Advanced Coaching & Mentoring

https://www.youtube.com/watch?v=2FKPDOpKzDo



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Mentoring Aims-

1- Giving feedback

2- Completing the competency checklist

3- Planning for the LC

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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)

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Competence	The trainee mentor will be able to			
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			

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

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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

- Or focus is developing the coach when Mentoring each other.

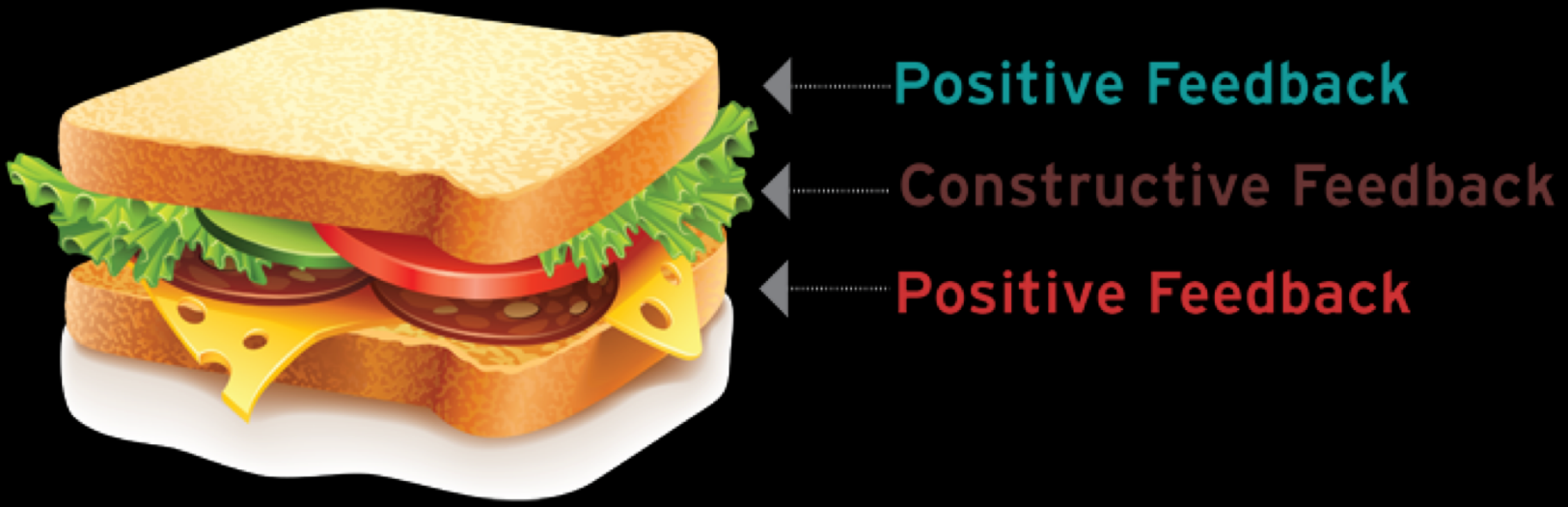
When coaching



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Feedback Considerations

The "Praise sandwich" (Hinchliff 1999)



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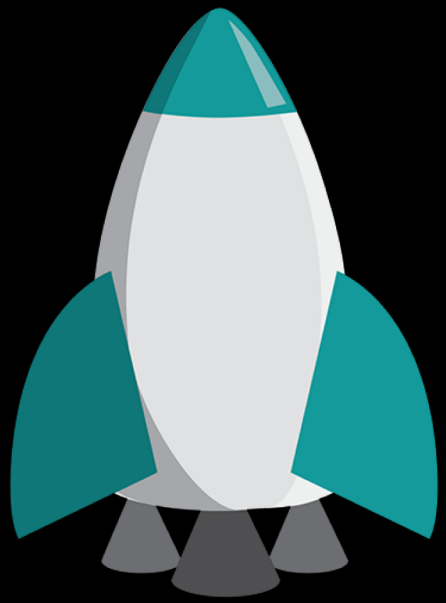
How not to give feedback

- 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



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

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Balanced
Observed
Objective
Specific
Timely

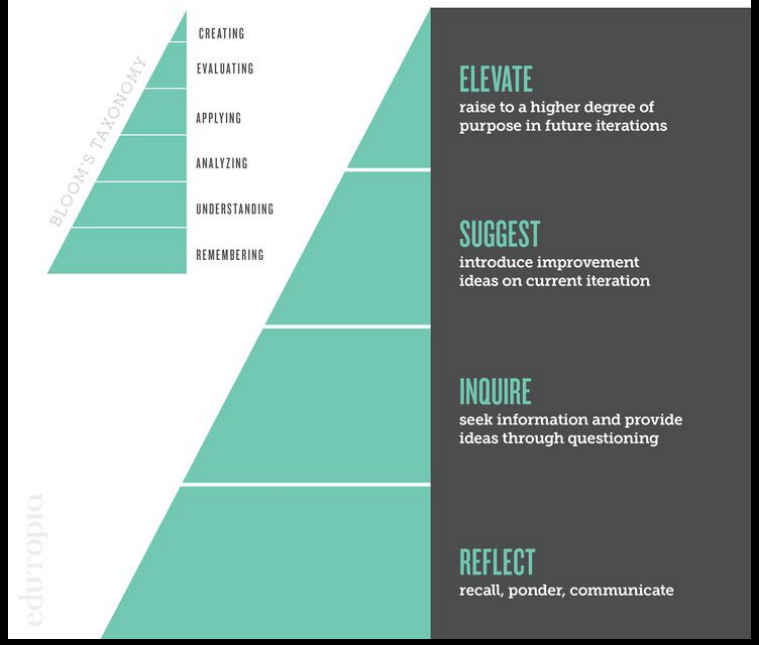
Balanced- Focus not only on areas for development, but also on strengths.
Observed- Provide feedback only upon behaviours that you have observed.
Objective- Avoid judgements and relate your feedback to the observed behaviour.
Specific- Back up your comments with specific examples of the observed behaviour.
Timely- Give the feedback soon after the activity. This allows the learner to reflect.

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RISE

MODEL for

MEANINGFUL FEEDBACK



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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 like about what you did?

What did you think about your performance?

Did you meet your outcomes ?

How did you think that went?

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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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

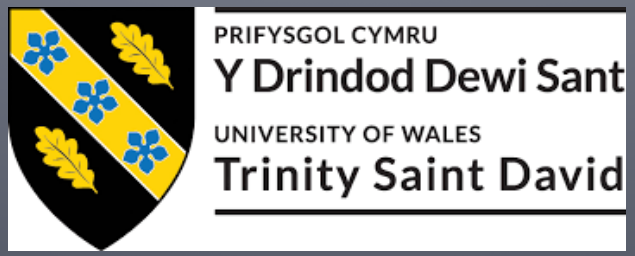
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Demonstrations

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?

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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)

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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.

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The plan going forward:

- ***Coaching will take place***
- ***Mentoring will take place***
- ***The mentor will feedback to the mentee- a discussion will take place in a suitable place***
- ***3 discussions are needed***

Next 5 sessions:

- ***March 4th- Trallwn***
- ***March 11th- Demo tennis session and disability sport – delivering curling / boccia to Unit- 9am no lecture support if needed***
- ***March 18th- Disability sport session Pen Y Bryn- 9am – final part of assignment***
- ***March 25th- Tennis session-Llanrhidian Primary School 9am- no lecture support if needed***
- ***April 1st- 9am- no lecture support if needed. 11:30am- mop up at LC for those needing to***

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LC- Planning Time-

Roulette Groups

Half to deliver 11:15-12:45
Half to deliver – 1pm-2:30pm

https://www.classtools.net/random-name-picker/

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LC- Planning Time- Todays session:

Delivering as a team for 1hour 15 minutes. 1 person leads an aspect each. Mentor plan TBC

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Q&A



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