Coach Mentorship

Shaun McGuinness
Mentoring a “HP” Coach
Identification and Recruitment

• Within Basketball B.C. Community
• Through Participation in NCCP Courses
• Observed in competition or training
• Coach Inquiry
Mentoring a High Performance Coach

Development

- NCCP Courses
- Apprentice / Assistant coaching positions
- Coaching at various HP camps and clinics
- Pro. D. Activities
- Quarterly Evaluation Template
Mentoring a High Performance Coach

Support and Monitoring

- Formal enrollment in Mentorship Program
- Assigned Appropriate Mentor
- On going Evaluation and Feedback
- IPP – See Handout
- Funding for NCCP courses and other Pro. D.
# Coach Profile

## Four Pillars

<table>
<thead>
<tr>
<th>Health / Wellness (Fixing the Engine)</th>
<th>Think</th>
<th>Do</th>
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</thead>
<tbody>
<tr>
<td>Nutrition</td>
<td>Self</td>
<td>Eval</td>
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<td>Hydration</td>
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<td>Sleep</td>
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<td>Recovery</td>
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<tr>
<td>Functional Movement Capacity</td>
<td>Self</td>
<td>Eval</td>
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<td>(Improving the Engine)</td>
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<td>Flexibility</td>
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<td>Functional mobility</td>
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<td>Posture</td>
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<td>Dynamic stability</td>
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<tr>
<td>Physical work capacity (Building the Engine)</td>
<td>Self</td>
<td>Eval</td>
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<td>Stamina</td>
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<td>Strength</td>
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<td>Jumping</td>
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### MENTAL

<table>
<thead>
<tr>
<th>Consciousness (Mindful in the moment)</th>
<th>Self</th>
<th>Eval</th>
<th>ABCD</th>
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<tbody>
<tr>
<td>Self-awareness</td>
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<td>Self-regulated learning</td>
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<table>
<thead>
<tr>
<th>Connections (Together with purpose)</th>
<th>Self</th>
<th>Eval</th>
<th>ABCD</th>
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<tbody>
<tr>
<td>Teamwork skills</td>
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<td>Leadership skills</td>
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<th>Composure (Ready for the storm)</th>
<th>Self</th>
<th>Eval</th>
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<tr>
<td>Attentional control</td>
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<td>Emotional control</td>
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## Criteria

### Design the Program: Develop the Team Performance Plan (TPP)

- Foundational Components (vision, purpose, leadership, learning environment, culture)
- Pressure components (execute, trust, composure)
- Individual Performance Plans (IPPs)
- Team Goals
- Roles and responsible
- Calendar plan
- Tracking and Monitoring
- Strategies (Style of Play in Four Phases)
- Tactical Plan

### Manage the Program

- Track and monitor athletes
- Administrative aspects of program and oversee logistics

### Plan a Practice

- Identifies appropriate logistics for practice
- Identifies appropriate activities in each part of the practice
- Assign roles and responsibilities

### Provide Support to the Athlete in Training

- Ensure that the practice environment is safe
- Implement an appropriately structured and organized practice
- Make interventions that promote learning

### Analyze Performance

- Detects performance errors
- Corrects performance errors

### Support the Competitive Experience

- Prepares team for competition
- Prepares individual for competition
- Make effective interventions during the competition
- Debriefs the athletes after the competition

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### NCCP Certification

- NCCP Certification: [Field]
- NCCP Number: [Field]
# TAS / High Performance Coach Objectives / Evaluation Debrief

## TAS/HP 2020/21 Plan

<table>
<thead>
<tr>
<th>Points of Emphasis: the Big Three</th>
<th>Tactical</th>
<th>Strategic</th>
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<tbody>
<tr>
<td>FIBA Game - Teaching and Application</td>
<td>Disruptive on defence</td>
<td>Transition offence</td>
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<tr>
<td>Connections and Communication: Team / Staff</td>
<td>Disruptive on defence</td>
<td>Transition defence</td>
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<tr>
<td>Player Assessment</td>
<td>Deceptive on offence</td>
<td>Offence</td>
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<td><strong>Tactics</strong></td>
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<td>In two and three player actions</td>
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<td><strong>SKILLS</strong></td>
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<th>Grade</th>
<th>Comparison</th>
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<tr>
<td>ONT, QUE</td>
<td>National/University Level, Hit target, On schedule, top-3 Nationally</td>
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<tr>
<td>SASK, ALB</td>
<td>Behind target but progress, top provincial level</td>
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<tr>
<td>High School</td>
<td>Flag, limited knowledge and progress, High School Level</td>
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Recruitment
Art vs Science

- Knowledge is knowing a Tomato is a fruit -
- Wisdom is knowing to not put it in a fruit salad
Coach Gold Medal Model

Developing Winners Who Can Perform in the Demands of the Storm

“To me, the Xs and Os... they’re an important part of coaching but a relatively small part. Eighty percent of it is just relationships and atmosphere.” – Steve Kerr

@MVP_Mindset
Qualities of a Good Mentee

- Committed to Coaching
- Has Growth Mind Set – Life Long Learner
- Willing to be Mentored
- Accepts Criticism
- Willing to try new things
- Accepts Responsibilities
- Open and Honest
- Respectful and Grateful
- Uses various learning styles
10 QUALITIES OF A GREAT MENTOR

Every successful person in the world whether they’re an entrepreneur, an athlete or a musician all had great mentors. Here’s how you can tell if you have a great mentor or not.

1. CHALLENGES YOU
   A great mentor always pushes you to be better and never lets you rest on your laurels.

2. IS EXPERIENCED
   Your mentor should have a ton of relevant experience and wisdom they can draw upon.

3. IS WHERE YOU WANT TO BE
   Choose a mentor that shares the same vision of success as you.

4. SUPPORTS YOU
   A great mentor will pick you up when you stumble and fall.

5. IS A GREAT LISTENER
   Your mentor should be willing to listen to more than just their own opinion.

6. IS INVESTED IN YOUR SUCCESS
   A great mentor is happy to see you succeed and even potentially surpass them.

7. GUIDES YOU TOWARD THE ANSWER
   Mentors should never just give you the answer, but give you the tools to figure it out yourself.

8. PROVIDES CONSTRUCTIVE FEEDBACK
   Your mentor will praise you when you’ve done right and, most importantly, help you figure out what went wrong.

9. RESPECTS YOU
   A great mentor should never look down on you and instead see you as their equal.

10. IS AVAILABLE
    A great mentor should always be available to provide the help and advice you need.
What is the focus of the Mentoring?

Skills Teaching
Tactics and Strategies
Player Interactions
Motivational Techniques
Organization and Management
Planning
Gold Medal Model

Functional Movement Capacity
- Fixing the engine
- Maintaining the engine

Health and Wellness
- Self identity
- Know yourself

Physical Work Capacity
- Improving the engine

Skills / Concepts
- Foundation of the game

Decision Making
- Thinking the game

Strategy / Tactics
- Planning the game

Physical

Social

Emotional

Mental

Connected
- Together with purpose
- Mindfully in the moment
- Ready for the storm

Environment
- Know your surroundings

Resilient
- In for the long game

Basketball

Molten

Official style of play

Basketball BC

Canada Basketball
Gold Medal Knowledge

**Individual**
- Know your athletes
- Establish anchors
- Grow and amplify

**Confidence**
- Trust
- Execution
- Composure

**IPPs**
- Build their body, mind
- Global skills / concepts and decision making in their position
- (Guards, wings, forwards)

**Connections**
- Eyes
- Voice
- Signals

**Environment**
- Culture and DTE/CE
- Hold people to a high standard
- Assurances

**Team**
- Style of play based on strengths
- Task cohesion
- Social cohesion

**TPP**
- All four pillars of the Gold Medal Model
- Four Phases of the Game (offensive transition, offence, defensive transition, defence)

**Dreams**
- Passion
- Process
- In it for the long-term

**Direction / Support**
- Have a plan /goal
- Support - Remind /encourage / praise / breakdown conversation
Mentorship Continuum

Determine type of Mentoring?

Role Model

Trainer

Facilitator

Consultant

Coach
Mentorship Continuum

Consultant

What is a Consultant?

- con · sult · ant
  /kənˈsʌltənt/
  - a person who provides expert advice professionally
    - Synonyms: adviser, expert, specialist, authority, pundit, counsel
  - Expert at recognizing problems and developing solutions
  - Art of making connections
Mentorship Continuum

Consultant

Observe your team play and make suggestions for:

1. Style of play and technical tactical package.
   and /or

2. Your in game coaching interventions
   • Subs
   • Time outs
   • Coaching on the fly, dead ball
   • Interactions on the bench

3. Have a meeting to discuss or send a written document.
Mentorship Continuum

**Trainer**

**TEACHER VS TRAINER**

- **Teacher** is someone who teaches
  - Imparts theoretical knowledge
  - Teaches concepts and theories

- **Trainer** is someone who trains
  - Imparts practical knowledge
  - Teaches technical and practical skills

*Pediaa.com*
Mentorship Continuum

Trainer

1. Prior to competition come to an agreement on a skill you wish to improve in your in-game coaching; for example:
   - Last / first principle or name / action principle
   - Dead ball communication
   - Use of assistant coach(s)

2. Observe you in competition.
   Good – observe from sideline
   Better – coach wears microphone
   Best – coach is videoed and mic’ed

3. Meet and Debrief
Mentorship Continuum

Role Model

Dictionary definition:

“A person who serves as a model in a particular behavioral or social role for another person to emulate.”

American Heritage Dictionary Online, 4th edition
Mentorship Continuum

Role Model

Observes Mentor Coach in Practice

Observes Mentor Coach in Games

Observes Mentor Coach in Staff and Team Meetings

Meet and discuss Observations
[Preparation and During]
- A facilitator is someone who uses knowledge of group processes to formulate and deliver the needed structure for meeting interactions to be effective.

[During]
- The facilitator focuses on effective processes (meeting dynamics) allowing the participants to focus on the content or the substance of their work together.
Mentorship Continuum

Facilitator

PROVIDES GUIDED OPPORTUNITIES

Co- coaches part of practices

Co- presents at player and staff meetings

Gives Feedback in specific area in a games
Mentorship Continuum

Coach

Definition of Coaching

“Unlocking a person’s potential to maximise their own performance. It is helping them to learn rather than teaching them.”
Mentorship Continuum

Coach

1. Prior to competition have a conversation around areas of growth.

2. Observe your team play and/or practice

   Good – observe from sideline
   Better – coach wears microphone
   Best – coach is videoed and mic’ed

3. Through debrief questions allow the coach to reflect on growth areas.
Growth = Success

TOM, MENTORING IS ABOUT MORE THAN ENCOURAGING PEOPLE TO BE JUST LIKE YOU!