

NZC QUALITY COACHING FRAMEWORK

July 2022



Quality Coaching for New Zealand Cricket

Coaches are such a critical element of our sport, and it's so important that we continue to prioritise their development. This document is our commitment to creating a leading coach development system, and our articulation of how we will continue to support our coaches to learn and grow.

The key question that underpinned the development of this document was:

'What is quality coaching?'

To answer this, we surveyed over 100 coaches and coach developers within New Zealand, we read through other sporting organisations attempt to understand this question and we held numerous discussions internally and within our network. The result of these discussions is this document. This document is for our cricket coaching community – that community includes current and aspiring coaches, coach developers and all those that influence cricket coaches and coaching here in New Zealand. This is our blueprint of quality coaching for New Zealand Cricket.

In this document, we highlight the key tendencies quality coaches have in their practice every day, we outline the critical a domains of knowledge quality coaches need and we outline a learning system that maximises coach learning.

This is important, as we believe by maximising coach learning, this will maximise athlete learning. NZC is committed to providing a high-quality coach development workforce to support coach learning. This workforce having a cohesive picture of what quality coaching looks, sounds like and feels like will ultimately lead to a more aligned coach development workforce, and most importantly, a quality coaching network.

Significantly, this blueprint fits across all levels of the game. Whether you are coaching Smash Play-Junior Tamariki, or the BLACKCAPS/WHITE FERNS, the tendencies of quality coaches are important to understand. Having the knowledge and understanding of how to apply the six domains of quality coaching within a cricketing context is critical. While the contexts differ, and therefore how coaches bring those tendencies and domains to life will be different, the foundation of what they do is the same.



What this document will shape

This document will guide NZC across the following key areas:

01

Reviewing and realigning the current formal coach development courses to the key ideas within this document, including embedding the six domains of quality coaching in all online learning modules.

02

Reviewing and realigning the current coach developer residentials and training to the key concepts within this document.

03

Building a system for performance and HP coaches to use the six domains of quality coaching as their professional development plan template.

04

Understanding succession planning and providing a structure for coaches across out network.

05

Recruitment and identification of coaches for key roles within the NZC network.

The tendencies of quality coaching

WHAT IS HIGH-QUALITY COACHING?

Before we answer that, we have to understand that coaching is first and foremost a 'relational' activity; it exists only in relation to players of the game. To be a coach you have to have players. When we think about high-quality coaching then, our very first thought is in relation to what players value in what we bring to their experience of playing cricket.

To be a high-quality coach, you must add value to the players' experiences.

Of course, there are many, many ways for a coach to add value. So many, in fact, that there is no formula – no hard and fast list of values, beliefs, characteristics, knowledge- and skillsets that will lead to success in coaching.

That said, we've looked at our own experiences and spoken to others about theirs; we've read about coaching and what's been written about coaches over time; we've spoken to other sports about what they've seen and experienced. What we've found is that there do seem to be certain patterns to what the better coaches tend to do, say, think, know, believe and value.

Some of these 'tendencies' are more obvious and straightforward – for example, being highly organised – whereas others are more subtle and nuanced – like fostering a sense of togetherness in a diverse group of players. Our aim here is simply to highlight the patterns we and our colleagues have noticed and use them as a way of helping us and you think about your coaching. It's important to note, these tendencies are relevant regardless of the context a coach is coaching in. We view these tendencies on a sliding scale, where quality coaches turn up or turn down these tendencies based on the context they're working in.

THE TENDENCIES

Quality coaches have a tendency towards being emotionally intelligent, growing relationships and trust through employing effective people management and communication skills across all levels of their environment.

These coaches have a tendency towards understanding how learning impacts performance and as such they employ a learning cycle prioritizing what is important. They are attuned to their environment, ensuring their people are having fun and feeling connected. They do what they say they will do. They understand their sport and the disciplines involved, exhibiting knowledge and knowhow in the technical, tactical, mental, emotional, physical and sports science areas of the game.

They have the tendency to think long term and predict where their sport is going. This assists them to be environmentally attuned, with a willingness to show adaptability in their approach while prioritising what is important. They use this knowledge to develop the whole athlete, and understand their role is to develop people first, athletes second.

The Six Domains of Quality Coaching

WHAT IS HIGH-QUALITY COACHING?

This framework provides an overview of the critical domains that map out what quality, and ultimately, successful cricket coaching incorporates. These six domains have come from feedback from the NZC coaching community as well as benchmarking off organisations like AFL and the ICCE (International Council for Coaching Excellence).

The value of this framework is that it gives a high-level overview of quality coaching, but it also allows individual coaches to think about and map out their strengths and areas of development within each domain. Effectively, it can be a guide for coaches to add detail to and become a professional development plan for them.

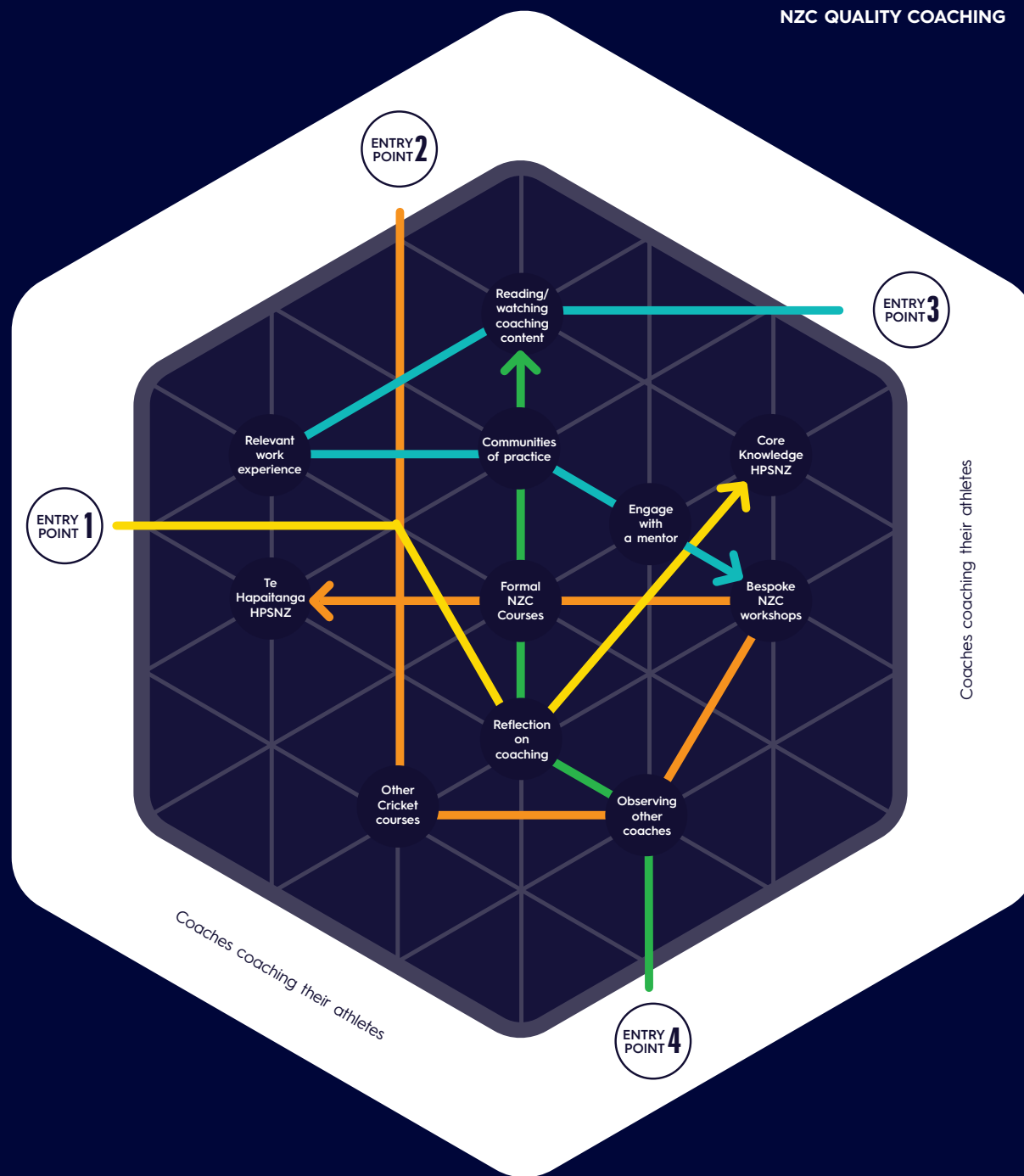
Regardless of whether you are coaching Smash Play-Junior Tamariki, or the BLACKCAPS/WHITE FERNS, there are elements you need to understand across these six domains in order for you to be a quality coach. For example, Understanding people for the Smash Play Junior-Tamariki will look like understanding how seven year olds learn and what fun means to them. For the BLACKCAPS/WHITE FERNS coach, it will look like a coach building relationships with each player and understanding what their goals/aspirations are.



Coach Learning System

This model reflects what we know about how coaches learn. Namely, that 70% of learning comes from actually coaching. This is reflected in the white space around the model. 20% comes from informal methods, like mentoring, observing coaches, attending bespoke courses and workshops etc. 10% comes from the formal methods, which is reflected by the fact that only one of the boxes references formal NZC courses.

NOTE: The development opportunities in this model are examples and not an exhaustive list of the only opportunities coaches can take up to grow themselves.



Coach Learning System

This model also highlights how coaches can move through their own learning journey. Every coach will move through this in their own way, and this way is non-linear by nature. A coach can complete their development course (formal), and while going through that engage a mentor. They can attend some workshops delivered by their MA, and then disengage from any formal or informal learning for a couple of years while they focus on coaching and learning through that. They then may jump back in to learning by being invited to be part of the Core Knowledge programme, and then from there may become part of a community of practice that falls out of that programme. But that is just one example of a myriad of ways a coach will move through their own learning journey.

The different coloured arrows reflect this non-linear approach to learning, and are used to provide three examples of three different coaches learning journeys.



NGA MIHI