

Waikato Institute for Leisure & Sport Studies Alumni Newsletter

Welcome to the Autumn Edition

Kia ora koutou

Welcome to the latest issue of our WILSS Alumni Newsletter. A focus in this newsletter is the importance of working well with young people and their families. Another focus is goal-setting.

So often our day-to-day work can monopolise our

time and skew our priorities, so it is important to have personal goals and aspirations to keep things balanced. Whether it's getting fit, learning a new skill, travelling overseas or developing a good habit, personal goals helps us keep perspective on what's important.

As you move through 2016, I encourage you to keep check of your work-rest-play balance. Take time to do the things you enjoy and go forward to challenge yourself to try something new.

Nga mihi nui
Moana Moleni
Sport Programmes Manager

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WILSS - Who are we?

The Waikato Institute for Leisure and Sport Studies (WILSS) has been involved in education for 27 years, offering a range of programmes designed to enhance people's personal development and to provide opportunities in leadership and volunteer activities.

Programmes are designed to build on participant's experiences and are rewarding, practical and immediately applicable to real life.

WILSS is a not-for-profit organization committed to education and training and is also an NZQA accredited training provider.

WILSS, in conjunction with Sport New Zealand, and KiwiSport Waikato, have teamed up to develop, support and provide opportunities for young leaders in their communities.

As a new initiative, on Tuesday 5th April 2016,

WILSS successfully ran a 'Youth Leading Sport Day' for Year 9 - 13 students who demonstrate or show potential to step-up and lead sport within their school. The day focused on side-line behavior, volunteering and communication.

Nga mihi nui
Jo Bailey
General Manager



Michael Edwards,
nicknamed
'Eddie The Eagle.'

**There is a
difference between
activity and
accomplishment -
Eddie told the media.
'I did not come here
as a novelty act and I
will not be going
home as one.'**

Being *your* best is more important than being *the* best

In all likelihood, he was going to finish dead last.

Michael Edwards was the first person in history to represent Great Britain as an Olympic ski jumper. He was taller and heavier than his competitors (a disadvantage in ski jumping). He had such bad eyesight that he needed to wear thick glasses while jumping – glasses that fogged up at high altitude. He was entirely self-funded and as a result used mostly borrowed ski gear as opposed to the top-notch equipment provided to other skiers by their sponsors.

The odds were stacked against him. And yet, during the 1988 Winter Olympics in Calgary, Alberta, Canada, Michael Edwards had a perpetual smile on his face. He was already achieving the goal he'd had for many years: to compete as an Olympic athlete. He didn't care when people told him he'd never win. And he never expected to take home the gold. His goal was to make it to the Olympics, and that's just what he did.

He wanted to inspire people, and inspire them he did. The crowds quickly started cheering him on.

They loved rooting for a guy who did his very best and chased his goals, even though Michael's prospects of winning seemed slim to none.

As the games continued and he indeed placed last in every event, his popularity only grew. Nicknamed 'Eddie the Eagle,' Michael Edwards had people across the globe rooting for him.

His Olympic story shows that there's a lot to be said for setting goals, doing *your* personal best, and not worrying so much about those around you.

Avoid Comparison in Goal Setting

When it comes to setting goals, it is useful to think in terms of achieving our *own* personal best efforts, rather than in terms of doing better than somebody else. For example, one good goal for a runner might be to run at least 10 seconds faster than his/her personal record – as opposed to 10 seconds faster than his/her friend's best time.

If we fall into the trap of comparing our goals and accomplishments to those of everyone around us, we will likely think we're falling short over and over.

'We spend so much time and energy comparing ourselves to others – usually comparing our weaknesses to their strengths. This drives us to create expectations for ourselves that are impossible to meet.

As a result, we never celebrate our good efforts because they seem to be less than what someone else does' (Uchtdorf, 2011).

Our goals don't need to be enormous and flashy to be meaningful. Meeting a goal to raise your mark in a single subject you normally struggle with, is an achievement worth celebrating.

Set Specific Goals

So how do we go about setting goals that work for us individually? Ballard (2012) states "to set short-term goals that you can reach. Set goals that are well-balanced – not too many nor too few and not too high nor too low. Write down your attainable goals and work on them according to their importance."

So, let's say that you have a 10 km marathon coming up in six months. You have decided to set a goal of completing it. Now what?

Write down your goal! But that's only the first step. Ballard (2012) says that we also need to have short-term goals we can reach. That might mean setting a

short-term goal to run 3 km, then 5 km. The 5 km could take several weeks of training or longer to pull off. Once you successfully accomplish it, though, you can set another short-term goal. Maybe look to aim for 8 km, this time. Before long, the 10 km run won't be such a big deal. You'll be ready.

Focus on Improvement

In life, we are constantly exposed to the top athletes, musicians and so on. Fortunately, we don't have to match or outdo their performances to improve ourselves.

We simply need to set and reach goals that help us do *our* best.

Remember that setting goals is a lifelong process – one that's done most effectively

when we focus on increasing our own personal best one step at a time.

Source: "Soar like an Eagle" – New Era, Jan 2014.

Leaders get the job

done - A British announcer concluded his broadcast of Eddie's final jump by proclaiming. *'The Eagle has Landed.'*



'The size of your success is measured by the strength of your desire; the size of your dream; and how you handle disappointment along the way.'

- Robert Kiyosaki

Feedback - The Breakfast of Champions

What is failure?

- An interpretation of events
- It involves a sense of loss
- An opportunity to learn, grow, develop

'You always pass failure on the way to success.'

- Mickey Rooney

Why do we fail?

A) Lack of knowledge

- Of how life works
- Our basic job or business
- Poor habits

B) Attitude

- Failure avoidance
- Inaction
- Permanent vs Temporary
- Bounce back factor
- The benefits of failing
- You learn
- You can teach
- It can open doors

'The most notable winners usually encounter heart-breaking obstacles before they triumph. They win because they refuse to become discouraged by their defeats.'

- BC Forbes

What to do if we fail

- Understand the stages
- Wait!! focus on the future
- Get help

'I am not judged by the number of times I fail, but by the number of times I succeed; and the number of times I succeed is in direct proportion to the number of times I can fail and keep on trying.'

- Tom Hopkins

Source:

- Kim Chamberlain
(Successful Speaking Presenter)



*'It is not the
strongest species
that survive, nor the
most intelligent, but
the most responsive
to change.'*

- Charles Darwin

Sandrine Smith - NCS and LTW Graduate

In August 2014, I enrolled for the National Certificate in Sport Administration with WILSS.

During the interview I was informed my qualifications would also open me the door to the National Certificate in Business – First Line Business aka Lead The Way.

I didn't think twice and took advantage to register for the National Certificate in Business.

Looking back, I am very pleased to have done so and I am really thankful to the team at WILSS and Blue Mercury.

I was a bit nervous to start this course.

It seems to me the curriculum was outside of my comfort zone. Nevertheless, one Sunday a month I drove to WILSS and little by little became more confident about my skills and knowledge.

Sharon Woodings, Director of Blue Mercury, and Nola Dicks-Johnston were a great support. Each module talked in class was very interesting and useful in the workplace.

We discussed leadership challenges, developing and implementing projects, communication, developing teams and people and even more. Each session was very rich in information. I successfully finished the "Lead the Way" programme coached by Sharon.

I can honestly say that the Blue Mercury Leadership course helped me improve my relationship not only with my working team but also with my family. I started to listen more than I talked.

I found the experience challenging and very rewarding. I would recommend Sharon and the Blue Mercury Leadership team to people who wish to improve their interpersonal skills and be part of a winning team!

Less than 6 months after I received my certificate of achievement, as anticipated by Sharon, I was hired for my first management position in New Zealand.

Go for it!

Sandrine Smith

- NCS & LTW Graduate 2015

Sport Qualification - Registrations now open for 2016/2017 Programme

New Zealand Certificate in Coaching & Instructing.

New Zealand Certificate in Sport & Recreation Community Development.

Both these programmes are designed to provide:

- The sporting sector with individuals who coach participants and develop sport specific performance programmes for individuals and/or groups
- The sport and recreation sector with individuals who can provide a range of support & community development services for organizations such as sports clubs, trusts and community recreation organizations

Core components include:

Coaching & Instructing

- Plan, prepare, review own performance as a coach
- Apply key tactics, strategies & techniques in coaching or instruction sessions
- Integrate knowledge of exercise science in the delivery of coaching
- Proactively foster a positive side line environment

Community Development

- Create a development project
- Understand sport or recreation at all levels
- Profile to support all needs & aspirations
- Appropriate communication and business skills

Scholarships available to cover the full fee. For more details contact: moana@wilss.ac.nz

Highly Effective Coaching - Recommended by Robyn Polley

What defines a highly effective coach? At the top levels of sports, these are the individuals renowned for diligent strategies, efficient personnel management, excellent relationships with their players, and a quiet innovation that wins games and earns respect.

On the youth sports level, effective coaches aren't defined by wins and losses, but by the *development of and enjoyment felt by the kids* they oversee.

Despite the gap, elite coaches and successful volunteers have more in common than you might think. Often, both use excellent team management skills to achieve goals. You can lead a team of players who love the game, and whose parents keep requesting you as coach season after season. With that in mind, here are four team management habits of highly effective coaches:

1. They are organised

Effective team management doesn't necessarily mean bringing the perfect tactics to every game situation each time your athletes take the field, court, or ice. Especially with younger athletes, deep strategy is impossible - you're just happy when they kick the ball toward the right goal. But good organization helps when planning practices that the kids will enjoy and learn from, and having a backup plan if a drill just isn't working. Good organization also means securing the equipment you need from the league for your team, updating your team webpage, establishing practice schedules ahead of time (which, granted, might not always be in your control), and simply showing up on time and ready to coach. If you are scrambling out the door 15 minutes before practice with no idea what drills you will run, your team management will suffer.

2. They strive to improve at the social level

Winning and losing should be secondary to learning the game and constantly improving. The team that finishes the season should look nothing like the team that seemed utterly lost during the first five minutes of the first practice. Athletes who feel they are improving will get more excited and more invested in improving more, and this excitement is infectious, encouraging other players and delighting parents. Tell your team one way it improved each week, and don't be shy about high-fiving athletes who make a clear skills leap.

3. They communicate

Coaches are responsible for dispensing a lot of information, but they also are often the target of questions, mostly well-meaning, though occasionally angry. In this role, you must communicate effectively in order to keep your team management running smoothly. If a rule change comes down from the National Body, for example, you may be best positioned to explain it to your team's parents. Schedule changes, news, and other updates may be sent by admin, but when they also come from you, they carry more impact. Furthermore, good communication helps when parents do have a serious concern - the trust you have built in turn makes them more comfortable in opening a dialogue.

4. They keep perspective

Undeniably, winning games, advancing to the playoffs, and capturing titles is terrific. But when that becomes the only goal, your team management is going to suffer because you could start ignoring all the other things that make you a great coach.

When winning dominates your thinking, your team management might shift to never letting your less coordinated athletes try. Winning with integrity, losing with grace, and fun no matter what the outcome is the perspective highly effective coaches bring to every practice and game.



Robyn Polley
Fundamental Skills
Advisor,
Sport Waikato



*'There may be
people that have
more talent than
you, but there is no
excuse for anyone to
work harder than
you do'
- Derek Jeter*



'At least 85% of your success in life is going to be determined by your ability to get along with other people.'

- Brian Tracy
Author of
Maximum
Achievement

Funds of Knowledge (Interesting concept) - Moana Moleni

How can partnerships and relationships between coaches and athletes and their families be strengthened?

In order to build collaborative relationships with mutual trust and respect effective communication is vital (Huber, 2003; Hughes & MacNaughton, 2002). Hybels and Weaver (1995) believe that 'effective communication is the most important key to success in our work and in our relationships.'

To achieve this, coaches and athletes need to spend time together and become aware of each other's beliefs and values. Creating these links between the home and the playing field/court we are creating a cross pollination effect to both aspects of the athlete's world enabling them to feel a sense of belonging.

Coaches are also able to discover funds of knowledge (Hensley, 2005).

This is pointed out that when families are given opportunities to contribute their expertise or 'funds of knowledge' it empowers parents and their athletes.

When athletes can see that their parents have a valuable role and are respected and appreciated by others, their own self-esteem is boosted, which in turn has a positive impact on their learning (Hensley, 2005).

This approach to working with families can be likened to an enhancement/empowerment theory in which coaches can focus on the strengths and expertise athletes and families have, and that parents can become effective advocates for their children provided that they have access to appropriate knowledge (Mitchell, 2003).

By finding out parents' funds of knowledge, coaches are acknowledging what families bring and use their skills and knowledge to enrich the athlete's learning.

Gonzalez, et al. (1993) explain that funds of knowledge are abundant and diverse and can help develop relationships and reciprocity.

Each exchange between coaches and parents provides contexts in which learning can occur and presents opportunities for athletes to take part in activities with people they trust.

In conclusion, if we view athlete's learning as being a socially and culturally mediated process, it becomes clear that parents/families play a central role. It is important that we as coaches put this theoretical understanding into practice on a day-to-day level. The creation of an environment that is genuinely inclusive, equitable and empowering for athletes and their families is not without challenges, and requires the ongoing commitment of coaches in order to make this a reality.

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Understanding the New Health & Safety at Work Act in NZ

Angela Brown (Myosh Safety Management Software)

The Health and Safety at Work Act (HWSA) creates safer working environments by reducing the number of workplace injuries, enforcing health and safety laws, and assisting employees injured on the job. The New Zealand government saw that too many people are seriously injured or killed while performing work tasks.

According to Worksafe, 52 people die each year from work related injuries in New Zealand.

Hundreds more are seriously injured and more than 600 people die each year from work-related illnesses.

Changes in the Health and Safety at Work Act should reduce those numbers.

The goal of this new Act, part of a larger reform, is to reduce the number of work related deaths and injuries by at least 25 percent by 2020, according to Worksafe.

Changes to the programme have shifted some of the responsibility and adjusted the focus of the Act.



Who will be responsible for Workplace

According to Worksafe, there are four different levels of responsibility, but everyone plays a role in maintaining safety in the workplace.

1. The Business:

A new legal term to remember: PCBU (Person Conducting a Business or Undertaking). This term will usually refer to a company rather than an individual. A business will be the key player in ensuring a safe and healthy workplace. The legal term PBU means that a business 'must' ensure the health and safety of workers and that of other people are not put at risk by its work, according to HWSA.

2. These responsibilities include but are not limited to:

- Maintaining a workplace free of safety and health risks
- Maintaining safe structures
- Maintaining safe work systems
- Proper handling of storage, structures and substances
- Monitoring workplace conditions and the health of workers

3. Other key changes to remember:

- The emphasis of the Act move from monitoring and according incidents to working to identify risks and handling them so there are fewer incidents
- Each business is responsible for determining potential risks and who is at risk for injury and illness because of the business
- Business are responsible for ensuring employees and contractors are both engaged and participating in keeping a safe environment.
- Businesses may also consider taking Health & Safety Representatives or asking employees to participate on Health & Safety Committee

4. What you can do:

- Business owners and employees can be proactive in helping prevent and/or reduce the number of deaths, injuries and illness in the workplace.

Ideas for contributing include:

- Monitor and report on safety goals within your business
- Review all incidents that occur on the job
- Hold/attend regular health and safety training
- Support individuals tasked with updating safety procedures identify all safety hazards and ways to prevent dangerous situations
- Work with all employees to educate them on dangers in the workplace

Source: <http://www.business.govt.nz/worksafe/hswa/mythbusting#who>

*'You don't lead
by pointing and
telling people
some place to
go. You lead by
going to that
place and
making a case.'*

- Ken Kesey





*'Never give up,
failure and rejection
are only the first step
to succeeding.'*
- Jim Valvano

Jane Hickmott - LTW Graduate

When I first heard about Lead the Way I can safely say my life was a mess. Not in the sense of anything dramatic, but I was late (everywhere), disorganized, and negative – about everything. To be totally honest I was struggling. I wasn't doing my job well, I was pushing my body to the point I had shin splints in both legs and feet and was sick what felt like all of the time, and if there was a negative in a conversation with my friends and family I could find it. I had lost my way.

I was then encouraged to do Lead the Way. To begin with I could not imagine anything worse, where was I going to find the time to study among everything else? But slowly the idea took hold and I signed up. Lead the Way changed me, and still impacts my everyday decisions three years later.

In a work sense I am more organized and now have the skills to get the best out of the team I work with. I changed my communication style, become more organized, and now plan every meeting I go into. I also have more confidence in myself and am continually working with my team to achieve our goals, which in turn allows us to achieve our company objectives. Lead the Way changed my mind-set and encouraged me to come up with solutions to issues, and an action plan for these solutions so they are put into place.

A lot of what I learnt along the way transitioned into my everyday life, my time management improved, which includes scheduling in time to cook and eat the meals my body needs to train and remain healthy.

In my volunteer role I became easier to deal with as I had the skills to reach our objectives in the timelines required.

I also learnt about buying into the politics' of a sport and the impact other people's attitudes can have on your personal mind-set.

The most noticeable difference across both work and personal was my attitude. Gone was the sulky, negative person who was scared to step outside her comfort zone. She was replaced by a confident, on time, positive, young woman who will push her boundaries in every way possible to improve and be a better person than she was the day before.

Jane Hickmott
- LTW Graduate 2013

Business Qualification - Programme Overview

WILSS offers up a specially designed practical programme for current and potential leaders within the community and volunteer organisations. It offers up an opportunity for people to work/volunteer whilst they are gaining a nationally recognised qualification.

The programme is a National Certificate in Business, First Line Management Level 4 and it is delivered over an 8 month period with 8 Sunday sessions. Participants need to complete workbooks and an organisational project.

The 'Lead the Way' programme focuses on issues around leading, managing, communicating and building teams to meet organisational goals. For people wanting to develop and build upon their current leadership experience within a workplace and/or club/association, it is recommended that you look at this programme. It balances theory with doing and takes a realistic approach to lead teams whilst developing self.

Want to Know More?

For further information about the programme, please contact:

Sharon Woodings, Programme Co-ordinator

Phone: 03 389 2661 / 027-248-5170

Email: wilss@wilss.ac.nz

Website: www.wilss.ac.nz

Leadership in Schools - Paula Dewar

All students have the potential to affect change, make a difference and exercise leadership. Here at WILSS we will work with schools to assist, not only their students with their leadership development, but also with their own unique governing leadership structures and processes.

WILSS begins leadership training in the primary schools at Year 5 with our 'Hands Up 2 Step Up' programme. Students engaged in this programme get to: identify what leadership can look like; begin to lead themselves in a positive way; work together collaboratively; demonstrate appropriate decision making skills and step up & help others.

As we head to the older primary and intermediate students the 'Looking2Lead' programme progresses the

students even further. These participants will: identify what leadership is and how it can look within their school context and community; apply knowledge of different personalities which will help them to work smarter with their peers; demonstrate leadership in action by leading their peers in activities; recognise the importance of communication as well as developing and displaying confidence in themselves to demonstrate leadership at school.

At Year 9 we have over 400 Year 9 students from secondary schools in and around the Waikato region attend WYLD (Waikato Young Leaders Day), which is a unique leadership day held at the University of Waikato to develop and support

these students new to secondary school. WILSS also works with team captains at any age. And for all the head and deputy head leaders at each secondary school 'HeadzUp' is another fantastic event, held at the University of Waikato, designed specifically for the needs of these Year 13 leaders.

Our fun and interactive programmes are planned in consultation with each school's needs. Here at WILSS we are passionate about developing our future leaders and getting them to 'put their hands up, rather than out!'

Paula Dewar:
School Programmes Manager
Ph: 027-579-2680
Email: paula@wilss.ac.nz



'Leadership is the special quality which enables people to stand up and pull the rest of us over the horizon.'

- James Fisher

Youth Leading Sport - Ashleigh Sage

'Youth Leading Sport' aims to encourage sporting leaders from any year level to think about leadership in a sporting context. It provides opportunities for students to:

- ◆ Identify what leading in the sports arena can look like.
- ◆ Reflect on their personal leadership experience and those of others.
- ◆ Recognise the importance of communicating effectively.
- ◆ Gather tools to cope with side-line behaviour.
- ◆ Investigate the importance of working as a team and participate in team-building activities.



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Ashleigh Sage
KiwiSport Leadership Development Officer
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*'Sport is a challenge
— but so is a
sporting life.
Tomorrow's
champions need
support today to
manage the complex
and often competing
demands of sport,
work, study, health
and life.'*

Waikato Academy for Young Achievers - WAYA

The Waikato Institute for Leisure and Sport Studies (WILSS), in conjunction with Perry Foundation and Lion Foundation, have again put this academy programme together which is aimed at upcoming athletes who are at representative level in their sport for 2016.

The concept of the Academy originally came from a group of retired elite sports people who were concerned at the lack of educational and support networks available to them through their own sporting careers.

They decided that although national sporting organisations were providing athletes with the technical support many young athletes still lacked many of the support mechanisms required for overall well being. The Academy was established in 1995 and over the past 21 years has been developed and refined to meet the changing and complex needs of today young athletes

The Academy is a 3 year programme with seven sessions per year.

It is hugely successful and currently being run in Hamilton, Central Plateau and Thames/Hauraki Plains areas with over 150 participants each year.

- It is offered to athletes performing at a regional level for their sports.
- Presenters and keynote speakers are all experts in their fields and high achievers in their chosen sports.
- Athletes must be aged 15 to 17 years and competing regionally, nationally or internationally and they must be nominated by their sport, coach or school.

The 2016 Waikato Academy for Young Achievers is starting in Hamilton on 13th May 2016, Thames (June/July), Rotorua (May).

Do you know of any young sporting achievers who would benefit from this programme? Let WILSS know.

For further information or application forms please contact Moana Moleni or Zelda Tucker on 07 839 9908 or email zelda@wilss.ac.nz

Feedback from 2015 WAYA graduates from Hamilton and Thames has been:

- ⇒ *It was really worthwhile, I enjoyed it!*
- ⇒ *Was cool, enjoyed it!*
- ⇒ *Very good, enjoyed every lesson.*
- ⇒ *Speakers were great and easy to listen to. They were understandable.*
- ⇒ *A great experience, very interesting to know some new information and how to improve myself.*
- ⇒ *Enjoyed the last session 'where to now' as it was really helpful and motivating. Looking forward to next year.*
- ⇒ *Thanks for another great year.*
- ⇒ *This was a good programme for me.*
- ⇒ *Thank-you, it was really good learning about all the new things in sport.*
- ⇒ *WAYA helped remind me why I play sport. It is because I find sport fun, it feels good, it helps me into the zone and it is challenging.*
- ⇒ *Thanks, this balanced well for school, sport and social.*
- ⇒ *It taught me new information about my sport.*

Future Pathways for WAYA Graduates

Successful students may also be able to progress on to other programmes such as:

- **Pathway to Podium**

Pathway to Podium is a nationwide talent development programme helping encouraging athletes (usually in their late teens) and coaches be better prepared for the demands of a life in high performance sport.

To find out more go to:

<http://www.sportnz.org.nz/about-us/our-publications/our-strategies/pathway-to-podium/>

- **Sir Edmund Hillary Scholarship Programme**

"Together, we believe the impossible is a summit to be conquered." - Sir Edmund Hillary

This scholarship programme educates future leaders at the University of Waikato within the values of New Zealand's greatest adventurer, Sir Edmund Hillary. Hillary Scholars must excel in academia, leadership and sports or creative and performing arts. Various professional development opportunities and fees support are provided for Scholars.

To find out more go to: <http://www.waikato.ac.nz/about/hillary/>

- **The NZ High Performance Programme**

Works in partnership with national sport organisations (NSO's), allocate resources to targeted sports and athlete campaigns, and deliver world-leading support to impact NSO, coach and athlete performance.



*'Good leadership
shifts our thinking
from what we do
best, to what we do
next.'*

- Rachel McNae

Tracking Goals - Information and Links

www.goalsontrack.com

Goals on track is a truly comprehensive goal-setting, goal-tracking site that has countless templates, reminders, lists, planners and progress charts available. If you are serious about making progress with your goals this year, then this is definitely worth the investment. Subscriptions start at USD\$68 per year.

www.lifetick.com

Life Tick allows you to set goals and measure progress using a very simple checklist system that you can share with friends, family and colleagues if you choose. Life Tick has a free option available for individuals and any of the higher-level subscriptions are available on free 30 day trial.

www.habitlist.com

Habit List, not so much a goal tracking tool, it is a way to track habits - those small daily actions that help you reach your eventual goal. The app reminds you of tasks you have committed to doing on any given day and you let it know once you've completed the task. You can download the app from iTunes for USD\$3.99.

www.irunurun.com

Contrary to what the name suggests, Irunurun is not a tool just to track exercise (although you could use it for that if you wanted to). Instead it is a simple way of tracking actions you take every day, and measuring your success rate. The tool is free for personal use and subscriptions start at USD\$49 per month if you want to use it as a team.

