

Canada Basketball Super Clinic

May 28-30, 2021

Mike MacKay—Novice to Expert: Coaching, Teaching & Assessing

Canada Basketball SWNT—High Performance Manager

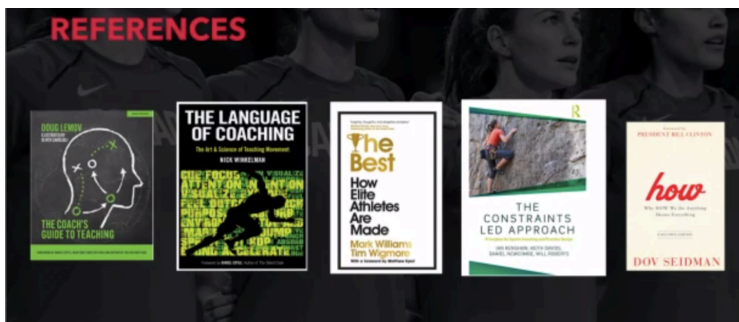
As is always the case, Mike MacKay had a tremendous amount of information applicable to coaches at all levels. Coach Mike does a remarkable job of presenting information that covers the breadth of so many contexts.

Novice to Expert: Coaching, Teaching & Assessing

Buckle up, here we go:

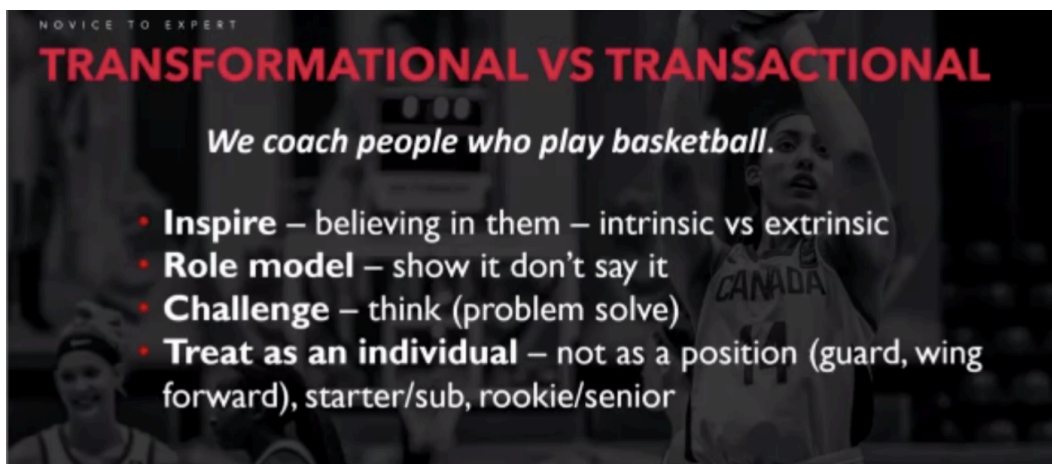
When you reflect on this past year, so much has been learned during these unprecedented and unpredictable times. Some of the best coaches on the planet have been able to rebuild their coaching tool boxes by delving into topics and research they may not have otherwise had the time to do.

Coach Mike highly recommends the following:



Much has been made of the *Transactional Coach* vs. the *Transformational Coach*.

Most old-school coaches are of the transactional nature whereby they tell their players what to do, when to do it and where to go. These coaches are in total control and allow their players very little freedom. The end result is short-term success and what happens after a player leaves the program isn't viewed as being important.



On the contrary, the transformational coach wants their players to learn, grow, make decisions, solve problems, have their lives improved and so much more. Most often the transformational coaching approach takes longer to gain significant results, however, the long-term success by far outweighs short-term results.

Transformational coaching offers a tremendous amount of rewards—particularly for the players.

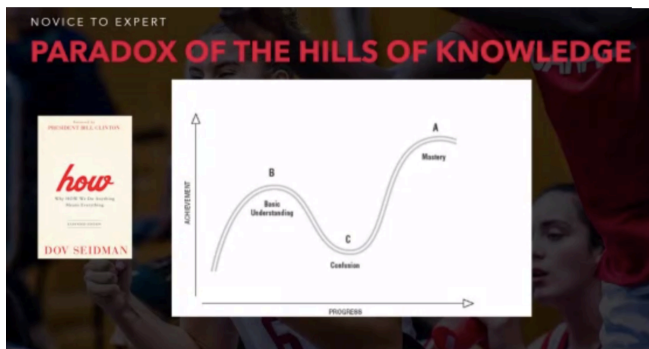
Expert Characteristics:

- a) Experts know what cues to look for (PVAD)
- b) Experts react to cues quicker (PVAD)
- c) Experts have the ability to guess right (PVAD)
- d) Experts know their Players (KYP)
- e) Experts know the Plan (KYP)
- f) Experts are connected with their teammates
- g) Experts know when to relax and when to contract (turn up the heat)

Novice Characteristics:

- a) Novices are often unsure
- b) Novices often have poor vision
- c) Novices often guess incorrect (they make more errors)
- d) Novices often do not Know their Players (KYP)
- e) Novices often do not Know the Plan (KYP)
- f) Novices are often less connected with their teammates
- g) Novices are often too wound up

The following diagram highlights the Paradox of the Hills of Knowledge—contrasting Experts & Novices



This slide is a little blurry and may be difficult to see—the vertical left side of the graph is **achievement**; the horizontal bottom of the graph is **progress**; B = **Basic Understanding**; C = **Confusion**; A = **Mastery**.

The message here is that throughout the continuum of progress, achievement is eventually achieved once there is some basic understanding, followed by some confusion, and then when the light bulb comes on, mastery is achieved.

Coaches, the message for you is to be cognizant that players will go through a period of confusion before they get it—help your players through their confusion and then mastery will result. Far too often coaches become frustrated when their players are confused about something—help them through it and watch their transformation unfold.

Let your players problem-solve...

Players need time to wobble and reflect...

There is value in confusion—watch for and even encourage the **Valley of Confusion**...

Coaches must create an environment of: psychological safety, inclusion safety, learner safety, contributor safety, and challenger safety. Safety is a key component to player development (Transformational)...

You can't Catch 5 Rabbits at Once... Another great analogy for coaches—do what you can when you can with what you have at your disposal—you can't be all things to everyone in your program but you can do some things for everyone in your program. Remember, **Less is More**—coaches can have an impact on every single player in their care...

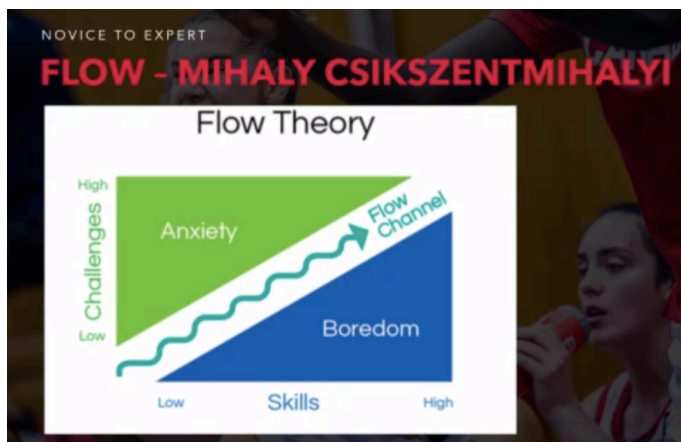
The Wicked Environment



The premise of this teaching concept is to allow players to make mistakes, self-reflect and problem-solve. Most coaches prefer to solve problems for their players because it takes less time and then the team can move onto what's next. The problem with this approach is the problem isn't solved by the players which means in all likelihood it will return.

If you want your players to excel, let them make mistakes, self-reflect and problem-solve. Once again, you must create a safe environment for your players to be able to excel within this learning model.

Flow Theory—by Mihaly Csikszentmihalyi

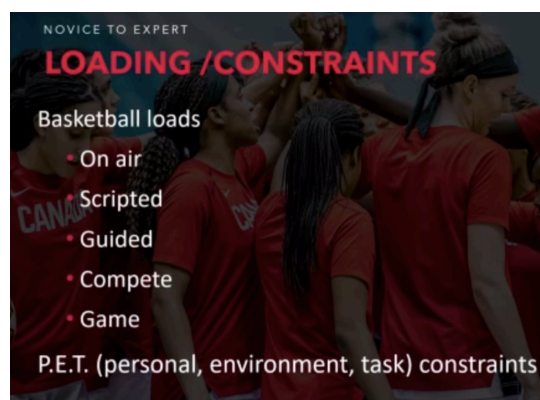
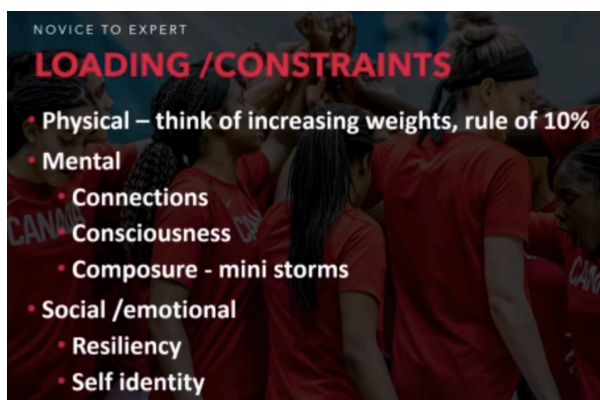


All coaches have a strong desire to see their team execute with extreme ease—put another way, with *flow*.

The chart above depicts the relationship between *Challenges & Skills* as well as *Anxiety & Boredom*. Somewhere amongst the trees is the ability for a player and/or team to perform with *flow*.

How can you help your players perform within the *Flow Channel*?

Loading / Constraints



Coach Mike cautions coaches to be careful when returning to sport in the coming days/weeks. We must be aware that there are several dimensions to player development, especially after several months and quite possibly more than a year of player inactivity. Go slow, build muscles slowly, take a slow cooker approach, steer clear of the *Edge of Injury*.

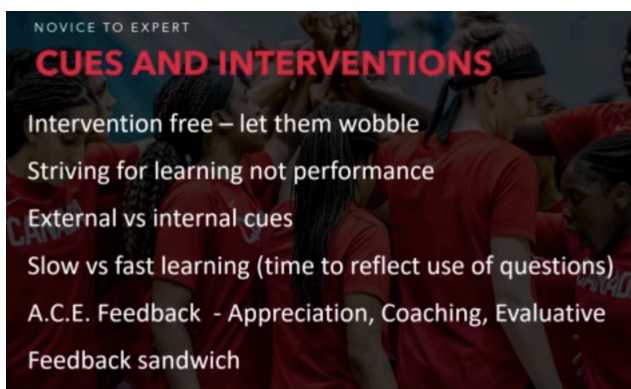
Coaches take heed, take your time and be methodical in how you and your players *Return to Sport*.

Widening your knowledge on the *ABCD Teaching Phases* is a masterful approach to coaching—*A Phase* = no defence is being played; *B Phase* = Guided defence is employed; *C Phase* = live breakdown & competitive drills are utilized (1v1, 2v2, 3v3, 4v4); *D Phase* = live 5v5, game-like play.

Most coaches spend very little time playing 5v5 because they have to teach the many concepts and actions they feel are important for the team—they often do this in breakdown situations. The game, however, is played 5v5, therefore, coaches are encouraged to play more 5v5 in practice—playing 5v5 in practice is more game-like because the game is played 5v5 (revelation).

Being fully aware of *Loading & Constraints* is an extremely wise technique worthy of consideration for coaches to employ.

Cues & Interventions



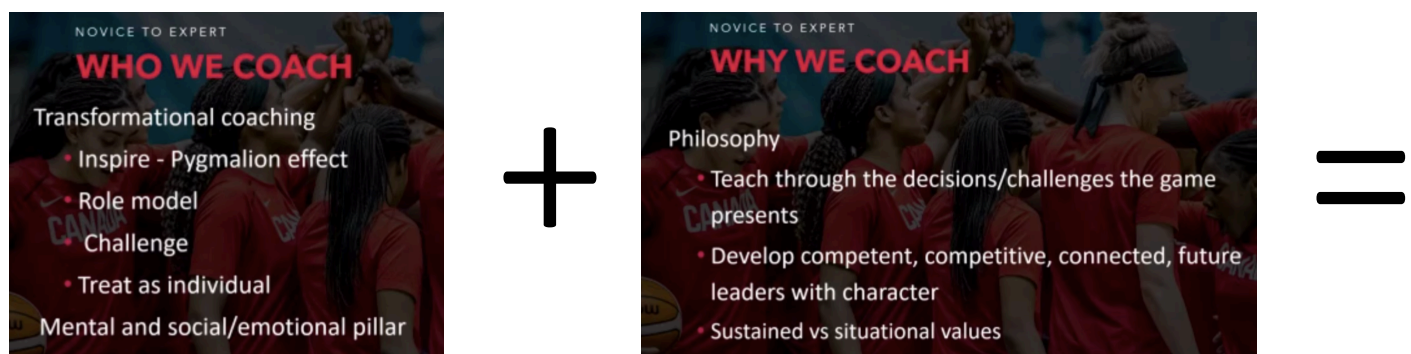
Sometimes it is best to let your players wobble as opposed to utilizing interventions. Teach players the cues they are to look for and then let them problem-solve. As mentioned earlier, the long-term gains will be immeasurable.

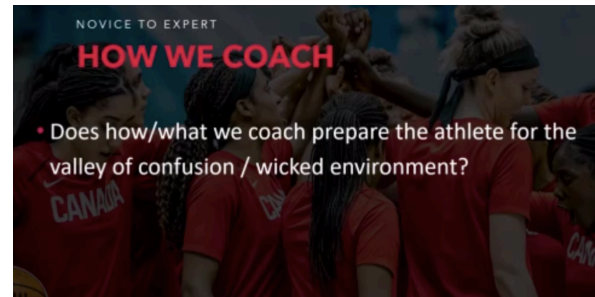
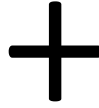
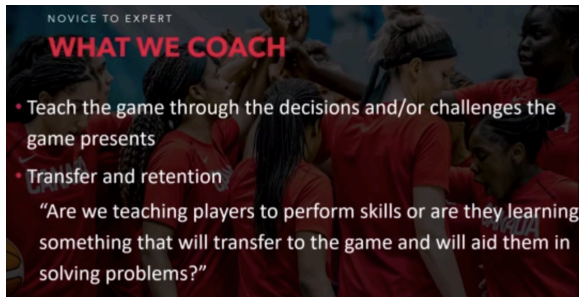
A focus on learning will enhance performance more than just a focus on performance.

Making use of external cues (PVAD—what do you see?) will enhance performance. A focus on internal cue after internal cue may cause an overload and may result in paralysis by analysis.

Problem-solving and self-reflection takes time but are well worth it.

Who + Why = What + How Paradigm





The paradigm presented by Coach Mike (Who + Why = What + How) is relatively self-explanatory. Strive to be a transformational coach; allow for problem-solving and self-reflection; are your athletes learning; let your players wobble; support them through the valley of confusion; be aware of and support the wicked environment.

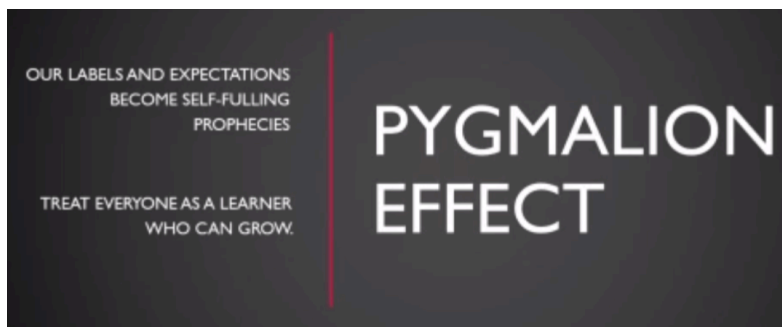
Effective and successful coaches have an uncanny ability to know their players (KYP—Who) and to then incorporate why, what & how they want to coach—all within the transformational coaching model.

The Coaches Climb



As coaches learn about contexts and their role in effectively dealing with players, they make the coaches climb. For the most part, beginning coaches (novice) teach **what** they want players to learn; next, they learn new ways of **how** to teach skills effectively; and then, effective coaches can teach their players **why** they are doing what they're doing; and the most successful coaches pay close attention to **who** they are coaching and make certain to create a safe environment in order for their players to excel on so many levels—not just on-court performances.

Pygmalion Effect



Coaches often label players in a specific context—this can often lead to and result in performances that are less than stellar or put another way, underachieved. Players will often become over-achievers when they are coached to excel as opposed to being slotted into some sort of restrictive box—the Pygmalion Effect or self-fulfilling prophecy.

To the Novice Coach

Use the **BTR** technique:

- Do your **Best**
- **Treat** others the way you want to be treated (the Golden Rule)
- Do things **Right**

Develop a Glossary for your players and define:

- What does it mean to be late to a practice or a game?
- What are the consequences?
- What are connections?
- What is Do your best?
- What is effort?
- What is BTR?
- Why is it important to touch the lines or do players have to touch the lines?
- What is coachable?
- What is style of play?
- Etc., etc., etc.

When your players know exactly what is expected of them, they will often perform as expected—the Pygmalion Effect.

The 4 Pillars of Leadership

- Self-reflection, self-evaluation, self-analysis (be true to thyself)
- Energy & enthusiasm
- Know when to follow
- Know when to lead

Effective leadership and effective coaching are art-forms.

There is so much to know and learn.

Coaches need to be bold and not afraid to take chances and make mistakes—follow your gut/heart.

Be a life-long learner—if you don't know something, find out.

Identify your gaps and then fill your gaps.

Coaching is truly a wonderful responsibility—whether a novice or an expert.

Feedback 101, 201, 301

Coach Mike briefly mentioned Doug Lemov's book and his approach to providing feedback to players:

Feedback Document Link:

<https://cloud.rampinteractive.com/visionbasketballacademy/files/Feedback%20-%20Lemov.pdf>