



HIGH PERFORMANCE
SPORT NEW ZEALAND

WELLBEING RESOURCES AND GUIDANCE

HIGH PERFORMANCE SPORT NEW ZEALAND

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HOW TO USE THIS RESOURCE AND GUIDANCE DOCUMENT

This resource and guidance document is designed to provide support for implementation and promotion of health and wellbeing across National Sporting Organisations (NSOs), coaches, wellbeing managers, support staff and athletes within their respective high performance sport context.

What you need to know to get the most out of this guidance document:

- The range of resources included in this document are intended to offer options and ideas, to be used by you as appropriate for your context and environment. You may choose to make minor or major adaptations – the key is to ensure that the basic principles of wellbeing are fully attended to, and these resources are used to support you in that work.
- Hyperlinks are embedded in the Table of Contents and throughout sections to allow for easy navigation.
- If in doubt, please reach out to initiate discussions with others for additional support and guidance (e.g., wellbeing leads/contacts, your Performance Team Leader and/or Performance Life contact, the Knowledge Edge team, and the Psychology team).



***PREPARATION AND
PLANNING SUPPORT***

HPSNZ WELLBEING AND PERFORMANCE PLANNING TEMPLATE

Purpose: This resource is designed to provide preparation support for NSOs that are seeking to proactively embed and enhance wellbeing as part of their planning cycle.

GUIDANCE NOTES AND RECOMMENDATIONS:

- Step 1 – Identify and insert all essential known activities and events into the Planning template (e.g., training, pinnacle events, administration requirements)
- Step 2 – Clarify and prioritise topics for discussion via input from relevant parties (coaches, staff, athletes, whānau) that are key to supporting your wellbeing needs
- Step 3 – Identify suitable time periods within the planning cycle that allow for various efforts and initiatives aligned with the list of topics from Step 2 (as regularly and equally distributed as possible)
- Step 4 – Collaborate with relevant parties to coordinate activities and events based on prioritised topics (as many as the available time periods will comfortably allow), considering the best approaches to fully optimise each respective session (e.g., individual catch-ups, APS staff-led sessions, workshops that build on each other)

EXAMPLE OF PLANNING FOR A PERFORMANCE CYCLE:

Prioritised topics =

- (1) Managing performance pressures
- (2) Preparing for pinnacle events
- (3) Maintaining healthy sleep and nutrition
- (4) Continual learning across events

						May	June	July	August	September	October	November	December
2023	Athletes					Final prep for pinnacle events (1,2)	Pinnacle event	1:1 athlete catch-ups (1, 2, 3, 4)	Pinnacle event	Maximise learning from pinnacle events (4)		Refresher Healthy sleep and nutrition habits (3)	
	Coaches, staff					NSO Mid-year Health Check		Coach (peer-to-peer) catch ups (1, 2, 4)		Maximise learning from pinnacle events (4)		NSO End of Year Health Check	
		January	February	March	April	May	June	July	August	September	October	November	December
2024	Athletes	Intense training block	1:1 athlete catch-ups (1, 2, 3, 4)	Pinnacle event	Maximise learning from pinnacle events (4)	NSO Mid-year Health Check	Planning and preparation – what to expect and how to be ready (1,2)	Paris Olympics (26 July-11 Aug) Paris Paralympics (28 Aug-8 Sep)		Post-Olympic & Paralympic review – Reflections, lessons learnt and next steps (4)			NSO End of Year Health Check
	Coaches, staff		Coach (peer-to-peer) catch ups (1, 2, 4)		Maximise learning from pinnacle events (4)								

There is no one-size-fits-all and the specific content, timing, type and nature of activities, and required planning will differ for each sport.

BLANK TEMPLATE FOR USE

Pinnacle events	Administrative requirements/responsibilities	Prioritised topics

		January	February	March	April	May	June	July	August	September	October	November	December
2023	Athletes												
	Coaches, staff												
2024	Athletes												
	Coaches, staff												

***WELLBEING
FRAMEWORK AND
GUIDELINES AND
NSO HEALTH CHECK
SUPPORT***

NSO ALIGNMENT RESOURCE

This alignment resource has been developed to show how each of the wellbeing questions in the Health Check map onto the Framework and Guidelines.

Numbers in brackets within the Framework and Guidelines reflect alignment of items to the following NSO Health Check 'Wellbeing and Performance Environment' questions:

- **Wellbeing, Q1:** Does the NSO consistently empower individuals to thrive within their HP programme?
- **Wellbeing, Q2:** Does the NSO consistently support individuals when they are struggling within their HP programme?
- **Performance Culture, Q3:** Does the NSO have a performance culture that strives for performance excellence while supporting wellbeing?
- **Voice Mechanisms, Q4:** Does the NSO consistently engage athletes to seek their views and to understand their needs?
- **Voice Mechanisms, Q5:** Does the NSO consistently engage HP coach, staff and contractors' views and ideas?
- **Wellbeing Safeguards, Q6:** Does the NSO have transparent, clear, and well understood formal mechanisms in place to escalate issues and/or concerns?
- **Wellbeing Safeguards, Q7:** How effectively do the NSO's Health and Safety systems and reporting processes seek to identify and formally manage athlete, staff, contractor, and other HP individuals' wellbeing?
- **Daily Training Environments, Q8:** Do all current cycle campaigns and identified future cycle athletes have fit for purpose daily training environments that enable them to perform, progress and transition?

HPSNZ WELLBEING (HAUORA) FRAMEWORK AND GUIDELINES

VISION	Enriching wellbeing through high performance sport environments that empower and support individuals to optimise their potential and enhance their ability to thrive in their sporting and non-sporting lives			
TE WHARE TAPA WHĀ	TAHA HINENGARO	TAHA WAIRUA	TAHA TINANA	TAHA WHĀNAU
PRINCIPLES	INDIVIDUAL	NSO	HPSNZ	
TRANSPARENCY Te Matapihi	Seek clarification about your role and impact on the culture and environment, as well as your rights and responsibilities, in order to promote transparency Articulate your WB needs and work with relevant parties and support systems to meet them, including wha-nau as appropriate Promote and support information sharing to enhance transparency, regardless of role	Implement a HP strategy that has a purpose and vision that clearly values trust, respect and transparency (1, 2, 5, 6, 7) Establish and enact policies and a code of conduct that are aligned with your culture, behaviours, and values (5, 6, 7) Openly share recruitment intentions, selection processes, resource support (1, 2, 3) Ensure in/formal mechanisms are in place, shared, and utilised to address concerns (2, 6, 7)	Provide clear definitions of WB and WB in HPS Environments Share guidelines and resources with stakeholders to protect and promote a clear, transparent and inclusive approach to WB Establish and share WB investment and funding criteria Provide guidance for WB measurement, including, best practices for administration, analysis, interpretation and feedback Establish and enact policies and a code of conduct that are aligned with your culture, behaviours, and values Ensure in/formal mechanisms are in place, shared, and utilised to address concerns	
Communicate appropriately, consistently and continuously with relevant parties				
INCLUSION Te Kūaha	Actively include and engage with peer groups, colleagues, coaches, athletes, support staff, wha-nau and caregivers, as appropriate Model and promote respect for others to foster inclusive environments that protect and facilitate safety and WB Utilise feedback mechanisms that include relevant parties and represent a range of voices and perspectives	Utilise input from athletes, coaches, and relevant stakeholders to develop your HP strategy, and engage individuals in HP committees/groups that contribute to key decision-making items (4, 5) Implement policies, strategies and activities that are inclusive, accessible, protect and promote safety and WB, and reflect input of coaches, athletes, staff, and wha-nau as appropriate (2, 4, 5) Conduct inclusive induction processes, including wha-nau as appropriate (1, 4)	Actively seek and engage input from NSOs, coaches, athletes, staff and whānau as appropriate Implement policies, strategies and activities that are inclusive, accessible, and reflect input of coaches, athletes, staff, and whānau as appropriate Communicate and work in tandem with other stakeholders to achieve inclusive, consistent, relevant approaches to WB	
CONTINUOUS GROWTH Te Papa	Have honest conversations and develop clear plans to enable growth for personal and professional development needs Build capability over time in your respective role (including throughout the performance pathway for athletes)	Provide and promote opportunities for athletes, coaches, and staff to engage with and influence others in decision-making forums (4, 5) Promote development opportunities for all parties, including for athletes into, through and beyond the performance pathway (1, 2, 8) Prioritise the identification and achievement of intra-individual milestones (e.g., through development, support, and monitoring mechanisms such as development/work plans) (1, 3, 8)	Provide opportunities and supporting systems for ongoing reflection and development for coaches, athletes and staff, such as leadership development programming Establish consistent mechanisms that allow for idea exchanges and cross-unit projects, systems, learnings and enhancements	

WELLBEING FRAMEWORK AND GUIDELINES – QUESTIONS & CHECKS FOR NSOS

Overview: The following questions / checks provide focused prompts related to the key principles of transparency, inclusion and continuous growth which are aligned with the HPSNZ Wellbeing Framework and Guidelines in support of the [HPSNZ Strategic Plan](#).

ENACTING AND ACHIEVING TRANSPARENCY

Principle in Action There is transparency and clarity of:	Anticipated Outcomes	Questions/Checks for NSOs
What we each do <ul style="list-style-type: none"> • Roles and responsibilities • Accountability and consequences • Expectations 	<ul style="list-style-type: none"> • Individuals have a high level of trust in the organisation and their teams • There is clarity of purpose, expectations, roles, responsibilities and accountability measures 	<ul style="list-style-type: none"> • Do individuals know their role and impact on the culture and environment? • Do all relevant parties have clear accountability measures? • What processes do you have in place to promote information sharing?
The way we do things <ul style="list-style-type: none"> • Culture, values, mission, purpose • Policies and protocols • Procedures • Guidelines • Communication processes 	<ul style="list-style-type: none"> • Communication is a 2-way process within the performance environment/s, it is timely, clear, respectful, constructive and transparent • There are clear, consistent and effective induction processes as people enter and transition along the performance pathway • There is an ethical and consistent practice in how sensitive or personal information is stored, shared and used 	<ul style="list-style-type: none"> • Does your HP strategy have a clear purpose and vision that incorporates values such as trust, respect and transparency (i.e., more than binary performance outcomes) and/or strategic outcomes that relate to or incorporate values such as trust, respect and transparency? Are there requisite trainings to underpin the strategy? • Does your code of conduct mirror or include reference to your cultures, behaviours and/or values? • Do your policies mirror your culture, behaviours and/or values (e.g., whistle-blowing/protected disclosures policy, dispute resolution, anti-doping and/or social media)? • Do your processes mirror your cultures, behaviours and/or values (e.g., selection processes, dispute resolution processes)? • Do all parties know how to access the HP strategy, policies, etc.? • What are your induction/onboarding processes, including support for athletes into, through and beyond your performance pathway?
The decisions we make <ul style="list-style-type: none"> • Decision making processes (including selection processes) • Support/services that are available • Performance/career pathway funding • Governance structures 	<ul style="list-style-type: none"> • Individuals are empowered to and can make informed decisions and understand the implications of these decisions • Individuals understand how to engage in decision making processes and are clear on what they can and cannot influence or change • The way in which decisions are made is clear and there is alignment of those decisions to published policies 	<ul style="list-style-type: none"> • What are your recruitment intentions and talent depth chart for athletes, coaches and support staff? Is this made clear to individuals? • Are you seeing instances of behaviour in your environment that do not reflect a culture of trust, respect and transparency? • Are athletes and coaches engaged in the sport's formal and informal engagement mechanisms? • Do you have formal documented processes for managing issues? • Are the processes (including the bodies or mechanisms within them) consistently applied and appropriate for hearing or resolving the issue?

WELLBEING FRAMEWORK AND GUIDELINES – QUESTIONS & CHECKS FOR NSOS

ENACTING AND ACHIEVING INCLUSION

Principle in Action Inclusion is evidenced by:	Anticipated Outcomes	Questions/Checks for NSOs
Promotion of individuals' contributions <ul style="list-style-type: none"> Individuals are able and encouraged to bring their whole selves to performance environments Individuals' diverse experiences that are brought to performance environments are actively sought, celebrated and valued Individuals' diverse journeys through the system are acknowledged, celebrated and valued 	<ul style="list-style-type: none"> Diverse groups of people are attracted to and retained in the sport (athletes, coaches, staff) Individuals feel they belong, and they are connected to the purpose/goals of the organization/team 	<ul style="list-style-type: none"> Do you actively seek feedback from and listen to coaches, athletes, support staff, whānau and caregivers? Are all relevant parties (including whānau and caregivers, where applicable) provided with early opportunities to understand their rights and obligations within the sport? Do all relevant parties know how they can contribute? How do you promote/celebrate/actively seek diverse experiences and journeys?
Our systems and structures <ul style="list-style-type: none"> Policies, processes and protocols are fairly and consistently applied Policies, processes and protocols do not discriminate Individuals are connected to support networks and services they need to thrive Voice mechanisms are respected, valued and utilised Efforts to engage individuals and/or voice mechanisms are authentic and meaningful Communication is respectful and constructive debating is valued 	<ul style="list-style-type: none"> Voice mechanisms are effective and contribute to fostering a culture of respect and support Respectful debate and courageous conversations are part of the performance culture Systems and structures are better meeting the needs of individuals within the system Individuals feel connected and motivated to achieve 	<ul style="list-style-type: none"> Is input of coaches, athletes, and relevant staff part of your high performance strategy and/or reinforced through HP role descriptions, athlete agreements, committee terms of references? Do your processes and behaviours across the sport reflect inclusion and importance of all relevant parties? Do you have flexibility in your system to provide for individualised support which is proactive to predicted needs and responsive to self-identified needs? Does your sport have an internal athlete representative group or advisory committee with defined channels of input across the sport? If so, is it fit for purpose? Do your athletes (or representatives) and relevant parties have the capability and skills to represent themselves or the group of athletes/individuals they represent? Are all relevant parties actively engaged at key decision-making tables across the different levels of your sport? To what extent do you provide individuals with information and/or access to athletes, coaches and staff regarding their rights and obligations prior to them entering the programme and/or once they have committed? How do you demonstrate where you have incorporated feedback into decision making and/or explain where and why you haven't? Do you have a formal induction process for new elite athletes/coaches and support staff that sets out their rights and obligations?

WELLBEING FRAMEWORK AND GUIDELINES – QUESTIONS & CHECKS FOR NSOS

ENACTING AND ACHIEVING CONTINUOUS GROWTH

Principle in Action Continuous growth is evidenced by:	Anticipated Outcomes	Questions/Checks for NSOs
Promotion of individuals' contributions <ul style="list-style-type: none"> Individuals understand their rights and responsibilities for their own growth and development Individuals value and actively encourage inquiry, debate and innovation Formal and informal feedback mechanisms are constructive and meaningful Individuals seek to learn from the diverse knowledge, ideas and perspectives available in the environment 	<ul style="list-style-type: none"> Individuals have gained/developed the skills and resilience required as they transition along and beyond the performance pathway (athletes, coaches, staff) Individuals are supported in their growth to drive their own development (IPPs, PDPs) People are retained in the systems as they feel their development is valued and supported Individuals understand what is needed to reach their potential 	<ul style="list-style-type: none"> To what extent has there been discussion with athletes, coaches and staff about their personal and/or professional development needs? Is some education required to build capability of individuals, to have honest conversations, and to get better with managing their time? How do you build individuals' capability over time/on their journey (including, for athletes, into, through and beyond their performance
Our systems and structures <ul style="list-style-type: none"> Growth and development of individuals, programmes and sports is promoted, supported and invested in, at all levels Inquiry, debate and innovation are resourced Mechanisms are in place to promote the sharing of information and new knowledge Policies, processes and protocols allow individuals to feel safe to take risks and to fail as a means of promoting growth It is safe to constructively challenge and debate ideas to learn and innovate 	<ul style="list-style-type: none"> Performance environments continue to evolve and grow as new knowledge, information and lessons are used to inform decision making and strategic direction Care for the individual's growth and development (as a whole person) is demonstrated There are improved performance outcomes (both organizational and individual) as the diversity of individuals' experiences, knowledge and perspectives are leveraged Time is dedicated to celebrate and critique the journey, not just the results 	<ul style="list-style-type: none"> Do all relevant parties have the ability to provide input for their growth? Do your people (coaches, athletes, staff) have the capability and skills to successfully engage with and influence others in decision-making forums? Do your high performance staff bring technical expertise as well as soft skills to create and contribute to a culture that promotes athlete voice? Do your recruitment processes prioritise skills that create and contribute to a culture that promotes athlete voice? To what extent are individuals (coaches, athletes, staff) measured or reviewed on their ability to create and contribute to the culture? What monitoring and measuring processes or tools are you using? Are relevant parties able to use evidence and information to enhance continuous learning and improving performance? Who leads this within the relevant environment/context? What mechanisms are in place to monitor wellbeing generally and how is the effectiveness of interventions assessed?



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HIGH PERFORMANCE SPORT NEW ZEALAND
NATIONAL TRAINING CENTRE
17 ANTARES PLACE,
MAIRANGI BAY, AUCKLAND 0632

Te Kāwanatanga o Aotearoa
New Zealand Government