

# Welcome to the e-Workshop Series ~ Designing an E-Coaching Session~





**e-Workshop Series**  
**~ How to Design an E-Coaching Session~**

**#CoachAsLeader**



# Coaching through a Pandemic-Mindset and Growth

The age of COVID-19 is undeniably disruptive and jarring times for coaches and athletes. The coaching community will naturally be overwhelmed and at a loss over the several changes that may carry on indefinitely for long period. Let us take a step back and **re-calibrate our perspectives and mindset** to deal with this transition. Here are some pointers for growth that will allow us to come out of this situation as better practitioners.



# Coaching through a Pandemic-Mindset and Growth

- 1) **Take this time to re-examine your coaching** and method of instruction. Spend time to plan your lessons and your transition to the virtual space
- 2) **Expect errors in your first few attempts** and be prepared to trial your lessons a few times. Don't be too harsh on yourself!



# Coaching through a Pandemic-Mindset and Growth

3) **Try to provide a rich online learning experience** for your athletes, but at the same time, don't expect things to be regular. Even your athletes are adjusting to this non-traditional scenario

4) **Less is more** - lessen the activities that you would have under normal circumstances. Even a 45 min Zoom training session can be meaningful for the first few sessions. A shortened session allows more focused learning for you and your athletes in this time of adjustment



# Coaching through a Pandemic-Mindset and Growth

5) **Get in touch with other coaches in the community** to exchange practical knowledge, information and tips. We are social animals. Emotional and psychological communication with experienced peers is empowering.

6) **Some degree of self-doubt and pessimism is normal** . Being open-minded and flexible is key. Take this time to develop new skills that allow you to display your professionalism and adaptability to employers and future clients. This COVID situation is temporary and things will get better.



# Coaching through a Pandemic-Mindset and Growth

7) **Be positive for your athletes** Some of your athletes come from home environments that are less than ideal. Sports is often an outlet and means for psychological and emotional well-being for them. Take it upon yourself to nurture them, and bring them the joys of sport during these trying times. You are a life coach!



# Coaching through a Pandemic-Mindset and Growth

8) Employment opportunities and assignments await **you** on SportSG platforms, so chin up and prepare yourself to better times ahead! Look here-  
[https://circle.myactivesg.com/co-create-with-us?utm\\_campaign=news&utm\\_source=myactivesg&utm\\_medium=website&utm\\_content=in-article](https://circle.myactivesg.com/co-create-with-us?utm_campaign=news&utm_source=myactivesg&utm_medium=website&utm_content=in-article)



# Coaching through a Pandemic-Mindset and Growth

9) Use this time of uncertainty to re-invent yourself and make the digital leap to online coaching. It will help you to reach out to much wider audiences online, diversify your coaching competencies and allow you to earn income even if this Circuit Breaker period extends. The platform also helps you to share insights with stakeholders and learn from multiple stake holders in the industry-

<https://circle.myactivesg.com/coaches/join-us>



# TRANSFORMATION OF SPORT INDUSTRY IN SINGAPORE



# Objectives

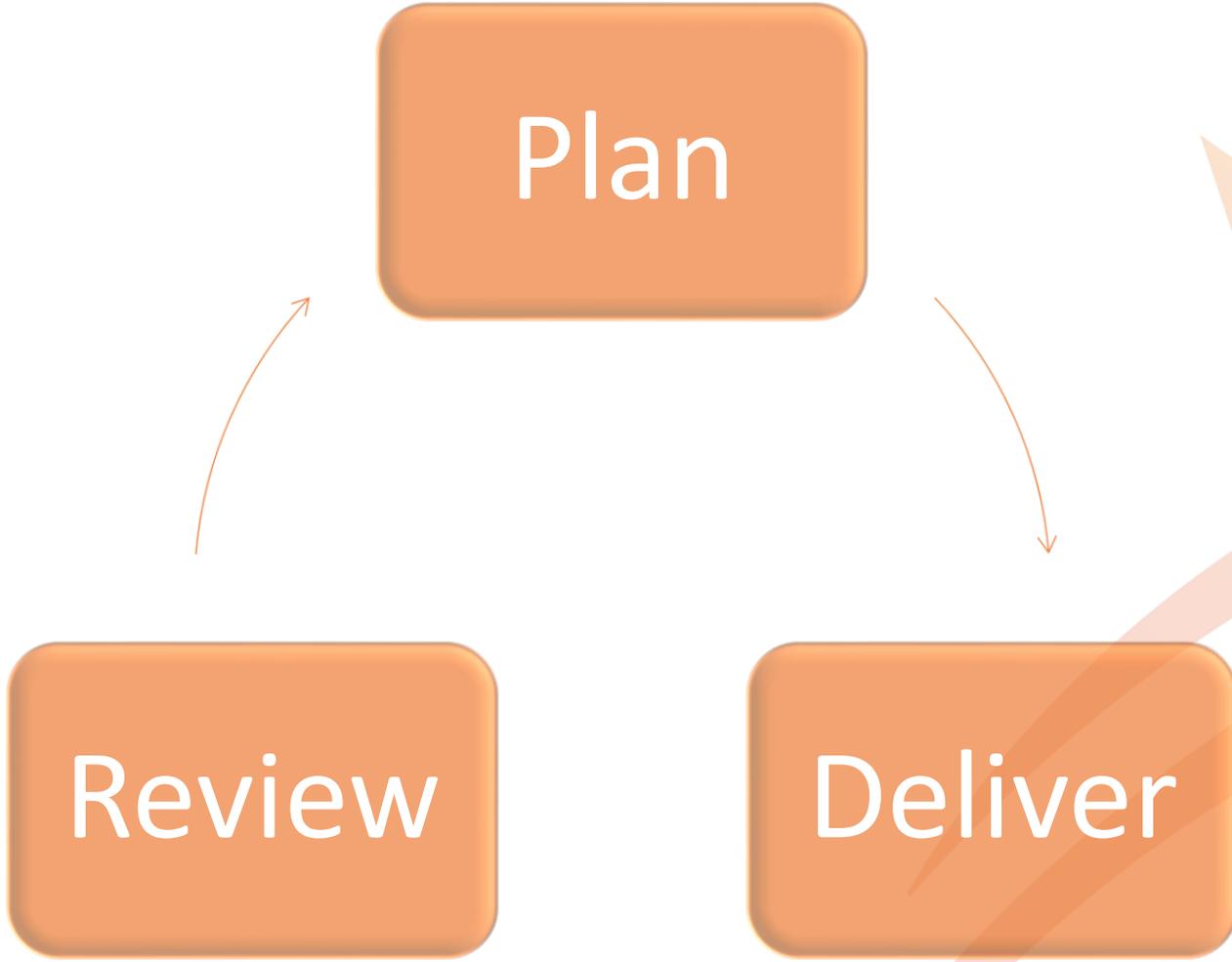
Do you know the difference between a physical coaching session and an e-coaching session?

There are close similarities with different key considerations. We would bring you through a step-by-step guide in transiting your coaching journey into the virtual world.

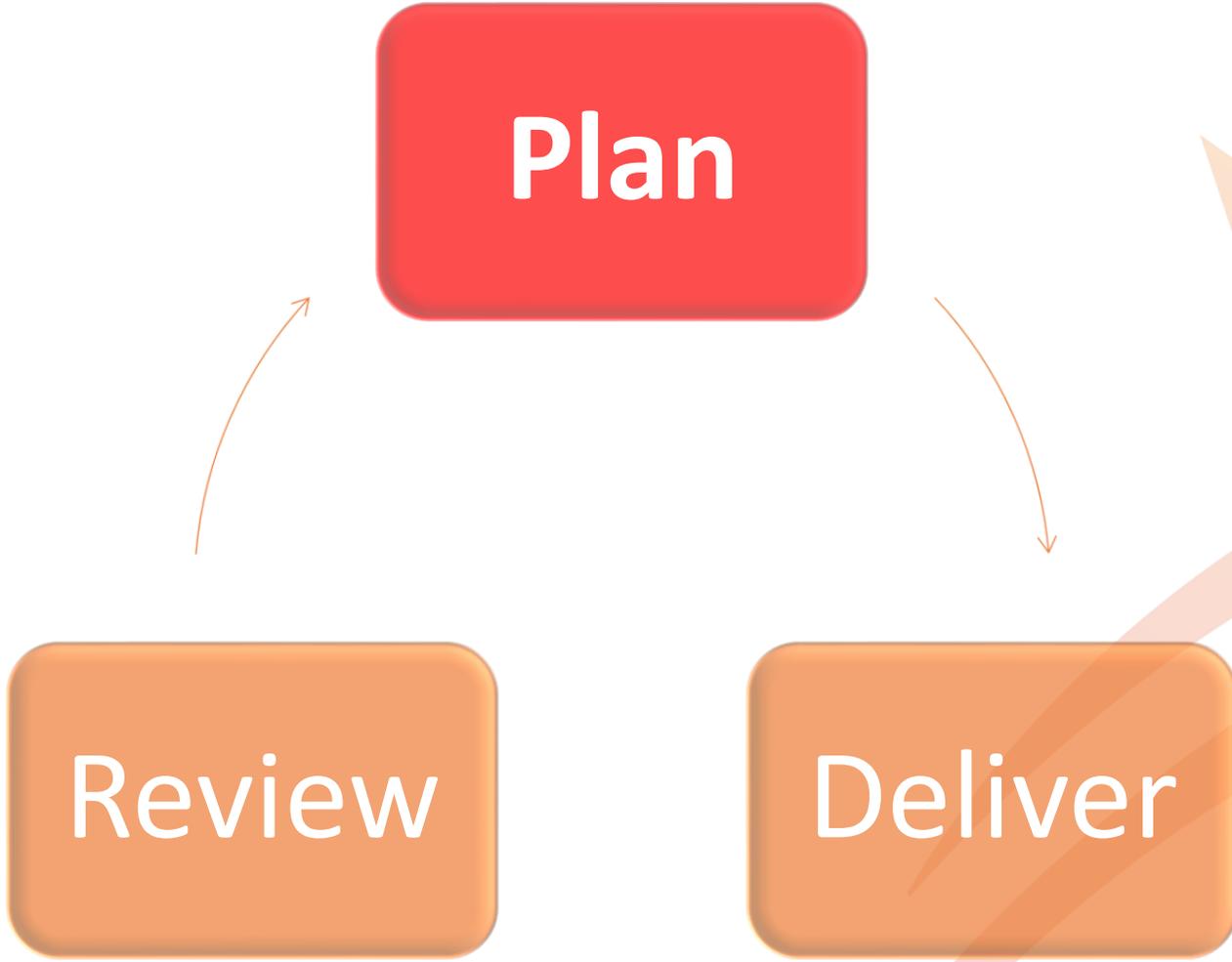
The 3-step Coaching Process consisting of **Plan, Deliver and Review** will assist you in delivering an effective e-coaching session.



# Coaching Process



# Coaching Process



# Coaching Cycle

## 1. Plan

Step 1: **Determine** E-Coaching platform to use (*find out more in our next session*) and try it out

Step 2: **Set** session objectives

Step 3: **Consider** constraints of homes (height and space, equipment + SAFETY etc)

# Coaching Cycle

## 1. Plan

Step 4: **Design** Activities – Frequency, Intensity, Time, Type

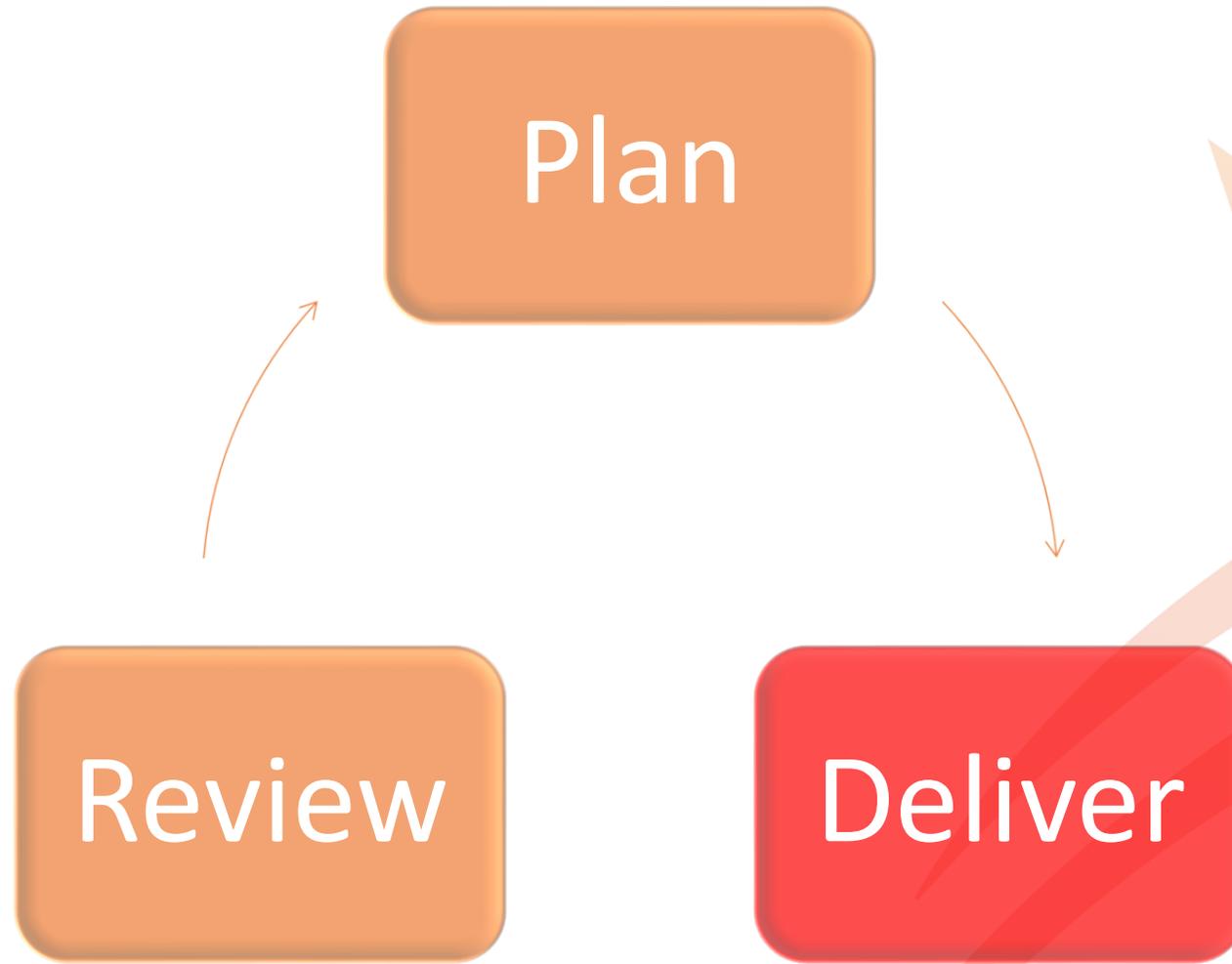
Step 5: **Plan** the questions that you want to ask

# Sample Lesson Plan

<b>Group Size / Level:</b>		<b>Duration:</b>
<b>Session Number:</b>		<b>Equipment Required:</b>
<b>Training Objectives (skills):</b>		
<b>Values &amp; Attributes</b>		<b>Specific Behaviours</b> <i>(that you will be able to observe)</i>
<b>Time</b>	<b>Activity Description</b> <i>(+diagrams, if any)</i>	<b>Actions by Coach / Coaching Cues</b> <i>(related to 5 main coaching skills)</i>  <b>Check:</b> <i>Instruction &amp; Explanation, checking for understanding for tasks &amp; behaviours</i>  <b>Act:</b> <i>Observation &amp; Analysis, Providing Feedback on skills &amp; behaviours</i>  <b>Reinforce:</b> <i>Methods you will use to discuss or emphasise learnings related to skills &amp; values</i>
	<u>Introduction / Warm-up</u>	
	<u>Main Activities</u>	:
	<u>Conclusion / Summary</u>	



# Coaching Process



# Coaching Cycle

## 2. Deliver

Step 1: **Check that you have everything ready**

- Recording devices + Accessories
- Training Equipment
- Environment is bright
- Preferably colour of equipment and apparel is in contrast with recording background

# Coaching Cycle

## 2. Deliver

### Step 2: **Introduction**

- Set ground rules
- State the performance outcome clearly
- Reminding participants to work in a safe environment

# Coaching Cycle

## 2. Deliver

### Step 3: **Demonstration & Explanation**

- Explanation of activities is audible. Use appropriate learning cues and training equipment
- Demonstrate in appropriate angles
- Make use of videos when possible and appropriate
- Repeat demonstration to reinforce learning

# Coaching Cycle

## 2. Delivery

### Step 4: **Activities**

- Design appropriate activities progressions to support quality of learning (these may be done 'homework')
- Observe the participants' performance (participants may submit their 'homework' to you at least a day before the next lesson for you to review).
- Provide participants positive feedback and praise

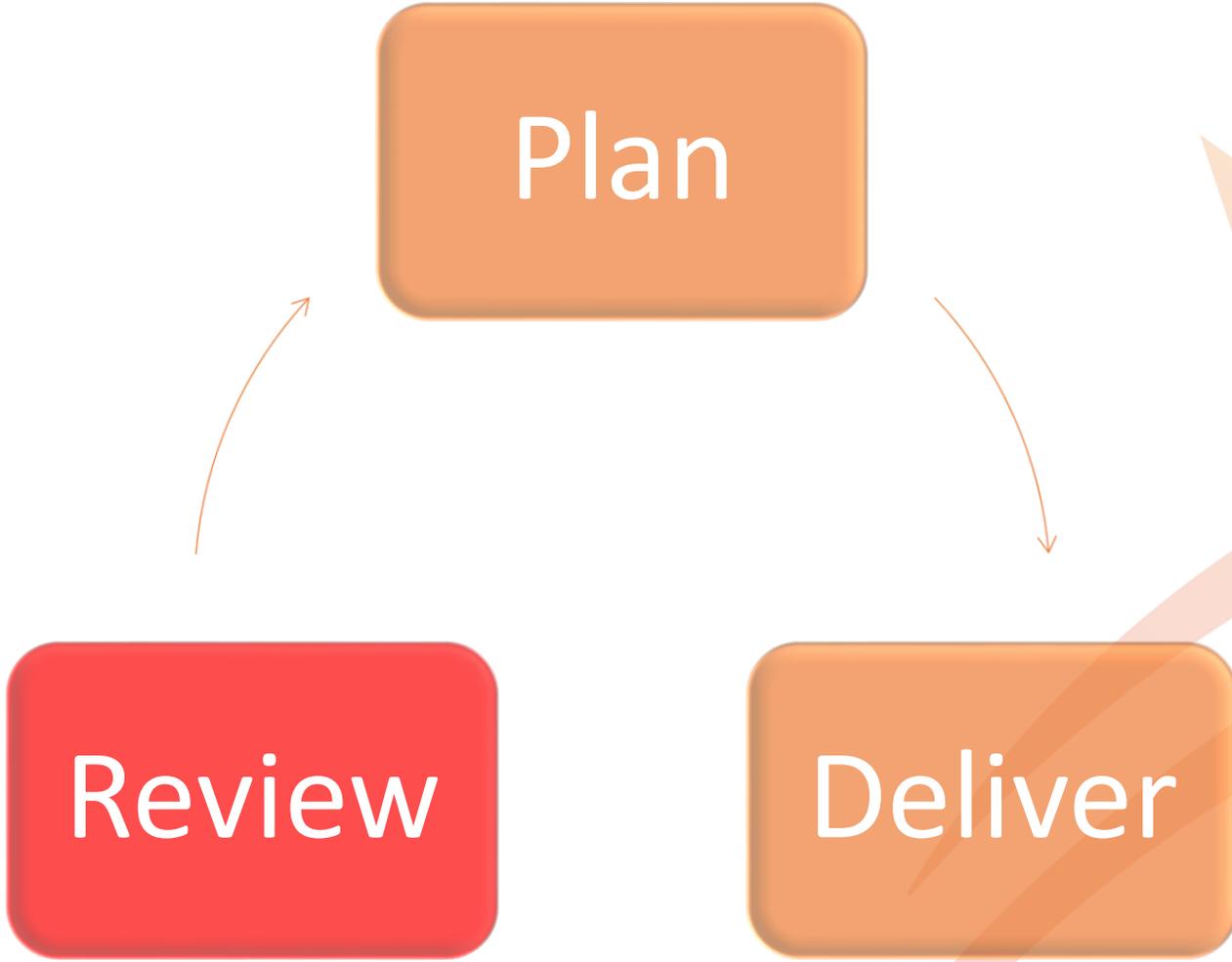
# Coaching Cycle

## 2. Deliver

### Step 5: **Conclusion**

- Check for understanding
- Review learning cues to reinforce learning and assess participants' learning
- Explain how the learning outcomes will be linked to the next session
- Invite feedback from participants
- Inform participants of the next session

# Coaching Process



# Coaching Cycle

## 3. Review

- **Compare** outcomes to goals and reflect on the session
- **Document** what happened during the session
- **Create** document for feedback (e.g. Google form)
- **Plan** for the next session by identifying key learning points which will help you deliver a more effective session.

# Conclusion

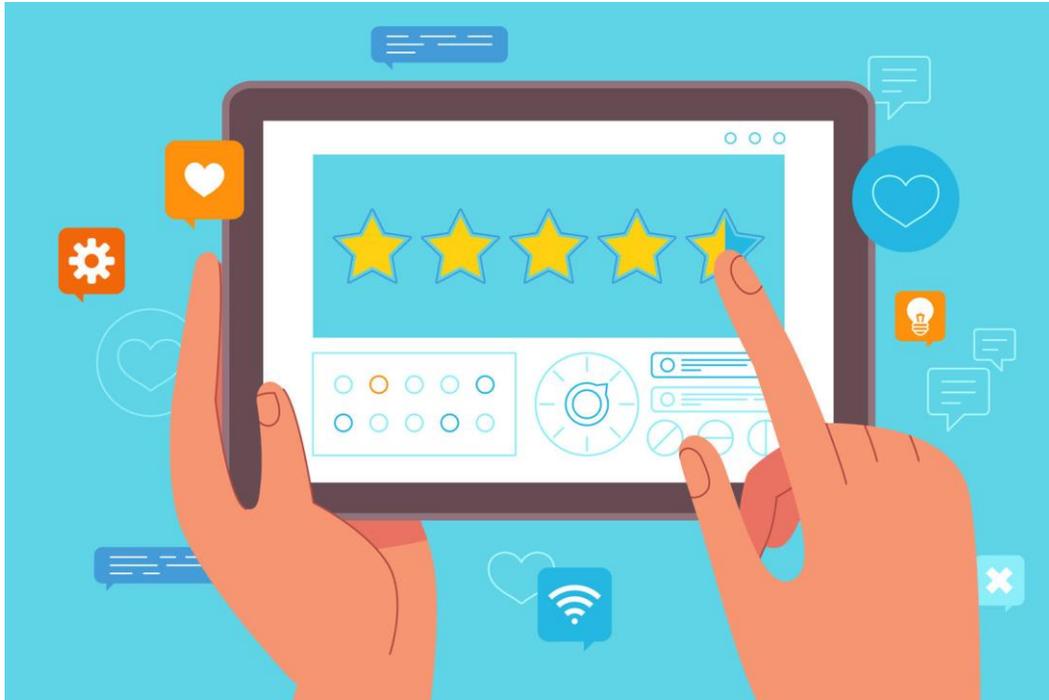
COVID-19 may have affected the way we conduct our training but the principles of coaching remains the same.

It is time for us as coaches, to bring our coaching session online and this will in fact create more opportunities for us to connect with our athletes, participants.

We should also use this opportunity to add value beyond the knowledge of coaching and to improve ourselves.



# Give us Your Feedback!



<https://form.gov.sg/5ea7a4e517b429001179e2e4>



# Upcoming Workshops

Day	Date	Time	E-Workshop Title
Thursday	30 Apr 2020	10am – 11am	E-Coaching Platforms
Monday	4 May 2020	10am – 11am	Motivational Monday with Randell Siow
Wednesday	6 May 2020	3pm – 4pm	Designing a WordUp Challenge
Friday	8 May 2020	3pm – 4pm	The Mindset Coach



# CoachSG | Online Support & Updates



CoachSG Webpage:  
[Coaching Learning Resources](#)



ActiveSG Circle:  
<https://circle.myactivesg.com/contribute>



**Thank You, Stay Active, Stay Safe & Stay Home! 😊**





## **Additional Information**

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# Coaching Skills

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# Coaching Skills: Basics Of Thinking and Planning

- a) Remember to craft lessons that **build and maintain their fitness and strength** besides just technical sessions.
- b) Keep your lesson objectives to **just 1 or 2 objectives** , so that the task is manageable and you can be more focused and clear during coaching sessions
- c) Do research online for sports specific conditioning exercises, as well as generic once before curating exercises to craft your program. Most importantly, **think of how to modify these exercises for the home**(what implements cant be used safely?, Is there space to do the exercise safely and how would you increase the intensity of the exercise?) For example, you could move from simple lunges to lunges jumps in later sessions **if** your athletes are ready.

# Coaching Skills: Pre-lesson resources/ “Homework” for athletes

a) Use this added free time we have during this Circuit Breaker Period to **look for inspiration and instructional online content** from your sport.

b) Allocate each video as **a pre-lesson activity for each coaching session**. It can be used as a **primer** to give them a clearer idea of the skill you want them to teach or it can be a video that they are **made to analyse** in order to extract technical learning points for discussion during your online coaching session. (make sure you **craft guiding questions** so your students know **what exactly to pay attention to**)

<https://www.youtube.com/watch?v=IzPJPCg5SCg> – This short video on **defending skills** in Netball is one good example of a primer for an online coaching lesson. It shows the relevant skills, breaks it down into simpler movements and reinforces key elements at the end. (athletes may even be able to get their siblings to help them with some drills)



# Coaching Skills

- a) Since the competition season has been interrupted, use this time **to go back to the basics**, and re-work skills from bottom up-Infuse more **general preparation** work into your online curriculum.
- b) Since we have more time on our hands, take time to **craft more detailed** and engaging workouts for your athletes
- c) Think of the strengths and weaknesses of each player/athlete and document **individualised training or feedback** for each of them.
- d) **Give your athletes “homework” before your online training session**-this could be a technical video that instructs them on a certain skill that you want them to develop
- e) Make sure that you **choose a video/resource that is clear and pegged at an appropriate level of instruction**(not all sports instructional videos on Youtube are well crafted)



# Coaching Skills

Since things are now virtual, pay more attention **how you give instructions** , how you demonstrate and **check for understanding from your students**

**Don't forget the importance of WHY**-take the trouble to explain how this particular drill or activity you are doing will make them better players. This adds to their **motivation** and allows them to **see an end goal**.

Think more carefully about the **words you use to communicate and give feedback- coaching cues** are more important in this current scenario

Make it more interactive by asking them for **demonstrations** and having **peer to peer feedback** so that learning is not passive.

**Give everyone a chance to demonstrate** or instruct.





# Progression of Activities

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# Progression of Activities

How do we ensure our athletes meet the training objectives and are optimally challenged?

-Modify skills for all levels (Beginner, Intermediate, Advanced) through:

**Extensions** – Getting athletes to perform variations that make the skill easier or harder or from easier to harder Eg. Pushups can be made easier by allowing the athlete to have their knees on the ground or inclined upwards or harder by inclining downwards or adding a clap between repetitions

**Challenges** – Giving a measurable task that focuses on mastery Eg. Let's see who can complete 20 pushups, chest touching but knees off, in 20seconds?

**Choices** – Inviting athletes to become more actively engaged in the learning process through self-regulation Eg. Finish 100pushups a day. Athletes to decide repetitions and number of sets



# Progression of Activities

## CHANGE IT Method

**Coaching Style** – Delivery of activity, organisation, leadership and communication styles (Eg. Push or Pull strategies; Coach-driven session vs Athletes are empowered to share one skill each)

**How to achieve training objectives** – Vary the way training objectives are achieved (Eg. Individual vs group targets/challenge)

**Area of play/ activity** – small to bigger area; short to longer distances

**Number of players involved** – Can vary the number of participants involved in an activity to increase difficulty

**Game/ Activity Rules** – Adjust rules to shift from more closed to open skills and more movement/variability Eg. Self toss and catch vs partner-toss and catch; single ball vs double or triple ball

**Equipment** – Vary type of equipment used (Eg. Soft newspaper ball to sponge ball to rubber ball to basketball)

**Inclusion** – Ensure everyone in the group has equal chance to take part and participate in activity

**Time** – Vary total duration, repetitions, number of sets or length of rest to achieve intended intensity of programme



# Engagement of Participants

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# Engagement of Participants

1. Anticipate what they want to learn or think would be useful. Get them interested.
2. Communicate clearly with more action and simple cues
3. Provide a friendly environment with friendly voice and encouragement
4. Start with a teaser
5. Content to be updated and challenging
6. Diversify your content – games, exercises, drills and skills
7. Get them to video themselves or communicate their reflection and build a social community
8. Be in their shoes and try to get them to be creative
9. Get them to learn from each other – sharing of videos
10. Challenge them
11. Offer resources – video analysis, athletes executing it the right way or wrong way
12. Ask questions
13. Appreciate them
14. Be human and approachable





## Quality of Video

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# Quality of Video

1. Schedule some time to test your videoing software – make sure you understand how your software works and where to get help if it doesn't work
2. Rehearse by creating 'mock' virtual coaching sessions; invite your family and / or friends to act as your athletes, who will participate in your session and provide feedback
3. Pick a spot in your home where there's good lighting, quiet, no clutter in the background and little to no likelihood of being interrupted during the session
4. Dress professionally – like a coach, even when you are working from home
5. Alert your family members beforehand and seek their co-operation to not interrupt during your session
6. Prior to starting the video, ensure there is good WiFi connectivity
7. Consider using wireless headset with mic for better voice projection
8. Prepare a clear training plan with logical flow; share it with your athletes prior to start of training and / or flash it at the side of video during training
9. Plan what you want to say before the training

# Quality of Video

11. Use visual aids where possible (i.e. sports video clips, simple presentation slides) to enhance your session
12. Close your browser and e-mails to minimise distraction when coaching
13. Inject positive energy into your voice; be lively on the video
14. Be to the point when talking; focus on providing a variety of activities for your participants instead
15. When demonstrating or presenting, make sure you keep your movement within your video camera's scope
16. Plan and execute several different types of interactive activities, while keeping the duration of each activity short to maintain athlete engagement
17. Consider saving your virtual coaching sessions for yours and / or your participants' future reference



# Safe Environment

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# Safe Environment

1. Prior to conducting virtual coaching sessions, assess physical risks by checking with your participants' and / or their parents about their respective available training locations, their size and available equipment
2. Prepare an advisory on how to practise sports safely at home (i.e. space selection / creation, use of household items as training equipment), and share it with your participants and/ or their parents
3. Provide a positive training environment by being participant-centric and coaching positively – i.e. demonstrate what you want your participants to do, offer words of support and encouragement, praise good effort
4. Remember to give your participants regular breaks, just like a physical coaching session
5. Respect your participants' privacy – be focused on coaching and do not intrude into your participants' private matters
6. Encourage 2-way communication with your participants and provide them with several ways of communicating with you