

Voice of the Coach

Te Tairāwhiti 2023 Insights



Summary and Analysis

This report outlines the key findings and recommendations that emerged from the Voice of the Coach survey that was completed by 74 coaches within Te Tairāwhiti between July and September 2023. The survey aimed to comprehensively understand the coaching landscape in Te Tairāwhiti, capturing details about the coaches, their demographics, motivations, challenges, and factors influencing their development.

The valuable insights gathered will serve as a compass for Sport Gisborne Tairāwhiti, guiding the provision of targeted support for coaches in the region. Recognising the pivotal role coaches play in shaping the sports experience at all levels, this initiative is poised to enhance coaching effectiveness and impact.

Upon analysing the insights, we chose to focus on two key priority areas:

- female coaches (46%)
- coaches identifying as Māori (49%).

Insights specific to these priority groups are presented alongside the general survey results, providing a viewpoint for reflection.

The survey highlighted netball (18%) and rugby (16%) as the predominant sports with a higher number of coaches. Basketball and football (9% each) and hockey (8%) rounded off the top 5. When coaches were asked what they enjoy most about coaching, they indicated seeing the development and growth of players and their skills (43%) as top of the list, closely followed by players realising their full potential (28%). Coaches expressed a significant emphasis on teaching and sharing knowledge (23%), creating enjoyment (18%), and building relationships

(7%). These aspects collectively contribute to creating a positive and supportive environment for players to thrive. Importantly, none of the coaches mentioned winning as a primary focus in their responses.

It was observed that a substantial proportion of coaches have dedicated more than a decade to coaching (42%). The majority of coaches surveyed are involved in coaching tamariki and rangatahi across various age groups, including primary school-aged participants (58%) and secondary school-aged participants (49%). Female coaches demonstrated versatility, coaching across different gender groups, including male participants/teams (9%), female participants/teams (32%), and mixed participants/teams (56%). Alternatively, male coaches primarily focused on coaching male participants/teams (29%) and mixed participants/teams (71%).

Net Promoter Score (NPS)

A key indicator of the quality of experiences is the Net Promoter Score (NPS), reflecting individual satisfaction. When individuals promote an experience to others, they are intrinsically satisfied with the 'quality of experience'. A positive NPS indicates that there are more

promoters than detractors. The NPS from this survey stands at -1, showcasing a distribution where 34% of coaches fall into the "detractors" category, providing a score between 1 and 6 and being less likely to recommend coaching. Another 33% are categorized as "passives", offering a score of 7 or 8. The remaining 33% are identified as "promoters", expressing a greater likelihood to refer coaching to a friend with a score of either 9 or 10. Examining the results further, it becomes apparent that newer coaches, particularly those with less than one year of experience, show a low NPS of -44. The trend continues with those having 1-2 years of experience, with an NPS of -70. However, with increased coaching experience, notably after two years, coaches are more inclined to recommend the role to others. They attribute this to personal growth, resulting in NPS scores of +33 for 2-5 years of experience, +21 for 5-10 years, and +10 for over 10 years of experience.

Net Promoter Scores tell a different story for our key priority groups of coaches. Only coaches who identify as Māori and have 2-5 years of experience, as well as female coaches with 5-10 years of experience, tend to have positive scores. Female coaches see the role as rewarding but tough, and they want more support, with an overall NPS of -19. On the other hand, coaches that identify as Māori find the role challenging but express a strong love for the sport and personal fulfillment, resulting in an overall NPS of -14.

Coach Development

Mentoring emerges as the primary factor influencing coaches when they start out and plays a crucial role in their overall growth. Surprisingly, only 22% have received development via a mentor. Additionally, 18% of female coaches report no coach development whatsoever. For coaches identifying as Māori, 'family' and 'the players' share the second spot in terms of the most significant impact on their growth, whereas family/whānau do not feature in the top 5 responses for non-Māori. This observation suggests the influential role of collective values and whakapapa for Māori individuals within the world of sport.

Challenges

Parents emerged as the primary challenge for coaches, comprising 24% of the issues faced, closely followed by time (23%). The lack of engagement and commitment from players (20%), facility limitations (19%), and lack of resources (18%) e.g. sports equipment, rounded out the top five challenges. Interestingly, parents did not rank among the top five challenges for coaches identifying as Māori. This aligns with earlier findings where family and players were highlighted as the most impactful factors on the growth of these coaches.

Our observations suggest that female coaches and coaches that identify as Māori involve parents at the season's onset, forging inclusion and team support. For both female coaches (33%) and those identifying as Māori (32%), the leading challenge was the lack of engagement and commitment from players. This includes issues like players not showing up or dropping out midseason, displaying fatigue during training or games and being overcommitted with other sports.

Improvements

When coaches were asked to pinpoint one area for enhancing the coaching experience, 45% emphasised the need for improved resources. Following closely were calls for better support/development/mentorship (43%) and enhanced collaboration (30%). While a large number of coaches referenced resources in general, some coaches specifically identified sports equipment, goals and lighting as essential items. Funding emerges as a significant factor, particularly when addressing resource-related needs. There's a pressing need to delve deeper into how sports codes, schools, and organisations can secure funding to equip coaches with the necessary resources. Anecdotal evidence highlights a common struggle among coaches, who often find themselves lacking sufficient balls and equipment to deliver high-quality training. This lack of resources unfortunately creates barriers for athletes striving to improve.

Diversity and inclusion

We asked coaches whether individuals of all

genders, ethnicities, age groups, and experience levels (years of coaching) receive equal support. While acknowledging the subjectivity of this question, it provided valuable insights into coaches' perceptions around diversity and inclusion within their respective codes.

Overall, 41% of coaches affirmed that everyone receives the same level of support. However, a deeper examination revealed disparities among coaches identifying as Māori, with 42% expressing dissatisfaction regarding the equality of support. Responses cited variations based on region and sport, insufficient support for female coaches, and a shortage of resources. Notably, 32% of female coaches remained unsure, highlighting the potential oversight of younger or newer coaches and different codes getting more support. Nevertheless, 38% of female coaches did confirm that the support level is indeed equal.

These findings underscore the need for heightened awareness within sports codes when formulating procedures and practices, particularly in the areas of diversity and inclusion.

Person-centred coaching

Person-centered coaching employs sport as a tool to cater to an individual's needs at any stage of their developmental journey. It signifies a benchmark for effective coaching, where individuals, when well-supported, are more likely to remain engaged in sports. Coaches were queried on their understanding of this concept, revealing that only 9% explicitly described it as supporting individuals at any point in their journey. Notably, 46% could articulate coaching within an individual context, while 26% remained unsure about the term's meaning.

Interestingly, 42% of coaches identifying as Māori expressed uncertainty about the concept of person-centered coaching. Language surrounding 'person-centred coaching' appeared to present a barrier, suggesting that employing culturally appropriate terms such as 'whānau' and 'mana motuhake' could enhance comprehension and engagement.

Next steps

This survey shows that a wide range of factors can impact a coach's experience. The results highlight the need for continuous support, mentorship, and resources to coaching here in Te Tairāwhiti, a focus that we are eager to explore further in collaboration with our stakeholders by:

- Sharing this information with clubs, codes, RSOs, NSOs, council to highlight their alignment with the insights
- Meeting with codes, especially the Wāhine Toa Champions group, to unpack the insights and develop actions
- Circulating information with Sport NZ to understand how language could be modified to support Kaupapa Māori approaches to coaching.

Coaches are the backbone of our sports community. We need to invest in our coaches, providing them with the tools and support they need to guide individuals of all backgrounds. Strengthening our coaching foundation and improving sports experiences contributes to the overall well-being and success of our region.

We see this survey as a starting point for positive change. Together, we can create an environment where every coach thrives, regardless of background, and propels our region to new heights in sports.

Note: There were no mandatory questions asked in the survey, and some questions allowed multiple responses. Because of this the results may not add up to 100%.

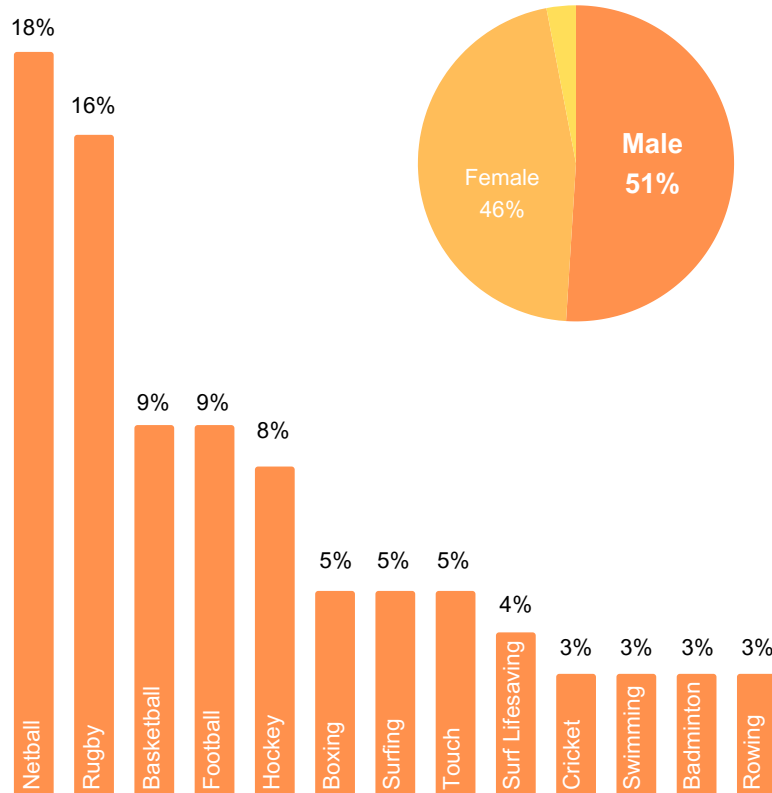
Who took part?



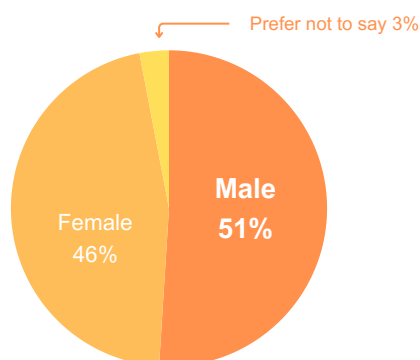
74 coaches in the Tairāwhiti region. Of these, 43% coach more than one sport.

23 different sports were identified as their 'main sport' to coach. An additional 5 sports were identified as 'other sports coached'.

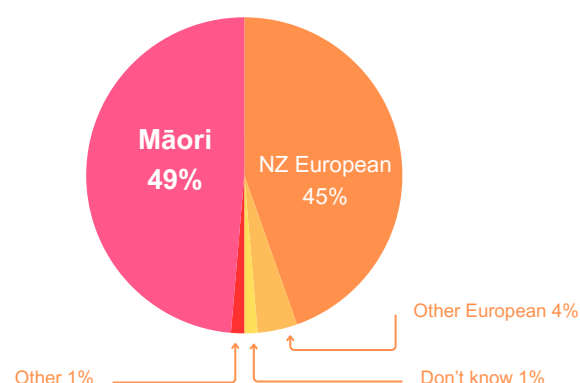
Top Sports



Gender



Ethnicity



Upon analysing the insights, we chose to focus on two key priority areas: **female coaches (46%)** and **coaches identifying as Māori (49%)**. Insights specific to these priority groups are presented alongside the general survey results, providing a viewpoint for reflection.

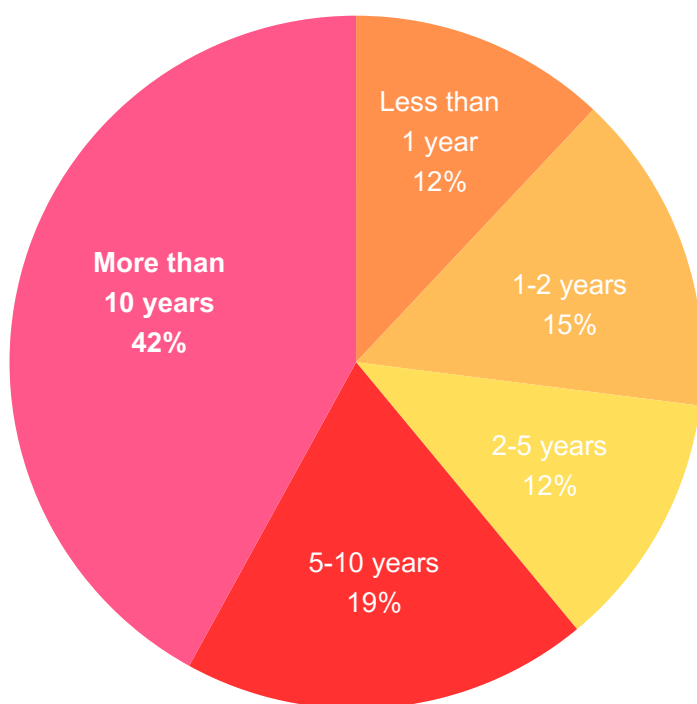
Note: These are the sports that were mentioned as a coaches 'main' sport.

Who took part?

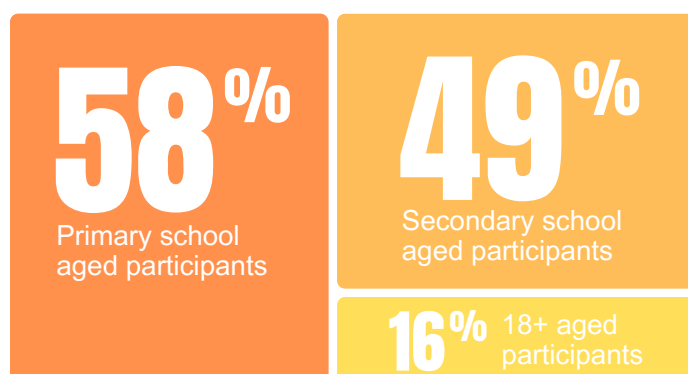
What do coaches enjoy most about coaching?

- 43%** Development and growth
e.g development of player/skills
- 28%** Seeing the players achieve their potential
- 23%** Teaching/sharing knowledge
- 18%** Seeing the fun/enjoyment of the players
- 7%** Creating relationships

How long have they been coaching?

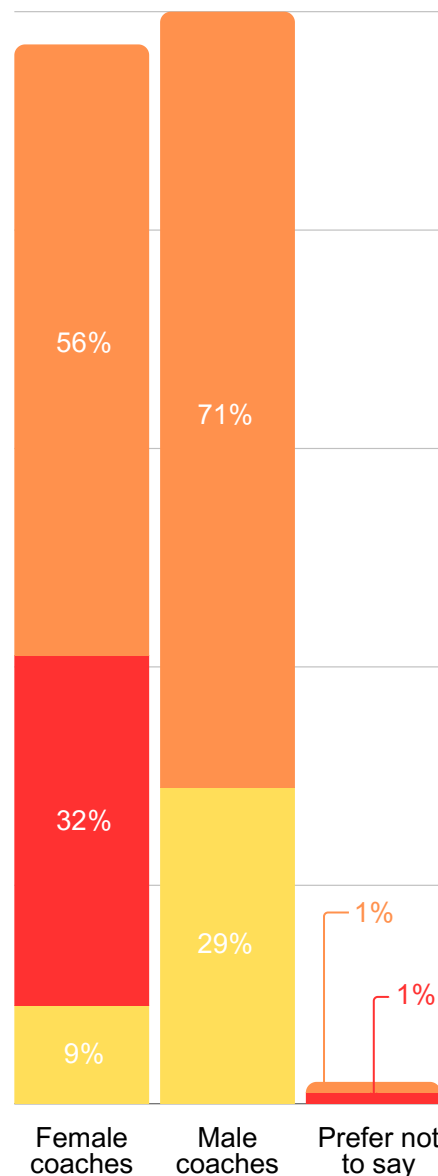


What age do they coach?



Who are they coaching?

- Male participants/teams
- Female participants/teams
- Mixed participants/teams



NET Promoter Score

A key measure of quality experiences is the Net Promoter Score (NPS) which indicates an individuals' level of satisfaction. When individuals promote an experience to others, they are intrinsically satisfied with the 'quality of experience'. A positive NPS indicates that there are more promoters than detractors.

NPS -1

Female coaches had an NPS of -19. They found the role of coach rewarding, but too demanding for a volunteer role. More support is needed.



"It's so rewarding and there are so many ways to get support, that you honestly need zero experience, just enthusiasm."

5-10 years experience



"The hardest bit is not having support from parents and dealing with other peoples opinions, you really have to learn to not take that to heart and learn not to rely on others."

2-5 years experience

Coaches that identified as Māori had an NPS of -14 and expressed a deep passion for the sport and the personal fulfillment they get from coaching. However, it can be demanding with significant time and effort required, especially if there is lack of support.



"If you love to give back to a sport and volunteer your time as a coach. You'll love it. It is mostly unpaid, costly (out of your own pocket) and often thankless. We do it out of a passion for community and the sport."

5-10 years experience



"If you don't have support then it can be a very hard job."

1-2 years exp.

	All	Māori	Female
Less than 1 year	-44	-67	-33
1-2 years	-70	-40	-75
2-5 years	+33	+40	-25
5-10 years	+21	-29	+25
More than 10 years	+10	-7	0

Respondents were asked to explain their rating. A range of comments have been selected below:

Detractor (NPS of 0-6)

3 - "Parents are hard work. The kids are fine usually they are just stoked to play."

1-2 years experience

Passive (NPS of 7-8)

7 - "It takes a lot of time and effort. I wouldn't recommend it if someone's not willing to put that in for these kids. It doesn't help them if you don't. Plus it takes a lot to build trust and get kids to listen. You have got to want to do it."

2-5 years experience

Promoter (NPS of 9-10)

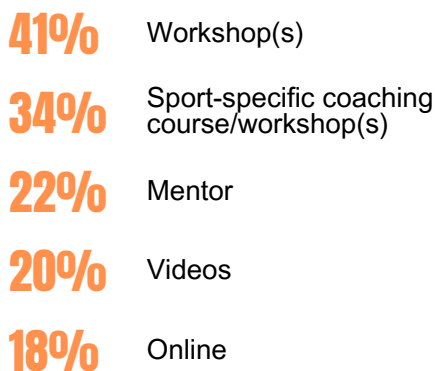
10 - "Whether you have a positive or negative experience as a coach there are always learnings to take from it. There are various levels to coach where you don't need to feel like you're out of your comfort zone, even if you don't know the sport."

5-10 years experience

Coach development

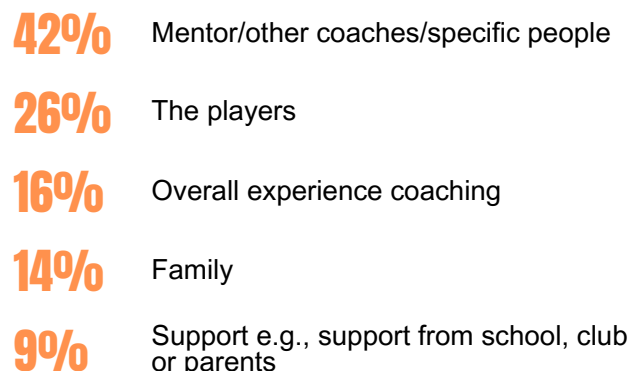
Mentoring appears as the 1st theme for what would have helped coaches when starting out and what/who has had the biggest impact on their growth. However, only 22% have received coach development via a mentor.

What coach development has been undertaken?



18% of female coaches indicated that they have undertaken **NO** coach development at all.

What or who has the greatest impact on the growth of a coach?



18% of coaches that identify as Māori highlighted **Family** and **The players** as the second-equal greatest impact on the growth of a coach.

Coaches were asked what would have helped them when they first started coaching. The top themes were:

27%

Mentorship and guidance



19% Support from parents, club or association

18% Resources

Challenges

Top 5 challenges faced as a coach

- 24%** Parents
- 23%** Time
- 20%** Lack of engagement and/or commitment from players
- 19%** Facilities
- 18%** Resources and/or equipment

Lack of engagement and/or commitment of players is the No. 1 challenge for both female coaches (33%) and coaches that identify as Māori (32%). These coaches also identified **Skills, drills and what to do** as another top 5 challenge as a coach. **Parents** didn't feature in the Top 5 challenges for coaches that identified as Māori.

Improvements

If each sport code/s were to focus on one aspect to improve the coaching experience for all coaches, what could it be?



45%
Resources

43% Support/
Development/
Mentor

30% Collaboration

32% of female coaches highlighted **Creating Opportunities** as an area of focus to improve the coaching experiences for all coaches.

Diversity and Inclusion

Coaches were asked 'do you feel that coaches of all genders, ethnicities, age groups and/or level of experience receive the same level of support?'

Based on responses from all coaches the positive themes identified included **equal treatment and inclusion, personal development and self-initiative, and supportive organisations**. While negative themes identified **gender bias, age and experience disparities, and ethnic and cultural disparities**.

41%	Yes
32%	No
27%	Unsure



"Our coaches try to work together as a team to ensure we are all supported"



"New coaches need more support with coaching. Each coach will have different barriers, could be certain clubs or communities have certain barriers that other clubs or communities don't have."

Coaches that identify as Māori

Response themes included **disparities based on region and sport, lack of support for female coaches and lack of resources, motivation and support**. However, positive themes identified **coaching can be fulfilling especially when coaches worked on their own self improvement and development**.

33%	Yes
42%	No
25%	Unsure



"There are courses, clinics going through the season just need to apply yourself to help improve your own coaching."



"Not all codes get the same funding to ensure coaches at all levels can be supported"

Female coaches

Response themes highlighted it was **fair and everyone receives the same level of support**, although **different codes get more support and younger or newer coaches can slip through the cracks**.

38%	Yes
29%	No
32%	Unsure



"I feel like differences are probably more to do with different codes resourcing, rather than being gender or race issues"

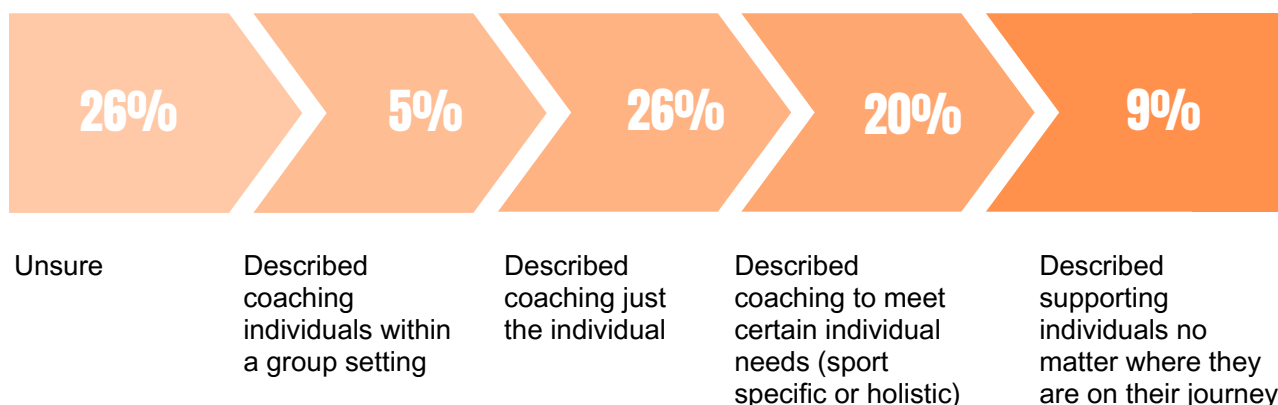


"I am in a sport where males are the dominate coaches. I am unsure why there are not a lot of females in this space but it could be a historical reason."

Person-centred coaching

Person-centred coaching uses sport as a vehicle to support the individuals' needs no matter where they are on their development journey. There is an emphasis on developing confidence, competence, connections and character. It signifies a benchmark for effective coaching, where individuals, when well-supported, are more likely to remain engaged in sports.

Coaches were asked what person-centred coaching meant to them. Their responses have been themed below:



Just under half (42%) of coaches that identified as Māori were unsure of what person-centred coaching was. The use of 'person-centred coaching' language appeared to be a barrier with this question. Culturally appropriate language can help provide greater understanding using kupu like whānaungatanga and mana motuhake.

