



COACH DEVELOPMENT FRAMEWORK

COACH DEVELOPMENT MODULE
Learning Area: Coaching Process

Module Overview

Learning Outcomes and Communities

Module	Learning Outcomes	Learning Contexts	Coaching Community		
			Participate	Develop	Elite
Coaching Process	<p>Module 1: Effective Coaching</p> <p>Explain their philosophy of coaching and how it incorporates athlete-centred coaching approaches.</p> <p>Demonstrate an understanding of varied coaching approaches.</p> <p>Implement and reflect on varied coaching approaches.</p> <p>Demonstrate an understanding of, implement and reflect on the principles of learning (eight effective coaching strategies).</p> <p>Demonstrate an understanding of, implement and reflect on the principles of communication.</p> <p>Demonstrate an understanding of, implement and reflect on principles of feedback.</p> <p>Demonstrate an understanding of, implement and reflect on principles of questioning.</p>	<p>1. Fundamental Skill Development:</p> <p>a. Shooting technique</p> <p>2. Tactical Understanding:</p> <p>a. Shot selection</p> <p>b. Motion offence</p> <p>c. Man to man defence</p>	Practicing	Practicing	Practicing

- Module written and produced by Basketball New Zealand's Coach and Player Development Department and SPARC's Coaching Team

Module Outline

	Module Overview	Page 2
Section 1	Coaching Approaches	Page 3
Section 2	Effective Coaching	Page 6
Section 3	Apply in Practice	Page 9
	Other Activities	Page 10
	References & Additional Resources	Page 10
	Further Information	Page 10
	BBNZ Training Activity Cards	Page 11
	Coach Feedback Form	Page 14

Section 1 Coaching Approaches

The 'Coach Approach Model' is a key emphasis in order to develop increased athlete-centred practice in New Zealand basketball coaches. It identifies varied approaches coaches can utilise in their coaching practice that range from coach centred teaching and setting up drills to athlete centred-coaching and teaching games for understanding (TGfU).



Historically coaches have relied on coach-centred teaching and running drills. Whilst it is important to recognise there is no definitive right or wrong approach, coaches are encouraged to coach more towards athlete centred learning and TGfU to empower and motivate these athlete and enhance their understanding of the game and their own development.

Activity: Coaching Approaches

The players you work with are playing a targeted four versus four half court game. One player who has just had a growth spurt, and is lanky and a bit uncoordinated, shoots a three point shot and misses by a metre.

1. Consider three possible reactions and responses that different coaches might make in this situation. Try to include varied coaching approaches.

Response 1	Response 2	Response 3

2. Develop a list of fundamental skills the player would need to possess in order to achieve success in this situation.
3. Develop a list of the tactical understanding the player would need to be aware of in order to achieve success in this situation.

4. Consider how each possible response will affect the player who took the shot.

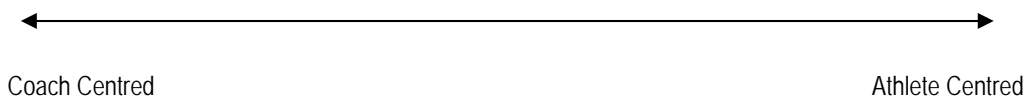
Focus	Response 1	Response 2	Response 3
How do you think the player will perform in this situation for the rest of the training session?			
To what level does each response require the player to follow directions? How?			
How does each response assist the player to analyze the situation?			
How does each response assist the player to develop awareness of how they can be successful in these situations in the future?			
How does each response assist the player to identify key tactical understanding and fundamental skill areas required for success in this area of the game?			

Debrief: Coaching Approaches

The table below outlines the key elements of different coaching approaches.

	Coach Centered Approach	Middle Ground Approach	Athlete Centered Approach
Coach	Instructs	Asks questions for analysis	Helps create athlete awareness
What is the athlete doing?	Listening	Thinking, then doing and/or thinking while doing	Doing
What is the primary outcome for the athlete?	Compliance	Understanding	Self correction and self belief
What is the athlete using?	The physical body	The mind/brain	The mind and body together

- Using this table as a guide plot where each of the responses above falls on the continuum.



- Compare and contrast the strengths and weaknesses of each of the three coaching responses analysed above.
- Describe two examples of how you would apply, within your coaching philosophy, an athlete-centred approach in your coaching practice.

Section 2 Effective Coaching

Any time coaches meet their athletes in a training session, there is a basic need to organise and manage the training session to ensure a positive learning environment. Siedentop, Mand and Taggart's (1986) eight effective learning strategies characterize effective coaching. They are practical tips to enhance athlete learning.

In addition to organising and managing the session there is also the need implement coaching practice techniques and principles to ensure sessions are effective, motivating and relevant for participating players. Some key areas of coaching practice to consider to achieve this are communication, providing feedback and questioning.

These strategies and elements of coaching practice do not relate to coaching approaches. They are merely strategies and practices to ensure a smooth training session that enables learning to occur. These are not age specific and are relevant to every coaching community.

Activity: Effective Coaching Strategies

1. To begin considering coaching strategies rate your effectiveness in the following areas:

Give your self a score out of six for each area, with '1' representing an area in which you lack understanding and are in need of considerable improvement and '6' representing an area in which you are a role model to other coaches.

A. Planning your training sessions	1	2	3	4	5	6
B. Managing an effective training session	1	2	3	4	5	6
C. Leading training sessions which flow and motivate players	1	2	3	4	5	6
D. Communicating with your players	1	2	3	4	5	6
E. Giving clear and concise explanations to your players	1	2	3	4	5	6
F. Using questions to enhance your players learning	1	2	3	4	5	6
G. Providing appropriate feedback to your athletes	1	2	3	4	5	6
H. Monitoring all types of feedback from your athletes	1	2	3	4	5	6

This rating process will help you identify areas that you do well and can continue to develop in and other areas that you may have not focused on and can begin to use in your coaching practice.

2. Read Siedentop, Mand and Taggart's (1986) Effective Teaching Strategies adapted to suit coaching. Rank these in order of importance for the athletes that you coach.

Resource: Effective Teaching Strategies

1. Devote a large percentage of time within a training session to learning key requirements for that sport (e.g. sport specific skills, psychological knowledge and understandings).
2. Devote a high percentage of time during the training session to meaningful practice.
3. Maximise opportunities athletes have to practice.
4. Keep athletes on task.
5. Assign tasks that are meaningful and matched to athletes' abilities.
6. Set high but realistic expectations.
7. Give training sessions smoothness and momentum.
8. Hold athletes accountable.

- Siedentop, Mand and Taggart's (1986)

Activity: Effective Coaching Practice

1. Choose one of the activities outlined on the associated 'BBNZ Training Activity Card' and deliver this to a group of athletes. Arrange for an observer to watch your delivery and complete the 'Coach Feedback' form. (Cards & Form at end of this Module)
2. Arrange to observe at least two other coaches in practice. Act as the observer coach and complete the 'Coach Feedback' form.
3. Analyse the three sets of coaching data. Put yourself in the shoes of a player and outline impact of the coaching practice in the following areas:

Coaching Practice	Impact
Communication	
Explanation time	
Coach positioning and group organisation	
Feedback	
Type of feedback	
Questioning	
Number of questions asked	
Open v closed questions	

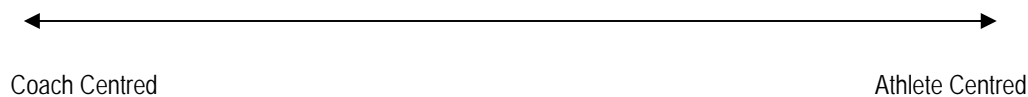
Debrief: Effective Coaching

1. Of the three examples of coaching practice you observed outline the most effective example of the following effective coaching:
 - I. Effective Coaching Strategies
 - II. Communication
 - III. Feedback
 - IV. Use of Questioning

The table below outlines the key elements of different coaching approaches.

	Coach Centered Approach	Middle Ground Approach	Athlete Centered Approach
Coach	Instructs	Asks questions for analysis	Helps create athlete awareness
What is the athlete doing?	Listening	Thinking, then doing and/or thinking while doing	Doing
What is the primary outcome for the athlete?	Compliance	Understanding	Self correction and self belief
What is the athlete using?	The physical body	The mind/brain	The mind and body together

- Using this table as a guide plot where each of the training activities you observed falls on the continuum.



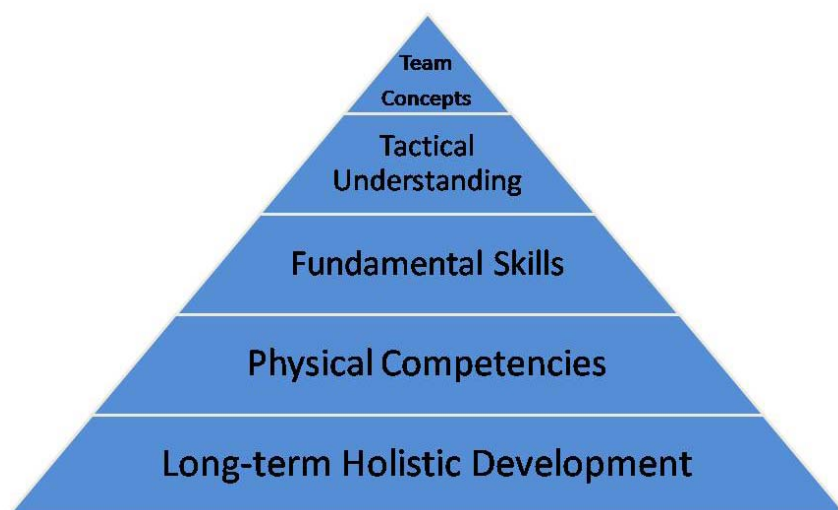
- Compare and contrast the strengths and weaknesses of each of the three coaching approaches analysed above.

Section 3 Apply in Practice: Coaching Process

1. Research and design a series of fundamental skill training activities that would prepare players for the each of the training activities you observed above. Use the information below to assist this process.
2. Implement these fundamental skill training activities and focus on a particular aspect of effective coaching (communication, feedback or questioning) when working with your players.
3. Explain how these activities are athlete centered and adhere to the eight effective coaching principles.

Resource: BBNZ Player Development Curriculum - What to Coach

When addressing on 'what to coach' coaches' focus is often concentrated on team systems and team preparation. It is important that coaches also devote some level of focus to working with the athletes' to improve their technical skills and the development of physical, mental and social abilities. Indeed any team system, team offence or defence will more than likely be unsuccessful if it is not underpinned by work on developing athletes' holistic approach to the sport, physical competency, fundamental skill base and tactical understanding. This approach is relevant across the coaching communities.



Holistic Development

The underpinning principle of athlete development is to facilitate athletes' long-term holistic development. Ultimately young athletes (and the coaches charged with their development) who are not tooled with the knowledge and understanding to take ownership for their long-term development both on and off the court will be at a disadvantage as they progress through elite player pathways and are at an increased risk of suffering physical and or mental burn out. This encompasses a broad spectrum ranging from goal setting to time management, mental skills and nutrition.

Physical Competencies

Obtaining physical literacy can help reduce injury, improve overall health and development and also improve basketball performance by given players the physical competency to perform the skills of the game. In addition physically prepared players are less likely to make fatigue related mistakes and are able to play the game at a faster pace.

Fundamental Skills

The next basis of athlete development is improving athletes' individual fundamental skill base with an emphasis on multi-skilling. If athletes have the physical literacy necessary for basketball, addressed through the long term holistic development focus of this programme, then regardless of their 'preferred' position they should be encouraged to develop the full spectrum of skills required to be a successful elite level basketball player. This means that 'big men' work on skills traditionally used by 'guards' and vice versa. This emphasis on multi-skilling explicitly addresses variances in the physical development of children and will avoid the situation where an early developer only learns one skill set and can no longer compete at an elite level when other children develop similar or greater size and athleticism. Furthermore multi-skilling players is in line with international trends and the philosophies of the world's leading basketball nations. Fundamental to this multi-skilling is an emphasis on encouraging athletes' to use both sides of their body to perform skills and developing their ability to use key skills in game like situations.

Tactical Understanding

The next aspect of the programme philosophy focuses on developing athletes' tactical understanding. The rationale behind this focus is that by teaching athletes the concepts that underpin a range of styles of play and developing their overall tactical understanding their versatility and ability to play for a number of teams and/or coaches will be enhanced.

For example rather than teaching players one style of offence athletes will be taught how to score off screening actions that are employed in a range of offensive styles. It is important to note that this aspect of player development must be underpinned by athletes' sport specific physical literacy and their ability to execute key fundamental skills.

Team Concepts

Lastly small components of the Talent Development Programme will involve developing athletes' understanding of team concepts both on and off court. This will primarily be in scrimmage and or practice match situations and will be used as a tool for coaches to assess athletes' competency in the three underpinning aspect of their holistic development, fundamental skills; tactical understanding.

Other Activities

For follow-up activities and further resources on leadership and fundamental skill development visit:

<http://www.sparc.co.nz/sport/coach-development-education/framework-programme-materials>

www.basketball.org.nz/coaches

References & Additional Resources

Kidman, L. and Hanrahan, S. (2004), *The coaching process: A practical guide to improve your effectiveness (Chapter 4, pgs 63-86)*, Palmerston North, NZ: Dunmore.

Siedentop, Mand and Taggart (1986), *Teaching and curriculum strategies for grades 5-12 (Chapter on Effective Teaching Strategies)*, Mountain View, CA: Mayfield.

Further Information

For further information about basketball New Zealand's Coach and Player Development Framework please contact:

Basketball New Zealand's Coaching Development Officer

Phone: 04 498 5950

Email: bbnz@basketball.org.nz



Training Activity

3 v 3 Pass-Cut-Replace

Basketball Skills/Concepts

Halfcourt offensive principles of spacing, timing, balance and movement (ball and player)

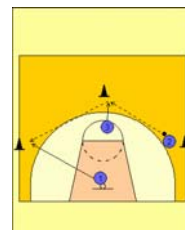
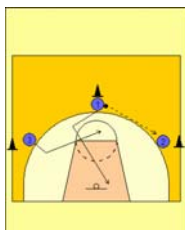
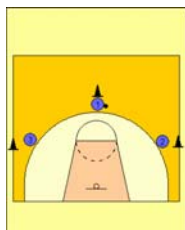
Set-up

Coach sets up three cones on the court, one at the top of the key and two on each foul line extended area. Three players are involved in the activity with one player starting at each cone. Player at the top of the key starts with a ball.

Activity

Coach explains the action:

- 01 passes the ball to 02 a cuts to the best space to score (basket) .03 reads the space created (foul line) and cuts to that position.
- Neither player receives the ball so they step out and 'replace' the original positions. Ball is reversed (02 passes to 03 who passes to 02) and action is repeated with 03 cutting to the basket and 02 cutting to the foul line. On this occasion 03 receives the pass for a lay-up.



What to look for

- Players changing pace and direction to get open when cutting
- Players showing target hands when cutting
- Spacing, players balanced evenly on the floor making the defence guard the whole court
- Timing and balance, players watching their team mates and reacting to their movement so there are not two players cutting to the same open space
- Reading the defence, players making decision based on reading and reacting to their defence
- Movement, ball reversal and player movement to move the defence

Questions

- What did you see before you cut?
- What did your team mate do before you cut?
- What did the defence do before you cut?
- Where was the best open space to score?
- How much of the court does the defence have to guard?
- Which side of the floor was the ball on during that play?
- As a defender how much did the offensive team make you move?
- What was difficult for you as a defender?

Variations

- Vary the number of ball reversals before the players can shoot.
- Add in defensive players.
- After a score transition back to halfay playing 3 on 3.

For further information contact Basketball New Zealand's Development Unit phone: 04 498 5960 or email: bbnz@basketball.org.nz



Training Activity

3 v 3 Motion

Basketball Skills/Concepts

Halfcourt offensive principles of spacing, timing, balance and movement (ball and player)

Set-up

Players are divided into teams of three. The activity involves two parts, a 'timeout' situation where the players analyse potential options and then putting this into practice on court.

Activity

- i. Coach explains to the players that they are in a three verses zero scenario, with the ball starting at the top of the key. The team has to make at least four passes before they can score.
- ii. Coach divides players into teams of three and gives each team 1 minute for a time out. During this time out the players are asked the following questions:
 - What alignment can you set up to best spread yourselves across the court?
 - After passing the ball what options do you have to create movement?
 - Ideally where would you like to shoot from?
- iii. Each team has a number of attempts at the activity then there is an opportunity for questions and feedback.
- iv. Coach sets-up the second part of the activity by adding in a defensive team.
- v. After adding the defence the coach gives each team another minute for a time out. During this time out the players are asked the following questions:
 - What will you need to be aware now defensive players have been added to the activity?
 - What would you see that could make you change your options after passing?
- vi. Each team has a number of attempts at the activity then there is an opportunity for questions and feedback.

What to look for

- Players changing pace and direction to get open when cutting
- Players showing target hands when cutting
- Spacing, players balanced evenly on the floor making the defence guard the whole court
- Timing and balance, players watching their team mates and reacting to their movement so there are not two players cutting to the same open space
- Reading the defence, players making decision based on reading and reacting to their defence
- Movement, ball reversal and player movement to move the defence

Questions

- What did you see before you cut?
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- What did the defence do before you cut?
- Where was the best open space to score?
- How much of the court does the defence have to guard?
- Which side of the floor was the ball on during that play?
- As a defender how much did the offensive team make you move?
- What was difficult for you as a defender?

Variations

- Vary the number of passes that have to be made before the players can shoot.
- If players catch the ball and do not square up it is a 'turn-over'.
- After a score, rebound or turn over transition back to halfway playing 3 on 3.

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Training Activity

'1 In' Game

Basketball Skills/Concepts

Halfcourt offensive principles of spacing, timing, balance and movement (ball and player)

Set-up

Players are divided into even teams. One team starts on offence the other starts on defence.

Activity

- i. Coach sets up the a parameters of the activity:
 - 3 v 3; 4 v 4 or 5 v 5
 - Four passes before you can score
 - Only one player from the offensive team is allowed inside the three point line at any time. Violating this rule is a turn-over.
 - 1 point for each basket outside the key; 3 points for any score inside the key.
- ii. Each team gets the opportunity to play a number of possessions on both offence and defence.
- iii. Coach stops the activity a gives each team a time-out asking the following questions:
 - What are three key areas to be aware of to be successful in this game?
 - Develop your team strategy for the rest of the activity?
 - *The coach can also use any of the sample questions below.*
- iv. Each team gets another opportunity to play a number of possessions on offence and defence.
- v. Coach stops the activity a gives each team a time-out selecting the most appropriate questions from the list below.

What to look for

- Players changing pace and direction to get open when cutting
- Players showing target hands when cutting
- Spacing, players balanced evenly on the floor making the defence guard the whole court
- Timing and balance, players watching their team mates and reacting to their movement so there are not two players cutting to the same open space
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- Movement, ball reversal and player movement to move the defence

Questions

- What did you see before you cut?
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Coach Feedback


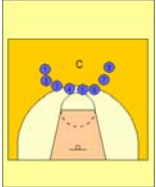
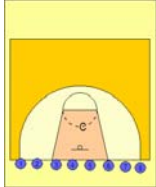
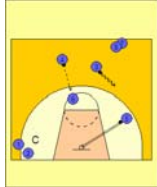
The following form aims to provide coaches with objective feedback on areas of coaching practice and effective coaching strategies.

Focus	Training Activity 1	Training Activity 2	Training Activity 3
Training activity			
Communication			

- Explaining is an essential part of coaching. It is important that explanations are concise, clear and at the level of the athletes.

Explanation time (mins:secs)			
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- In the coaching situation it is important that the coach is positioned so they can see everyone and they can see them.

Scattered	Huddle	Baseline or sideline	Distracted
			

Which outline best represents the coach and athletes' positioning			
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- A coach's demeanour, body language and tone of their voice are as important as the content of any communication with athletes.

Use a single word to describe the following	<i>Coach's demeanour</i>		<i>Coach's demeanour</i>		<i>Coach's demeanour</i>	
	<i>Coach's Body Language</i>		<i>Coach's Body Language</i>		<i>Coach's Body Language</i>	
	<i>Coach's tone of voice</i>		<i>Coach's tone of voice</i>		<i>Coach's tone of voice</i>	

Feedback

<u>Negative Feedback</u> Feedback that is neither positive nor informational. It often has a derogatory connotation, e.g. 'That is terrible!'	<u>Zero Feedback</u> A general statement with no emotion, reaction, or doesn't really say anything, e.g. 'That was good.'	<u>Objective Feedback</u> Provides specific information without any emotional attachment, e.g. providing a progress score or shot percentage.	<u>Directive Feedback</u> Directive statements which aim to get the athlete to comply with the coach's analysis. e.g. 'Get your head up!'	<u>Questioning</u> Using questioning to encourage athlete awareness, rather than coaches telling what they know. 'What can you see?'
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Record each instance of feedback from the coach into the following categories	<i>Negative</i>		<i>Negative</i>		<i>Negative</i>	
	<i>Zero</i>		<i>Zero</i>		<i>Zero</i>	
	<i>Objective</i>		<i>Objective</i>		<i>Objective</i>	
	<i>Directive</i>		<i>Directive</i>		<i>Directive</i>	
	<i>Questioning</i>		<i>Questioning</i>		<i>Questioning</i>	

Questioning

Questioning is a key coaching skill that empowers players to take ownership for their development by posing problems to be solved and enabling player learning. It also allows the coach to evaluate what the players understand and their awareness. There are two types of questions that can be asked, open ended questions that have a number of possible answers and closed questions that have only one answer.

Record the number of <i>open ended</i> questions asked			
Record the number of <i>closed</i> questions asked			

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