

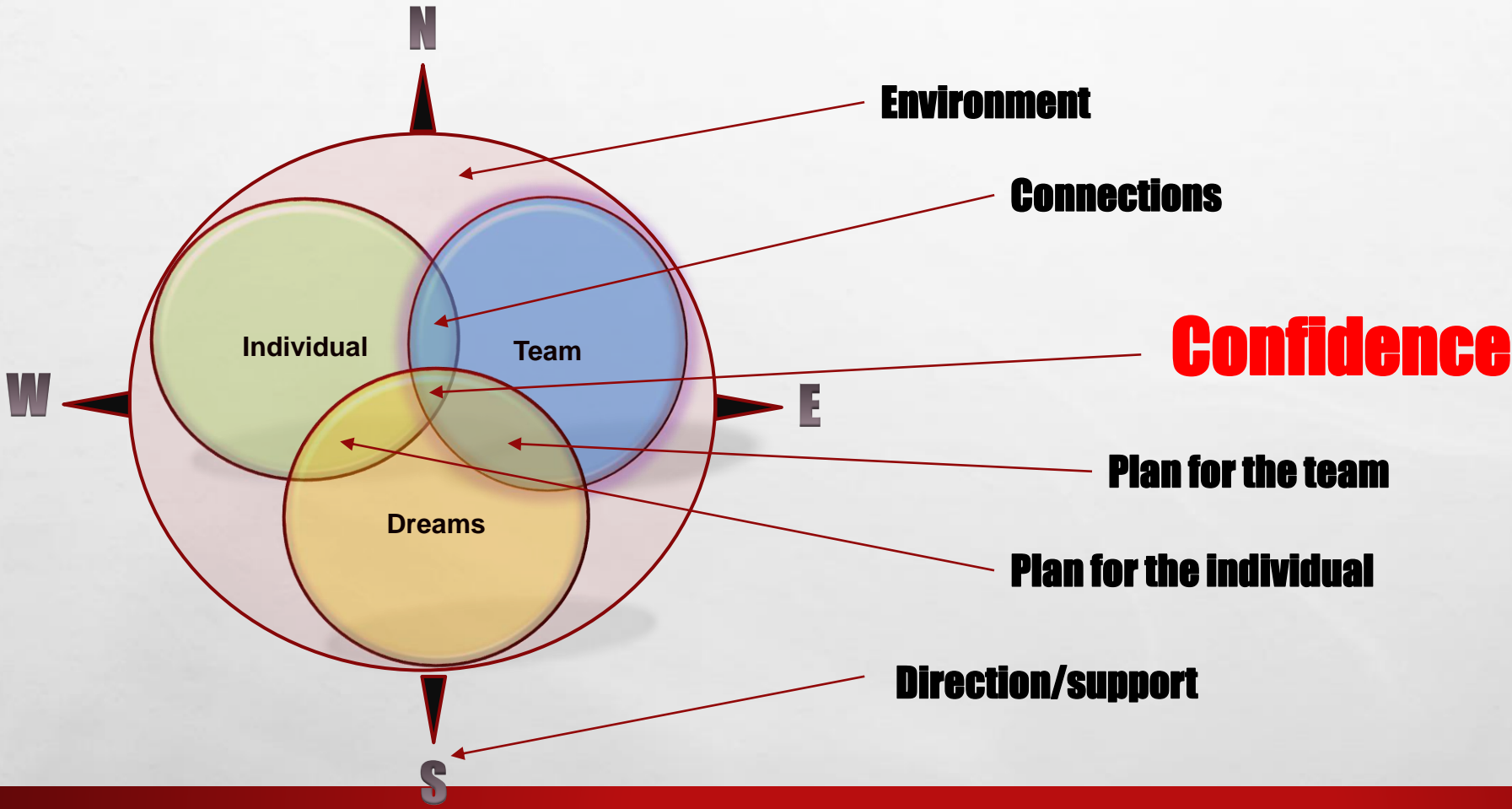
PLANNING FOR SUCCESS

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“COACH PEOPLE WHO PLAY BASKETBALL”



CONTEXT

WHO + WHY = WHAT + HOW

CANADIAN SPORT FOR LIFE



National Coaching Certification Program

AGE

Pro **Open**

University **19-22**

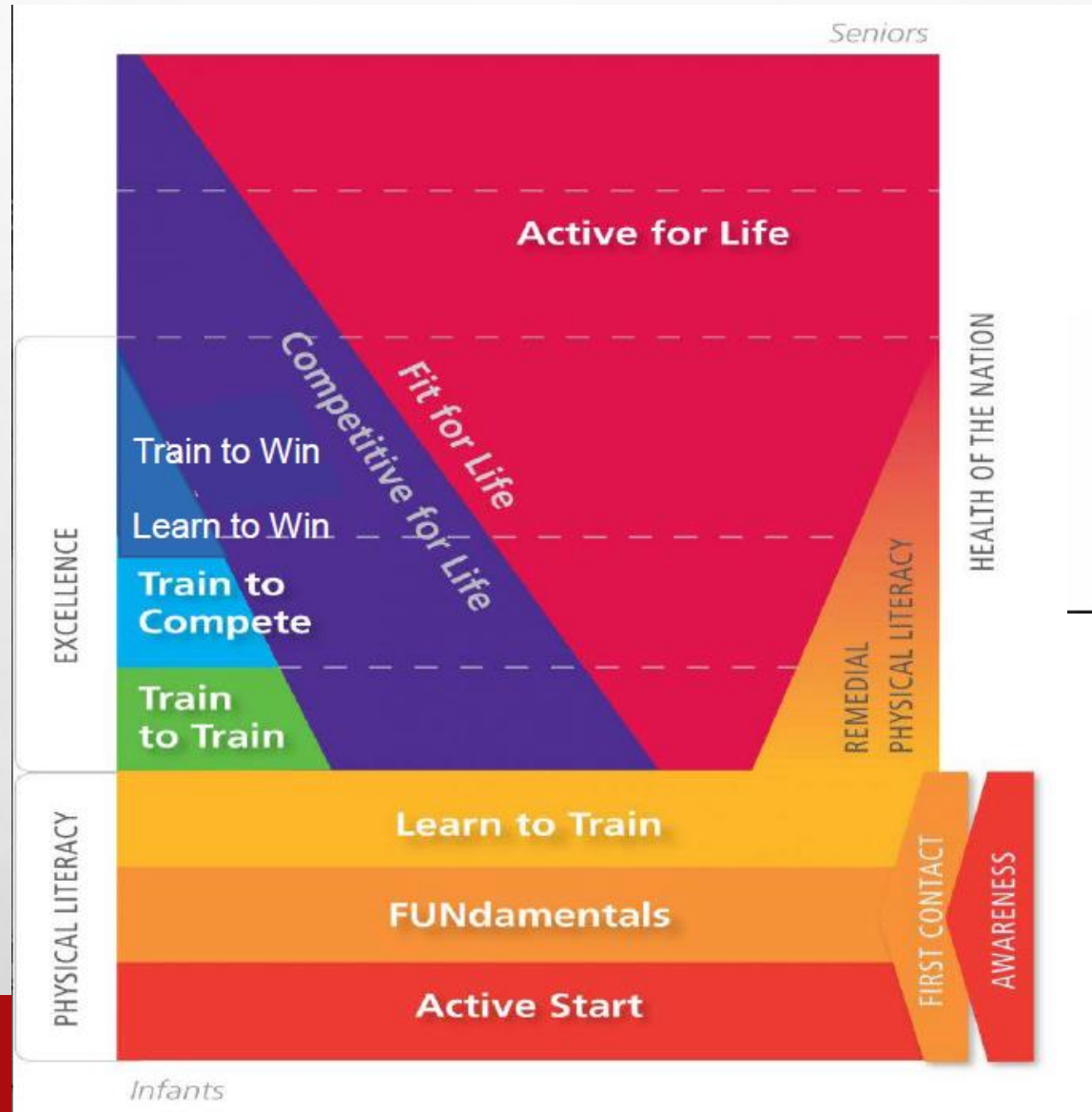
High School **16-18**

Junior High **13-15**

Elementary { **10-12**

6-9

0-5



Building a model of sustainable excellence



PURPOSE

WHY DO YOU COACH?

WHAT IS THE PURPOSE OF THE TEAM OR PROGRAM YOU ARE RUNNING?

GOAL VS PURPOSE

ARE YOU A TRANSACTIONAL OR TRANSFORMATIONAL COACH?

YOU SHOULD NOT BE THE REASON WHY A PLAYER DOES NOT PLAY AT THE NEXT LEVEL?

“IF YOU ARE GOING TO TURN CHILDREN OFF BASKETBALL GO COACH SOCCER.”

JACK DONOHUE

Teach life lessons through sport

Transformational coach

Inspire – believing in them

Role model

Challenge – think

Treat as an individual

VISION

THROUGH YOUR COACHING WHAT WILL THE FUTURE LOOK, SOUND AND FEEL LIKE?

DEVELOP COMPETENT, CONNECTED, COMPETITIVE, CONFIDENT FUTURE LEADERS WITH CHARACTER. THEY WILL LEAD BOTH ON AND OFF THE COURT, AND IN THE NUMEROUS ROLES REQUIRED TO CONTINUE TO GROW THE GAME.

LEADERSHIP

FOUR LEVELS

- LEAD YOURSELF
- GIVE ENERGY TO THE GROUP
- KNOW HOW AND WHEN TO FOLLOW
- LEAD OTHERS

WHAT IS YOUR VISION – WHAT WILL IT LOOK, SOUND AND FEEL LIKE?

HOW ARE YOU GOING TO EVALUATE?

See – eyes and ears given to speaker
Hear – leadership voice
Feel - engagement

Track – who has had a chance to lead
Debrief - at end

CULTURE

WHAT VALUES ARE IMPORTANT TO YOU?

- **SAFETY**
- **TIME**
- **RESPECT - YOURSELF , OTHERS, THE GAME**

- **VALUES**
 - **DO YOUR BEST**
 - **DO WHAT IS RIGHT**
 - **TREAT OTHER THE WAY THEY SHOULD BE TREATED**

WHAT IS YOUR VISION – WHAT WILL IT LOOK, SOUND AND FEEL LIKE?

LEARNING ENVIRONMENT

HOW DO YOU STRUCTURE YOUR PRACTICE?

WHAT ROUTINES DO YOU HAVE

- **HI'S AND BYES**
- **STANDARDS AND CONSEQUENCES VS RULES AND PUNISHMENT**
- **START, PAUSE AND STOP DRILL**
 - **SIDELINE BASELINE**

LEARNING ENVIRONMENT

- **RULE OF 3**
- **RULE OF 30**
- **RULE OF 10**
- **DEBRIEF**
 - **ABCD - AGREE, BUILD, CHALLENGE, DEEPER**
 - **COLD CALLS**
 - **ONE MINUTE DEBRIEF**

LEARNING ENVIRONMENT

TEACHING METHODS

- **TLC – TEACHING, LEARNING OR COMPETING**
- **IMPLICIT VS EXPLICIT**
 - **IMPLICIT - IMPLY**
 - **GOOD VISUAL - TALK YOUR DEMONSTRATIONS**
 - **USE ANALOGIES – ROCK HOPPER PENGUIN, HOCKEY STOP**
 - **EXTERNAL FOCUS - BRAD'S OR SCRIPTED DEFENDERS**
 - **EXPLICIT - EXPLAIN**
 - **DESCRIBE THE MOVEMENT – DESCRIBING A PICTURE ONLY YOU CAN SEE**
 - **INTERNAL FOCUS - “LIFT YOUR ELBOW”**



LEARNING ENVIRONMENT

TEACHING METHODS

- **FEEDBACK**
 - **ALIGNED (RULE OF 3)**
 - **H.E.A.D.S.**
 - **HIGH EXPECTATION WITH ASSURANCES**
 - **DIRECT – WHAT YOU SAW OR HEARD**
 - **SUPPORT**
 - **REMIND, ENCOURAGE, PRAISE /AFFIRMATION OR BREAKDOWN CONVERSATION**

WHAT IS YOUR VISION – WHAT WILL IT LOOK, SOUND AND FEEL LIKE?

LEARNING ENVIRONMENT

LOADING (MENTALLY, PHYSICALLY, COGNITIVELY)

- **A- FORM AND SPEED – ON AIR, SCRIPTED OR IMPLEMENT**
- **B- RIGHT DECISION AT THE RIGHT TIME - GUIDED DEFENCE – DECISION**
- **C – EXECUTE / PRESSURE – SAG, HAND, BALL, BODY, FOUL**
- **D – EXECUTE IN GAME / CONTEXT**

WHAT IS YOUR VISION – WHAT WILL IT LOOK, SOUND AND FEEL LIKE?

Functional Movement Capacity

 Fixing the engine

Health and Wellness

 Maintaining the engine

Physical Work Capacity

 Improving the engine

Skills / Concepts

 Foundation of the game

Decision Making

 Thinking the game

Strategy / Tactics

 Planning the game

Environment

 Know your surroundings

Self identity

 Know yourself

Resilient

 In for the long game

Connected

 Together with purpose

Conscious

 Mindfully in the moment

Composed

 Ready for the storm

Physical

Social
Emotional

Basketball

Mental



Gold Medal Model

PHYSICAL PILLAR

“BUILD THE ENGINE”

- **STRENGTH AND CONDITIONING**

“FIX THE ENGINE”

- **FOUNDATION**
 - **BALANCED STANCE**
 - **MOBILITY / COORDINATION / MOVEMENT PATTERNS**
 - **JUMPING AND LANDING**
 - **STARTS, STOPS AND PIVOTS**

“Maintain the engine”

- **Sleep**
- **Nutrition**
- **Hydration**
- **Warm up**
- **Recovery**

“HIDE THE VEGGIES IN THE SPAGHETTI SAUCE”

SOCIAL EMOTIONAL PILLAR

“KNOW YOUR SURROUNDINGS”

- **WHAT’S THEIR ENVIRONMENT (PARENTS, FAMILY, SCHOOL, \$)**

“KNOW YOURSELF”

- **SELF-IDENTITY**

“IN FOR THE LONG GAME”

- **RESILIENCY**
 - **SAFE LEARNING ENVIRONMENT (REMOVE BADH BEHAVIOUR)**
 - **CAN BE VULNERABLE**

MENTAL PILLAR

“CONNECTING WITH PURPOSE”

- **CONNECTIONS – VERBAL, PHYSICAL, SIGNALS, EYES**

“MINDFUL IN THE MOMENT”

- **CONSCIOUS – BEING AWARE, POINT OF EMPHASIS**

“READY FOR THE STORM”

- **COMPOSURE**

BASKETBALL PILLAR

“FOUNDATION OF THE GAME”

SKILLS

- **TEACH THROUGH DECISION MAKING**

INDIVIDUAL DECISION

- **PLAYER WITH THE BALL**
 - **KEEP IT**
 - **PASS IT**
 - **PIVOT**

Player(s) without the ball

- **Space**
- **Cuts/seals**
- **Screen**

BASKETBALL PILLAR

KEEP IT

- **DRIBBLE IT**
 - **SPEED, CONTROL (KOB), DECEPTIVE (CHANGE SPEED, DIRECTION, FAKES)**
- **RIM ATTACK**
 - **SPEED, CONTROL (KOB), DECEPTIVE (CHANGE SPEED, DIRECTION, FAKES)**
- **SHOOT IT**
 - **ROB (RANGE, OPEN, BALANCE)**

BASKETBALL PILLAR

- **PASS IT**
 - **OFF DRIBBLE**
 - **OFF THE PIVOT**
 - **EXTRA, ONE MORE**
- **PIVOT – UNSURE**
 - **END OF DRIBBLE**
 - **START OF DRIBBLE**

CONCEPTS: “THINKING THE GAME”

TEAM DECISION MAKING – ADVANTAGE /DISADVANTAGE -WHO AM I, WHO IS GUARDING ME, WHO IS MY TEAMMATE WHO IS GUARD HER?

- **PVAD – STRUCTURED CREATIVITY**
- **CONNECTIONS**
- **KYP**
- **POSITIONAL WORK**
 - **GUARDS, WINGS AND FORWARDS**
- **COMPLEMENTARY PAIRING – SMALL GROUPS**
 - **DEFENCE AND OFFENCE AT THE SAME TIME**

Questions?

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