

This is a collection of notes from the Oceania Football Confederation Coaching Conference compiled by Community Coach Development Manager Neil Gray and modified to fit within a basketball context.

## Paul Nevin ( England and West Ham) Topic : Alignment in High Performance- A Coaches insight

Know yourself. Make sure your values are authentic, your performance is consistent, and People are your priority.

Remember to learn in the troughs not just in the steady incline but also in adversity. NOBODYS journey is straightforward.

### A coach's environment

Use the below table with your assistants to see areas of alignment, strengths and weakness.

	Club Coaching & Playing Philosophy	Professional Skills	Growth Mindset	
Plan, Do, Review		Environment		Personality & Behaviour
Individual player development		Coach		Multi Diet Approach
Tactical and Technical knowledge	Game		Player	Knowledge of pedagogy
	Experience and Qualifications	Communication	Leadership and management	

### A player's environment

You can do something similar with a player profile that you and other coaches can fill out

Technical skills

Tactical skills

Physical profile

Mental / Other – Work ethic, Concentration, Communication, Discipline, Decision Making

Super Strengths

Development Focus

## **Culture**

Paul defines it for him as Unity, Pride and Belonging. As a new coach coming in or taking on a new group of players its important that a coach refers to the history, highlights new standards and expectations, empowers leaders on and off court and works smart.

## **Support Staff**

Working with other coaches comes down to the simple ability to connect. You need to have the ability to transfer your vision, objectives and clarify each individuals responsibilities.

At the start of a season, make sure everyone knows

1. Who are we
2. Roles and Responsibility
3. Commitment to making the team a safe but challenging environment

Along with all this agreement and buy in, Paul seeks understanding of the purpose of training sessions and that when they are held they meet at least 3 of the 4 criteria.

Specific

Realistic

Enjoyable

Informative

## Sean Douglas (Oceania Football ) – Rethinking Skill Development

The vast majority of young people are in the sport to get better at the game and the easiest way to do that is to improve the skills that form the foundations, but the reality is a large part of that is not in the coaches control.

Watch this video and consider your childhood team mates and how many of them are still in the game and why. What role did the coach play in that? <https://youtu.be/nZxadVOKjgg>

Australia is in the midst of a steep decline in physical literacy and a noticeable decrease in the level of fundamental movement skills in the youth of today. There is also a myth that the earlier you specialise in a sport the better, whereas the “golden generation” of any Australian sports team you want to look at would highlight the value of sampling many sports and activities.

Those that reach elite levels mostly combine moderate volumes of instructed exercise with extensive forms of game play where play shifted in large parts from non organised play and other game sports in youth towards organised game play in adulthood.

As a coach with a skill development mindset you want to inspire the players to play independently of you.

The game of the past we have to respect, the game of today we must study and the future we must anticipate.

## **Practice Design**

### **Representative Practice**

- In essence training looks like the element of the game
- Key perceptual information (KPI's) sources are present to help players make decisions
- Some KPI sources to consider are the ball, teammates, opposition, space and targets.

### Task Simplification

- KPI sources are present but which ever ones you are using are maxed out to easiest level, e.g. 3 opponents down to one or get a shot off regardless of result.
- Don't take the skills out of context (decomposition) e.g. remove key cues to practice to just put them back in in match play.
- By simplifying you can achieve high levels of repetition while retaining KPI's
- Don't simply continue to repeat ad nauseum though, encourage the player instead of repeating the same solution to continue to develop multiple solutions which will result in adaptable skills.

As a coach if you can operate in the middle of isolated and game drills you will create well rounded players and have the ability to slide to either end of the scale depending on your groups ability.

PERCEPTION -----> DECISION -----> EXECUTION

See the Cues

Decide off those cues

Execute

"The more thought and detail put into the construction of challenges, the less deliberate, immediate feedback and instruction is required "

What practice actually looks like <https://youtu.be/kXKaeyS6AtA>

"Do what you do so well that they will want to see it again and bring their friends" Walt Disney

### Team Success + Player Development

These are not polar opposites that cant be achieved together. In your environment principles should underpin what you do. Don't be wed to a plan, recognise that you want players to understand and develop to meet the demands of the broadest game to play in a variety of different systems and to play in subtly and significantly different ways.

As a coach don't coach single themes, every practice should reflect as many underpinning principles as possible, layering in the individual needs of players. A training plan shouldn't take the form of a list of content and your purpose shouldn't be getting through that content. A perfect training session is less of a dot to dot and more responsive and adaptable to players.

"Measure what you value, rather than value what you measure "

Some suggestions;

High Performance culture : Observable behaviours (Punctuality, Staying to do extras, being a team player), Work Rate, Leadership group progression, wider feedback

Season Commitments: Tracking v Opponents on your goals, Stats, Scores in training, Results and progression

Individual Development: IPP's, Player availability and minutes played, Physical data

“Not everything that counts can be counted, and not everything that can be counted counts”  
Einstein

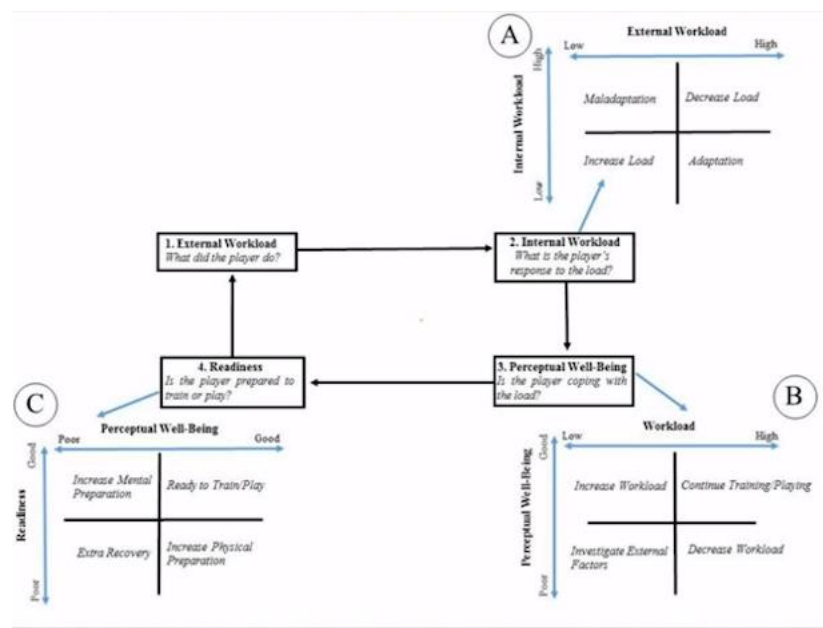
## Dawn Scott – Considerations for training the female player

Women are not small men!

All areas to be aware of differences in

- Hormonal factors
- Immune Systems
- Muscular system and strength development
- Metabolism
- Skeletal System
- Biomechanics
- Thermoregulation
- Cardiovascular system
- Blood volume and Circulation

### Training Dose Response



For those coaching ADULT female teams they might be interested in [fitcoach.com](https://www.fitcoach.com) and the impact of Menstrual cycles on athlete performance and training ability.

## Bev Priestman (Canada Women Olympic Gold Medalist Coach)

Vision : How you Lead

Values: Whats your model

Before the Olympics Bev asked each player to share with the group what gave them their RUSH

Rise Up Step Higher

Some examples were dominating the box and thinking forward.

## Bring your game model to life

A game model is how you wish to approach the game and your beliefs on how the game should be played. It should be individual and authentic to you as a coach.

Questions to ask yourself as you construct your game model

1. What key principles enhance your game model?
2. What principles of I prescribe to in order to affect the game
3. What does my game model look like at each phase in the game
  - a. Attack, Defence, Transition (Attack and defence) and out of bounds.
4. What are the individual and collective dimensions that bring these principles to life ?

As a coach you can build a preferred athlete profile within each position to help inform your selection and development decisions.

