



CLUB COACH COORDINATOR MANUAL



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“BETTER COACHES,
BETTER FOOTBALL”



CCC MANUAL

INTRODUCTION

IT IS WIDELY ACCEPTED THAT PLAYER RETENTION IS VITAL TO ANY SPORT AND CLUB. RESEARCH UNDERTAKEN BY FOOTBALL FEDERATION AUSTRALIA (FFA) SHOWS THAT THE MAIN REASON FOR PLAYERS LEAVING OUR SPORT IS A POOR STANDARD OF COACHING.

Therefore, it follows that a key means of growing our sport and retaining players is to improve the quality of coaching. With the majority of coaches involved in football being volunteers, there is a limited ratio of accredited coaches to players nationally. This poses a challenge that needs to be tackled with a new approach that may already be in place to a certain degree in some clubs. Best practice and recent research conducted by the ASC suggest that “on the job” training and support is not only what club coaches generally prefer but also gives the best results in coach development. Support of coach development and of coaches within the club environment will provide the best opportunities for coaches and positive experiences for young players.

This flexible, “on the job” approach, is very much in line with FFA’s objectives as we believe that coach development should be: *FAIR*.

FLEXIBLE

Using a range of methods
e.g. on line, face to face, mentored

ACCESSIBLE

At a time, place and cost that suits the coach

INCLUSIVE

Available to students, parents, teachers etc.

RECOGNISED

Valued by parents, players and administrators



THE VOLUNTEER COACH

WHO ARE THEY?

- Volunteer coaches are mostly parents who coach because their children are involved. Their primary motivation is seeing their child having fun and achieving something.
- They see coaching as a good way to spend time with their children and feel that their involvement sets a good example.
- Many may be 'new' coaches: they may never have coached or played football before; some may have been coaching for a while.
- Whether they are new or have some experience, they are all developing and can be susceptible to criticism – they are just volunteers trying to help.
- They are happy to help when asked, but they aren't beating down the door.
- They are satisfied as long as they feel useful and valued.
- They don't want to be overburdened, so don't pile extra tasks on them.



WHAT DO THEY WANT?

- To learn.
- Help with sport specific skills drills.
- Help with techniques to keep children engaged.
- Education / training support to be in-person, practical and preferably not in a classroom.
- Relevant information to the level of players being coached.
- A social aspect to whatever education/training is made available, to make it an enjoyable experience.
- Support provided by people they admire and respect.
- Access to resources, for example: books, manuals, web links, videos, whatever they are most comfortable with - in case they want to follow up something in their own time.
- Someone with whom they can get in touch if they have questions or need help.
- Research also suggests that coaching principles, (eg Safety, Group management etc.) need to be provided and this is best achieved through sport specific examples.



CLUB COACH COORDINATOR (CCC)

THE ROLE OF THE CLUB COACH COORDINATOR IS TO PROVIDE SUPPORT FOR COACHES WITHIN THE CLUB ENVIRONMENT, WHO IN TURN WILL DELIVER QUALITY EXPERIENCES FOR YOUNG PLAYERS.

QUALITIES AND REQUIREMENTS OF THE CCC

- Respected around the club.
- 2-3 years coaching experience.
- Knowledge of National Curriculum and relevant support resources, such as the FFA coaching resource.
- Good communication and interpersonal skills.
- Willing to contribute 2-3 hours per week to support new and inexperienced coaches.
- Complete an induction process.
- Contribute to 2-3 meetings with other CCC's from clubs nearby in their association/area.

RESPONSIBILITIES OF THE CCC

(See example position description in the support information section at the back of this manual).

Support and Develop the Club

- Foster and support a positive club coaching culture.
- Promote inclusive practice within the coaching at the club.
- Be welcoming of new players, members and supporters.
- Present parents with relevant information at the start of the season and update at regular intervals.
- Actively recruit new coaches from a broad range of backgrounds, (e.g. existing club players, parents, teachers at local schools).

Support the Coach(es)

- Initiate induction programmes for new coaches.
- Monitor and mentor club coaches and provide support based on their needs/wants.
- Assist coaches to develop and review their practice and reflect on their behaviours.
- Ensure the coaches have access to appropriate learning opportunities and resources including websites, courses, and workshops.
- Value the contribution of the coaches by welcoming them at their commencement and thanking them at the conclusion of the season.
- Create a positive, safe and non-threatening environment in which players and coaches feel that they can try new things, make mistakes and learn.

Link to the Association/Member Federation

- Liaise with Association/Member Federation personnel, Coach Development Managers, Accredited course presenters and other CCCs.
- Attend meetings and workshops as required in relation to the role of the CCC.
- Ensure all coaches are registered on My Football Club (MFC) – this will assist the club with communication with coaches and the Association/Member Federation to perform the relevant security checks.

“SEEK OPPORTUNITIES TO SHOW YOU CARE. THE SMALLEST GESTURES OFTEN MAKE THE BIGGEST DIFFERENCE.”
- JOHN WOODEN

THE CCC IS IN A POSITION TO SUPPORT THE GROWTH AND DEVELOPMENT OF INDIVIDUAL COACHES AND CONSEQUENTLY THE CLUB. THE DEVELOPMENT OF IMPROVED COACHING BEHAVIOURS FACILITATES THE INCREASED ENJOYMENT NOT ONLY OF THE COACHES AND PLAYERS BUT ALL MEMBERS OF THE CLUB. GREAT CLUB CULTURES ARISE THROUGH CONSCIOUS BEHAVIOURS WHICH IN TURN WILL FORM POSITIVE AND PLEASANT EXPERIENCES. SOME OF THESE BEHAVIOURS WOULD INCLUDE THE BEHAVIOURS MENTIONED THROUGHOUT THIS RESOURCE.

KNOWING YOU ARE SUCCESSFUL

The CCC will work towards achieving the following throughout the season:

- Minimum level of satisfaction of support provided to new and inexperienced coaches.
- Minimum level of satisfaction of parents with coaching provided.
- A number or percentage of coaches recruited and retained the following season.
- A number of coaches registered on MFC.

These standards should be discussed and set by the CCC and the club prior to the start of the season.

COACHING ESSENTIALS

Key coach requirements

The critical aspect of this role is to help new and inexperienced coaches to provide positive experiences for young players through support for their coaching behaviours and avenues to consult with other coaches to determine any development needs. A minimum requirement is that the sessions are safe, organised, enjoyable and engaging. In practice, we would be looking for examples of the following:

The Coach will:

- Ensure all players have the opportunity to enjoy the experience with their friends and have fun.
- Devote a high percentage (80%) of time during the training session to meaningful practice where players are engaged in engaging football activities/games (i.e. not standing around).
- Maximise opportunities for players to learn and develop by ensuring each player gets a minimum of 50-100 ball contacts per session.
- Ensure training sessions run smoothly and with purpose.
- Activities start and transition within 2 minutes (e.g. the equipment is set out and sessions start on time).



The Player centred approach

Coaching should always focus on the players' needs through exposure to positive football experiences.

The coach will facilitate the players:

- Safety.
- Time on-task.
- Number of football contacts.
- Having fun.

Some other positive behaviours

Demeanour

Have an open, positive and enthusiastic approach. Look like you love being there. If you exude enthusiasm, so will your players.

Positioning

In the coaching situation, ensure that you can see everyone and they can see you. Ensure you give all players equal attention by roaming around to communicate to everyone and acknowledge their input.

Eye Contact

Looking at players in the eye shows sincerity and confidence. (e.g. kneeling to discuss what they liked in the session with very young players) However, be aware that eye contact may not be appropriate in some cultures.

Voice

Speak clearly and use words at a level that is appropriate to the players. Vary the tone of your voice to keep the interest up and adjust the volume according to the situation.

Listening

Listening tends to be one of our weakest communication skills. Being a good listener is an essential coaching skill. Listen carefully to players' questions and comments.

Feedback

Have a positive and constructive attitude when both giving and receiving feedback. Offer sincere compliments and encouragement. Try to make it specific.

Role of CCC during the season

- Observe relevant actions that are related to the key requirements (i.e. coach behaviour to deliver a quality session, Safe, Organised, Engaging, Enjoyable; with each player achieving 50-100 ball contacts, and 80% time playing football games).
- All discussions should be based on the quality of the experience for the player and focus on the behaviour of the coach – (see the REVIEW tool in the support information section at the back of this manual).
- The CCC should only intervene in the coaching session if a safety issue arises or when directly asked by the coach.
- Listen carefully to all comments made by the coach as their response may provide insight into how they see the session.

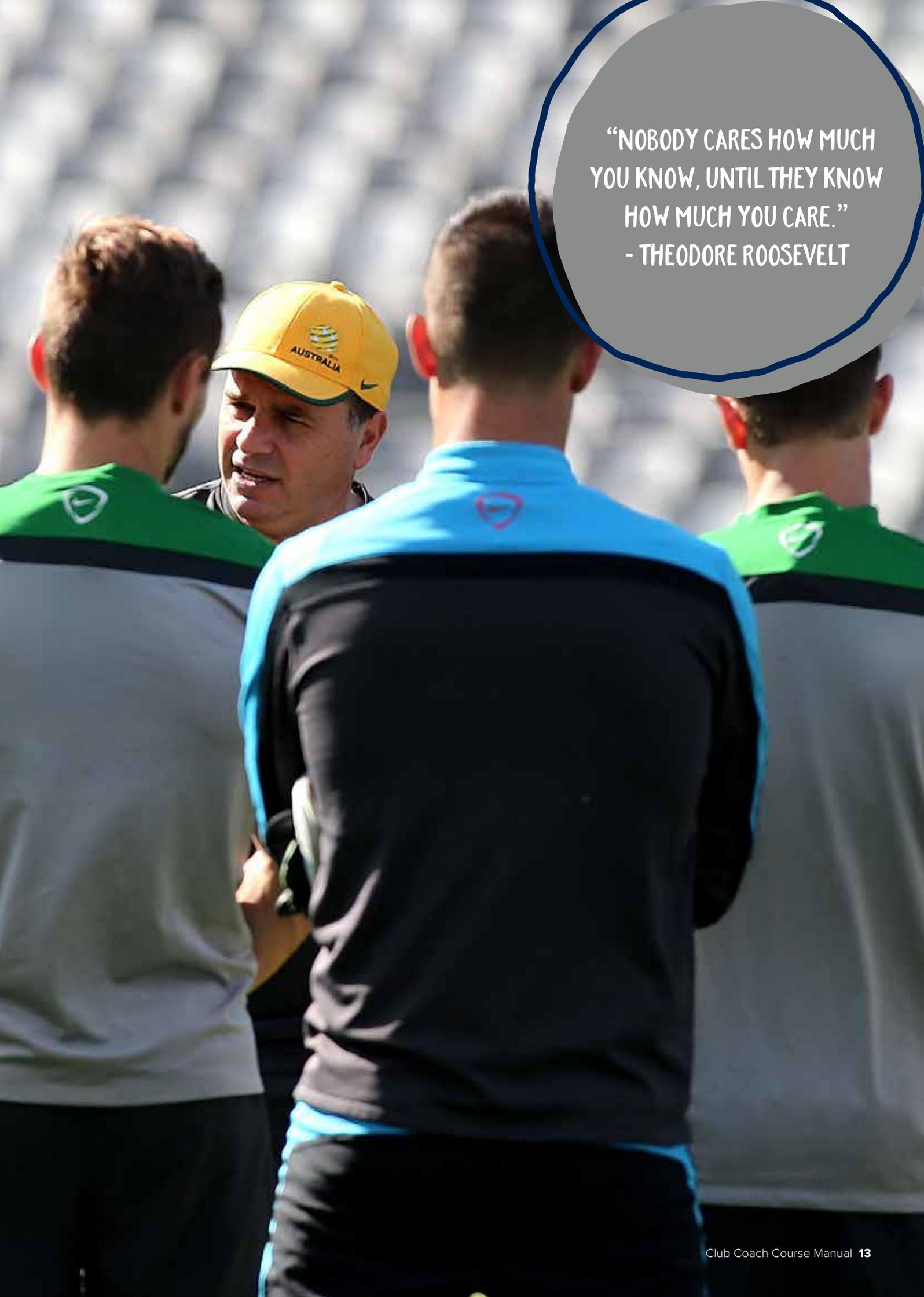
“WE HAVE TWO EARS AND ONE MOUTH SO WE CAN LISTEN TWICE AS MUCH AS WE SPEAK.” - EPICTETUS

Put yourself in their shoes and respect their commitment to volunteer as this is important when working with new and inexperienced coaches. Put aside your perception of the situation for the moment, and refrain from giving advice or your point of view and be mindful of your body language and tone of your voice.

“MISTAKES HAVE THE POWER TO TURN YOU IN TO SOMETHING BETTER THAN YOU WERE BEFORE.”

Everything we do and say sends a message therefore it is important to ensure the message being received is the one we intended to send.

“UNBEKNOWNST TO A LOT OF US, OUR CHILDREN ACTUALLY LISTEN TO JUST ABOUT EVERYTHING WE SAY AND, EVEN MORE SO, WATCH EVERYTHING WE DO.” - TOM CARPER

A photograph showing a group of men in athletic attire. One man in the center wears a yellow cap with the Australian flag and the word 'AUSTRALIA'. He is looking towards the left. Other men are wearing blue and black jackets with a red shield logo on the back. The background is a blurred stadium.

“NOBODY CARES HOW MUCH
YOU KNOW, UNTIL THEY KNOW
HOW MUCH YOU CARE.”
- THEODORE ROOSEVELT

SUPPORT INFORMATION

CCC SEASON ACTIVITIES

PRE SEASON – Value and acknowledge their commitment

- Email invitation/welcome back to the club.
- Establish date and venue for welcome back and induction of new coaches.
- Ensure all coaches are registered on MFC.
- Find out which coaches may want support for their development.

DURING THE SEASON – Supporting the coach

- Establish ground rules – how does the coach want you to support them.
- Develop an understanding of the coaches' needs and wants.
- Clarify their coaching role i.e. to provide Safe, Organised, Enjoyable/Engaging practices.
- Be mindful of the coach's experience and requests.
- Observe the agreed coaching behaviours that support the coach's development.
- Be mindful of the coach's other commitments.
- Walk through the REVIEW process with the coach after any observation (see the REVIEW tool in the support information section of the manual).
- Discuss any desired changes in coaching behaviours for next session.
- Thank them and ask them when they might like more support.

POST SEASON – Value and acknowledge their contribution

- Email reminder to complete post-season survey (for an example see further below in the support information section).
- Email or send 'Thank you' on behalf of the club/Association.



“BY THE WORD LEARNING, I DO NOT MEAN THE COLLECTION OF INFORMATION BUT THE REALIZATION OF SOMETHING WHICH ACTUALLY CHANGES YOUR BEHAVIOUR.” - W.T GALLWEY, THE INNER GAME OF TENNIS

COACH POST SEASON SURVEY

CLUB:

AGE-GROUP OF TEAM:

TEAM GENDER: Male Female

What has been your level of satisfaction with the following aspects of your club this season?

	Very Low	Low	Moderate	High	Very High
Support provided in a friendly and approachable manner					
Helping me to be well-organised					
Helping me deliver engaging football practices					
Supporting my understanding of technical skills/knowledge					
Recognising my contribution to the club					
Helping me to control players					
Presenting information to parents					

Based on your experience this season, will you continue to coach next season?

Yes No Not sure

Why? (optional)

Do you think that participating in the program...

	Yes	Not Sure	No
Made you a better coach			
Helped you enjoy training more			
Helped your players enjoy training more			

What would be most helpful for your coaching?

How long have you been coaching?

< 1 year 1 - 2 years 3 years or more

PARENT POST SEASON SURVEY

CLUB:

AGE-GROUP OF TEAM:

TEAM GENDER: Male Female

What has been your level of satisfaction with the following aspects of your participation this season?

	Very Low	Low	Moderate	High	Very High
Coaches that are friendly and approachable					
Club Environment					
Club Culture					
Coaches that are organised					
A prepared training program					
Coaches with relevant skills and knowledge					
Social opportunities					
Fun					

Please tell us how important each of the following aspects are to the experience of playing football...

	Very Low	Low	Moderate	High	Very High
Coaches that are friendly and approachable					
Club Environment					
Club Culture					
Coaches that are organised					
A prepared training program					
Coaches with relevant skills and knowledge					
Social opportunities					
Fun					

Which of the following changes or improvements would significantly enhance your experience of playing football?

	Not very significant	Not too significant	Moderately Significant	Very significantly
Coaches with better technical skills or knowledge				
Coaches that are more organised				
Improvement in club environment/culture				
Better organisation on match-day				
Coaches that are more friendly and approachable				
Less focus on winning				

How would you rate...

	Very Low	Low	Moderate	High	Very High
The environment of the club					
The culture of the club					

Do you think participating in the program meant...

	Yes	Not Sure	No
Players enjoyed training more			
The Coach improved			

Any final comments?



EXAMPLE POSITION DESCRIPTION

POSITION: Club Coach Coordinator (CCC)

REPORTS TO: Club administration & Community Coach Coordinator Mentor

KEY STAKEHOLDERS: Club coaches

LOCATION: Community Football Clubs

PRIMARY PURPOSE OF POSITION

The primary purpose of the position is to provide relevant and valued coach support in the club environment, and to monitor and mentor coaches to conduct appropriate quality football activities that will enhance the players and coaches experience.

RESPONSIBILITIES

- Support a positive club coaching culture.
- Promote inclusive practice within the coaching at the club.
- Monitor and mentor new and inexperienced club coaches based on their development needs.
- Provide access to up to date information and professional development opportunities including observing senior coaches and model sessions.
- Present parents with relevant information at the start of the season and communicate at regular intervals.
- Liaise with Club administrators and Community Coach Coordinator Manager at Association/Member Federation level.
- Attend CCC meetings.
- Conduct surveys to establish and monitor levels of satisfaction.
- Contribute to report at the conclusion of the season.

KEY PERFORMANCE INDICATORS

- Player and coach retention rates of 75%.
- Parent satisfaction levels with coaching provided.
- Coaches satisfactions levels with support provided.



KEY RELATIONSHIPS

- Club Coordinator mentor.
- Club administration.
- Club coaches.
- Parents.
- Association/Member Federation Coach Coordinator Manager/Technical Director.

SELECTION CRITERIA

- Current FFA coaching accreditation.
- Minimum 2 years coaching experience with young players.
- An understanding of quality coaching behaviours required for young children.
- Sound communication skills.
- Positive and approachable personality.

TIPS FOR CCC'S

WHEN WORKING WITH COACHES AT YOUR CLUB

CREATING A SUPPORTIVE ENVIRONMENT

- Acknowledge their commitment to development and recognise it's a privilege to be invited into the coach's environment.
- Make the coach as comfortable as possible with your presence at training/games.
- Discuss and agree with the coach when they want feedback from the session, in what form and when (e.g. during or after the session).
- Let the coach, coach.
- Be as unobtrusive as possible – Observe from a distance, No clipboards.
- Only intervene in the coaching session if a safety issue arises or when directly asked by the coach.
- Focus on the coach but check the player's reactions to coach messages.

REFLECTION PROCESS

- If possible, ask for a copy of the session plan or the one provided.
- Use the REVIEW tool (available within the support information section of this manual) to assist the coach with reflection on the session.
- Ask the coach which specific areas of coaching they would like some support with based on the REVIEW tool.
- Arrange the next steps, including getting coach reflections on the session before you meet and REVIEW.

REVIEW TOOL

Base your review on the key coaching behaviours ie

Safe: Area, equipment and practices are delivered as per session plans.

Organised: Practices start and transition quickly (2 minutes max, 1 minute preferable).

Enjoyable/Engaging: All players have a minimum of 50-100 ball contacts each & 80% of the session they are playing in football activities/games.

Reflected: Coach reflects on their behaviours in conducting the practices.

R - REASSURE
E - ESTABLISH FOCUS
V - VISIT THROUGH QUESTIONS
I - IDENTIFY
E - EMPHASISE KEY POINTS
W - WHAT WAS LEARNED?

	Stages	Comments	Sample statements or questions
R	Reassure the coach	Reassurance (e.g. "Well done, I loved your energy") must be honest (authentic)	"Thank you, John, I really like the way you..." "Thanks Janet, it was great the way you..." "Thanks John, you did really well when you..."
E	Establish focus on the objectives	Objectives for the person and group	"What did you want to achieve in the session yourself?" "What did you want the group to practice?"
V	Visit through questions	What happened?	"What were you happy about?" "What were you less happy about?" "What about...how did that go?" "Did anything not go to plan?"
I	Identify what the coach wants to work on next session	Do this in a structured way; What went well? For what reason? What went less well? For what reason?	"In trying to achieve your objectives, what went well?" "What else went well?" "If you had a chance to do the session again, what would you do differently?" "Is there anything you want to do differently?"
E	Emphasise and summarise key points from the discussion	You will need to have been actively listening during the review	"You have covered many points so far - let me try and summarise them for you..." "There were lots of useful ideas from the players - here are the key points I heard...do you have any to add?"
W	What next? What will you do now?	Encourage the coach to identify specific learning and action for next time	"So, what are one or two things you will take from today's session and apply next time?" "What's the key learning you will take away today and how will you apply that next time?"





Australian Government
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