

- **Workshops are presented in alphabetical order as submitted by the lead author**

Coaching for culture: Creating inclusive teams

Anna Baeth, Katlin Okamoto & Jill Kochanek; University of Minnesota

Diversity is an important aspect of successful teams, however, the development of understanding and acceptance takes intentional coaching and deliberate planning. This workshop will focus on how coaches at all levels can prepare to address situations pertaining to race, religion, sexual orientation, and various cultural differences in ways that promote inclusivity within their teams and programs. This is a hands-on workshop for coaches of all sports and is intended to help coaches think more broadly about how to define social justice and how to integrate it into their coaching practices. Participants are encouraged to think about the intentionality of creating a team or sporting culture and practices they might use to do so. Coaches will leave the session with a series of tangible exercises they can complete with their athletes to focus on team culture, as well as a set of practiced skills for handling the day-to-day cultural conflicts that occur in coaching.

Coaching the coaches: Seeking to enhance coach development process and practice

Liam McCarthy; St Mary's University

Coach development as a function of sports organizations is receiving a growing amount of attention in recent years, both in the UK and internationally. Sport England (the national agency for sport in England) have set out (in a new four-year strategy) to ensure that 25% of the national coaching workforce has access to a coach developer by 2019, and 75% by 2021 (Sport England, 2016). They are not alone in their ambition to better support coaches, with national governing bodies of sports placing great focus in this area too, with the recruitment of mentors (e.g. The FA) and regional coach developers (e.g. UK Coaching). While there is, much emphasis placed upon the need to support and develop coaches, there is limited support for coach developers themselves in carrying out the role.

In this workshop, we propose that the complexity of coaching practice (what coaches do) should be acknowledged and appreciated. We take the position that coaching practice is both unpredictable and stable, as well as structured and dynamic (North, 2017). We understand that models exist to support coaches make sense of their coaching world. However all too readily, coach development can become a tool for judging coaches against single concepts, to which the realities of coaching practice will never stand up (North, 2017).

We propose a kinder, more appreciative approach to coach development specifically focusing on how coach developers might assist with effective coach reflection. Whilst the importance of reflective practice for learning and development has been acknowledged (Bolton, 2014; Schon, 1983) and it is now embedded in many formal coaching qualifications (Cropley, Miles, & Peel, 2012; Knowles, Borrie, & Telfer, 2005; Nelson & Cushion, 2006), issues abound about how best to respectfully introduce and support quality reflective practice without it becoming overly academic, depersonalized, prescriptive and/or process driven.

Coaching up the coach educators: Beyond the what to the how

Karen Collins & Tina Syer; University of New Hampshire

Coach training and development is an important component of creating positive sport experiences for athletes. Research in coaching education and development calls for a multi-method approach to training coaches, consisting of both formal and informal methods (Avner, Markula, & Denison, 2017; North, 2010;). Further an emphasis on the person-centered approach to training coaches is paramount (Turnnidge & Cote, 2017). Finally, given the varied experiences and time constraints of coaches, Nash and colleagues call for professional development for coaches, which is both individualized and flexible (Nash, Sproule & Horton, 2016).

Sport organizations rely on the skills of their coach trainers to help implement these recommendations and aide in the development other coaches (i.e. train the trainer models). In doing so, sport organizations may have expert technical and tactical coaches, coaches with high level of playing experience and great stories about sport, and individuals with a great deal of sport knowledge. However, organizations often have a void in coach trainers who are experts in pedagogical practice and content delivery. Further, organizations spend time working with coach trainers on what content needs to be delivered and consequently little time is spent teaching the coach trainers how to deliver the content. Therefore, the focus of this workshop is to help participants gain a broader understanding of how to build and implement key facilitation and presentation skills. Specifically, workshop objectives highlight facilitation skills (i.e. attending, observing, listening, questioning) and problem-solving skills (e.g. moderating difficult program attendees). Through role-play, individual assessment, and peer critique, participants will have an opportunity to practice such techniques. Finally, an emphasis on understanding both multiple modes of delivery and adult learning styles will be addressed.

How Cirque du Soleil creates a high performance environment

Matthew Sparks; Cirque du Soleil

This workshop will explore professional development in the high performance environment of the *Cirque du Soleil*. Topics related to athlete management, collaboration, coaching philosophy, emotions and the creative process will be discussed. Participants will explore the parallels between Cirque and Sport and have an opportunity to explore how the concepts discussed can be used to enhance professional leadership development.

The coach-mentor blueprint: A guide to creating positive coach-to-player relationships

Michael Vaughan-Cherubin; U.S. Soccer Foundation

Coaches play a deeply influential role in the development of their players. Certainly, coaches are tasked with teaching techniques and tactics of their sport. However, coaches are also given the responsibility to be role models, teaching valuable life-skills and developing character. While many organizations have developed materials for training coaches on the techniques and tactics of their sport, precious little is available for coaches to guide them in their dual role as a coach and a mentor. It is with this lens that the U.S. Soccer Foundation embarked on a two-year journey to develop a Coach-Mentor Blueprint, capable of teaching coaches how to develop strong positive relationships with their players.

This NAA workshop session will review some of the thinking behind the creation of the Coach-Mentor Blueprint, and provide a shortened version of the training that was created to accompany it. Attendees will the critical qualities a coach-mentor must embody, and the techniques they can use to gain the trust and make a positive impact on their participant's lives. The youth of today need champions, and as sport-based youth development organizations continue their work, our hope is that the Blueprint will encourage them to train passionate and effective coach-mentors.

There's nothing more practical than a good theory: Developing coaching expertise in practicum

Andrew Gillott & Kate Baker; UK Sport/The English Institute of Sport

This workshop will explore the application of research to a unique learning programme, developed in 2017 to meet the needs of world-leading coaching practitioners in our nation's Olympic pathway. The programme was created first and foremost as a response to the critical needs of coaching teams as they develop sport-specific curricula to support athletes as they transition in to World Class programmes.

The central issue in learning is becoming a practitioner, not learning about practice.

The programme has emerged as a fascinating piece of applied research, drawing upon cornerstone learning and development principles to meet the highly-individualized needs of coaches and coach developers, in practicum. As a learning community, the use of vignettes, drama, role-play and stories from the frontline to recreate lessons-learned is intended to compel coaching practitioners to take new positions and perspectives and to develop dynamic, novel solutions to idiosyncratic events.

During this 60-minute workshop I will explore the underpinning thinking tools; the process of designing practical learning encounters; the experience of programme participants so far, and what I have learned in developing this programme.

Trauma Sensitive and Responsive Coaching (TSRC)

Carrie Hastings; Play Like a Champion Today Educational Series

Young people today are exposed to a variety of situations that may induce trauma. Coaches should become aware of the prevalence of this reality and especially how it impacts athletes within the context of sport. The Play Like a Champion Today Educational Series has researched this arena and has created resources to educate coaches on the types of situations that may induce a traumatic reaction as well as ways to identify common behaviors in athletes that may manifest following trauma.