

# Waikato Institute for Leisure & Sport Studies Alumni Newsletter

Welcome to the Autumn Edition

May 2017

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## Kia ora koutou

Welcome to our autumn edition of the Wilss Alumni Newsletter. It is hard to believe that our summer has now been and gone! With the winter sport season upon us all, I thought it would be a great opportunity to share with you some articles that will help not only our coaches with the sporting season ahead, but also our amazing support network of hardworking committee members and administrators.

We are in an environment where our stakeholders are wanting instant satisfaction and gratification, this might be the athletes we are

involved with or the community which we engage with. Creating an atmosphere that continues to retain those involved and entice others to join can be tricky, so how do we be creative?

Wayne Goldsmith has some interesting insights to this in his article Creative Coaches: Create, Innovate, Implement and Win.

In this newsletter you will find a thought provoking article around growth mindset and reflection, and while the article is aimed towards our athletes I strongly believe that there is great opportunity for sport administrators, managers

and coaches to implement these questions into their meetings to better understand how we can continually improve, learn and grow.

With the new Health and Safety legislation in effect, we thought it was a great opportunity to highlight the Vulnerable Children's Act, with some key points for you to consider. When working with our future leaders, you need to ensure that you are protecting them as well as your volunteers/paid staff who are associated with them.

Nga mihi nui  
Katie Horne  
Sport Programmes Manager

## Wilss Celebrate Success-Graduation 2017

Wilss staff and Trustee members would like to congratulate all the 2015/16 Graduates of our National Certificate in Sport Coaching (Level 4), National Certificate in Sport Administration (Level 3) and National Certificate in Business (First Line Management) (Level 4). We celebrated their success early April; it was a great evening of sharing success stories and hearing how their seasons ahead are looking.

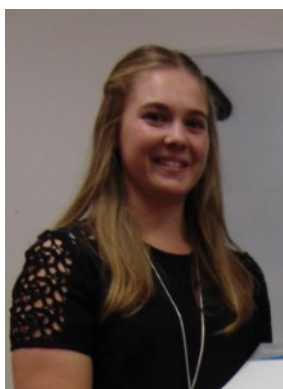
Holly Davies shared her journey with us all, from completing the National Certificate in Sport (Coaching) and her career in Gymnastics coaching. You can read all about this exciting journey on page two. We wish Holly all the best on her new adventures overseas and look forward to hearing about them on her return.

I would like to take the time to acknowledge the commitment these coaches and administrators make to complete these qualifications. The vast majority of our participants in all courses are volunteers, already committing time away from family to give back to their sport, in various roles. For them to commit more time and further educate oneself is a true testament to character. We need more of you in this world, so keep up the amazing jobs you do, for sport would be deprived of life changing experiences and opportunities without people like you doing your amazing roles.

Keep sharing your experience with others, and if you know of anyone that would benefit from expanding their knowledge with one of our programmes please encourage them to make contact and get involved.

**"What the mind can  
conceive and believe,  
and the heart desire,  
you can achieve."  
- Norman Vincent Peale**

## Holly's Davies - National Certificate Sport Coaching Graduate



Hi, my name is Holly, I am a graduate from the 2015/16 National Certificate in Sport (Coaching) (Level 4). I am a full time gymnastics

coach. This is the sport I have loved for as long as I can remember and more. I was a gymnast myself for several years, before an injury forced me to re-think what I wanted to do within this sport. I then became a coach at the age of 14 and I haven't looked back since. I coach in all aspects of my club, ranging from baby gymnastics to competitive levels and even holiday programmes.

This National Certificate in Sport (Coaching) has made me a better coach. I have learnt a lot of useful information and have really enjoyed making new friends going through the same process as me. The most helpful part of the course for me, was sports psychology, learning about how the athlete's mind works and what a coach can do to help athletes through their challenges and issues.

After completing the programme I continue to use what I have learnt and will into the future. Graduating has given me more confidence in my coaching, and I am so glad I took the step to better myself.

Towards the end of last year an opportunity presented itself when my manager invited me to a symposium for gymnastics coaches from all over New Zealand and beyond. They shared their experiences and knowledge. It was there that I learnt about a University in Denmark called Ollerup, the international academy of physical education, otherwise known as THE international gymnastics university. Each year, Gymsports New Zealand offer a scholarship where they send two people to Denmark to study a gymsports code of their choice.

I applied by filling out what seemed like thousands of forms and was lucky enough to be short listed. After multiple interviews where they asked some tricky questions, one of which took me off guard and I answered "I don't know"....then they told me that was what they were looking for! After some intense days of waiting, I finally received the call with the good news! In August I leave for Denmark, on a living and tuition expenses paid trip, to study the sport I love for a year at an

international university that specialises in physical education.

I have chosen to study TeamGym, a code of gymnastics that is brand new to New Zealand, and currently is only offered in Wellington.

When I return, I am hopeful that I will be able to start TeamGym in my club, and perhaps be the first in the Waikato. I am now working harder than I ever have before in my life, to raise \$12,000 for expenses. I am working two jobs, making and selling cupcakes, cakes and slices, mowing lawns, hosting discos and movie nights, running snack boxes and more. I also have a givealittle page.....all so I can follow my dream of continuing to be involved with the sport I love.

This opportunity only became available to me because of the hard work and dedication it takes to be a good coach, and how much I wanted to be the best coach I could for the good of my athletes. I believe that without my motivation to be better, without the desire to succeed, and without the commitment to my sport, my athletes, and myself, I wouldn't be headed towards the experience of a lifetime, an experience I will never forget.

If I have the drive and belief to make it, then so do you. - Holly

## 2015/16 Graduates

### National Certificate in Sport (Administration) - Level 3

Teresa Brownbridge  
Nicole Collett  
Michael Downey  
David Evans  
Kim Fabish  
Kim Herod  
Nikki Howlett  
Kieran Maka-Buisson  
Graeme Kuiti  
Ashleigh Sage  
Erana Stevens  
Leleina Russell  
Keith Vincent  
Oliver Ward  
Simon Ward

### National Certificate in Sport (Coaching) - Level 4

Natalie Bell  
Teresa Brownbridge  
Robin Cummins  
Holly Davies  
David Evans  
Philip Evans  
Kim Herod  
Debbi Kelly  
Graeme Kuiti  
Trevarr McCarthy  
Jennifer McNeill  
Sharman Morgan  
Denis Ryan  
Dani Van der Linde

### National Certificate in Business (First Line Management) - Level 4

Michael Downey  
Ann Gardner  
Sarah Hobden  
Rayeena Howe  
Renee Thomas



## Creative Coaches: Create, Innovate, Implement and WIN

### By Wayne Goldsmith

Creativity – along with the ability to inspire change through emotional connection – is a coaches' most powerful tool.

Now that coaches all over the world can get **anything anywhere anytime and usually for free** on their handheld devices – just being able to access knowledge and information does not make a mediocre coach – a good coach.

#### Knowledge is NOT power

For centuries people have believed that knowledge is power. Not anymore. Things only have value when they're hard to get.

Diamonds and rare gems are highly valuable because they're rare. If everyone – all over the world had a bag of rubies, diamonds and emeralds in their wardrobes, the gems would be worth nothing.

It's the same thing in sport. Now that coaches, athletes, parents, sports administrators and the general public can access the same information – anywhere, anytime – knowledge by itself is worthless.

#### There are NO SECRETS.

There are no secrets in sport. There are no more secret sets or special practice session that you and you alone know. Everyone knows what you know. This is one of the greatest challenges coaches in competitive sport face all over the world.

"If there are no secrets... and if everyone knows what I know... how can I gain and retain a competitive advantage over my competition and provide my athletes with the best possible environment and opportunity to realize their full potential"

CREATIVITY IS KING! COPYING KILLS!!

#### Creative coaches:

##### The way forward.

So how do you become a creative coach? Start with looking backwards, i.e. *where did you learn what you know now?*

Chances are you were taught by coaches from within your sport who were themselves taught by coaches from within your sport who were also taught by coaches from within your sport.

Whilst every sport has a rich heritage and tradition of positive and constructive coaching techniques that have been proven to work – and decades of habits and routines that have served the sport well in the past – often it is these very traditions that are holding the sport back.

One of the greatest barriers to creative thinking is *"that's the way we do it here"* – a state of mind which exists in all sports where coaches believe that the solutions to the performance problems they have must be found within their own sport – and often in the past successes of their sport.

However – increasingly – *the last place* you'll find a winning edge or a competitive advantage is within the blogs, websites, manuals, textbooks and social media portals of your own sport.

The way forward is to think broader – imagine bigger – dream larger and seek inspiration in places no one else things of looking.

**Great Coaches communicate and connect with their athletes.. They create an environment that promotes growth and builds confidence" -**  
**Raplh Pim**

#### Elgoog!

A simple and practical way to start becoming one of the Creative Coaches is to think **"ELGOOG"** – GOOGLE backwards. Far too many people believe that by searching Google for ideas they are being creative. In Fact it's the opposite!

If you're a football coach and you Google **"football drills for young players"** you are merely searching for – and likely to find football drills for young players that *everyone* in football –

including the coaches who are coaching in your competition – have already accessed. Google is an amazing tool for creative coaches.

**But use it creatively**, either use it AFTER you've worked through a creative process or search ideas, information and inspiration in other sports – and other industries.

#### Creative Coaches – Where are You?

Think about the great coaches in your sport. Maybe you've met them. Or you were coached by them. Or perhaps you've read something they've written. What is it that made them so special? Was it that they said and did things everyone else was doing? Do you admire them because they were like everyone else in your sport? Do you follow their work because they are exactly like everyone you ever met?

**NO.**

The essence of greatness in every walk of life – in every field of endeavor – at every stage in history – is uniqueness.

We value and prize those who dare to be different and who take the lead in introducing new ideas, new techniques, new methods and new directions.

The questions is **Why aren't you one of them?** A lack of ability? **NO.** A lack of time? **Unlikely.** A lack of creative coaching capacity? **Not these days.**

The only thing holding you back is your commitment to and connection with the "old ways" – to the habits and traditions in your sport that do not work and to the things that you do for no reason other than you – and the coaches who've come before you – have always done.

**CHANGE NOW.**



## Developing Good Teammates - Dr Wade Gilbert

One of the great benefits of sport participation is the opportunity it offers to share special experiences and build lasting friendships.

While playing on a team can be cherished many years later, it can also be an unpleasant episode in an athlete's career, and in the extreme case a nightmare that extinguishes one's passion for sports. The quality of the teammate experience often hinges on the coach's ability to create a team culture that nurtures positive teammate behavior across the entire program.

Coaches often remind their athletes that TEAM stands for Together Everyone Achieves More. That's a great motto for keeping a group unified, but it's pretty vague when it comes to specifying behaviors that define a good teammate. So I suggest you add another acronym to your coaching arsenal, one that highlights the behaviors you expect to ensure each athlete will be a CREDIT to your team.

### **C = Cooperative**

Becoming a good teammate starts with putting the needs of the team ahead of selfish tendencies. Well-known slogans in sport such as 'there is no I in team' and 'play for the name on the front of your jersey instead of the one on the back' reinforce the importance of being an unselfish player.

### **R = Respectful**

Good teammates are respectful of others – teammates, coaches, officials, administrators, parents and opponents. University of Minnesota football coach PJ Fleck is well-known for his 'row the boat' analogy used to teach his players about respect and how to be good teammates

### **E = Enthusiastic**

Good teammates are sources of positive energy for others. Athletes should be taught to ask themselves on a daily basis,

### **D = Disciplined**

Legendary coach John Wooden used to like to remind his players that the best form of discipline is self-discipline.

### **I = Invested**

Teammates show they are fully invested in the team when they support each other

### **T = Trustworthy**

The most successful teams operate with high levels of trust.

All great coaches help their players be better teammates. By consistently promoting and reinforcing those behaviors that characterize a good teammate, you can ensure each player will be a CREDIT to your program.

**"If everyone is  
moving forward  
together, then  
success takes care of  
itself"  
— Henry Ford**

Sourced From <http://www.asep.com/news/ShowArticle.cfm?ID=268>

## Applications, Grants 7 Things You Should Consider

1. Funders are not giant cheque books. They are real people making real decisions. As unbiased as they try to be, there is not a magic formula. You will win some and lose some – that's just the way it works.
2. Funders either have to (by law) or they have chosen to (by constitution) to distribute funds to the community, but they do not have to distribute funds to you and your organisation. Make sure you let funders know that you appreciate the gift.
3. Funders have very strong networks, both within the community and amongst other funders. If you spoil your reputation with one funder, don't expect to be able to pick up and move on to the next one. Funders talk.
4. Having all your costs covered is undoubtedly the preference. But even a small amount of funding is better than nothing. Instead of complaining about the piece you missed out on, practice being grateful for the piece you received.
5. Completing a funding application can take a lot of time, but when you consider the amount of money you could potentially receive, the hourly rate isn't so bad! Treat every grant application like a job application and put your best foot forward.
6. A good track record is an important part of securing funding, so don't underestimate the importance of regularly telling your story. Make the most of the media to highlight your projects, programmes and successes throughout the year. That way, when a trustee is reading your application, they will have some background information already tucked away in their mind.
7. You can no longer rely on grant funding to keep your organisation afloat. Take time to develop a Sustainable Funding Plan that does not rely on just one income stream. Grow your donor base, investigate sponsorship options or set up a social enterprise. Become so passionate about your cause that you will do whatever it takes to keep it going. Passion is contagious.





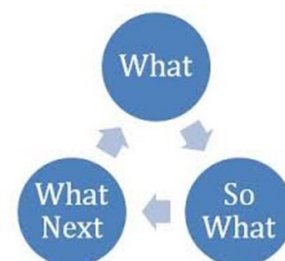
## Growth Mindset & Reflection - Leigh Anderson & Donald Glover

Reflection is the link between goal setting and assessment; in fact it plays a key role both in improving and in reaching goals. Even so, it is underappreciated and underused. We learn by doing, but we learn even more by doing and reflecting. Our experiences, successes, trials, and errors are our best teachers - if we take the time to reflect and learn from them. Consider for example, the use of game film and other kinds of video documentation of performance. Many of the most successful athletes in the world note that video of themselves in action gives them a powerful tool for improvement. It enables them to take a step back, analyse what is going well and not so well, and make necessary changes. This is what being a reflective learner is all about!

At the same time, humans are, by nature forward thinkers. We tend to think about what's next, what new content or skills need to be introduced so that our students or athletes continue to learn and improve. "The mentality goes something like this: the more we practice, the more we are exposed to - the faster we learn and grow" it is through reflection, however, that our students and athletes can be most successful and their growth and learning most meaningful. Reflection also encourages students to invest in the process of their own learning because it actively involves them in their journey toward achievement and success.

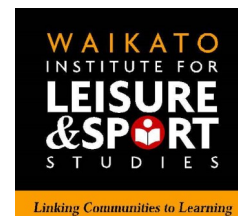
Before expecting students to become reflective learners, however, we must teach them how to do so. At first, students often struggle with reflection because they have rarely been given the opportunity to engage in it. Instead, they are typically *told* what they are doing right or wrong and what they need to do in order to improve. If, instead, we help them develop a daily or weekly habit of reflection, they quickly gain the skills and appreciate the opportunity. Here are a few general reflection questions that can be integrated easily into most any situation:

- What could I have done differently
- What improvements can I make?
- What resources did I use to help me when things got difficult?
- What is it that I am most proud of and would like to share with others?



When students and athletes develop a growth mind-set they improve more quickly and become much more motivated to reach their goals. They also recognise the obstacles standing in their way are really only opportunities to learn and grow stronger. As a result, they seek out the resources needed to overcome challenges and solve problem. The way to help your

## Business Qualification Registrations now open for the 2017 Programme New Zealand Certificate in Business Level 4



### Programme Overview:

You will be given the opportunity to:

- Learn effective communication
- Grow resilience
- Develop and maintain high performance teams
- Work on a significant project which will make a difference to your organisation
- Achieve the NZ Certificate in Business (Level 4)

### Want to know More?

For further information about the programme, dates or to request an Enrolment Form, please contact:

**Katie Horne - Sport Programmes Manager**

Phone: 07 839 9908 / 027-232-9025

Email: [katie@wilss.ac.nz](mailto:katie@wilss.ac.nz)

Website: [www.wilss.ac.nz](http://www.wilss.ac.nz)

### Entry Criteria:

To be eligible to attend this course:

- Participants need to be currently leading a team of either volunteers or within a workplace.
- People in the not-for-profit sector currently performing an administration role or similar.
- Participants will require a mentor/coach who should ideally come from the participant's area of interest. If this is not possible, assistance can be given to find a suitable mentor/coach.
- Early registration recommended as participant numbers are limited to 12 to maximise the learning and one-to-one coaching opportunities for participants.

**Next programme starting 28 May 2017 - limited places left.**

## Kerri Trilby-Price - Volunteer Recruitment: - The Real Reason You're Lacking Volunteers

Having some ideas as to where you can look and who you could approach is only part of the recruitment issue. More often there are other reasons for an organisation lacking volunteers and unless those issues are addressed, a list of go-to places will be of little use.

Check out some of the real reasons your organisation is lacking volunteers.

- **There is a Control Freak in Charge** – it's one thing to say you want more people helping out, but if the person in charge is unwilling to let go of the reins, you'll have a hard job keeping people on-board. Before you go looking for volunteers make sure that everyone involved is truly ready to pass on some responsibilities and ask them to make a list of what those responsibilities will be. You may want to consider if past volunteers were given appropriate training to complete the task. Were instructions and expectations communicated clearly? Was the volunteer given appropriate support along the way? Were the deadlines reasonable for someone who may have just been learning the ropes?

Often poor volunteer performance goes hand-in-hand with unreasonable expectations, poor training, and a control-freak being inflexible about how tasks are carried out.

- **Your Jobs Suck** – designing interesting volunteer roles is not the silver bullet to volunteer recruitment, but it does make the whole experience more attractive for potential volunteers. Remember, you are not just competing with other organisations for your volunteer's time – you are competing with every other leisure experience on offer.



- **They Don't Trust You** – research tells us that most people volunteer because they were asked by someone they trust, to do something they would enjoy. Often that 'someone' is a friend or family member who is already involved in the organisation, but just as often it is the organisation itself that is the 'someone they trust'. Treating your volunteers well means different things to different people.

Volunteers need to feel like they are appreciated and a valued part of the team and unfortunately there is no one-size-fits-all approach to making this happen. You need to treat every volunteer as an individual and find out what a great volunteer experience looks like for them.

- **You Are Inflexible** – while single long-term roles may be easier to manage, being flexible in your volunteer opportunities brings other benefits to your organisation. Offering a range of roles, times and ways of delivery means you attract a diverse range of volunteers, each of whom bring different strengths and perspectives to your cause. Each volunteer also has their own personal networks with whom they can share your organisation's story. Being flexible is the fastest way to increase support.
- **You Never Replied** – remember when someone puts their hand up to help, it's because they want to be of service. If it's too hard or not enjoyable serving you and your organisation, they will go and be of service somewhere else.

Tonic Magazine – Issue 33

## Waikato Academy for Young Achiever's Nominations are still OPEN!!

**This Academy provides athletes with tools to excel in their chosen sport and to achieve balance between sport, career and personal life**

Hamilton 7 weeks Sessions to begin 12<sup>th</sup> May  
Thames 2 Sunday Sessions to begin 25<sup>th</sup> June

Guest presenters include:

Para-Olympian Nikita Howarth

Ex Olympic and Commonwealth Games Javelin Thrower Stuart Farquhar

Olympic Shot Putt Coach Kirsten Hellier

And many more!!

Nominate now at [www.wilss.ac.nz](http://www.wilss.ac.nz)



## Board-Management Conflict: Martin Cowling – 12 Actions for Preventing Disaster

Whether you are a large not-for-profit or a smaller community group, there will be a structure where a group of community members governs the organisation. In that role, they set the strategy for the organisation with advice from the staff. There will often be a Manager, CEO or Director focussing on delivering the strategy.

There are 3 main reasons that Boards, their members and staff may have significant clashes:

- People do not understand the role of the Governance Committee member or the Board itself.
- Personality conflicts between Board members or between Board members and staff are magnified.
- Inappropriate behaviours by Board members or staff including bullying, giving inappropriate or impossible timelines, or refusing to collaborate.

There are some simple actions you can take to mitigate or prevent these conflict situations.

**Orientate Board Members to their Role** – research suggests that less than half (43%) of non-profits orient their Board members adequately. This is magnified in smaller community organisations where people do not believe they have the luxury of time or resources to include Board member training. However, spending half a day explaining what the organisation is about is its mission, its plan, the day to day operation of the organisation, and what Board members are expected to do can avoid many conflicts situations.

**Undertake Annual Board Self-Assessment** – identify how Board members feel about their role and the rest of the Board members. There are free online tools available for these assessments or external assistance can be provided to facilitate the process.

**Remind Members of their Role Regularly** – take ten minutes at every Board meeting to remind members of their roles and responsibilities as a Board member. Doing this at the beginning of each meeting will set the standard and expectation for meeting discussions.

**Develop a Common Understanding of Governance** – as a team develop a clear, common understanding of governance, as opposed to management within your organisation. There is no single right way to balance governance and management responsibilities, so every group needs to be clear as to what the scope of their duties are in their particular organisation.

**Do not Accept Bad Behaviour** – the Board Chair must not allow or accept un-collaborative, harassing or bullying behaviours by any members of the organisation, but especially at board level. Have a mechanism within the organisation to deal with bullying complaints and make sure it includes provision for when the Chair is accused of such behaviours.

**Focus on Vision and Strategy** – the Board needs to explicitly focus on vision and strategy at every meeting. Some Boards only visit these annually, which does not allow individuals to remain focussed on strategy. For one of the Boards I currently support, every agenda item is linked to the organisation's strategic priorities. Even their ordering follows the strategic priorities. When discussing an issue, it is very clear how we are responding to the overall organisational strategy.

**Avoid Individual Bias** – in Board meetings, ensure that Board members avoid focusing on their own biases. Ever been in a Board meeting where before a person even opens their mouth, you know exactly which hobby horse they will be riding? One way is to check in with how their issue relates to the strategy.



**Spend Time Together** – the Board Chair must spend time with the CEO in informal and formal contexts to provide feedback and guidance regarding Board expectations. If the Board Chair is in conflict with the CEO (or vice versa), assign another Board member to lead in this situation.

**Have a Clear Evaluation Process** – have a clear, documented evaluation process for the CEO that is fair, and does not allow a vindictive or frustrated Board member to hijack the process. Concrete goals need to be set and evaluated annually. Any decision regarding the appropriate fit of the CEO with the organisation needs to be based on this process.

**Insist on Quality Information** – make sure there is sufficient quality information at Board meetings including financial data, programme progress, policy information and personnel updates. Lack of quality information makes it difficult for Board members to make good decisions.

**Ensure the CEO Understanding** – make sure that the CEO understands that their role requires accountability to the Board. Many CEO's believe that they run the Board. This is not the case. The lack of accountability can cause significant issues.

**Call for Help Early** – do not allow conflict to build up so that CEO's are in tears and Boards feel helpless. Asking an external party to help with difficult conflict usually results in a better way forward. If there are tensions, do something about it early.

## Financial Skill Sets for Not-For-Profits

The failure rate at 41% to meet the new reporting requirements demanded of charities serves as a wake-up call to all non-profit entities. It is indicative of a deficiency in the most important and critical performance area. Treasury and accounting functions are the backbone of every functional organisation regardless of size. The qualifications and competence of the person or team entrusted with the financial performance impact on every other department. Unfortunately the accounting functions are often an add-on to other administration in many small membership associations and charities, whereas larger and more complex entities have a team to deal with the various aspects of financial management. There is a requirement for five essential skills that should be present in every non-profit entity regardless of size and complexity.

### Day-to-day financial tasks

Financial record keeping with data entry, processing membership subscriptions and donations should be performed on a daily basis.



### Financial planning and budgeting

Budgeting for income and expenditure and reporting actual financial performance against budgeted provisions should be on a monthly basis. An annual budget should not be considered as being cast in stone. It is a fluid document calling for frequent adjustments to keep pace with changing circumstances, new revenue streams and their associated expenditure calculations. In fact, every new project should be subject to its own mini-budget that slots into the master document.

### Treasury

Prudent housekeeping demands a close watch on cash flows and with it the timely investment of surplus funds on terms that correspondent with expected annual expenditure peaks. A contingency allowance is called for to cover unexpected calls on funds without the need to break term deposits.

### Understanding of NFP sector

Accounting personnel drawn from the commercial sector may find it challenging to get used to the resource constraints in a voluntary and non-profit environment. Being used to sophisticated industry specific IT tools and operating software that may not be available or affordable in a small member or donor dependent organisation, calls for greater effort to achieve the same outcomes. This limits the talent pool for many non-profit entities.

### Sourcing Funding

Essential elements in the existence of non-profits is their reliance to a greater or lesser extent on government contracts, grants and sponsorships. Their ability to successfully compete for funding and dealing with prescriptive funding regime calls for special knowledge and skills on the part of submitters. This makes additional demands on the treasurer or financial officer, who has to have the necessary competencies and experience.

While a formal accounting qualification and relevant experience in the non-profit sector are desirable, it is a reality that the majority of entities requiring accountancy capable staff are unable to afford such an appointment. A viable solution, which is successfully applied in many non-profits, is to either outsource these disciplines or to involve an independent practitioner with the necessary skills as a back-up to their employed treasurer or accounts person.

## Live Large Holiday Programme

Live Large is the ultimate holiday programme specifically designed for 11-14yr olds. It's a programme designed to enhance leadership qualities through fun, challenging and educational activities. The programme is about growing confidence, self-belief and learning.

Our Live Larger's get to experience the uniqueness that is New Zealand from tramping, camping, caving to water, sustainability, recycling and history. These holidays they were given the opportunity to explore the Karamu Caves and learn about the cave formations. They also got the opportunity to "give back" as volunteers by helping run 'have a go' sports at the Play in the Park event in Cambridge.

Live Large is run by WILSS during the first week of the school holidays. if you have, or know of children who would be interested in attending, this holiday programme, check out the details on our website or register online at: [www.wilss.ac.nz](http://www.wilss.ac.nz).





## Child Protection - Organisation Health Check

Reducing Risk – increasing safety

To be sure children are safe it is better to take steps early and minimise the risk of accident or abuse happening.

### Does your organisation have the following?

Clear guidelines for what to do if there are concerns about a child's safety or wellbeing

Yes ☐ No ☐

A specifically trained person who can deal with any allegations of abuse and support children and other staff through the process

Yes ☐ No ☐

A rigorous recruitment and selection process to ensure adults involved with children are safe to be in that role

Yes ☐ No ☐

A written code of behaviour that outlines good safe working practices when working with children

Yes ☐ No ☐

A clear and safe process for staff to share any concerns they have about children or the way they are treated

Yes ☐ No ☐

Information for families and whanau about your policies and where to get help

Yes ☐ No ☐

Guidance for staff about sharing information with authorities

Yes ☐ No ☐

A guide for staff on use of IT, website etc

Yes ☐ No ☐

A clear policy about dealing with bullying and complaints

Yes ☐ No ☐

☐

If you have answered 'No' to any of these questions, then you need to get help - contact [katie@wilss.ac.nz](mailto:katie@wilss.ac.nz)

## Coaching - Information and Links

Discover the coach in you – Sport, Business, Life Wayne Goldsmith

<http://www.wgcoaching.com/>

Not-For-Profit Community Mentors –

[https://www.communitymentors.org.nz/Our-programme/Community-Mentors-FAQ.aspx?gclid=CjwKEAjlplbIBRCx4eT8l9W26igSJAuQ\\_HGkuu6SOOiNpxCCoSfvtXOwMIe4NYXijjBvedoOoMpQRoCPKPw\\_wcB](https://www.communitymentors.org.nz/Our-programme/Community-Mentors-FAQ.aspx?gclid=CjwKEAjlplbIBRCx4eT8l9W26igSJAuQ_HGkuu6SOOiNpxCCoSfvtXOwMIe4NYXijjBvedoOoMpQRoCPKPw_wcB)

New Zealand Coach magazine –

<http://mailchi.mp/sportnz/nz-coach-update?e=291aa6fda9>