

XLR8 Collaborative Coaching Program

‘Coaching the Coaches’

An XLR8 coach mentor attends weekly club training sessions to provide guidance and support to club coaches.

This model increases the development of club coaches by providing them with weekly session plans and ‘on-the-job’ support during the season.

Furthermore, the model enhances a club’s coaching culture and the training experience for players & coaches.

[Watch 2019 Program Video](#)



PROGRAM OVERVIEW

- **Coach Education** workshops held for volunteer coaches prior to the season and during the season.
- XLR8 Coaches **set up all equipment**, including field layout & goals prior to club coaches arrival.
- XLR8 provide individual **session plan** to all coaches through INSPIRE (online).
- XLR8 coaches and club volunteer coaches to **connect through Whatsapp group** to support program objectives.
- Teams will be allocated a field for the duration of the season.
- Coaches will conduct their training within their designated area.
- Coaches will be **mentored** using FFA best practice coach development.



SESSION DELIVERY



SESSION PLAN – Discovery Phase Under 6-7

SESSION #8

Each session should be split into FOUR components:

Purpose:

GAME	~ 10 minutes	Engage the players as soon as they arrive. Ball touches!
BEGINNING GAME	~ 15 minutes	Warm up to the session ahead. With/without balls
MIDDLE GAME	~ 15 minutes	Conduct fun football exercises
END GAME	~ 20 minutes	Let them play!

AREA: 20m x 20m CONES: 10x colour, 10x colour BIBS: ½ number of players BALLS: 1 x players

GAME

SET UP:

Within the 20m x 20m area set up ONE goal on either side and play a normal game.

EXERCISE:

1. As your players arrive split them into two teams and get straight into a game!
2. Start as 1v1, with each new arrival joining the team with less numbers.
3. Add goalkeepers once everyone has arrived
4. LET THEM PLAY!!!



BEGINNING GAME – SUPERHEROES

SET-UP:

Define the 20x20m area.
In a group of eight, six players have a ball and spread out in the area, the VILLAINS
Two players do not have a ball and hold a bib in their hand, the SUPERHEROES

EXERCISE:

1. The Superheroes must throw their bib at the VILLAINS' ball. If a Superhero hits their ball, the villain is 'caught' and has to freeze where they are.
2. To be unfrozen a fellow villain must 'high five' them.
3. Give the Superheroes 90-120 seconds to freeze the villains and save the day!

PROGRESSIONS:

4. Swap Superheroes
5. Special Power – If a villain does a skill move (i.e. Pull Push, Side Roll, Drag Turn) they cannot be caught for 3 seconds!



Let the players choose their favourite Superhero!

CHANGE IT:

Too easy? – Add more Superheroes
Too hard? – Superheroes must hold a ball in one hand whilst running.

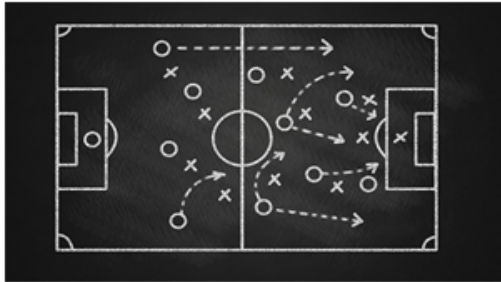
Can you C . H . A . N . G . E I . T ?

Using FFA best practice Coach Development, XLR8 Coaches will support and mentor club-coaches in the delivery of their session using the following methods:

1. Establishing a session focus and plan with coaches prior to the session, providing them feedback and how best support can be provided during sessions.
2. Giving coaches 'Coach tasks' prior to sessions.
3. Providing coaches with tips and assistance during sessions to improve their coaching behaviours, practices and enhance the player experience.
4. Value-Adding, whereby XLR8 coaches demonstrate coaching behaviours, practices and deliver football knowledge to players.
5. Feedback using the GRIP/REVIEW Method post session.

SESSION PLANS

INSPIRE CURRICULUM



Back to school, back to training!

Under 6 – Under 7 – Discovery Phase – Session #8

[Session Plan](#)

If you are running the session for 45 min, please take out one of the 'middle games'.

Under 8 – Under 9 – Discovery Phase – Session #8

[Session Plan](#)

Under 9 – Under 11 – Skills Acquisition Phase – Session #8

[Session Plan: Beginner – First Touch](#)

[Session Plan: Intermediate – First Touch](#)

Under 12 + - 11 aside curriculum – Session #8

[Session Plan: Ball possession - Combination play](#)

Coaches will receive an e-newsletter each Sunday containing their session plan.

Coaches must read, digest and print out the relevant session plan

INSPIRE Curriculum has been developed specifically for community players, focussed on
ENGAGEMENT, ENJOYMENT and SAFETY

EXPECTATIONS



XLR8 Responsibility

- E-newsletter distributed on Sunday midday
- *Complete full field set up prior to club-coach arrival*
- Provide overview of session to club-coaches
- Actively support and provide feedback to club-coaches
- Demonstrate valued coaching behaviours, activities and knowledge when required
- Create a supportive and positive environment for all

Club Coach

- Register to the INSPIRE Coach Support Program
 - <https://forms.gle/fMiW6tDiZXGsWkwM7>
- Review session plan prior to arriving at session
- Bring the teams bag of balls to each training session
- Arrive 15 minutes prior to start time
- Create a positive and supportive environment for their players
- Communicate and collaborate openly with XLR8 coaches

Coach Development Focus

- The below is a guide for coach developers.
- It is important to remember that learning/development is individual, not linear, and should be based off the needs/wants of the coach (where they are at and where they want to go).

Week	Coach Focus
1 – 4	<i>Safety & Organisation</i> – set up, session plan, mental/physical safety for players <i>Positive connection & care with players</i> – gets to know the players <i>Ability to manage individuals & group</i> – attention/behaviour management
5 – 8	<i>Effective Communication</i> – concise, clear, positive, demonstrates, enthusiasm <i>Positive feedback to players</i> – on the run, highlight/reinforce the good <i>Makes it fun & challenging for players</i> – game-based, competitions, challenges
9 – 12	<i>Ability to consistently engage & include all players</i> – relevant practices, conditions, progressions <i>Positive learning environment / learning moments</i> - questions, role model, interventions
13 - 16	Challenge each coach based on where they are at

What do we mentor coaches on?

Their needs/wants plus:

THEIR COMMUNICATION

- Observation & asking of why first
- Positive, energetic body language
- Use of words & pictures
- Clear, concise, relevant & useful communication
- Regularly check for understanding

THE LEARNING

- **Safe** for self expression & mistakes
- Learning moments occurring for individuals & the team
- Game based, relevant, realistic & decision rich environment
- Positive, effective, useful & timely feedback
- Questioning, role modelling & showing used
- Clear link to football philosophy

PLAYER ENGAGEMENT & ENJOYMENT

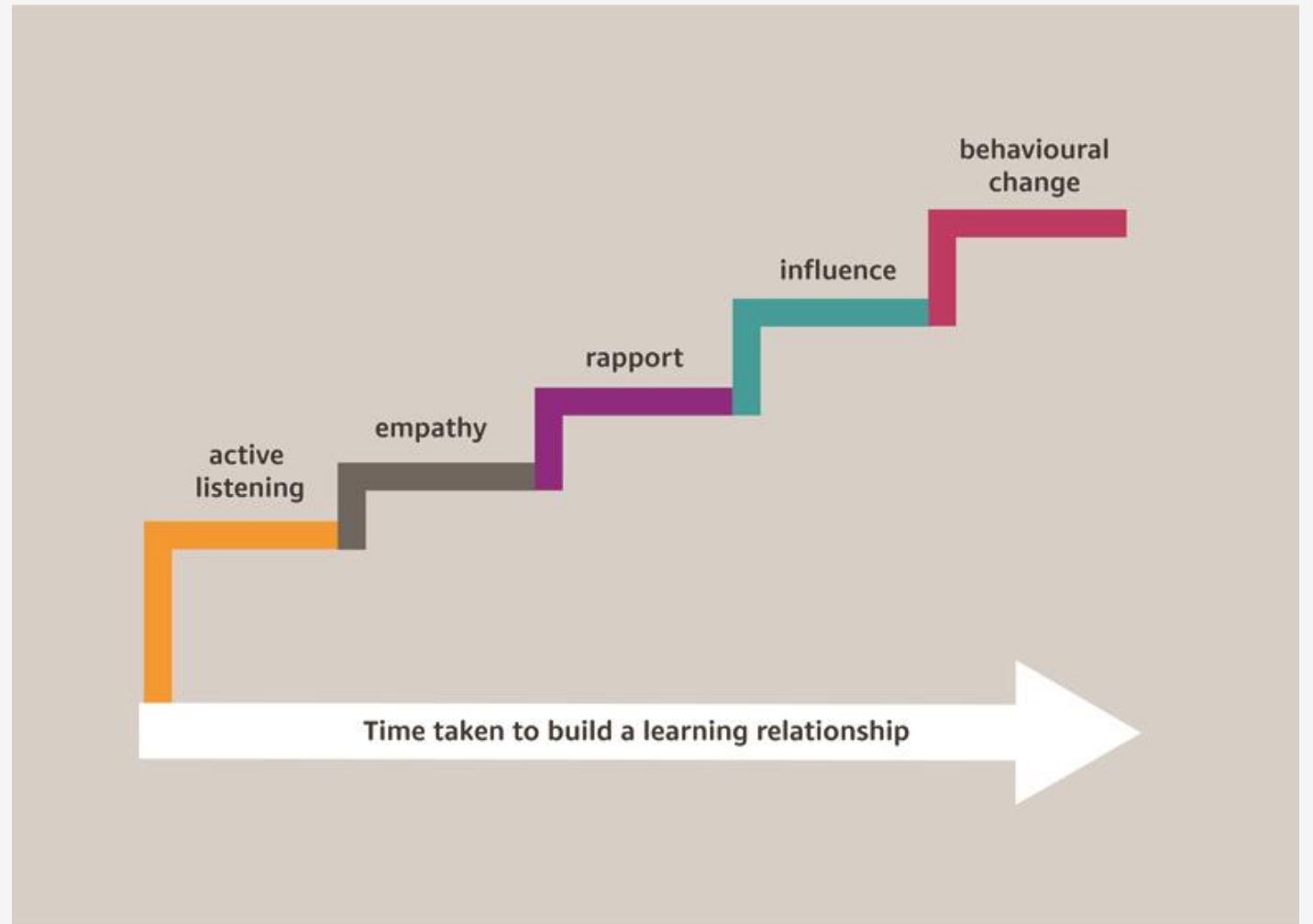
- Connection, care & belief expressed in people
- People visibly **loving & enjoying** their football
- Shared responsibility & ownership
- All people included & actively involved
- **Challenge** based approach
- Psych/Social elements present throughout

THEIR ORGANISATION

- Clear, detailed, adaptable, outcome based plan
- Prepared & efficiently set up before people arrive
- Simple, relevant & appropriate sessions/match day plan
- Clear flow & chain of learning
- Effective management – individuals, teams, time

Behavioural Change Model

*Mentoring & influencing to
occur once:
you have truly listened,
you understand,
you can relate &
trust & connection has been built*



DOMAINS OF UNDERSTANDING

SELF

- My beliefs & values?
- My characteristics?
- My current skill-set?
- My areas to improve?
- How I make people feel?
- How I connect & communicate with people?
- How I give feedback?
- Bias I may have?

OTHERS

- Their beliefs & values?
- Their characteristics?
- Their current skill-set?
- Why they coach, number of years coaching, accreditation?
- Areas they want to improve in?
- Their communication preferences?
- Their interests outside of football?
- How they want to receive & respond to feedback?
- What motivates them?

CONTENT

- Can they communicate their ideas effectively?
- Is it relevant & realistic?
- Is it enjoyable for the players?
- Is it engaging for the players?
- Are all players involved?
- Does individual & team learning take place?

CONTEXT

- Current mood / situation of coach & players?
- Why are they doing / delivering / communicating this content?
- Does it meet the needs / wants of their players?

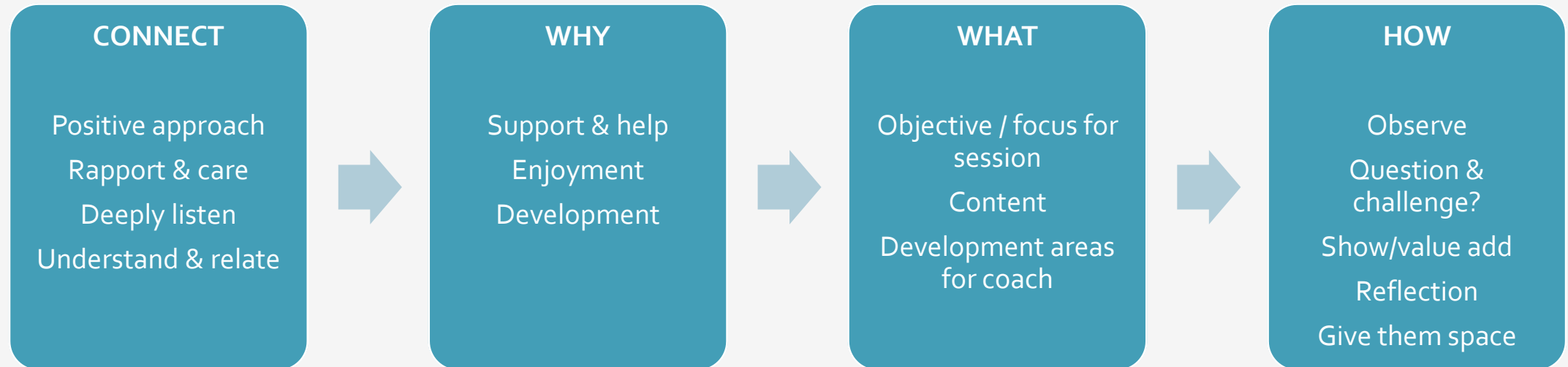


Coach Mentor / Developer Skills XI

- I. Caring towards people & their development
 - II. Emotionally intelligent, empathetic & high level of awareness
 - III. Makes people feel safe & nurtured
 - IV. Ability to build rapport & work with others (including those that are hard to engage)
 - V. Provides support, encouragement & praise
 - VI. Trustworthy, patient & able to maintain confidence
 - VII. Great communication & positive, honest & constructive feedback skills to individuals/groups
 - VIII. Reflects & facilitates reflection
 - IX. Able to challenge & guide coaches
 - X. Strong knowledge of coaching processes
 - XI. Able to prevent or defuse conflict
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Relationship Building

How could you build a relationship with a coach you are meeting for the first time on the ground?



What about the second interaction? Why is the second interaction important?

- Trust & building a relationship = Connecting, Engaging, Remembering, Understanding, Relating

Mentoring – Before

- Why would we engage with coaches before their session?
- How could we mentor coaches before their session?
- What could we do/say to mentor coaches before their session?

WHY – Prepare, Understand, Challenge

HOW

- Message / call
- Send resources
- Review previous sessions/match day
- On-ground individual discussion
- On-ground group discussion
- On-ground peer discussion

WHAT

- Session plan & design?
- Focus for session & why?
- How can I support you?
- What will success look like?
- How will you ensure enjoyment/learning takes place?
- What will you focus on as a coach?

Mentoring – During

- Why would we engage with coaches during their session?
- How could we mentor coaches during their session?
- What could we do/say to mentor coaches during their session?

WHY – Support/help, Raise awareness/knowledge, Challenge

HOW

- Observe & understand
- Always start with a positive / reassurance
- Question & challenge
- Document written feedback
- Show/value add if/when required and you have asked for permission

WHAT

- **The wants/needs of the coach**
- Safety
- Content /design
- Coach Communication
- Coach Organisation
- Coach Management
- Player Engagement & Enjoyment
- Player Learning

Questioning

"If you want better answers, ask better questions"

The Art of Questioning

Focus on learning & facilitating instead of directing

Open dialogue and development of problem solving & critical thinking abilities

Effective questioning
→ action, correction, solving, reflection

Have a logical order & ask one question at a time

Check their understanding

Refrain from answering your own question

Allow time & space to respond – Embrace the silence!

Open

- Encourages dialogue, allows expression & feelings, critical thinking & problem solving

Closed

- Gather Facts, Yes/No, Direct, Easy

Leading

- Directs to specific answer

Funnelling

- Open to more closed/specific questions

Rhetorical

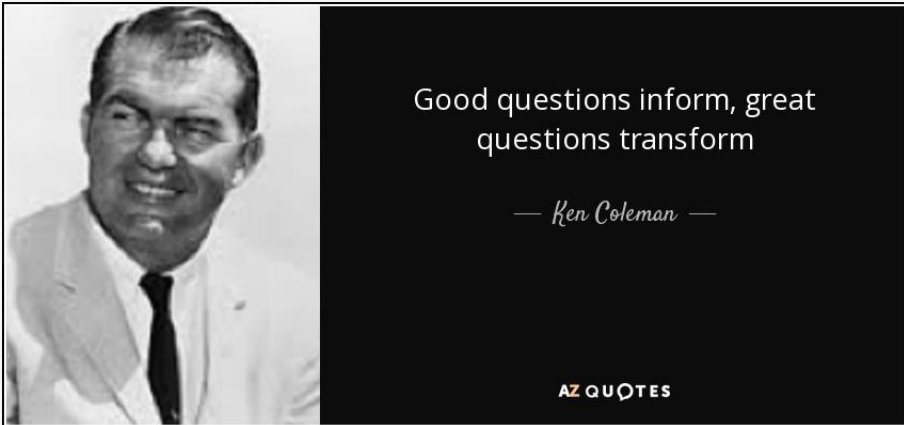
- Emphasise a key point

Reflective

- Inspire thought to change future behaviour

XI

Questions to unlock answers



Why did you

How could you

Tell me how/what

Show me how/what

Have you considered

How might you

What do you think about

What is another way

What is the purpose of

What might happen if

Are you noticing how

GIVING FEEDBACK

BEFORE SESSION	DURING SESSION	AFTER SESSION
CONNECT, BUILD RAPPORT & UNDERSTAND FIRST	Let the coach 'coach'	Acknowledge the coach's commitment to their own development and their effort
If possible, ask for a copy of the session plan	Focus on the coach but check the player's reactions to coach messages.	Use the GRIP/REVIEW model to assist the coach to reflect on session
Ask the coach which specific areas of coaching they want you to observe / assist with	Be as unobtrusive as possible – giving feedback during drink breaks or in pauses in the session.	Praise them with positives from their session.
Make the coach as comfortable as possible with being observed.	GIVE COACHES POSITIVE FEEDBACK AND ENCOURAGEMENT FIRST THROUGHOUT SESSION, as well as things to improve via questioning/challenging.	Ask them what they will do differently/can improve on as a coach next week.
Discuss and agree with the coach when they want feedback from the session, and in what form	If asked / required, show and demonstrate coaching behaviours & football knowledge.	
"How can I best support you as a coach?"		

BEFORE - COACH TASK PRIOR TO SESSION

Type	Explanation	Examples
Coach Task Prior to session	<p>Set a focus/aspect for the coach to work on during their session.</p> <p>This can be done using the pull or push methods.</p>	<p>"What are you focusing on today?"</p> <p>"What aspect of your coaching would you like me to support you with today?"</p> <p>"I would like you to focus on your communication for this session. Using a clear and loud voice so that the players can hear your great coaching points and knowledge."</p>

DURING SESSION - PULL/PUSH METHODS

Type	Explanation	Examples
Pull (Primary Method)	The use of effective questioning to draw out information and responses from a coach, in order to allow them to reflect and come up with solutions on aspects of their coaching.	"What could you do to make this practice more challenging for the players"? "How could you manage the session better?"
Push	The guidance of coaches towards an answer/solution when they are struggling to answer a question, lack the necessary knowledge or are emotionally distressed.	"Do you think the players have enough room for this exercise to work effectively?" "Great job, try counting down from 3 to bring the players in quicker so you have more time to play."

DURING SESSION - VALUE ADD APPROACH

Type	Explanation	Examples
Value Adding	<p>If a coach asks or requires help, then the value add approach is a great to use to show them positive behaviours and increase their knowledge.</p> <p>#1. Does the coach feel comfortable with you?</p> <p>#2. Did you use questions to guide and encourage the coach to solve the problem in-front of them, or provide alternative solutions?</p> <p>#3. Did you ask permission to enter their training environment?</p> <p><i>Value-add intervention</i></p> <p>#4. Did you conduct a reflection with the coach as to the differences between <i>their approach and your approach</i></p>	<p>"Do you mind if I show you how to deliver an effective intervention?"</p> <p>"Did you notice how I stopped the players, re-created the scenario, asked the players questions, and re-started the play to affirm their learning?"</p>

POST SESSION - R.E.V.I.E.W METHODOLOGY

R.E.V.I.E.W	<p>Effective strategy for providing coaches with feedback.</p> <ol style="list-style-type: none">1.Reassure the coach2.Establish a focus or session objective3.Visit their experience through questions4.Identify an area they can improve on5.Emphasise key points/recount the discussion6.Establish learning points by re-asking what the coach will improve/focus on next session	<ol style="list-style-type: none">1. "Well Done, Great energy"2. "What did you want to achieve in the session?"3. "How do you feel the session went?" "Were you un/happy with that?"4. "What went well?" "What would you do differently?"5. "Great points, let me summarise them for you"6. "So what will you do differently next time?" "What are your key learnings/take-aways?"
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Facilitating Coach Reflection

GRIP Method

- **Goal** – What was the goal/objective of the session?
- **Reflection** – Was the goal/objective achieved?
- **Input** – What were the positives & areas to improve?
- **Plan** – How & what will you consider/improve for next session

Questions to spark changes in behaviour and to think/do things differently. Engage in reflections with coaches post session on:

- *Self* – worked well? would do differently? coaching process?
- *Players* – enjoyable? challenging? learning outcomes?
- *Session* – design/flow? Effectiveness? Engagement?

Don't forget to follow up!

- Builds trust and shows you care/you are engaged in their development
- Quick call/message/email – How did you go with....?



Considerations

- Trust & care vital in all situations – HOW we communicate & make people feel
 - Context & knowing why is key
 - Question THEN Challenge!
 - Who gets mentored? Who needs / who wants it?
 - When we give feedback? – Not too obtrusive (in breaks)
 - Coach Ownership over when/how/what they are mentored on?
 - Connection over content/knowledge!
 - Not about you, it's about the other person
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Why do we need Coach Developers/ Mentors?

