

Introduction to Coaching Gaelic Games

MODULE THREE Being a Coach



ICGG CD Support Delivery Resource/Link:

- View an Overview of Module 3 - [CLICK HERE](#)

Module Three:

Being a Coach

Module Aims:

- By the end of this module you will be able to describe the coach you want to be.

Learning Outcomes:

On completion of this module, participants will be able to:

- Discuss themselves as coaches, why they want to coach and what will help them in their development as a coach
- List the values that will be associated with you as a coach

Resources:

- **Presentation**
 - Gaelic Games Values in words (if required)
- **Booklet**
 - Four coaches testimonies re coaching philosophies
 - List of values and descriptors
 - Section for coach to rank their top 3 values
 - What makes a good coach etc.
- **Support Videos:**
 - Module 3 Overview - [Module 3 - Being a Coach](#)

Coach Developer Notes:

This module is an introduction to the idea of a coach philosophy and values and as such getting them to think for themselves at a high level rather than having long debates and discussions.

Module Three:

Being A Coach

Venue: **Hall (Participants Seated)**

Duration: **35 minutes**

Content	Time	Resources	Methodology	Coach Developer / Tutor Notes
Introduction	1 min	POSTER or Flipchart	Coach Developer / Tutor led presentation on the content of the module.	Display Poster or Flipchart to introduce the module and what you are going to be doing during it
Being a Coach Part One	10 mins	POSTER Sample coaching philosophies in Booklet	Individual Task Participants read through sample coaching philosophies in the booklet from coaches involved with coaching various ages and abilities across the GG Family. Coach Developer / Tutor then facilitates discussion	The Coach Developer / Tutor asks participants for feedback on each of the four coaches. The four testimonies highlights that each coach has their own coaching philosophy and how their values inform their coaching behaviour or practice. When we choose a team, club or sport, it's important that the values this activity promotes are in line with our own set of values and beliefs. They don't have to be exactly the same. It's very hard for two different people to have the exact same list of values they prioritize. It's actually very normal for a person to change this list throughout their life depending on their life experience. It is important to not only speak about values, but to also put them in practice. Note <ul style="list-style-type: none"> • What do we mean by a coaching Philosophy? <ul style="list-style-type: none"> ○ Beliefs and Values that underpin how people learn best

<p>Being a Coach Part Two</p>	<p>10mins</p>	<p>POSTER Post-its Biros Course Booklet</p>	<p>Group Task - Divide participants into groups of 3. Each group refers to relevant page of the booklet where a list of values and their descriptors are presented.</p> <p>Part 1 - Coaches rank top three values plus one of their own (if not included) that best describe them as a coach.</p> <p>Part 2 – Coaches identify how will they will bring this value to life in their Coaching session</p> <p>To conclude this exercise, pose the following question to the group:</p> <ul style="list-style-type: none"> • How did you find this exercise? 	<p>Coach Developer / Tutor takes feedback from the group.</p> <p>Inform the participants that identifying their values is the easy part but thinking about what that looks like in your coaching sessions can be difficult. It is important that coaches take time to reflect on the coach they want to be, write that down and utilise it to measure how they perform.</p> <p>Being clear in your coaching values will give coaches the confidence to do the best job possible and be creative.</p> <p>Pose following question:</p> <ul style="list-style-type: none"> • Tell me, what will challenge your coaching philosophy or values? <p>Inform participants that living by your values is a challenge due to other influences i.e. club expectations, parents, other coaches, numbers, resources etc.</p> <p>Important everyone is clear. Do your values tie in with the values of your clubs? Values are what drives behaviour and a repetition of those behaviours embeds CULTURE within a club.</p>
<p>Being a Coach Part Three</p>	<p>10mins</p>	<p>POSTER Post-its Biros Course Booklet</p>	<p>Group Task</p> <ul style="list-style-type: none"> • Divide coaches into small groups and discuss 'what type of coach they would like to be'? Talk through your thoughts and what has influenced them • Allow the participants time to write a description of the coach they want to be in their booklet • Write down their thoughts and ideas on how you might become the coach you want to be • Take feedback from a selection of coaches 	<p>Prompts from Coach Developer / Tutor...</p> <ul style="list-style-type: none"> • From your own experience – what is your definition of success? What makes a good Coach? <p>After the task is complete, Coach Developer / Tutor informs participants that at the end of the course they will be returning to this task to see if they have changed their opinion on anything or got greater clarity on how they might achieve what they want to achieve.</p> <p>Coach Developer / Tutor brings the session to a close by inviting the group to comment on the module and their own ideas on what 'being a coach' is going to mean in their own context and environment.</p> <p>Coach Developer / Tutor to highlight that 'good coaching' skills are often the same irrespective of the level of the performer or the environment they are in.</p>

<p>Learning and Reflective Practice</p> <p>Being A Coach Module</p>	<p>4 mins</p>	<p>POSTER</p> <p>Learning and Reflective Practice</p> <p>Being A Coach Module</p>	<p>Using the ICGG Participant's Resource, encourage participants to reflect on the module, and it's content and how it might impact upon their coaching practice.</p>	<p>Inform participants to their coaching resource booklet and to complete the questions applicable to this module following completion of same...Participants can work in pairs to discuss same prior to logging their responses in their booklet</p>
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