reason why we do what we do and what that will look like when we get there, it is easier to bounce back from disappointment or to ride the ups and downs of life.

**SO AN EFFECTIVE VISION NOT ONLY STATE THE ULTIMATE GOAL, BUT DOES SO IN A COMPELLING WAY.**

### SAMPLE VISIONS

Have a look at these three different vision statements for the imaginary Neptune Swimming Club and think about which one inspires you the most:

The Neptune Swimming Club vision is a club where:

**“Children of all ages and their families lead a healthy lifestyle through swimming regardless of their level of ability.”**

**“Talented swimmers fulfil their Olympic dreams.”**

**“Everyone can feel part of a big family and where members develop a positive outlook and gain useful life skills beyond swimming that help them thrive beyond the boundaries of the club and sport.”**

The truth is that any of these vision statements may appeal to you for different reasons. It really depends on the context of your club and like we have said multiple times, your values and beliefs. The two key learning points here are:

- First, **your vision must be aligned with your values and beliefs**. If Neptune’s say they want to help children and their families lead a healthy lifestyle regardless of ability but then only pay attention to the talented swimmers because what they really value deep down is success and medals, they have a problem or misalignment.
- And second, **your vision has to be written in a way that people around you buy into** it because it helps them see what they are working towards. Use powerful words that mean something to people, paint pictures that people can imagine in their mind, help them imagine a future worth working for. The more compelling a vision is, the more likely it is to drive action and commitment.

Now, is it all about alignment with values and beliefs and how compelling the vision is? Not really, there are a few more things we must consider when developing our vision.

## **Realistic and Achievable**

For instance, while compelling and challenging, **effective visions must be realistic and achievable**. We want to believe that before announcing to the world that they were going to put a man on the moon by the end of the 1960s, Kennedy consulted with the guys at NASA to see if that was actually possible. We can’t imagine him just coming up with this idea over breakfast on the same day he made the speech, right? So, make sure your vision is challenging, but not unrealistic.

## Timeframe

And this is why you may want to **consider the timeframe for your vision**. For a children's sport club or a team, a vision spanning 3 to 5 years may be more than enough as it is a much easier to think about what we would like to see in that time than in a much longer span. It may be even shorter!

## Buy-In / Consultation

Another area to consider is the fact that buy-in into the vision will not only come from how compelling this vision is, but also from the degree to which children, their families, coaches and any other relevant people in the club feel they own it. Now, it isn't always possible or even desirable to involve everyone at the club in the development of a vision, but a certain element of **consultation or, at the very least, clear communication** of the vision is important, so parents can decide if this is the right club or team for their kids.

## Alignment

Vision statements must be embraced and protected by all or they just become empty words on a poster on a wall or on a car sticker. Again, key to this embracing is ensuring that the philosophy of the club and the vision are clearly aligned, that coaches understand what these are and check these also align with their own; and that parents and their kids have a chance to explore if they are happy with what the club and the coach say they are about.

## Compass

But there is another very important quality of good vision statements. **They act as a compass** for all within a club or a team. They allow us to take a step back and consider our actions in light of our overall goal. They make the process of checking and challenging what we do as coaches much easier. They also facilitate the decision-making process. Whenever we are unsure about something, it is always good to take it back to basics and ask yourself questions like these:

- What are we trying to achieve long term?
- Does doing this help us towards that goal?
- Is this decision in line with our vision and philosophy?



## ACTIVITY 1.1 - The Power of The Why

### VIEW AND/OR READ

Please watch this short presentation by **Simon Sinek** about the power of asking yourself the WHY question on the following link: <https://www.youtube.com/watch?v=ogeT2UngxPg> Simon Sinek: 10 years of the WHY. If you are offline, you can read the transcript below.

So, a lot of people write in and ask the difference between the question “why” and the WHY, as we talk about it like start with WHY. The why is a purpose, cause or belief, the underlying reason why we are motivated to do something. The reason a company exists, the reason why we're passionate for something. The question “why” aims to get at and assert the same thing in a generic sense, like why do you do something, what's the underlying reason for that? That's why I called the WHY “the WHY”.

Another reason why I called the WHY “the WHY “is because when I would ask people, “What comes first: vision or mission?” People would debate it. There's no standardized definition of vision or mission. So people who believe mission came first, I asked them “So what's the definition of mission?” They said “it's why we get out of bed in the morning.” People who believed vision comes first would say, “Well it's why our company exists. “ And whether it's brand or purpose, all these things, everybody gave me the same definition: why. So that's why I called it the WHY.

Simon's original TED talk has been watched millions of times online and has provided inspiration to leaders in many fields; from education, to business to sport. If you want to watch the longer original talk, you can watch it here: [https://www.youtube.com/watch?v=u4ZoJKF\\_VuA](https://www.youtube.com/watch?v=u4ZoJKF_VuA)

We hope you will enjoy it too.

After you have watched Simon's talk, please do the next PERSONAL COACHING TASK.



## **ACTIVITY 1.2 - PERSONAL COACHING TASK - Create a Draft Vision Statement**

Please review your personal philosophy statement, values and beliefs from chapter 2. Then start writing a draft VISION statement for your team or your club. Remember to consider the WHY, and then imagine what the WHAT would look like. We will continue to work on this draft after the next section. If you need to review anything, remember you can re-watch the instructional video on the YouTube channel or re-read the study guide pages.

You will continue to work on this draft after the next section.

**VISION STATEMENT**

## Chapter 3 - Section 2

# What is a MISSION Statement and Why You Need One?



### VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

How did it go putting your Vision together? Have you a clearer idea of what it is that you want to achieve with your coaching? If the answer is yes, that's great! If you are not so sure, don't worry, this next section will help you gain more clarity.

Now that we know what a vision is, we are going to have a look at the next step towards building our strategy: **distilling a mission statement from a vision.**

Before we do so, please do the following STUDY GUIDE TASKS.

## ACTIVITY 2.1 - How to write a mission statement



### VIEW AND/OR READ

Please watch this video, How to write a Mission Statement by Erica Olsen <https://www.youtube.com/watch?v=1xs4l349cdc>

*Source: YouTube/ virtualstrategist*

Hi, my name is Erica Olsen.

Today's Whiteboard session is on how to write a mission statement.

Mission statements are foundational to any strategic plan.

You normally build one after you developed your SWOT and before you go into the rest

of your planning process. It's foundational because it answers the question "Why do we exist?" It clearly explains the space that we play and what's in, and what's out of what we do. And it's not where we're going, which is vision.

So let's break it down.

We use this example to explain the components of a mission statement.

## MISSION STATEMENT

Why do we exist?

Checklist:

- Original
- Foundational
- Staff connection
- Memorable
- T-shirt

We use this checklist to talk about what makes a good mission statement, and we'll walk through a simple process to create yours. So let's jump in.

The example we have up here is Google's and we love using Google's examples because they're great and why not borrow from the best?

So starting with our mission...

I like to start it with our mission because it gives us a place to go and keeps us thinking about mission. You might get rid of it later, but start it there. It has a verb with present tense "to organize." We explain what we do, "Organize the world's information."

For whom? In this case, "The world." And what's the benefit to us existing?

What's the benefit to the world? "To make information universally accessible and useful."

Really straightforward.

We know mission statements are not that easy to write, so here's a checklist to make sure

that yours is great.

Starting with, it needs to be original.

This is really clearly original to Google. They didn't rip it off from somebody else. It doesn't sound like anybody else's mission statement. It sounds like Google's mission statement.

So make sure yours is original.

It's foundational. I already mentioned that, but you don't want to change it all the time.

Maybe a few word tweaks, but ideally not. You want a mission statement that sustains over time. So it needs to be foundational.

Connect with staff. A great mission statement...and you know yours is great when every single staff member wakes up in the morning and knows that their purpose and the reason they come to work every day is expressed in the mission statement. And to do that, it needs to be memorable. Memorable means short and concise.

And of course that's the balance to strike with a great mission statement. So here's your litmus test. It needs to fit on a T-shirt and your staff will wear it. Achieve those two goals, you know you've got a great mission statement.

So how do you write one?

Sometimes it can be hard. So it's great to get input or ideas from your organization.

So gather staff input, if you like, be it survey or maybe focus groups, take all that information, synthesize it down and create a couple of versions. You can do it yourself or use one of those folks in your organization who loves to copy-write and have them write a couple of different versions. Take those versions and either have your planning team pick one or put them out to your organization and have people vote on them.

So that simple process will help you not go in all kinds of different directions and spend forever doing mission statement development.

With that, I hope this helps you write yours.

Thanks for tuning in.

Happy strategizing.

We would also like you read this short article <https://articles.bplans.com/writing-a-mission-statement/>.

## MISSION STATEMENT

We hope that went well. Let's consider what a Mission Statement is, what it does and why you need one.

While the Vision talks about the future picture we wish to see as a result of our actions, **the mission is more about those actions, what we will actually do to realise that vision**, in other words, **it defines our core business** at a high level.

Let's go back to one of the example visions for the Neptune's Swim Club (Chapter 4, Section 1). Let's say that we agreed that our Vision was:

**"Children of all ages and their families lead a healthy lifestyle through swimming regardless of their level of ability".**

The Neptune's Mission Statement would have to provide a clear and concise idea of what the club will do to support children and families lead a healthy lifestyle. So maybe it would go something like this:

**"Neptune Swimming Club provides a broad range of swimming activities for the whole family and for all levels of ability from beginners to recreational to performance swimmers".**

So, the Mission Statement contains the main tangible actions that will help realise the Vision. In this case, the fact that Neptune's will provide a broad range of swimming activities that caters for everyone.

Mission Statements are important because while Visions are the compelling dreams that so to speak 'get you out of bed in the morning', **the Mission Statement starts to point out what you need to do to get there**. They make the Vision a bit more real and visible. Because of this, **Mission Statements act as a bridge between the 'lofty vision' and the 'nitty-gritty' Strategy** which you will cover in the next section.

Like Visions though, strong and clear **Mission Statements help us stay on track** and ensure we are not moving away from our values, beliefs and overarching goals. They also **help everyone keep each other in check**. Again, the decision-making process is simplified when we ask ourselves questions like:

- Is this action or new initiative in line with our Mission?
- Does this decision help us deliver on our Mission?
- What part of our Mission would have to be sacrificed if we did this?

Ok, so now **go back to the Vision statement** that you created earlier. First of all, review it. Are you still happy with it? Is there anything you want to change after this section?

Now, it is your turn to **create a Mission Statement that in a few words explains how you or your club is going to fulfil that vision.**



## ACTIVITY 2.2 - PERSONAL COACHING TASK - From Vision to Mission Statement

### Vision

Review, reflect on, edit and re-write your Vision here:

### Mission Statement

Identify key words that you would like to include in your Mission Statement (which link back to your Vision, Values, Beliefs and Coaching Philosophy). Then write in 1-3 sentences your Mission Statement:

#### Key Words

**Mission Statement:**

**Chances are there may be a little bit of duplication between the mission and the vision.** That's perfectly fine. In fact, many times you may end up with a combined vision and mission if the overlap is substantial. For instance, in the example of the Neptune's a combined statement could be something like:

**“Neptune Swimming Club aims to support children and their families lead healthy lifestyles by providing a broad range of swimming activities for all levels of ability from beginners to recreational to performance swimmers”.**

## Chapter 3 - Section 3 - Part 1

# Strategy 101 - The Basics



### VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

How is your Vision and Mission coming along? Any breakthroughs? We hope that at the very least, having considered your values and beliefs, and spent time working out a vision and mission for your team or club has been a valuable **awareness raising exercise** for you.

Now that we know what the final product looks like and that we have described in broad strokes what our club is about, it is time to get our hands dirty and **start putting in place a strategy** that really becomes the roadmap for our coaching success. It is time to identify the key steps and actions that are going to help make the most of our setting and get us closer to realising the Vision and Mission.

Please note that when we talk about strategy in this section, **we are NOT referring to the tactics** used to win games, races or fights. What we are going to discuss is more about **the overall all-encompassing strategy required to maximise the chances of success for your programme**. And success here is defined by the objectives and goals stated in your Vision and Mission. Having said this, the process of arriving at a tactical strategy for an actual sporting contest is actually very similar to how we generate the wider strategy.

Before you continue, please watch these two videos (and/or read the descriptions/transcripts).

In the first one, we are going to have a look at what 'strategy' means in a business context to see what we can learn from it. On the second one, we are going to listen to a coach talk about strategy.

Video 1 - <https://www.youtube.com/watch?v=uhfFoINNEKI>  
Source: YouTube Mind Tools

Strategy is a word that gets mentioned a lot in business. But what is strategy? And what does it have to do with the work you do every day? There isn't really a definitive answer to what strategy is, because everyone has their own opinion. However, one good way to look at it is to ask: "What do we need to do to win in our market?"

This is the key question that you need to answer when you develop a strategy. This question also demonstrates that developing a strategy doesn't involve analysing just one thing. Rather, it involves understanding your world in detail, then mapping out your best possible route to success. It can take a lot of thought and analysis to do this properly. Strategy development needs to happen on three levels. The first level is corporate strategy. For organizations with many different business units, this determines how the organization, as a whole, supports and enhances the value of the business units within it.

The next level is business unit strategy. This describes how individual business units compete and win in their own, individual markets. The objectives in the business unit strategy must be in line with the objectives of the corporate strategy. The last level of strategy is team strategy. Each team within a business unit has its own contribution to make, which means that it needs its own strategy to accomplish the larger goals and objectives of the organization.

No matter what your role, your work contributes to your team strategy, which contributes to the business unit strategy, which then contributes to the larger corporate strategy. Each level is necessary, and important to the success of your organization.

Video 2 - <https://www.youtube.com/watch?v=KFdn9Rr-FJ8>  
Source *ChampionshipProductions*

*Guy Edson, Technical Director at the American Swim Coaches Association, explains the basics such as being organized and understanding the results of planning.*

Some of you are intuitive coaches; you like to shoot from the hip. You like to show up on the deck and just run workout, and some of you are really good at that. This presentation is going to drive you nuts and some of you are very organized, you like being organized.

If you're like me you're borderline OCD and you're going to love this presentation, I hope. And for everybody, what I'm really trying to do is ask you to be accountable and responsible and there are huge benefits to that. One you're going to get better results, you're going to be able to track what you've been doing, so that if you had a great year you know what to do again. But if you had a bad year you know what not to do. I think it leads to greater stability because when life is good on a team, generally life is going to be good everywhere. You get greater support and I think personally it's more fun.

There's another reason I didn't list there, which is when I'm on the deck coaching age of kids, I feel tremendous responsibility to those moms and dads who are paying money for the kids to be there and I feel like I am there to do the best possible service I can for them and unless I'm planning workouts I don't think that's going to happen.

Ok, so how did that go? What keywords or ideas did you pick up? Here is what we think is very important to understand about strategy.

Strategizing can be defined **as the process of plotting the course of action that leads to the greatest chance of success.** Now, as such, it doesn't have to be super-complex. It really depends on things like the size of your club or team, the range of objectives you have, how many people have an impact on what you do as a coach, etc.

In simple terms, **it is just about making clear the steps required to fulfil the vision** and achieve the mission. In short, it is about:

- What we want (the goals)
- What has to happen (the actions)
- In which order (the priorities)
- Who has to do it (the responsibility)
- And what is needed to get it done (the resources)

We know, it sounds easy said like that, doesn't it? Well there are a few ways to facilitate this process.

# STRATEGIC GOAL SETTING

One way to go about developing a strategy is to **work back from the ultimate goal**, which should be somewhere in the Vision and Mission Statements and come up with some kind of tangible goals which provide the clarity required to start developing a fully fledged strategy.

These goals, where possible, **should be formulated in a SMART way: Specific, Measurable, Accountable, Realistic and Time-based.**

Going back to the Neptune's, if their mission is to provide a broad range of swimming opportunities for children and families, you could argue that some tangible goals may be along the lines of:

- **In 2 years from now, we want to offer one session a week for every identified participant group (for example for young beginners, adult beginners, adolescent and adult recreational, etc.). The club community officer will be responsible for making this happen.**

- **In 2 years from now, we want to have a performance programme covering from u12s to u18s with 100 swimmers in it. The club performance director will be responsible for this area.**

You can imagine that in developing your strategy and the strategic plan, for each of these major goals, you could create multiple sub-goals, sometimes called process goals or strategic priorities which help realise the main goals.

For instance, if we take the first goal of offering at least one session a week for all identified participant groups we could imagine some of the key elements that need to be put in place to achieve them. For example:

- Creating a full programme of sessions that cater for a broad range of ages and needs
- Guaranteeing pool times
- Ensuring there are enough coaches to staff these new sessions
- Creating marketing materials and communication channels to advertise the sessions

Again, you can see that **the key is to keep working backwards from the ultimate goal and keep breaking it down into smaller pieces** until we get to the level of actions. For instance, to guarantee pool times, the community officer will have to talk to the pool manager and agree what slots the club can access right?

## Chapter 3 - Section 3 - Part 2

# Strategy 101 - Building Your Strategy



VIEW AND/OR READ

## ACTION PLANNING

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

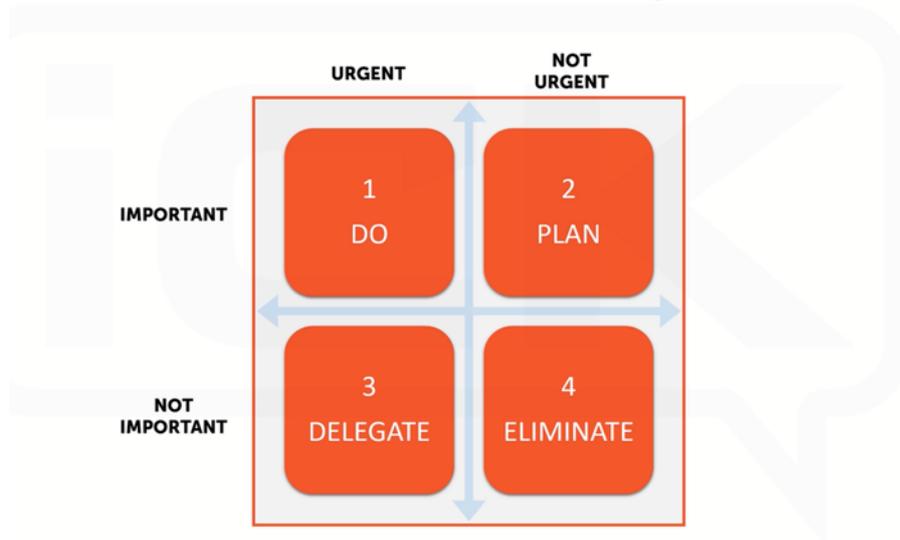
A fundamental part of action planning is identifying your strategic priorities.

## PRIORITY MAPPING

Now, when conducting a Priority Mapping exercise, it may become a bit overwhelming when we write down all the things that we could do to achieve our mission and vision and in which order. There may be too much in there to make sense of it!

If this is the case, it may be helpful to do a little exercise of priority mapping called the **Eisenhower Decision-Making Matrix**. This is a very simple and productive way to graphically see **what are the most important and urgent aspects of our strategy**.

## Eisenhower Decision Making Matrix



The matrix is created by two axes:

- On the horizontal axis, we have the **level of urgency** from non-urgent to urgent
- On the vertical axis, we have the **level of importance**, from non-important to important.

The Eisenhower matrix therefore **contains four quadrants** which are therefore labelled: important and urgent; important and non-urgent; non-important and non-urgent; and non-important and urgent.

You then have to place all the actions you have identified as needed to fulfil your mission and vision into the right quadrant according to their degree of urgency and importance.

**That's right; those in the Urgent + Important are your top priorities.** They are the ones that will make or break your plan. What about the others... Well, it's easy.

- The non-urgent and non-important we discard unless we have unlimited time and resources, which is rarely the case.
- The important + non-urgent items, we have to set a time-frame to get them done as at some point they will probably move to the urgent and important quadrant.
- The non-important and urgent, you have to use discretion, but if they are not important... they probably have to be put in a drawer somewhere until we have more time to deal with them...or we could delegate them to someone

Ok, so now it is your turn, complete the next activity.



## ACTIVITY 3.1 - PERSONAL TASK – Prioritising

*Please work backwards from your vision and mission statements to identify the key actions you need to take to make them a reality. Place all these actions in the relevant quadrant.*



**Now, which items do you think you should prioritise?**

So, how did that go? Does this exercise offer you more clarity?

Now that you have your priorities in place, another useful exercise to complement the Eisenhower Decision-Making Matrix is what's known as a SWOT analysis.

### **SWOT ANALYSIS**

SWOT analyses have been **used in businesses and the military since the 1960s**. In a nutshell, the process revolves around the **evaluation of internal and external factors** which impact favourably or unfavourably on our chances of realizing the vision and mission.

Obviously, in business and the military, and in professional sport, SWOT analysis are conducted in the context of extreme competition whether that's winning a war, making more money than the company next door or winning the Champions League.

In the context of children and youth sport, our guess is that SWOT analysis will be more focused on understanding how we are going to realise our vision, which may or may not include any competition against any other clubs or teams. I guess, what we are trying to say is that **in children's sport, the focus should be on what we need to do to give kids the best possible experience.**

Anyway, we think the SWOT analysis will still be useful.

Internal factors include Strengths (The S) and Weaknesses (The W) whereas external ones include Opportunities (the O) and Threats (the T). Let's look at these in a bit more detail.

- **Internal Factors**

- **Strengths are** all those areas where we are already doing quite well and that are important for the final outcome of achieving the vision.
- **Weaknesses are those** areas where perhaps we are not so strong and that, if strengthened, they would make a big difference

- **External Factors**

- **Opportunities:** in our case, external opportunities are those factors that do not depend totally on us, but that we could use to our advantage to increase our chances of success.
- **Threats:** the opposite of opportunities; factors that do not depend on us, but that we may be able to mitigate or ameliorate so the impact on our chances of success is lessened.

A good strategy will therefore seek to maximize the favourable factors (strengths and opportunities) and mitigate the negative ones (weaknesses and threats).

In order to conduct a meaningful SWOT analysis, coaches need to create relevant questions for their children, teams and clubs under each of the headings. Let's have a look at some examples of the questions we can ask ourselves:

<b>Strengths</b>	<b>Weakness</b>
<ul style="list-style-type: none"> <li>- What are we good at as a team or club?</li> <li>- What are our coaches good at?</li> <li>- What are our children and their families good at?</li> <li>- What do we do better than others?</li> <li>- What is unique about us?</li> </ul>	<ul style="list-style-type: none"> <li>- What are we good at as a team or club?</li> <li>- What are our coaches good at?</li> <li>- What are our children and their families good at?</li> <li>- What do we do better than others?</li> <li>- What is unique about us?</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>- Are there any elements of the context around the team or club which play or could play to our advantage and how?</li> <li>- Has anything happened recently around the team or club that can be used for our benefit?</li> </ul>	<ul style="list-style-type: none"> <li>- Are there any elements of the context around the team or club which play or could play against us and how?</li> <li>- Has anything happened recently around the team or club that can be detrimental to our objectives?</li> </ul>

Where possible, the answers to these questions need to be informed by reliable data so we know that we are working on facts rather than hunches.



## ACTIVITY 3.1 - PERSONAL TASK – SWOT ANALYSIS

Please use the SWOT matrix below to further analyse your team, club or programme

<b>Strengths</b>	<b>Weakness</b>
<b>Opportunities</b>	<b>Threats</b>

What does it look like now? Once the SWOT analysis has been completed, the results can be used to inform the development of the overall strategy. For instance, mapping strengths to opportunities can be very fruitful.

Once we get to this point where we have conducted a pretty robust analysis of what we are trying to achieve and what we need to do to achieve it, it is important that you understand that it would be wise to revisit your vision and objectives in case the current ones seem to be unrealistic given what you have discovered during the analysis.

Now a bit of a **disclaimer**:

For some of you, it may seem that all of this is way too much trouble in your current role; maybe as a parent-turned-coach that coaches one hour a week and then a game at weekends. And you may well be right!

Still, some of these ideas may help you make more sense of your current situation and how to improve it. And who knows, your engagement and responsibilities may grow as your child moves up through the age groups and all of this may come in handy in the future.

We just want to finish by emphasising again that how we go about developing a strategy **depends a lot on the context**: i.e., if you coach one hour a week a group of 7-year olds, your strategy might be very simple, and your long-term goals may be only 6 months away. However, if you coach in a gymnastics club and your 10-year olds are doing 20+ hours a week and competing regularly, your strategy may be a bit more long term and have more moving pieces.

In the end, developing strategy is about making sure you are clear about what you want to achieve and how you are going to go about it. The more complex or further in time the goals are, probably the more complex the strategy may need to be, but it is up to you to decide.

Now it is time for you to have a go at developing your strategy in the next activity:



## ACTIVITY 3.3 - PERSONAL TASK – Creating Your Own Strategy (Bringing it all together)

Throughout this chapter, you have developed all the elements of your strategy. It may help to bring them all together and reflect on your work. This will give you an opportunity to make any changes

<b>Vision</b>	
<b>Mission</b>	
<b>Strategic Goals/Actions</b>	
<b>Priority Mapping</b>	
1. DO	2. PLAN
3. DELEGATE	4. ELIMINATE

SWOT ANALYSIS	
Strengths	Weaknesses
Opportunities	Threats
Notes/Comments	

## Chapter 3 - Summary & Conclusions

# Creating a Vision and Strategy for your Team or Club



### VIEW AND/OR READ

You can [view this section on the online MOOC](#) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

Well Coach, you did great there!

We introduced a lot of ideas and concepts about Vision, Mission and Strategy. There is a lot to take in, so we want to offer a quick summary for you.

### What is a Vision?

Remember, a vision describes exactly what it is that we wish to see in the future. It is what we want our world to look like as a result of our coaching. A vision is fundamental because it will drive your mission and your strategy like a compass. Don't forget, however, that your vision must start with the WHY and finish with the WHAT. Only when we have worked out the WHY and the WHAT, we can then worry about the HOW.

### What about the Mission?

While the vision talks about the future picture we wish to see as a result of our actions, the mission is more about those actions, what we will actually do to realise that vision, in other words, it defines our core business at a high level.

Mission statements are important because, while visions are the compelling dreams that so to speak 'get you out of bed in the morning', the mission statement starts to point out what you need to do to get there. They make the vision a bit more real and visible. Because of this, mission statements act as a bridge between the 'lofty vision' and the 'nitty-gritty' strategy.

Remember, chances are there may be a little bit of duplication between the mission and the vision. That's perfectly fine. In fact, many times you may end up with a combined vision and mission if the overlap is substantial.

## And finally, what is a Strategy?

Strategizing can be defined as the process of plotting the course of action that leads to the greatest chance of success. It doesn't have to be super-complex. It really depends on things like the size of your organisation, the range of objectives you have, how many people have an impact on what you do as a coach, etc.

In simple terms, it is just about making clear the steps required to fulfil the vision and achieve the mission; it is about what has to happen, in which order, who has to do it, and what resources they need to get it done.

Don't forget that for some of you; it may seem that all of this is way too much trouble in your current role – maybe as a parent-turned-coach that coaches one hour a week and then a game at weekends. And you may well be right! Still, some of these ideas may help you make more sense of your current situation and how to improve it. And who knows, your engagement and responsibilities may grow as your child moves up through the age groups and all of this may come in handy in the future.

Now complete the **Quiz** for Chapter 3. The quiz will help you go through all these ideas again and make sure you can review anything that hasn't made complete sense.



## STUDY GUIDE TASK: QUIZ

### 1. Match the words with the statements

**Vision**  
**Mission**  
**Strategizing**

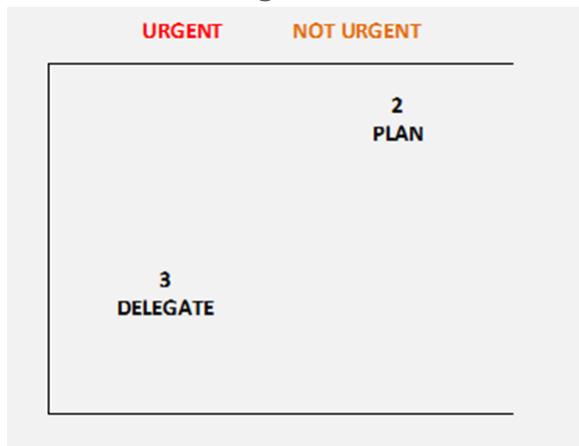
a) describes exactly what it is that we wish to see in the future  
b) as the process of plotting the course of action that leads to the greatest chance of success  
c) is about those actions, what we will actually do to realise your objectives

### 2. What are SMART goals?

**S**  
**M**  
**A**  
**R**  
**T**

### 3. In your own words, describe why mission statements exist?

### 4. Fill in the missing sections on Eisenhower Decision-Making Matrix





#### Q1

**Vision** describes exactly what it is that we wish to see in the future  
**Mission** is about those actions, what we will actually do to realise your objectives  
**Strategizing** as the process of plotting the course of action that leads to the greatest chance of success

#### Q2

What are SMART goals?

**Specific**  
**Measurable**  
**Accountable**  
**Realistic**  
**Time-based**

#### Q4

Eisenhower Decision-Making Matrix

## Chapter 3 - Closing Tasks



### **ACTIVITY CT 1 - COACHING WITH OTHERS/COACHING IN YOUR ENVIRONMENT**

Please put together a presentation (i.e., on PowerPoint, Keynote, Prezzi or just in Word) that you would feel comfortable doing in front of the rest of the coaches at your club or the parents and players.

If you want to go the extra mile... once you have done the presentation, deliver it to your peers or parents and see what they make of it.