



INDIVIDUAL COACH DEVELOPMENT PLAN

FACILITATOR GUIDE

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Introduction

The Individual Coach Development Plan (ICDP) program, developed by the AIS, is a comprehensive, system-wide initiative to enhance coach capabilities.

It provides National Sporting Organisations (NSOs) and the National Institute Network (NIN) with a unified approach to coach development. Emphasising self-awareness, reflection, curiosity, creativity, communication, and collaboration, the ICDP process identifies coaches' strengths and areas for growth, targeting specific developmental goals with actionable plans.

This consistent approach fosters a culture of continuous learning, reflection, and professional growth across the sporting system. Integral to the HP2032+ vision, the ICDP program recognises world-class coaching as key to athlete and team success, ensuring Australian highperformance (HP) coaches excel as innovative leaders.

Enquiries

For more information or with questions, please contact the AIS HP Coach Development team hpcachdevelopment@ausport.gov.au

Facilitator resource checklist

- ✓ **ICDP program guide** – provides an overview of the program, roles and responsibilities, benefits and process
- ✓ **Facilitator guidebook** – step by step facilitator process including supplementary development conversation questions, suggestions for using the 'Performance Yarning' cards and access to resources for coach and facilitator
- ✓ **Coach "What's in it for me?"** – outlining the ICDP process to support coach engagement and understanding of the process from the outset
- ✓ Excel based tools, or Coach Management System (CMS) log in, and user guide to access and use the self-reflection tool and development plan templates
- ✓ **HP Coach Development Framework** – outlining key capabilities for HP coaching
- ✓ **HP Coach Capability Framework** – detailed behavioural indicators and experience levels for each capability
- ✓ **Performance yarning cards** and suggested use
- ✓ **AIS HP Coach Development team** direct support

Understanding the process

Overview of the facilitator's role in the ICDP Program

Coach development facilitators play a critical role in the ICDP process. The role includes:

- Conducting development conversations and supporting coaches throughout the process.
- Encouraging and supporting the coach to themselves seek feedback from peers, managers or relevant stakeholders.
- As appropriate, seeking feedback directly from the coaches' peers, managers and other key supporters or stakeholders.
- Guiding the creation of individual coach profiles and the identification of development goals to create actionable plans.
- Assisting in the identification of appropriate opportunities.
- Engaging with the sport and/or NIN (and others as appropriate) to ensure the support required to undertake the plan, and that plans are aligned with organisational goals.
- Establishing a process for follow up and review, including timelines (eg 3, 6, 12 month implementation follow up).

As the facilitator you play a key role at each step of the process:

1. Pre-program prep

Meet with the sport and understand key requirements, issues, funding capability, roles and responsibilities and ability to support the implementation of action plans. A group meeting or workshop between facilitator, coach and sport [HPD or manager] could be considered.



2. Design meeting

Coach and facilitator meet to co-design elements of the process, understand responsibilities and the resources available and get set up in the Coach Management System [or utilise the excel based tools].



3. Self-reflection

Coaches complete the self-reflection tool reflect on their current capabilities. Both seek feedback from others as appropriate.



4. Development conversations

Conduct structured discussions to create an individual coach profile that identifies the coach's current strengths, areas for growth and defines actionable goals. Discuss and design best ways for the coach to seek feedback from mentors, managers, peers (as appropriate) on the development areas identified. This will likely be undertaken over a series of conversations, inviting further self reflection opportunities.



5. Coaching in action

Link identified goals to support, resources, or funding; monitor progress through the CMS, ensuring continuous development and adjustment of plans as needed; proactively liaise and communicate with the NSO and AIS Coach Development team.

What role do others play in this process?

Coaches

- Engage in self-reflection and goal setting processes.
- Actively participate in development conversations and follow through on action plans.
- Proactively review, reflect, reach out for support and seek feedback from peers, managers and others who might influence on development plans or coaching.

Sports Organisations

- Provide appropriate funding and support for the implementation of ICDPs and the facilitation process.
- Integrate ICDP provisions into organisational strategies, including allocation of funds.
- Provide meaningful opportunities for coaches to action development plans. This may be in partnership with their NIN/AIS.

AIS HP Coach Development Team

- Provide guidance and supply resources to support the facilitators role.
- Provide training where appropriate to ensure effective use of the CMS and familiarity with the ICDP process.
- Provide guidance and insight on possible funding solutions, available programs, experiential learning, mentoring opportunities or other initiatives that may be suitable to help meet the individual coach development goals.

A step-by-step guide to facilitating the ICDP process

1 Pre-Program Prep

Meet with the sport and/or key stakeholders

- **Understand key requirements:** Identify the specific organisational needs and priorities of the sport.
- **Identify issues:** Discuss any current challenges or obstacles within the sport that may impact the coach's development.
- **Assess funding capability:** Determine the financial resources available to support the coach's development plans.
- **Capacity to support implementation:** Evaluate the sport's capacity to support the implementation of action plans in meaningful ways.
- **Explain the ICDP process and benefits:** Introduce the ICDP process and its importance.
- **Set expectations:** Clearly outline the expectations, responsibilities and roles of all parties and objectives of the ICDP process.

CMS or excel based tool familiarisation and support

- Ensure you, as the facilitator, are familiar with the CMS or the excel based tools. Contact the AIS HP Coach Development team for support if needed.

ICDP supporting resources familiarisation

- There are a number of tools and resources to support the ICDP process that may be beneficial to facilitator and/or coach. Ensure you are familiar with them so they can be used at the most appropriate time with the individual coach.

2 Design meeting with the coach

Introduce the coach to the ICDP process

- Explain the goals and importance of the ICDP process.
- Provide a step-by-step overview of the ICDP process.
- Provide the coach 'What's in it for me guide' and showcase examples of the ICDP in action.
- Clarify the coach's role in self-reflection, goal setting, and action plan implementation.
- Co-design the process for feedback including who and at what point in the process.
- Outline your role in guiding and supporting the coach throughout the process.
- Explain the role of the AIS HP Coach Development team and the support they can provide.
- This meeting can also be opportunity to connect with and better understand the coach, including their previous learning and development history.

CMS Setup

- Assist the coach in getting set up in the CMS or provide guidance on using the Excel-based tools.

Self reflection tool

- Explain the purpose of the self-reflection tool and provide clear instructions for completion.
- Introduce the HP Coach Development Framework and how that can be used to help complete the self-reflection.
- Provide some timelines for completion and set a date for the development conversations.

3 Self reflection

Coach to complete – follow up to see if they need assistance

Prepare for the next step:

- Review the coach's responses prior to the development conversation.
- Seek feedback from coach peers, managers, support staff (if appropriate and as needed and without breaching confidentiality or trust of the coach).
- Prepare open ended questions ahead of the development conversation.

Asking open ended questions		
For situation/task	For action	For result
Describe a situation when... Why did you...? What were the circumstances surrounding...? What were you reacting to?	Exactly what did you do? Describe specifically how you did that. What did you do first? Second? Describe your specific role. Walk me through the steps you took.	What was the result? How did it work out? What happened as a result? What feedback have you gotten?

4 Development Conversations

Conducting the development conversation

Note: these are likely to be conducted as a series of conversations. Development goals and action plans may come after an opportunity to seek further feedback from NSO/NIN/managers, peers.

Welcome and purpose

- Create a positive and supportive environment.
- Clearly explain the purpose of the conversation – to develop actionable development goals and action plans that align with both the coach's and the sports goals.

Review self-reflection

- Ask the coach to share key insights from their self-reflection.
- Ask open ended questions that invite further reflection and sharing of insights. The supplementary facilitator questions and Performance Yarning cards may be helpful.

Co-create the coach-led facilitated profile

- Create a revised coach profile, using the same reflection questions, based on the conversation and deeper insight and well as using contextual insight from other stakeholders (peers, managers etc).
- Compare and contrast the two profiles and share insights from this comparison.
- Identify and highlight the coach's strengths and areas for improvement.
- Discuss and design best ways for the coach to seek feedback from mentors, managers, peers (as appropriate).

Guide the process to set development goals and create the action plan

- The development goals should be led by the coach. Help ensure each goal aligns with the strategic goals of the organisation, and that there will likely be sufficient funds to action the development goals.
- Ensure there is enough clarity on how progress and success will be measured and that there are clear actionable steps and timelines attached to development goals.

S

Ensure each goal is clear and specific to that coach and their individual context. Detail actions or steps that need to be taken

M

Define what success will look like for the coach in achieving that goal and agree on clear metrics for measuring progress

A

Make sure the goals are realistic, and attainable with the likely funding and resources available. Identify what resources or support is needed.

R

Ensure the development plans align with the coach's sports organisational goals and priorities

T

Set timelines for each action and for achieving the overall goal; and set timelines for reviewing and tracking progress

Documentation

- Document the individual coach profile, including strengths, areas for development and goals (with agreed upon actions, timelines, and success metrics).
- Provide a copy of the documented plan to the coach and relevant stakeholders and ensure this is also uploaded in the CMS for accessibility and ease of tracking progress.

5 Coaching in action; review and reflect

Identify resources

- Determine the necessary resources, support, or funding required to achieve the identified goals.
- Connect with AIS HP Coach Development team if needed to see if coach development plans/goals link with existing programs, initiatives or for additional insight on the success of other ICDP plans in action.

Establish regular check-ins

- Schedule regular check-ins with the coach to review progress, feedback and provide support.
- Schedule regular check-ins with the coach's manager and/or other key stakeholders to gain direct feedback on progress and gain further understanding of context and challenges.
- Proactively communicate with the AIS HP Coach Development team to discuss progress, challenges, and support needs.

Review and adjust

- As established in the co-design process with the coach, use the CMS (or alternative method) to review and reflect on the coach's progress towards their goals.
- Encourage the coach to review, reflect, seek feedback and adapt as needed or desired.
- In discussion and co-design with the coach, be flexible and adjust goals, actions, or timelines as necessary to ensure ongoing alignment with organisational goals and the coach's development.
- Provide regular, constructive feedback to support the coach's development.
- Encourage continuous development and the setting of new goals to maintain progress.

Celebrate success

- Acknowledge achievements and milestones

Creating a positive and supportive environment for development conversations

1. Build trust

- Establish a foundation of trust by being open, honest, and reliable.
- Show genuine interest in the coach's development and well-being.

2. Active listening

- Listen attentively and empathetically to understand the coach's perspective.
- Avoid interrupting and provide thoughtful responses.

3. Encourage openness

- Be non-judgmental and supportive in your responses.

4. Constructive feedback

- Highlight the coach's strengths and achievements.
- Provide constructive feedback in a positive and encouraging manner.

5. Coach-led goal setting

- Collaborate and guide goal setting where appropriate but ensure goals are led by the coach so they are motivating and aligned with personal goals.

6. Be prepared

- Come to the conversation with a clear purpose and relevant materials.
- Be familiar with the coach's background and previous development progress.

7. Provide support

- Offer resources, tools, and support as appropriate
- Ensure the coach knows where to find additional help if needed.

8. Follow-up

- Schedule regular follow-up meetings to review progress and adjust plans as necessary.
- Show ongoing commitment to and interest in the coach's development journey.

9. Foster reflection

- Encourage the coach to reflect on their experiences and learning.
- Use reflective questions to help them gain deeper insights.

10. Celebrate successes

- Acknowledge and celebrate the coach's milestones and achievements.

Resources to support the ICDP process and development conversation

Performance Yarning cards

A set of Performance Yarning cards will be supplied in ICDP facilitator packs.



Purpose of the cards

The Australian way to coach development acknowledges the power of connection and the importance of sharing knowledge. These cards reflect this commitment to storytelling and can be used in multiple ways to stimulate effective performance yarns in either one-to-one settings or small group sessions.



Each card contains two questions. The first one is aimed at prompting more serious reflective discussions, while the second one aims to challenge thoughts and provoke new ideas in fun and creative ways.

How to use

Start with a purpose: What is the goal of the session? Are you looking to deepen understanding, build team cohesion or share knowledge?

Select cards: this can be at random or choose specific cards for a more focused discussion based on the goals and needs of the participants.

Be flexible: there is no set order or number of cards you can use. Feel free to switch between reflective or creative questions based on the flow of the yarn.

Encourage openness and respect: this activity relies on active listening and ensuring everyone feels comfortable sharing thoughts and ideas

Follow up: use the responses as a springboard for further discussions. Ask follow up questions or invite others to share their perspective.

Supplementary development conversation questions

The HP Coach Development Framework outlines the essential capabilities of successful high performance (HP) coaches as leaders, people, and enablers of performance.

As part of the Individual Coach Development Program (ICDP), coaches use a self-reflection tool based on this framework before having a development conversation with their coach development facilitator.

The self-reflection questions for each capability are included here for easy reference. Coaches complete the self-reflection questions based on the following scale:

1. Foundational (I'm just starting out in this area)
2. Developing (I have some understanding, but still learning)
3. Proficient (I'm fairly confident, but room for improvement)
4. Advanced (I feel comfortable and competent)
5. Highly advanced (I'm highly skilled and experienced)

The optional questions provided here for facilitators are designed to deepen the conversation and further explore the coaches' responses from the self-reflection tool. Based on this discussion, the facilitator and coach can create a profile highlighting the coach's strengths and areas for development. In the CMS, these profiles can be compared to the coach's self-reflection results for further insights.

As the facilitator, use the framework, these supplementary questions, and your knowledge of the coach, including their context, challenges, and goals, to enhance the conversation.



Domain: SELF

A high performance coach demonstrates key personal attributes and characteristics that contribute to performance success. They operate with integrity; are proactive in cultivating self-awareness; are curious and committed to continuous learning, using reflection and feedback for continual improvement and development. High performing coaches recognise that self management, personal health and life balance are critical in order to effectively lead and serve as a role model.

Self awareness and emotional intelligence

Self reflection questions	Facilitator prompt questions
<p><i>Do you possess a clear understanding of your own strengths and limitations as a coach, and have an ability to regulate emotions in different situations to effectively lead yourself and others?</i></p> <p><i>How effectively do you demonstrate empathy and use interpersonal skills to foster productive relationships with your athletes and colleagues?</i></p>	<p>Understanding strengths and limitations</p> <ul style="list-style-type: none"> - Can you identify specific areas where you feel you excel as a coach? - What actions have you taken to address areas where you see potential for improvement? <p>Managing emotions</p> <ul style="list-style-type: none"> - Can you recall a recent situation where you effectively managed your emotions under pressure? - How did your emotional management impact your decision-making process? <p>Building relationships</p> <ul style="list-style-type: none"> - How do you actively work on improving your empathy and understanding towards your athletes and team? - What strategies do you use to build and maintain positive relationships within your team?

Mission | Vision | Values

Self reflection questions	Facilitator prompt questions
<p><i>How clear are you on your personal coaching and leadership mission, vision, and values and your ability to uphold your ethics and operate in a manner consistent with these?</i></p> <p><i>Are you able to consistently align your own values to that of the organisation to drive goals and performance objectives?</i></p>	<p>Clarity and articulation</p> <ul style="list-style-type: none"> - What are your personal values, mission, and vision as a coach? - How do you communicate these to your athletes and staff? <p>Alignment with goals</p> <ul style="list-style-type: none"> - How do you ensure that your coaching program's goals and actions reflect your personal mission and values? - Can you provide examples of how you align your coaching practices with your vision?

Continuous learning	
Self reflection questions	Facilitator prompt questions
<p><i>How proactive are you in seeking feedback from a variety of inputs to reflect on and improve your coaching practices?</i></p> <p><i>How committed are you to expanding your knowledge and skills through ongoing development and learning opportunities?</i></p>	<p>Commitment to learning</p> <ul style="list-style-type: none">- What steps do you take to stay updated with the latest coaching techniques and trends?- Can you share an instance where continuous learning has significantly improved your coaching? <p>Embracing creativity</p> <ul style="list-style-type: none">- How do you incorporate new ideas and innovations into your coaching methods?- Can you describe a situation where being bold and creative led to a positive outcome?
Wellbeing	
Self reflection questions	Facilitator prompt questions
<p><i>How well do you feel you are able to balance time and responsibilities in a way that allows you to prioritise your physical and mental wellbeing?</i></p> <p><i>Do you have routines and strategies in place to manage health and wellbeing so you are at your best when it matters most?</i></p>	<p>Balancing priorities</p> <ul style="list-style-type: none">- How do you ensure that you allocate time for your physical and mental wellbeing amidst your coaching responsibilities?- Can you describe a typical week and how you balance different priorities? <p>Personal action plan</p> <ul style="list-style-type: none">- Do you have specific strategies or a plan in place to maintain your health and wellbeing?- How do you track and adjust your wellbeing strategies over time?



Domain: PERFORMANCE

Successful high performance coaches are skilled in their ability to drive and optimise the HP environment. This involves playing a leading role in creating a culture of resilience, with an ability to thrive in high pressure situations, as well as implement world-leading knowledge, innovation and practices that enable our athletes to perform when it matters.

Performance environment

Self reflection questions	Facilitator prompt questions
<p><i>How effectively do you establish and maintain cohesion and energy with consistent culture, standards, and behaviours that drive performance within your team?</i></p> <p><i>How effectively do you establish and maintain cohesion and energy with consistent culture, standards, and behaviours that drive performance within your team?</i></p>	<p>Creating HP Culture</p> <ul style="list-style-type: none"> - How do you contribute to building a high performance culture within your team? - Can you tell me about the last time you reinforced or challenged behaviours relating to culture or standards in your environment? - How do maintain or build the right amount of energy needed within the environment on any given day? <p>Receiving feedback</p> <ul style="list-style-type: none"> - How open are you to receiving feedback about your coaching methods and culture? - How do you use feedback to improve your performance and that of your team?

Technical and Tactical

Self reflection questions	Facilitator prompt questions
<p><i>How would you rate your mastery of technical (skills) and tactical (systems, strategies) components of your sport with a clear picture of what world's best looks like?</i></p> <p><i>Do you feel confident in your ability to teach and impart technical and tactical knowledge in a way that enhances performance of athletes and/or teams?</i></p>	<p>Mastery of skills and strategies</p> <ul style="list-style-type: none"> - How would you assess your expertise in the technical and tactical aspects of your sport? - What specific steps are you taking to enhance your knowledge and skills in these areas? <p>Continuous improvement</p> <ul style="list-style-type: none"> - Can you describe what 'world's best' looks like in your sport or where this is happening? - How do you plan to achieve and maintain this standard? - Can you share when you have refined technique or strategy of your athletes/team that has resulted in improved performance?

Performance teaming

Self reflection questions	Facilitator prompt questions
<p><i>Do you feel confident in your knowledge of the various disciplines and your ability to lead performance team staff in enhancing performance within your coaching program?</i></p> <p><i>How well do you collaborate with performance support personnel to utilise the full extent of their talents and expertise to maximise performance objectives of individual athletes and programs?</i></p>	<p>Leading performance teams</p> <ul style="list-style-type: none"> - How do you lead and motivate your performance team staff to enhance overall performance? - What strategies do you use to ensure effective collaboration within your team? <p>Utilising support personnel</p> <ul style="list-style-type: none"> - How do you integrate the expertise of support personnel to maximise your team's performance? - Can you provide an example where this collaboration led to a successful outcome?

Performing under pressure

Self reflection questions	Facilitator prompt questions
<p><i>How well do you think you handle, and recover from high pressure situations to make informed decisions to achieve peak performance?</i></p> <p><i>How capable are you in understanding and communicating with others and supporting them to perform under pressure when it matters?</i></p>	<p>Handling high pressure</p> <ul style="list-style-type: none"> - How do you manage stress and pressure to achieve peak performance? - Can you share a recent experience where you successfully handled a high pressure situation? <p>Supporting athletes</p> <ul style="list-style-type: none"> - How do you help your athletes perform under pressure? - What techniques do you use to build their resilience and confidence?



Domain: STRATEGY

High performance coaches must create and implement flexible plans that align performance with strategic objectives, ensuring sustainable performance gains and organisational goal achievement. To do this effectively, coaches need to be skilled and experienced in applying critical thinking, assessing risks, and prioritising tasks, even under pressure.

Strategic and performance planning

Self reflection questions	Facilitator prompt questions
<p><i>How confident are you in developing long-term objectives, periodised and annual plans, including quantifiable measures and accountabilities, that align with the goals of your high performance program?</i></p> <p><i>How confident are you in your experience and success rate in crafting adaptable performance plans for individuals and teams?</i></p>	<p>Developing objectives and plans</p> <ul style="list-style-type: none"> - What is your process for setting long term objectives and action plans that align with your program's goals? - What measures do you use to ensure accountability and track progress? <p>Updating and prioritising activities</p> <ul style="list-style-type: none"> - How often do you reassess and prioritise activities that impact performance? - Can you give an example of how you updated your plan based on new information?

Critical thinking and decision making

Self reflection questions	Facilitator prompt questions
<p><i>How capable and confident do you feel you are in making timely and informed decisions to optimise outcomes for your coaching program even if these are unpopular or difficult decisions?</i></p> <p><i>How skilled are you at being able to identify risk, organise and critically prioritise tasks to achieve your coaching and program goals, without becoming overwhelmed?</i></p>	<p>Making informed decisions</p> <ul style="list-style-type: none"> - How do you approach making tough or unpopular decisions for the benefit of your program? - What strategies do you use to ensure your decisions are well-informed and timely? <p>Organising and prioritising tasks</p> <ul style="list-style-type: none"> - How do you organise and prioritise tasks to achieve your coaching goals? - Can you share an instance where effective prioritisation led to success? <p>Proactive risk management</p> <ul style="list-style-type: none"> - How do you identify and manage risks in your coaching decisions? - Can you provide an example of a time you successfully mitigated a potential risk?

Innovation and creativity

Self reflection questions	Facilitator prompt questions
<p><i>How confident are you in being able to effectively analyse data and use advanced technology to inform strategic decision-making and optimise performance strategies?</i></p> <p><i>How often do you actively seek out new ideas, welcome input that might challenge your approach to coaching, and implement or test new methods or ideas into your coaching?</i></p>	<p>Data and technology use:</p> <ul style="list-style-type: none"> - How do you use data and advanced technology to inform your coaching strategies? - Can you share a case where technology significantly improved your performance outcomes? <p>Implementing new ideas:</p> <ul style="list-style-type: none"> - How often do you seek and test new coaching methods? - How open are you to new information that challenges your current beliefs? <p>Creative problem solving:</p> <ul style="list-style-type: none"> - How do you approach analysing information and generating solutions to complex problems? - What innovative methods have you implemented in your coaching?

Implementation

Self reflection questions	Facilitator prompt questions
<p><i>What is your experience and success rate in translating strategic plans into actionable steps that achieve desired outcomes and genuine performance results?</i></p> <p><i>How well, based on your history of success, do you lead, plan, allocate resources, monitor progress and adapt as necessary, to ensure the successful execution of strategic and performance plans?</i></p>	<p>Implementation and delivery</p> <ul style="list-style-type: none"> - Can you describe a specific strategic plan you successfully implemented? What were the key steps you took to translate the plan into actionable tasks? - How do you keep your team aligned with the strategic or performance outcomes during execution? <p>Planning and resource allocation</p> <ul style="list-style-type: none"> - Can you share an instance where you had to adapt your plan due to unforeseen challenges? How did you handle the situation, and what was the outcome? - How do you prioritise resource allocation to ensure that the most critical aspects of the plan are effectively addressed? <p>Monitoring and evaluation</p> <ul style="list-style-type: none"> - How do you monitor progress and measure the success of your strategic and performance plans? Is it medals and results or are there other success factors you look for?



Domain: SYSTEM

Australian high performance coaches must be able to navigate and work within the HP system. This requires a deep knowledge of the structure and dynamics, understanding cultural norms and a commitment to developing key relationships. HP coaches who are successful prioritise building partnerships and extending their system knowledge and ability to influence at every level.

System knowledge

Self reflection questions	Facilitator prompt questions
<p><i>How would you rate your understanding of the broader Australian sports system, including governance structures, funding models, and strategic priorities at local, national, and international levels? This extends to understanding and navigating Australian culture and cultural norms and expectations.</i></p> <p><i>Coaching roles often require proficiency in various business management skills such as budgeting, financial management, and resource allocation for efficient and sustainable program operations. How proficient and confident are you in these areas?</i></p>	<p>Understanding the sports system</p> <ul style="list-style-type: none"> - Do you think understanding the system and its strategic priorities is important for your role as a coach? - How do you keep yourself informed about changes and developments in the sports system? <p>Networking and culture</p> <ul style="list-style-type: none"> - How proactive are you in building and expanding your network within the Australian sports system? - Can you describe a situation where your network helped achieve a significant goal? - How comfortable do you feel in navigating and understanding cultural norms, expectations and dynamics in Australia and/or within your sport? Are there any language or cultural barriers or challenges you need help with? <p>Business management skills</p> <ul style="list-style-type: none"> - How proficient are you in budgeting, financial management, and resource allocation consistent with driving agreed performance goals? - How do these skills contribute to the sustainability or success of your program?

Sport structure and dynamics

Self reflection questions	Facilitator prompt questions
<p><i>Do you have a good understanding of international standards and trends, history of the sport and coaching successes and failures in a way that benefits or influences your approach to coaching?</i></p>	<p>Understanding competitors and history</p> <ul style="list-style-type: none"> - How well do you know the history and current landscape of your sport? - How do you use this knowledge to inform your coaching strategies?

Do you feel confident navigating and understanding your sports federation structures, understanding athlete development pathways, categorisation and selection policies, and the influence of international governing bodies?

Navigating sport federations

- Can you easily explain your sport's federation structures?
- What role do you play in understanding athlete development pathways and selection policies?

Building partnerships

Self reflection questions

Do you seek out opportunities to offer information, time or resources to key partners in order to achieve a win-win situation? Even if this means placing group wins ahead of personal gains?

How skilled are you in identifying beneficial networks and building and nurturing these strategic partnerships, including system-wide networks, to manage relationships with stakeholders across various levels of authority and influence?

Facilitator prompt questions

Nurturing strategic partnerships

- How do you build and maintain strategic partnerships with stakeholders? What actions do you take to manage these relationships effectively?
- Who are your key stakeholders, and can you articulate how you utilise these relationships for program benefit?

Achieving win-win situations

- How do you create opportunities that benefit both your program and your partners?
- Can you provide an example of a successful collaboration?

Influencing and leading

Self reflection questions

How effective are you, or have you been, in influencing decision makers, advocating for program needs, and leveraging relationships to secure resources, funding, and support for program objectives, yourself or your athletes?

How successful are you in securing commitments to action from all people within or outside of the HP program (including athletes and positions of authority) and documenting clear next steps, roles and responsibilities, time frames and evaluation methods?

Facilitator prompt questions

Influencing decision makers

- Do you have an example of when you have had to advocate for your program's needs or secure resources?
- What strategies do you use to influence those in positions of power?

Securing commitments

- How successful are you at getting commitments to action from influencers and decision-makers?
- Do you document and follow up on these commitments?



Domain: PEOPLE

Successful HP coaches have the ability to effectively unite, develop, inspire and support all individuals within the HP environment. This relies on being able to understand and empathise with others and encompasses effective communication that builds trust, and motivates but also facilitates conflict management and difficult conversations.

Understanding the individual

Self reflection questions	Facilitator prompt questions
<p><i>How well do you think you are able to understand and adapt to the unique needs, motivations, and aspirations of individuals (athletes and other staff) to inspire them towards collective and higher levels of effort and achievement?</i></p> <p><i>Do you feel confident in your ability to build relationships and develop trust to facilitate key conversations?</i></p>	<p>Adapting to individual needs</p> <ul style="list-style-type: none"> - How do you understand and adapt to the unique needs and motivations of your team members? - What strategies do you use to inspire them towards collective achievement? <p>Building trust</p> <ul style="list-style-type: none"> - How do you feel about sharing your own vulnerabilities? Have you used this before as a strategy to build a relationship? - Do you feel others come to you with personal or stressful issues for your help or support? - What specific actions or behaviours do you use to build trust and respect within your team?

Communication

Self reflection questions	Facilitator prompt questions
<p><i>How well are you able to communicate with others to engage, lead and motivate them, and have difficult conversations when necessary and manage conflicts that arise?</i></p> <p><i>How would you rate your ability to clearly communicate your vision, purpose, and expectations in a way that inspires commitment to even higher levels of effort or performance?</i></p>	<p>Engaging and leading</p> <ul style="list-style-type: none"> - Can you share an example of when you effectively managed to engage, lead, and motivate others? - How do you manage conflicts that arise within your team? <p>Inspiring commitment</p> <ul style="list-style-type: none"> - How well do you articulate your vision, purpose, and expectations? - How do you inspire commitment to high levels of performance?

Leading and developing others

Self reflection questions	Facilitator prompt questions
<p><i>Are you able to identify gaps in knowledge, skills or experience that underlie current or future performance and then provide effective provide feedback and guidance in addressing these gaps?</i></p> <p><i>What is your experience in designing and leading personalised learning or development plans that empower athletes and other individuals to grow, acquire new skills, and reach their full potential within the performance environment?</i></p>	<p>Identifying and addressing gaps</p> <ul style="list-style-type: none"> - How do you identify gaps in knowledge, skills, or experience within your team? - What methods do you use to provide feedback and guidance? <p>Designing development paths</p> <ul style="list-style-type: none"> - How do you create personalised development plans for your athletes and staff? - Can you share an example of how a development plan led to significant growth?

Psychological safety

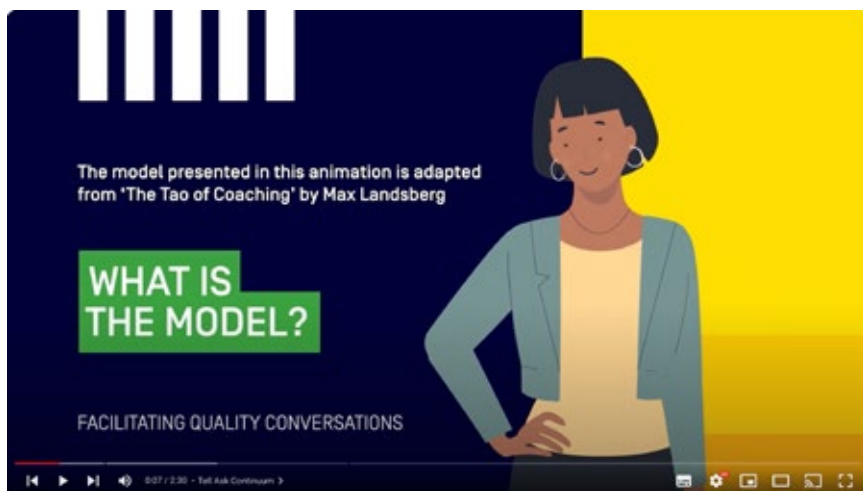
Self reflection questions	Facilitator prompt questions
<p><i>How confident are you that you can effectively create an environment of trust and respect that encourages honesty and vulnerability, allowing everyone to thrive?</i></p> <p><i>To what extent do you believe your team feels safe to take interpersonal risks – opening up to others, challenging plans, or raising issues and concerns without judgement or fear of reprimand?</i></p>	<p>Creating a positive environment</p> <ul style="list-style-type: none"> - How do you go about creating a positive environment? What strategies have you used in the past? - Can you give an example of when you have had to prioritise time to listen and provide support or empathy, even when you might have felt under pressure to be doing something else? - Can you give an example of a time when you successfully created an environment where team members felt comfortable sharing their honest opinions and vulnerabilities? What was the impact on the team's performance? <p>Interpersonal risk taking</p> <ul style="list-style-type: none"> - How do you handle situations where a team member's honesty or vulnerability is met with resistance or negativity from others? - In what ways do you encourage your team to challenge plans and raise concerns? How do you ensure their feedback is valued and acted upon? - Can you share a scenario where a team member took an interpersonal risk and it led to a positive outcome for the team?

Additional coach development facilitation resources

Launching soon

Supporting Others

The Australian Sports Commission (ASC) Supporting Others video series is designed to empower volunteer and paid staff to provide on the job developmental support to others. The videos can be used in both informal development contexts and formal mentoring, facilitation and educator training programs.



Facilitation Skills and Supporting Coaches in Practice eLearning courses

Contact AIS HP Coach Development team for more information.

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