



# MOOC 3

## Coaching on the Ground: Planning, Doing and Reviewing

### Chapter 4

## Reflective Tools for Coaches





## MOOC 3: Coaching on the Ground: Planning, Doing and Reviewing

# Study Guide

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

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# iCoachKids MOOC 3 - Chapter 4

## Reflective Tools for Coaches

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# iCoachKids MOOC 3 Study Guide

## 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 3, 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 MOOCs 1 and 2 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 Learn Best When...</b>	<b>Your Learning and How you Like to Learn</b>
<b>List Your Sports Experience</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 Things You Think/Feel Reflect 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 3 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 3 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 3 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 3 Study Guide Structure

In MOOC 3, 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 3 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 3 Study Guide - Learner Activity Tracker: Chapter No 4

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 	STUDY GUIDE TASK 	PERSONAL COACHING TASK 	COACHING WITH OTHERS 	COACHING IN YOUR ENVIRONMENT 	QUIZ 	CHAPTER CLOSING TASKS 	FURTHER VIEW / READ 
Introduction	<input type="checkbox"/>							
Section 4.1	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
Section 4.2	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>				
Summary / Conclusion	<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 have completed MOOC 3!

## Congratulations!

WHEN YOU HAVE FINISHED THIS CHAPTER AND THE TASKS – YOU HAVE FINISHED THE COURSE!

# Chapter 4, Introduction - What is Lifelong Learning for Coaches



## VIEW AND/OR READ

You can view this section on the online MOOC <https://www.youtube.com/watch?v=w7URCD3b31Y&t=32s> or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

## Introduction

Hello Coach! Great job making it to the last chapter of MOOC 3! This is our final chapter **What is lifelong learning?**

### Two Coaches

Imagine two coaches. Each with 10 years of coaching experience.

#### Coach 1:

Coach 1 coaches each year based on how he was coached. His way is the only way. Pre-season is always the same. Every session, the children work on the same skills and do the same drills, and they take part in the same events and competitions. At the end of the season the coach puts away his coaching folder, takes a well-earned break and returns the following season to begin again. He has coached this way for the last 10 years.

#### Coach 2:

On the other hand, Coach 2 has a different approach. She takes account of how she was coached and has identified what parts she will adopt or adapt and what parts she will not use. She takes each season on its own merits, listens to the children and their parents and works out their needs and wants. She also considers her coaching philosophy and whether she is the right coach for the children. She plans, delivers, evaluates and checks on a regular basis and addresses things that arise on the way. At the end of the season, she reviews it and draws lessons to be applied in the next season. She also considers additional formal and informal development opportunities. Only then, she takes her break.

Each season sees her grow as a coach. Every new year she looks to deliver a child-centred programme that benefits each child. Over the last 10 years, year-on-year, she has become a more effective coach.

## Which Coach are you like?

You are left with 2 questions:

- Which coach would you like your children to be coached by?
- Which coach would you consider yourself to be?

Coach 2, right? She is an example of a coach who has adopted a lifelong learning approach to her coaching. So what is lifelong learning?

## Lifelong Learning

Let us have a look at the definition provided by the European Commission:



**“Lifelong learning is the ongoing, voluntary and self-motivated pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship and personal development but also self-sustainability as well as competitiveness and employability.”**

## Lifelong Learning and Its Application to You

Okay, what has all that got to do with you completing these MOOCs?

Well, these MOOCs are all about learning. At the start of each chapter we included exercises with the aim of you considering how you learn best. In the course of completing each chapter we also asked you to, amongst other things:

- Reflect on you own coaching
- Develop and review your coaching philosophy
- Apply things in your practice and consider if they worked
- Discuss many aspects of coaching with other coaches
- Look to improve your coaching environment

These activities are based on how coaches learn best according to adult learning and coach development research. We hope you have found these beneficial.

If you are at this stage of MOOC 3, you are obviously a learner. You are open-minded and have embarked on a learning journey through MOOCs 1, 2 and 3. We commend you on that and would like to encourage you to:

- Keep on learning
- Enhance the learning of the children you coach
- Play a supporting role in encouraging and assisting other coaches to learn

## Conclusion

To achieve this, Chapter 4 will:

1. Explore why lifelong learning applies to coaches and coach development
2. Explain how reflection can be used to improve your coaching, as part of your Coaches Toolkit
3. Consider other ways you can get support to keep on learning how to become a more effective coach.

We hope you enjoy this chapter.

# Chapter 4, Section 4.1 – Reflective Tools for Coaches



## VIEW AND/OR READ

You can view this section on the online MOOC <https://www.youtube.com/watch?v=puz1Hlh6nEc&t=145s> or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

## Introduction

Hey Coach! How is your coaching going? Thank you for joining us for **Chapter 4 – Reflective Tools for Coaches**.

In this chapter, we are going to explore some of the ways in which coaches can reflect, so as to continuously improve. If you have completed the previous iCoachKids courses, you will have already used most of them.

Research has identified that while coaches find coach education beneficial, the bulk of their learning is driven by their current coaching position and **WHO they coach**. A lot of learning therefore happens “**on-the-job**”. If this is the case, coaches should learn how to learn from their experience and be reflective. However, research also suggests that up to 30% of coaches are not open to reflection and examination of their own practice. Do you think these coaches can grow and become more effective? The answer is they cannot. The challenge for YOU is NOT to be in this category of coaches.

**A lot of learning can happens On-The-Job:  
Are you a coach that reflects?**

Throughout the MOOCs, you would have undertaken activities that challenged you to consider all aspects of your coaching. If you have completed these, chances are that you are or are becoming a reflective coach. These tasks asked you to reflect on a number of areas. For example:

- Your PERSONAL coaching philosophy and skills
- Whether the PROGRAMME you delivered benefited each child
- Examining if YOU, your CO-COACHES or the ENVIRONMENT you coach in are truly child-centred

From now on, whenever you have specific questions or challenges in your coaching, we would encourage you to re-watch the relevant videos or undertake the appropriate tasks again. You and the areas identified will have changed since you did them last and so, it will be worth it as you will find ideas to answer your queries.

## Coach Decision Making Model

One way you could go about it, would be to follow each section of the now very familiar **Coach Decision Making Model by Abraham and colleagues**. Let us quickly review the key parts of the model:

- **THE CONTEXT**
- **SELF-AWARENESS**
- **THE WHO, THE WHAT and THE HOW** are you coaching?
- The actual **COACHING PROGRAMME: THE PLAN, DO, REVIEW CYCLE**

If you, and your fellow coaches, consider each part of the model at regular intervals during a season, and at the end of a season, you will ensure that your season is as good as possible. Moreover, you will also become a reflective coach and maximise year-on-year learning. This reflection tool will be a major addition to your personal Coach's Toolkit.

## Coach's Toolkit

Finally, we would ask you to also consider and reflect on all the tools in your personal **Coach's Toolkit**. You can do this by reviewing how you applied these in each session and at each event or competition. You can also focus on key tools at different points in the season. By doing all of these, you will grow as a coach and become much more effective. Can you remember the Tools in the Coach's Toolkit?

1. **Setting up & Standing Back**
2. **Explanations**
3. **Demonstrations**
4. **Questioning & Listening**
5. **Feedback**
6. And to this we are now adding **Reflection**



## **Video Your Coaching**

A very useful task is to have yourself videoed from time-to-time and review the application of your Coaching Tools. Set goals on how to improve them and check their achievement by videoing yourself again a few sessions later.

## **Conclusion**

Ok, so now you have a few ways, models and tools to help you become more reflective. In the next section, we are going to explore different forms of learning available to you as a coach, so you can multiply the opportunities to grow and develop.

Thanks for reading and for being a Reflective Coach!

**Keep Calm and Coach On!**

## **Personal Coaching Task - Personal Reflection**

Pick one of the many areas for reflection offered in this section and use the box provided to briefly reflect on what it means for you in your coaching. Here goes a reminder of the areas you can reflect on (start with one and over time add others):

1. Your coaching philosophy
2. The impact of your programme on the kids
3. How child-centred you think you and your programme are
4. The WHO-WHAT-HOW model
5. The Coach's Toolkit

## **Coaching with Others - Personal Reflection**

With a co-coach, engage them in reflective practice by sharing the reflection above and asking them to feedback to you on it. Then reverse roles.

# Chapter 4, Section 4.2 - Lifelong Learning Options for Coaches



## VIEW AND/OR READ

You can view this section on the online MOOC [https://www.youtube.com/watch?v=m\\_kdlsgakQw](https://www.youtube.com/watch?v=m_kdlsgakQw) or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

## Introduction

In the previous section, we offered some tools, models and methods to help you become a more **Reflective Coach**. In this chapter, we are going to discuss the variety of continuous development opportunities available to coaches.

### Formal, Non-Formal and Informal Learning

First, we need to understand that learning as a coach can happen in various ways. Learning can be formal, non-formal and informal.

**Formal Learning** includes things like a structured coach education course or a MOOC like this with intended learning outcomes

**Non-Formal Learning** involves things like a coaching clinic or a workshop

**Informal Learning** may take the shape of a conversation with another coach or personal self-reflections or epiphanies

### Learning Opportunities

All in all, learning is everywhere! There are opportunities to learn all around us. Let us identify some of them starting from those afforded by the children you coach, then those linked to YOU and your behaviours, and thereon working our way outwards. Here we go:

- **THE CHILDREN:** No doubt, the best resource you have for learning. Keep asking yourself what are their **NEEDS** and **WANTS** and how can you address them in a child-centred way and what you need to learn or know to do that?

- **YOURSELF:** Take ownership of your coaching and your learning. Have an **OPEN MIND**, be **REFLECTIVE**, and **SELF-DIRECT** your learning.
- **OTHER COACHES:** Learn from more experienced coaches: **OBSERVE** other coaches at practice, adopt a **MENTOR** or join or form a **COMMUNITY OF PRACTICE**.
- **YOUR ENVIRONMENT:** Identify how can the **club**, **school** or **community group** you are involved with become more child-centred, offer programmes that benefit the children, and support you to become a better coach.
- In addition, you can attend **COACH EDUCATION COURSES**. Sign up for a coach education course run by your national federation.
- And in between coach education courses, what about attending **CONTINUOUS DEVELOPMENT** opportunities. Maybe a workshop or a conference on whatever topic you want to improve on.
- **READ and VIEW:** Finally, you can also read books and articles on coaching or view coaching related websites, videos and blogs on the internet. There is no limit to what is available on line, including the **iCoachKids website!**

## Conclusion

Ok, so that was a long list. Please complete the following **Personal Coaching Task** and the **Coaching with Others Task**. These will challenge you to identify and add opportunities to a list that you think will benefit you as a COACH and of your CO-COACHES! The world is your oyster!

There are also some suggested Further Viewing / Reading options for you to consider for you, your co-coaches and your club. Please also check your National Federation and other regional/local supports available for coaches.

Time to recap! Let us then move on to the final summary section for a quick review of this chapter and the end of MOOC 3.

## Personal Coaching Task - How do I learn?

Use the box provided to list the learning opportunities you had access to over the last 12 months. Please try to classify them into formal, non-formal and informal learning opportunities.

One you have done this, please reflect on which opportunities were most beneficial and plan what learning activities you would like to undertake in the next 12 months.

### Learning Opportunities

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

Recently Completed: Dates: From \_\_\_\_\_ To \_\_\_\_\_

Formal Learning	Rating
Non-Formal Learning	
Informal Learning	

Future Planned: Dates: From \_\_\_\_\_ To \_\_\_\_\_

Formal Learning
Non-Formal Learning
Informal Learning

## Coaching with Others - - How do I learn?

With your co-coaches, discuss how each learns best and how you could support each other in your learning.

## Further Viewing / Reading

A Guide to mentoring Sports Coaches

<https://www.ukcoaching.org/courses/workshops/a-guide-to-mentoring-sports-coaches>

Planning your Coaching: A focus on Youth Participant Development Abraham et al 2015

[https://www.researchgate.net/publication/279037541\\_Planning\\_your\\_Coaching\\_A\\_focus\\_on\\_Youth\\_Participant\\_Development](https://www.researchgate.net/publication/279037541_Planning_your_Coaching_A_focus_on_Youth_Participant_Development)

# Chapter 4, Summary and Conclusions - Reflective Tools for Coaches



## VIEW AND/OR READ

You can view this section on the online MOOC <https://www.youtube.com/watch?v=Vpdop0VQ2dl> or you can read it in the Study Guide. If it re-enforces your learning, you can do both.

## Introduction

Well done Coach! You have completed **Chapter 4 Reflective Tools for Coaches** and **MOOC 3 Coaching on the Ground: Planning, Doing and Reviewing!** This is a fantastic achievement!



In this chapter, we have made a case for coaches to adopt a lifelong learning approach. We hope that you do become engage in lifelong learning throughout your coaching career, looking to improve your coaching, growing as a coach and becoming more effective to the benefit of the children you coach and to yourself.

We have identified how you can use the MOOCs on an on-going basis by looking at the sections that relate to the things that you need to address in your coaching environment.

## Lifelong Learning = Trying To Improve Yourself All The Time

Specifically, we looked at coaches being Reflective by using the Coach Decision Making Model and reviewing your personal Coach's Toolkit. The chapter finished by looking at options for on-going lifelong learning as a coach.

## Congratulations!

**CONGRATULATIONS AGAIN – YOU HAVE FINISHED THE COURSE!**

By working through MOOC 1, 2 and 3 you have demonstrated you are a top learner and extremely committed to being the best coach of children that you can be. We hope you have enjoyed the journey and that you continue to find ways to develop as a coach!

## SO WHAT NEXT?

You are now an **iCOACHKIDS Coach**. We would like to invite you to stay a part of the **iCoachKids Family and Movement**.

Please stay in touch through the iCoachKids website – **[www.iCoachKids.eu](http://www.iCoachKids.eu)** – or social media outlets and engage in coaching children activities in your country, region and locality.

We truly believe that sport can benefit all children BUT **we need to change how it is delivered so that it becomes truly child-centred**. And nothing works better than coaches like you leading by example.

**Keep Calm, Coach On!**  
and  
**Inspire Others to Do the Same!**