

Advanced Coaching & Mentoring

<https://www.youtube.com/watch?v=2FKPD0pKzDo>



PRIFYSGOL CYMRU

Y Drindod Dewi Sant

UNIVERSITY OF WALES

Trinity Saint David

Mentoring Aims-

1- Giving feedback

2- Completing the competency checklist

3- Planning for the LC



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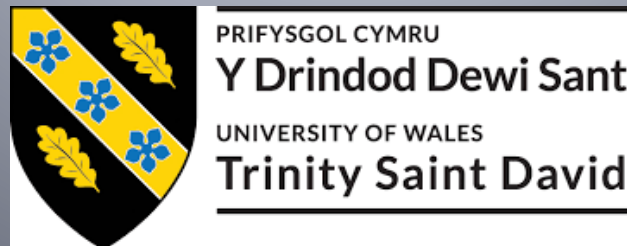
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How to achieve your grade:

- Task 1- Complete 5 mentee assessment forms (40%)
- Task 2- Practical mentoring competency checklist (completed by your lecturer) demonstrate / evidence each of the competencies on at least 3 occasions (10%) a further (10%) awarded for reflection. (20% total)



Competence		<i>The trainee mentor will be able to</i>			
	1	Arrange suitable meeting place, as private as possible			
	2	Meet with mentee and set a supportive environment			
	3	Consider ethics and confidentiality			
	4	Agree a way of working together – consider roles and responsibilities			
	5	Profile the mentee to identify their needs			
	6	Establish the current reality, determine the goals and identify priority areas			
	7	Create and maintain a safe, supportive and effective mentoring environment			
	8	Empower, identify and create opportunities			
	9	Communicate effectively with the mentee (Tone, Body language, Listening Skills, Questioning)			
	10	Provided relevant feedback, actions for future development & reflect on process/ outcomes			



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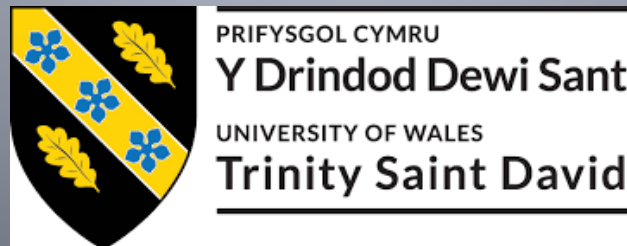
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Practical mentoring competence checklist:

- 1/2/4-As a group we will agree these today and you will be automatically passed each session
- 3/5/6/7/8/9/10 you will need to evidence when giving feedback to your mentee. (do not try and stage this, it will be achieved if you mentor well)
- Write a reflection after completing all mentoring



Why Should we give feedback

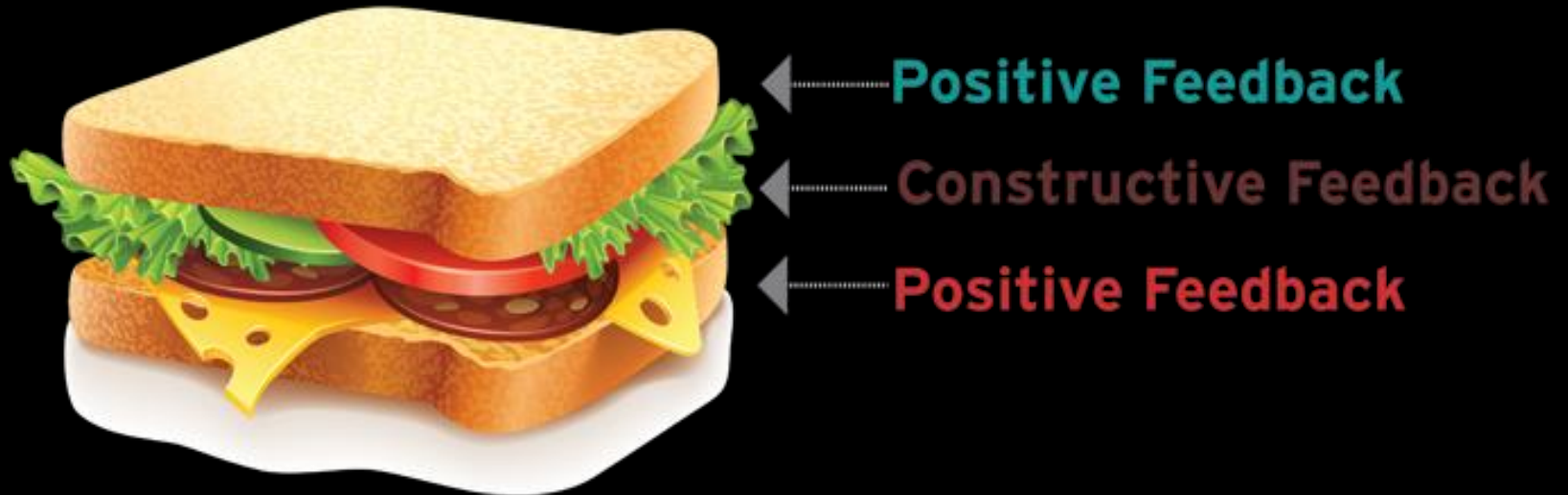
- To develop weak areas
 - To go away and reflect on what to work on
 - To improve a player
 - To help a coach develop and improve
- Our focus is developing the coach when Mentoring each other.



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Feedback Considerations

The “Praise sandwich” (Hinchliff 1999)



How not to give feedback

- Angrily / aggressive / abusive
- Unconstructive criticism
- Negative
- Shouting / raising voice
- Arguing
- In the wrong position
- Anything that will demotivate someone
- Don't be too positive (if it was poor)
- By not providing any
(you may use the above but it should be
Avoided at all costs)



- <https://www.youtube.com/watch?v=wujTSELwsPA>

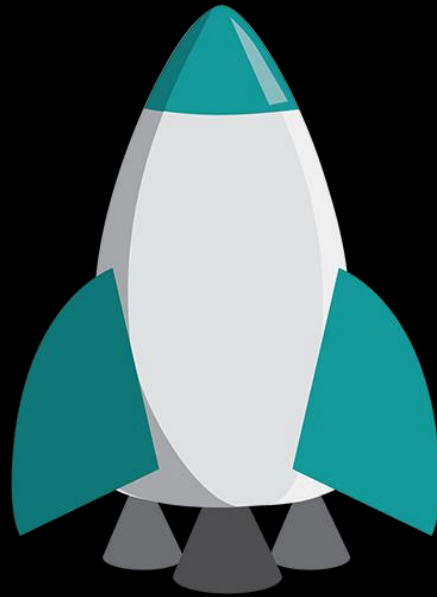


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Balanced
Observed
Objective
Specific
Timely

Balanced- Focus not only on areas for development, but also on strengths.

Observed- Provide feedback only upon behaviours that you have observed.

Objective- Avoid judgements and relate your feedback to the observed behaviour.

Specific- Back up your comments with specific examples of the observed behaviour.

Timely- Give the feedback soon after the activity. This allows the learner to reflect.



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https://www.youtube.com/watch?time_continue=80&v=USO4KFcz2Mo&feature=emb_logo



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<https://www.youtube.com/watch?v=7TuAzi4vzpA>



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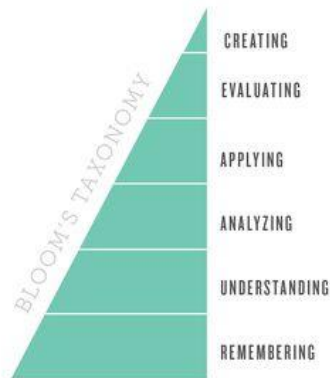
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RISE

— **MODEL for** —
MEANINGFUL FEEDBACK



ELEVATE

raise to a higher degree of
purpose in future iterations

SUGGEST

introduce improvement
ideas on current iteration

INQUIRE

seek information and provide
ideas through questioning

REFLECT

recall, ponder, communicate

Providing Feedback

The coaching Feedback Model- Performance coach training

Asking people to give themselves the feedback
instead of, or before, giving yours

What did you
think about
your
performance?

Did you
meet your
outcomes
?

How did
you think
that went?

What
did you
like
about
what
you did?

What
would you
do
differently?

<https://www.youtube.com/watch?v=Lif4saka7og>

If you could
of changed
anything
what would
it be?



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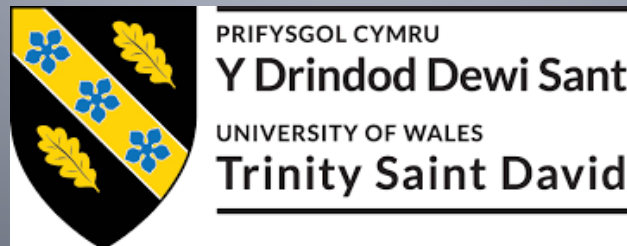
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Explanations and Instructions

- May call group in close / sat down / in a place if necessary. Gains attention of the group
- Introduction- Brief intro outlining the purpose of the session, introduced themselves and health and safety check.
- Questioned group to check for understanding
- Explains the key points / coaching points
- The information given is the correct amount (not to much / to little)
- The group clearly understands instructions
- Used Demonstrations
- Voice is clear and loud enough for everyone to hear
- Uses different pitches & tones is animated to engage group
- Uses movement when necessary to engage the group



Demonstrations

Is it the correct technique!

Can all see and hear (is it in the right position) away from distraction

Focus attention on 1-2 simple key points

Is there an easy way to remember the skill? (Mickey Mouse)

Repeat the demo more than once (for a skill)

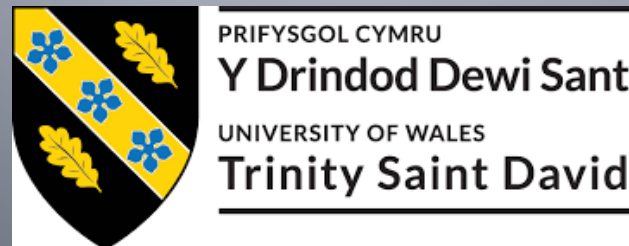
Invite questions and check for understanding

Is a member / members of the group being used (if possible / suitable)

Is the group able to perform it? (Goals that are within the ability of the player?)

Appropriate pace / tempo?

Are there simple verbal instructions?



Observation And Analysis

- Observing the way the coach has planned and organised the session to achieve the learning outcomes the types of drills/games used
 - Has the coach highlighted / praised good technique /play / skill
 - Is the coach referring back to the key points?
 - Has the coach identified a fault and corrected it ?
 - Has the session flowed?
 - Has it progressed well?
 - Are all participants challenged?
 - Are some over challenged?
 - Is the coaching style right ?
 - Is there a child/participant centred approach?

Providing Feedback As A Coach

- ✓ Ask questions to generate self-feedback / check for understanding
 - ✓ Limit information to one or two key points
 - ✓ Give specific simple information
 - ✓ Keep it positive
- ✓ Highlight positive and share with the group (reinforcement)
 - ✓ Provide some feedback as the group is on task
- ✓ Take members out to correct and provide personal feedback
 - ✓ Use participants to provide feedback to each other (when appropriate)
- ✓ Use videos / ICT – point out specific features (hudl, coaches eye)



Example- Basketball coach

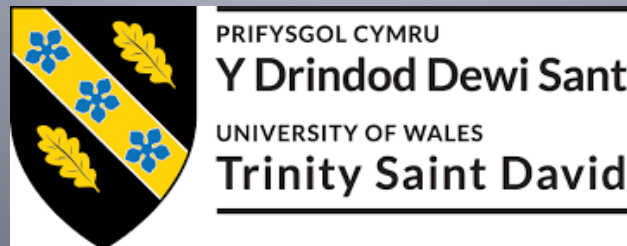
Action plan-

In the next 5 week block of sessions to continue to engage participants by planning a variety of skill drills and transferring these skills into game / game sense situations.

Look to plan in 2 times (during the next session on the 27th March) for participants to discuss tactical situations to give them more ownership of the session. A short stoppage in the game or in a game sense game should be planned in for this.

The plan for the LC:

- *We will have 25 pupils approximately for 1 hour. Each group will have 12 pupils for the hour on 2 tennis courts (half the hall)*
- *Coach the forehand shot in tennis*
- *Follow the plan provided*
- *Must finish with some competitive game*
- *Make the session competitive with the small games and challenges*
- *Main coaching points- Correct grip, low to high action, step away to play, keep the ball in / be controlled*



Next week:

Lecture at gam- disability sport
and recap assignment info
11:30- Pen Y Bryn Special
school- TBC



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Further information on
assignment for those not clear
or that have missed lecture- If
you have attended you can
leave



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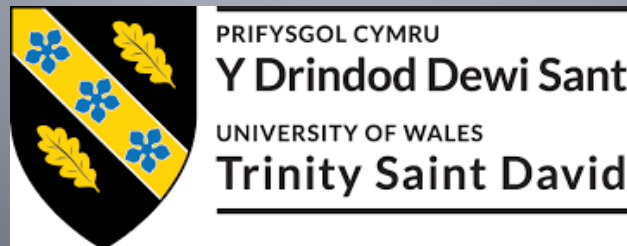
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A schedule for a 14 year old male / female athlete:

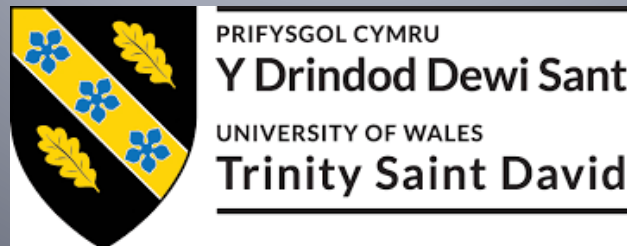
- Task 3- Produce an annual schedule in a template format- an overview of the year (2019/20) or the 2020 year cycle) for a 14 year old male/female athlete. Has to be on one of the following sports:

Football, tennis, badminton, basketball, netball, rugby



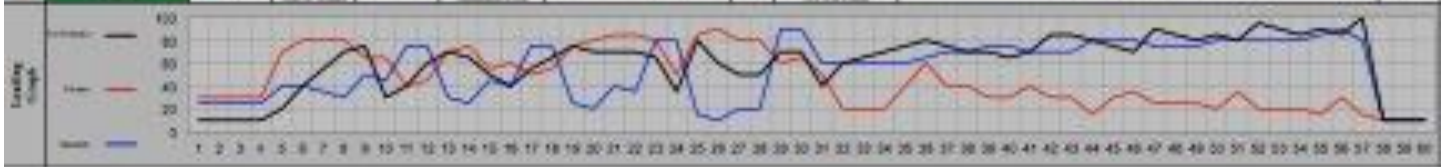
A schedule for a 14 year old male / female athlete:

- Template needs to include information on the year cycle and how the athletes development is planned under Technical, Tactical, Physical and Physiological perspective:
- Consider the following- Season dates, school holidays / school week, competition / fixture dates, Pre season / in season training, volume of training, types of training, intensity of training
- Template format don't provide individual plans. See examples but do not copy! Research / devise your own



12-Month Football Training Program

Month	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan
Phase	Off-season							In-season				Transition
Strength Training	FST	HT	MST	PT	HT	MST	PT	Maintain power and maximal strength				Rest
Speed Agility Training	Low	Low	Med	High	Low	Med	High	Med	Med	Med	Med	Rest
Intensity												
Key:	FST = functional strength training MST = maximal strength training						HT = hypertrophy training PT = power training					

[illegible]

Month	January				February				March				April				May				June				July				August				September				October				November				December																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
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How to achieve your grade:

- Task 3- Consider several academic journals in relation to the mentoring process, apply their relevance and link to the coaching pathway in your selected sport. (500-750 words) 20% of grade
- Look at moodle and research, remember non sport theory can be used here. There is a lot on nurses / junior doctors that can be applied to coaching.

20% for this / 20% for the schedule (40%)

