



BASKETBALL ENGLAND

# COACHING GAME PLAN

2018-2021

#TOGETHERWEAREBASKETBALL



# CONTENTS

<b>INTRODUCTION</b>	<b>4</b>	<b>OUTCOMES</b>	<b>16</b>
<b>CURRENT POSITION</b>	<b>6</b>	<b>SUCCESS FACTORS</b>	<b>18</b>
<b>CURRENT CONTEXT</b>	<b>10</b>	<b>SHORT TERM OBJECTIVES</b>	<b>24</b>
<b>VISION</b>	<b>12</b>	<b>MONITORING &amp; EVALUATION</b>	<b>26</b>
<b>STRATEGY</b>	<b>14</b>		



# INTRODUCTION

# INTRODUCTION

Sports coaching has been defined as ‘the purposeful improvement of an individual or team’s performance’, this depiction reflects the central position now given to the role and importance placed on effective coaching practice. Basketball England has re-energised its efforts and fuelled its thinking with regards to coaching and coach development and in doing so has committed to promoting this stance and its support for the role of coaching in basketball.

As a result, and with the support of the Basketball Development Model (BDM) coaching consultation group, staff members and volunteers, this game plan outlines how we intend to realise the central position of our coaches, their importance within any potential success and their role in meeting our sport’s objectives at all levels of participation. We will develop a coach workforce that is effective, informed and deployed in the right place at the right time.

Firstly, this plan summaries our strengths, achievements and current working context over the previous Sport England funding cycle. Having presented our substantial successes, the strategy will detail our focus areas, opportunities and challenges over the next three years. Our coach membership, the BDM consultation group and an expert editorial group have informed much of this work.

The final section of the plan will highlight our vision for coaching and the five success factors that we believe will have a considerable impact on shaping effective coaching and coach development across all of our programmes over the next three years.

Coaching is primarily seen as the cure for all for National Governing Bodies (NGBs) and yet it is often derived as the problem with our sport. Coaching is arguably the most crucial factor in developing, sustaining and increasing participation and performance in any sport, but especially in basketball, given the limited resources it currently attracts. Coaching is tasked with securing the future and quality of the game in England and Great Britain.

Coaching is expected to match the various and often conflicting needs of individuals, players, parents, administrators; not to mention competitions,



participation and performance programmes. Investment in coach development has been limited. Planning and development has been focused on the performance/talent pathway. The Areas of Emphasis previously provided recommendations for coaches to develop players to be recognised and excel at international level. Coaching is the driving force behind this.

Marketing is now needed to promote the key values of coaching within the basketball membership, recognising the diversity of our workforce and ensuring that each coach feels part of, and wants to be part of, the Basketball England coaching pathway. Communicating the values and elements of effective basketball coaching needs a visual identity and presence. Coaches need and want to be part of something that they feel is benefiting the development of the sport.

Coaching is one of the most important dimensions for our sport if we are to be successful in growing the game, fulfilling the potential of our players and competing with the best teams in Europe.

The BDM research has been a rallying call to coaches and has created a buzz around coaching. Basketball England can capitalise on this to embrace the coaching community and drive cultural changes.



# CURRENT POSITION

## CURRENT POSITION

To be effective, coaches need to fulfil several different roles across the technical, tactical, physical and mental aspects of our game. It is therefore vital to provide ongoing development opportunities to encourage coaches to enhance their skills and attributes in a way that is appropriate to their own coaching environment.

There are currently over 2,500 accredited coaches registered with Basketball England, however they are not necessarily deployed in the right places. The vast majority are required to coach in a variety of environments and with players of different levels. This can lead coaches to become generalists rather than specialists, not reaching their true potential in their particular chosen or identified area of expertise.

The BDM coaching consultation group identified the following gaps within the current coaching system and practices;

- A clear and defined approach to coaching, underpinned by standards and practice across the player pathway.
- A lack of understanding of competition as a key tool for player development.
- Limitation of coaches to develop decision making in players and provide opportunities for players to work on this in practice.
- A lack of practical knowledge in delivery linked to developing decision making in players.
- The need for support for coaching networks or 'Communities of Practice' at a local and regional level, tailored to particular player environments (such as 5-11 year olds).
- Teachers are not well educated on the most effective methods to introduce basketball to children.
- There is a need for more widespread exposure to basketball or games linked with basketball skills (catching, throwing etc.) at an earlier age.
- The number of professional development opportunities for coaches is limited.
- When coaching players aged between 15-18, there is inadequate coach development related to competition. Competition often dictates training schedules rather than the reverse situation. This is compounded by competition inequity, with not enough matches taking place between sides of equal ability to provide meaningful competition.
- When coaching players aged between 5-11, equipment and playing area dimensions are not suitable for the size and physical abilities of the participants.



# COACHING GAME PLAN 2018-2021

A review of player development literature and examples from leading basketball nations established that best coaching practice in youth player development did the following:

- Adopts a holistic approach that caters for players' psychological, social, physical, cognitive, technical and tactical needs.
- Embraces a long-term view of player development and puts building blocks in place progressively and purposefully.
- Development is individualised and specific to a players' stage of development and level of participation.
- Uses a games-based approach where the focus is on helping players understand the principles of the game to become effective decision-makers. Technical proficiency is also worked on and developed, but always with an emphasis on application and transfer to the game.
- Uses competition as a developmental tool, a means to an end, not the end in itself. Development is valued over winning.
- Supports children taking part in more than one sport in the early years of development.
- Creates good working partnerships with all stakeholders (player, parents, school and other coaches).



The BDM coaching consultation group identified the following recommendations to be integrated into the coaching system and ultimately be evident in the practical delivery of coaching;

- A recognition and accountability framework for coaches who develop athletes based on BDM principles needs to be created (e.g. club mark program, skills competitions, etc).
- A greater number of professional development and mentoring opportunities need to be created for coaches working in defined environments e.g. young children, recreational teens etc.
- At under 12 level, rules that encourage player contribution, limit player specialisation, and reflect the size and physical abilities of participants need to be adapted to encourage all-round player development and encourage athlete participation.
- Develop an integrated competition/training model for clubs where competition is used to optimise player development.
- Competitions should be reflective of the level of those involved so that all players are competing against opponents of similar abilities, minimising the frequency of 'blow-outs'.





# CURRENT CONTEXT

# CURRENT CONTEXT

The traditional focus of coaching within clubs has been on performance and competition, rather than participation or player development. This does not cater for the casual or recreational player who wishes to participate for social or physical benefits. Research has identified that over a third of our playing market is composed of recreational players looking for a semi-organised or casual experience, both indoor and outdoor.

Many coaches are too focused on and rewarded for competitive success (winning) and not rewarded or recognised enough for their role in player development or contribution to the talent pathway.

Linked to this focus on competition, coaches in general do not adequately understand the growth and development needs of athletes, or the best practices required to provide the optimum environment and training conditions for player development. Coaches must embrace the BDM principles – especially around the identification and training that is specific to athlete development.

The research phase of the BDM emphasised the need for change in the current coaching practice and to implement strategies that recognise the various stages of player and coach development.





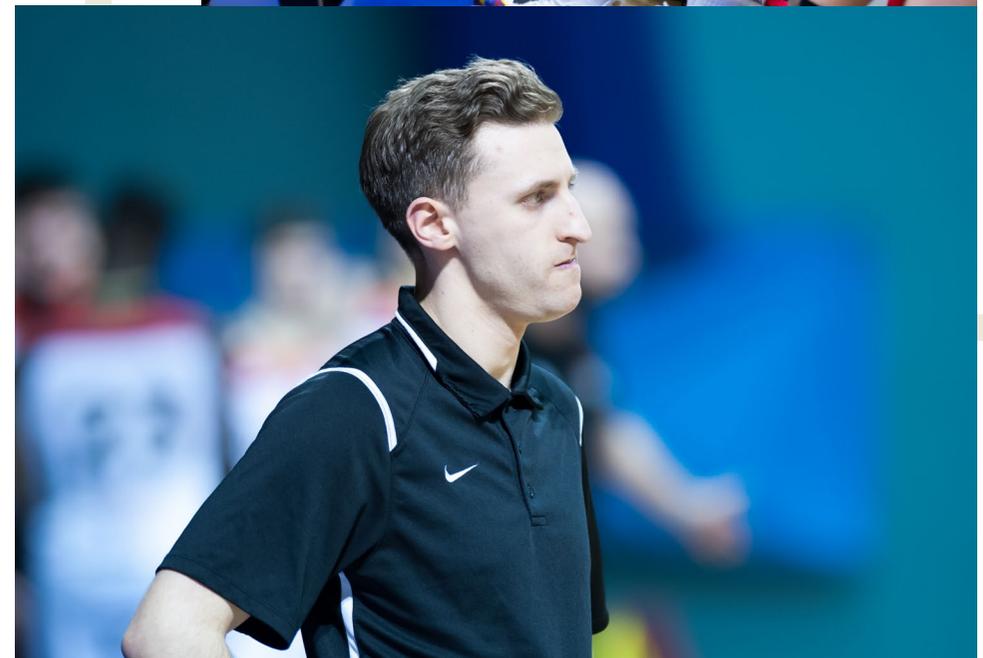
VISION

# VISION

**CREATING MORE AND BETTER SKILLED COACHES BY DEVELOPING AN EFFECTIVE COACHING WORKFORCE THAT IS PLAYER-CENTRED AND DEPLOYED BASED ON THE RIGHT COACH BEING IN THE RIGHT ENVIRONMENT WITH THE RIGHT SKILLS AND MOTIVATION.**

Our focus and overarching aims are to:

1. Recruit and develop more and better skilled coaches to grow the game and develop players.
2. Provide more equality of opportunity so our coaches are representative of the game.
3. Facilitate a thriving community of practice where coaches at all levels can provide great experiences and fulfil the player and their own potential.
4. Recognise and promote the multitude of development opportunities available to coaches.





# STRATEGY

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# STRATEGY

The strategy will focus on creating more and better skilled coaches by increasing awareness of the coaching pathway, provide easy access to our coaching qualifications, deliver a series of high quality ongoing development opportunities and events relevant to coaches at all levels of the game and introduce a clear coach pathway to give all coaches a transparent route to coach at their desired level.

To deliver the strategy we will focus upon five key success factors over the period 2018-21:

- 1. COACHING INFRASTRUCTURE (& PATHWAY)** - To re-define the coaching pathway providing support, guidance and resources and establish a coach development model based on coaching roles and environments.
- 2. COACHING QUALIFICATIONS** - Re-vitalise the Basketball England coach education provision recognising the various modes of learning to ensure qualifications, courses and tutor workforce are fit for purpose.
- 3. CONTINUOUS COACH DEVELOPMENT** - To develop a calendar of new and existing CPD courses, recognising the various modes of learning, aimed at improving coach competencies, knowledge and skills, particularly at level 2 and above.
- 4. POSITIVE COACHING CULTURE (PLAYER CENTRED)** - Further develop and implement a philosophy for coaching based on findings from the BDM. Create networking events, forums and environments for coaches to share practice and encourage mentoring.
- 5. RESEARCH, INNOVATION AND DEVELOPMENT** - Conduct a regular coaching feedback process to best understand the coaching landscape and our market, identifying any gaps in provision to drive innovation and investment back into coaching. Develop coaches and coaching that is both research informed and research led, allowing us to learn from our practice and innovate where appropriate.





# OUTCOMES

## OUTCOMES

1. 15,000 more and better skilled coaches recruited and educated to grow the game and develop players at every level, delivering appropriate content and leading to increased opportunities and experiences of players measured by;
  - An increased number of coaches delivering basketball in England by 2021.
  - An improvement in the average player satisfaction rating of at least an 8/10 when players rate their experiences of Basketball England's accredited coaches by 2021.
  - An increase in the number of England coaches appointed to Great Britain coaching staff by 2021.
2. Better skilled coaches within the system being recognised and supported by;
  - An increased number of coaches accessing support and mentoring through recognised Basketball England programmes.
  - An improvement in the average coach satisfaction rating of at least an 8/10 when coaches rate their experiences of Basketball England's ongoing development provision by 2021.
  - An increase in the number of basketball coaches achieving recognition within County Sport and UK Coach yearly awards by 2021.
3. Over 20% of licensed coaches will be female so our coaches are representative of the game.
4. Thriving Communities of Practice where coaches at all levels receive support and share experiences to fulfil their players' and own potential.
5. Regular delivery of contemporary CPD opportunities accessible for coaches at all levels linked to the coach licensing system.





# SUCCESS FACTORS

# SUCCESS FACTORS

## COACHING INFRASTRUCTURE (& PATHWAY)

1. Publish a Coach Development Model that is integrated with the BDM to provide a clear and accessible coaching pathway for coaches at all age and stages of the game, a technical reference point and curriculum for the development of coaches, ensuring the needs of players are met.
2. Establish a Basketball England Coaching Advisory Group consisting of coaching experts and recognised advisors within the game to support and guide strategic direction and implementation.
3. Establish a digital solution (coach membership database) for the formal tracking and monitoring of coaches with the capacity and capability to oversee a revised coach licence system in line with the BDM.
4. Establish a strategy to recruit new and young coaches delivering the key core principles of teamwork, respect, determination and community as part of an integrated support to the Jr. NBA and Great First Experience participation programmes.
5. Implement recommendations to enhance and improve the coaching system at regional level across existing RPC and RDT Coach appointments and assignments.
6. Design and implement programmes to target under-represented groups in coaching.
7. Enhance the network of support partners and identify new partners to help establish a network of accredited training providers for delivery of Basketball England coach education qualifications.
8. Develop and implement a business model (coaching economy) for coach education provision resulting in an annual surplus against direct delivery to be re-invested in coach development.
9. In partnership with UK Coaching design and implement a strategy for coach retention with emphasis on recreational, participation and club-based coaches.



## COACHING QUALIFICATIONS

1. Review each qualification to ensure that it meets the needs of the BDM (by integrating physical, technical, tactical and officiating elements), the National Occupational Standards and instigate a regular review cycle. Schedule a review cycle of award course curriculum and supporting materials.
2. Review the benefits of Basketball England coaching qualifications being UK Coaching Certificate Qualifications on the National Qualification Curriculum Framework, across Level 1 to Level 4.
3. Develop and implement a yearly planned programme of accredited key modules around specific elements and environments for coaching (e.g. children and young people, talent and elite performance) at Level 2 and Level 3 to develop expert coaches in those fields.
4. Design and implement recommendations to improve and enhance the existing coach education course delivery model, to generate a revenue stream from course delivery to be reinvested across coach development initiatives.
5. Design and implement new tutor and assessor education programmes to reflect the BDM to retrain and re-educate the current network; recruit new tutors to deliver these and instigate a new continuous development programme for coach tutors and assessors, including workforce deployment, overseen by a robust quality assurance and verification system.
6. Deliver and market a BDM led yearly planned programme of accredited coach education and training courses for coaches, teachers and deliverers of PE in primary schools across each Region, that increases the number of active qualified coaches practicing in affiliated clubs, leagues and nationwide initiatives.





## CONTINUOUS COACH DEVELOPMENT

1. Design and implement supporting materials and accessible modules to enhance and focus the content of the coaching and teacher networks for ongoing personal development opportunities (CPD), to ensure programmes are aligned to the BDM.
2. Identify the needs of coaches to explore, design and generate content for ongoing CPD programme modules and appropriate (best) methods of delivery such as; chalk and talk, guest speakers, online presentations and formal/ informal learning outside of the sport, all of which could be integrated into a coaching licence to practice at a future date.
3. Deliver an annual Coach Development Clinic and new season briefing for national and regional coaches to pass on the latest thinking and trends across technical, tactical, physical and game play to coaches within the player development, and elite pathway programmes linked to accreditation and licencing.
4. Work with the Youth Sport Trust, UK Coaching, and recognised specialised experts to develop a specific range of ongoing opportunities for coaches, teachers and leaders to support basketball delivery in the education sectors.
5. Investigate appropriate systems and models for local coaches' networks and support Communities of Practice, integrating peer support and contemporary knowledge and practice as an added value benefit to all licenced coaches. Identify key lead personnel within the Regions and their user groups to facilitate the networking of target coaches.
6. Stimulate a range of mentoring opportunities to help coaches maximise their coaching impact, delivery practice and personal development.

# COACHING GAME PLAN 2018-2021

## POSITIVE COACHING CULTURE

1. Establish and develop a communication and public relations strategy that promotes cultural change, recognises and rewards good, effective coaching practices and is linked to the coaching network through local and national campaigns.
2. Implement BDM recommendations to improve and enhance the existing Code of Ethics and Conduct and expectations for coaches at all levels.
3. Utilising feedback from the coaches' network, explore possibilities of collaborative programmes with key partners (such as, Universities, Positive Coaching Alliance, StreetGames, Youth Sport Trust and UK Coaching) to develop and deliver a series of coaching events and workshops to promote good practice and enhance the effectiveness of positive coaching.
4. Review and revise the Club Coach Lead programme to equip clubs with relevant and up to date tools and mechanisms to recruit, reward and retain coaches for their programmes.
5. Create a Basketball England Respect Campaign to provide constructive positive support to harness relationships between coaches, officials, players and volunteers.
6. Promote and recognise the contribution of coaches through basketball volunteer recognition awards at regional and national level.



## RESEARCH AND INNOVATION

1. Gather insight and learnings from Basketball England programmes, Regional and National Team performances and coaches' experiences to inform future programmes.
2. Work in partnership with UK Coaching, Sport and Recreation Alliance, CIMPSA, basketball's national college and university network, and other recognised coach research bodies to establish an ongoing coaching research programme that drives policy and planning by investigating cutting edge developments in coaching practice and coach development, linked to the BDM.
3. Facilitate bi-annual feedback from all coaches to further understand the needs of coaches and coaching. This will be a key tool to inform future CPD needs, allowing for identification of case studies and geographical hot spots.
4. Establish benchmarks and a robust monitoring and evaluation process to measure the impact of the coaching system on participation levels, talent development and retention of players and coaches.
5. Consider the integration of basketball specific coaching platforms and software to monitor and track progress of coaches through creation a 'personal coaching passport/profile'.





# SHORT TERM OBJECTIVES

# SHORT TERM OBJECTIVES

It is planned to achieve the following before the end of the 2018/19 season:

1. An annual delivery plan written with agreed objectives and targets. All contributing staff identified to ensure successful delivery.
2. Budget for delivery confirmed and allocated appropriately.
3. Conduct an audit of the current coach education workforce: it is necessary to determine how many active tutors and assessors there are, who they deliver for and where they are based. Their existing developmental needs must be taken into account and catered for. This audit will also serve the purpose of mapping out the future workforce development priorities for the next 3 years.
4. Conduct an audit of the current club coach leads to determine how many active mentoring programmes there are, who delivers these, for whom and where they are delivered.
5. Set up and promote Regional Coaching Forums in conjunction with the Regional Management Committees and Regional Talent Managers alongside the revised Aspire Programmes.
6. Review existing curricula for coach education courses. Where knowledge gaps are found, find the best possible ways to plug those gaps. This may range from redevelopment of the course to less drastic alternatives like the creation of supplementary elearning, additional coaching clinics and /or refresher courses.





# MONITORING & EVALUATION

# MONITORING & EVALUATION

To measure our success in delivery we will devise key performance indicators for this strategy and monitor our success against them. These will include;

- Recruitment rates of coaches broken down by demographics and levels.
- Impact of the revised learning programmes on coaching ability.
- Experience of development opportunity undertaken.
- Motivation and likelihood to continue coaching.
- Quality of course delivery and organisation, tutor and supporting materials.
- Churn rates and demographic breakdown of coaches.
- Quality of coaching and overall impact on player development (as measured by player satisfaction).
- Responsiveness, understanding and reaction to the needs of players (as measured by player satisfaction).
- Basketball coaches in receipt of county and regional recognised awards leading on to basketball coaches being nominated for the annual UK Coaching Awards.



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