

Basketball Manawatu Welcome:

Welcome to the Basketball Manawatu coaching fraternity. The position that you have volunteered for is often a thankless and underappreciated role. However, your role is important because it provides opportunities for young people to represent themselves, whanau/family, local community, and their region in our sport of choice – basketball.

As coaches, you determine the kind of experience our athletes will have with basketball. We expect you to be Double-Goal Coach, who strives to win (one goal), while pursuing the more-important goal of teaching life lessons through basketball.

Once again thank you very much for volunteering to coach, the athletes and organization appreciate your time.

Basketball Manawatu Key Contacts:

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Administration Requirements:

For the program to be successful Basketball Manawatu require coaches to read, understand and abide by the policies as set forth.

Basketball Manawatu	Complete
Zero Tolerance Policy for Sports Rage	I have read the policy
Coach Code of Conduct & Ethics	Read, Sign & Return
BBNZ Creating a Safe Coaching Environment Online modules	Thriving with Fire Safety Net Good Sports
Register as Coach through Gameday.	
Police Vetting Policy	Follow and complete vetting process
Player Participation Policy	I have read the policy
Child Protection Policy	I have read the policy
Refund Policy	I understand the policy
Vape & Smoke Free	I have read the policy
Alcohol	I understand the policy
Player and Loan Transfer	I understand the BBNZ Policy
Social Media Policy	I have read the policy

Note: If you have already completed some of the requirements (Police vetting, BBNZ Creating a Safe Environment) you do not have to do again.

National Age Group Tournament:

Each year, Associations send women and men's representative teams to compete in the Basketball New Zealand (BBNZ) National Age group tournaments. There are three age group tournaments which only "qualified" Associations attend. These are:

Date Year 202	Event	Location

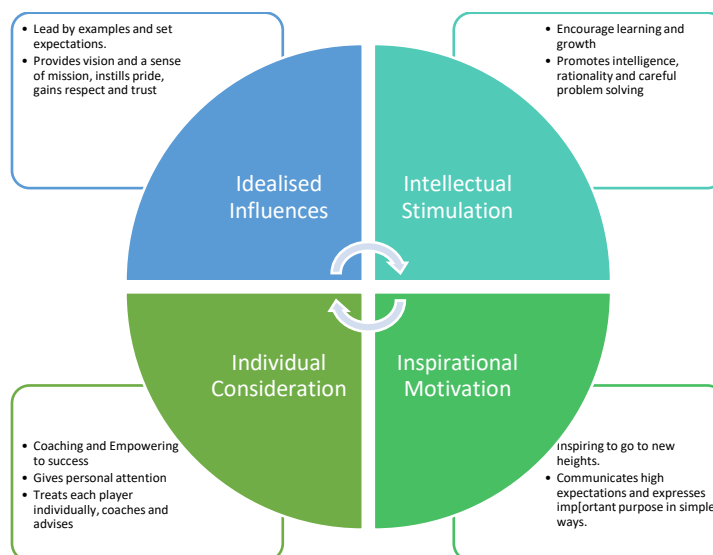
Coach Effectiveness with Athletes:

To be an effective coach, one must consistently apply technical, interpersonal, and intrapersonal knowledge to improve an athlete's 4 Cs in specific coaching contexts.

	PHYSICAL	INTELLECTUAL	PSYCHOLOGICAL	SOCIAL
COMPETENCE	Develop a wide variety of skills that engage in healthy lifestyles	Encourage athletes to think creatively and imaginatively about how to play each game	Encourage athletes to value skill development as a determinant of optimal play	Encourage athletes how to play with others so all improve
CONFIDENCE	Teach athletes to participant with confidence, knowing the tactical and strategic dimensions of each game	Teach athletes to apply tactics and skills to the dynamics and artfulness of play	Encourage athletes to apply effort to skills and play performance	Encourage athletes to respect the power of collective effort
CONNECTION	Create opportunities for athletes to experience affiliation with other through physical pursuits	Encourage athletes to work with other participants to develop strategies for success.	Teach athletes to value camaraderie with fellow players.	Encourage athletes to value the sense of connection and belonging associated with group or team play.
CARING & COMPASSION	Have athletes help others experience the reward of playing with enthusiasm	Encourage athletes to play in ways that build other players' skills and confidence.	Ensure athletes play competitively but with humility and respect for opponents and lose with dignity.	Encourage athletes to support other team or group members whatever the performance outcome.

Know Yourself to be Effective:

People Skills are traits you use to successfully interact with and communicate with others, including your players, parents, team management and Basketball Manawatu staff.



Filling the Emotional Tanks:

For us to succeed as a team and have a lot of fun, we want to fill each other's Emotional Tanks. An emotional tank is like a car's gas tank. When it's empty, we go nowhere but when it's full, we can go anywhere. People with empty tanks become negative and give up easily, but with full tanks, we can stay optimistic and can handle difficult situations.

As a coach we need to keep those tanks full, and to do this we need to:

- Tell teammates when we see them doing something well, or giving maximum effort, even though the play may be against us.
- Tell teammates when we see them improving. That will help them continue to try and improve.
- Listen to teammates. When they have ideas to share.

Intrapersonal Skills is the internal ability of a person to know and discover themselves. It deals with how you manage your emotions, frustrations, excitement, and behavior under stress. It is related to a person's internal elements.

- Self-reflection
- Self confidence
- Self-discipline
- Self-motivation
- Ability to learn.
- Open mindedness
- Cheerful outlook
- Being persistent
- Being able to take the initiative.
- Good management of time.



The context in which a coach applies their technical knowledge is also crucial. Understanding what is required by the athlete at their age and stage of development will determine the priorities to planning for the season. Players need to learn the game, not position. Individual development is the foundation. We want positive outcomes for our athletes.

POSITIVE COACHING: Better Athletes Better People

ELM Tree of Mastery

There are two kinds of winners in sport. One is the team that has scored the most at the end of the game. This is the SCOREBOARD WINNER! We want to be a scoreboard winner and the other kind, a MASTERY WINNER. A MASTERY WINNER gives consistently great effort, continually learns, and bounces back from mistakes.

E is for EFFORT: We will give our best EFFORT in every practise and game. It is important to play hard than if we win. If we win without giving our best effort, that win does not mean much. But if we play a strong team and try our hardest and lose, we can still hold our heads high.

L is for Learning: Let's continue to learn and improving everytime we take the court. If we can continue to learn, we will get better. Getting better than we are now is more important than whether or not we are better than some other team. We can also think of this as competing against ourselves; if we get better then we used to be , we are winning the competition.

M is for Mistakes: Nobody likes to make mistakes, but mistakes are part of learning. You can't learn without making mistakes, because to learn you have to try things that are new and challenging, so you will make mistakes. Our team is okay with making mistakes. Give it your best Effort, Learn and do not be afraid to make Mistakes.

Honoring the Game: ROOTS

One important thing we will work on all season is about HONORING the GAME. We will talk about respecting ROOTS. Each letter in ROOTS stands for an important part of our sport that we must respect:

R stands for RULES: Rules keep the game fair. I want you to play by the rules, even when you think you will not get caught if you break them.

O stands for OPPONENTS: Without opponents, we could have no game. A good opponent pushes us to do our best, so we should be grateful for our opponents. I promise that I will show respect for the opposing coaches and teams, and I expect them to do the same.

O stands for OFFICIALS: Respecting officials can be the most difficult part of Honoring the Game. Officials have an extremely hard job, keeping the game safe and fair for both teams. Officials are not perfect (just like coaches, athletes, and parents) and sometimes they will make calls that are not in our favor, but I want you to show respect for the officials, and I promise I will too.

T stands for TEAMMATES: A big part of playing our sport is being part of a team. Later in life you will often be part of a team, and it is important to learn to work together. When you are on a team, in your words and actions – before, during and after practices and games – reflect not only on you, but also your teammates and coaches. So, treat them as you would want to be treated. I want you to encourage and support each other on and off the court.

S stands for SELF: Some people Honor the Game when their opponents do, but I want us to Honor the Game no matter what the other team or fans do. We set our standards and live up to them no matter what.

If you do these five things, you are Honoring the Game. You and your team will get the most out of your season, and you will help advance the great traditions of our sport.

Player Well-Being:

Along with the physical demands of a tournament, players may experience an increased stress on their mental well-being. This could be due to the increased mental pressure of having multiple games in one day, changes to normal routines, internal or external stresses, personal issues outside of the team environment or even because of traffic congestion on the way to the tournament.

It is important to be aware of how players are feeling both physically and mentally. A simple way is to personally check on each player as they arrive at the tournament. Take a few moments to talk to them and ask how they are feeling, how they slept and if they are ready for the day ahead.

If you feel anything important arises from these conversations, it is a good idea to mention these to the coach. This then allows the team management to address any issues or concerns with the player, to ensure they get the most out of the tournament as well as contribute positively to the team.

Athlete Development Philosophy:

Our athlete's experiences can be clustered into two patterns:

Climate of Performance (Attitudes & Behaviours) & Climate of Development (Attitudes and Behaviours)

Basketball Manawatu encourages the holistic development of our athletes during their journey. We want our athletes to be Active for Life in their latter years, but also give them the best possible opportunities to compete for their Nation.

The Good Sports Spine is a sense making tools to help how adults impact children's sporting experiences. The two 'climates' should be seen as opposite ends of the continuum. Good Sports encourage adults to move towards the Climate of Development.

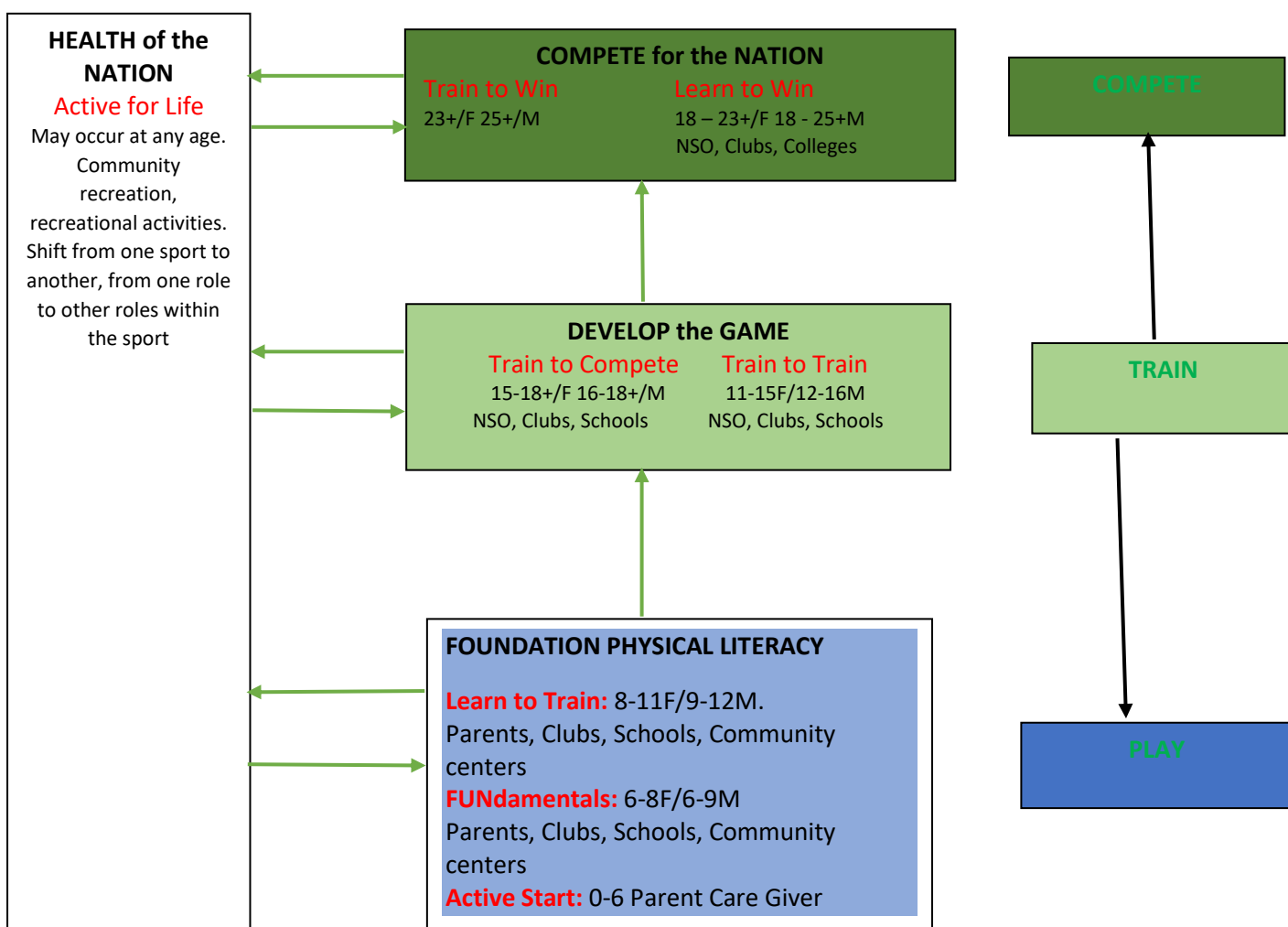


Basketball Pathway Model:

(Canadian Basketball Pathway Model)

The model recognizes that every individual chooses a different pathway to his or her quest to find self-fulfillment through the game. Basketball by its very nature is a competitive game.

The level of competition falls on a continuum from having FUN through participation to winning medals at the highest possible level. Closely following this continuum is the age of participants and their skill level. As age increases the amount of healthy competition increases appropriately. As skills improve so does the level of competition. At some stage some participants will want to drop out of a highly competitive situation and return to a less competitive environment, that provides enjoyment and need for exercise. We want people of all ages to maintain their personal fitness, develop important values such as co-operation and teamwork and alleviate “stress”.



Basketball Manawatu Style of Play:

The *style of play* starts with our athletes:

Basketball Manawatu players...

- Are **great defenders**.
- Are in **great physical shape**.
- Are **assertive**.
- Compete with **relentless persistence**.
- Are **“WE”** players.
- Can **handle adversity**; and
- Are **flexible**.

TEAM OFFENCE

The focus of the Basketball Manawatu’s offensive style is playing with awareness and purpose in all phases of the team’s possession.

1. We want to show **immediate pressure** on the defence as soon as we gain possession. By sustained running and attacking in transition, we want to create high percentage scoring opportunities in the first 6-8 seconds of the shot clock. This is done by **sprinting lanes** for lay-ups, running to create an advantage at the 3-point line or showing an early post catch.
2. We then look to create scoring opportunities through **purposeful ball and player movement** and engaging the defence to consistently defend action such as cutting, screening, post play and penetration.
3. We want to showcase the **unselfish** nature of Manawatu players and have them work collectively and for each other to create high percentage, predictable shots.
4. Maintaining pressure on the rim through penetration of the key is crucial in the final seconds of the possession. When a player creates a “split” of the defence, all players have an understanding of creating space and providing options in the late clock situation. **Penetration under control** and with purpose limits turnovers, creates good shots and allows us to rebound and transition to defence efficiently.

TEAM DEFENCE

Defensively, our focus is on **disruption** and ensuring the offensive team is not able to operate in a rhythm or with any level of comfort. Being disruptive is not always about full court pressing or trapping, it is more a philosophy of taking the offence away from what they are most comfortable doing.

The principles of ‘pack’ positioning in the half court provide a foundation for achieving this, with the positioning of all defenders providing the base on which we build our defensive schemes and systems of play.

The Planning Process:

The Basketball Manawatu style of play on offence is broken down on the shot clock time. Consider what you are trying to achieve with your team. You might not choose to have an upbeat, up-tempo style of play because your team is not actually built to do that. Whilst you may have a style of play that it is better to pick players for, you may need to change your approach to the athletes you have.

A coaching philosophy is a **statement of what you value and how you will approach your coaching role**. It covers your purpose as a coach and how you will approach player development and winning. Your coaching philosophy consists of your major objectives and the beliefs and principles that you adhere to achieve your objectives.

Periodization in basketball at its simplest is about **planning. It is planned with the purpose to give your team the best possible opportunity to do well**. Periodization when it is mapped correctly and implemented well is a fantastic part of a successful program.

Organizational Plan covers all the strategic tactics you want to implement throughout the season. It reflects your style of play that you want the athletes to play.

Session Plans are a checklist of the activities you and your assistant coach will cover. Be mindful of your athlete's abilities, and the style of play you want to implement.

Build a Culture within the Team:

What is culture? In its simplest and most useful description culture is the "way we behave on this team." Behaviour reflects values. Recruiting and developing a common set of values helps create success.

- Goals: What do we want to achieve?
- Roles: Who does what? When? How?
- Processes: How do we keep records, make decisions, and act
- Interpersonal skills – Ground rules and how do we interact?

Goal (Aim, Objective, Target, or Dream) Setting for the Season

- Primary statement for the season – long term goal
- Broken into smaller segments over the season – short term goals.
- SMART or SCRAM Goals
 - Specific Specific
 - Measurable Challenging
 - Achievable Relevant
 - Realistic Achievable
 - Time limited Measurable
- What is the Big Hairy Audacious Goal?

Developing a Routine

Routines are important in the development of consistent performance and reduction of stress in/of competition.

Routines can be as broad or as specific as required:

- Pre-competition
- Pre-Game
- Pre-Shot
- On the bench
- Post-game (recovery activities/post debrief/ look forward to...)
- Training routines

5 Coaching Strategies to Use When Working with Sport Parents:

Teach Parents About the Sport

Help parents develop an understanding and appreciation of the sport including rules, skills, and strategies. Answer questions and refer parents to resources that will help them learn more about the sport.

Develop a Code of Conduct for Parents

Develop rules for parent conduct at competitions and events and share the rules with parents at the start of the season. Some examples of rules are to not interfere with the coach, to express encouragement and support, do not shout criticism, and do not make abusive comments to others.

Establish Two-Way Communication with Parents

Cultivate two-way communication by being open to what parents have to say and try not to be defensive. Let parents know the appropriate times and places for discussions. If a parent is aggressively communicating, contact BM staff to facilitate between the parties.

Educate Parents on Positive Parenting Behaviours

Let parents know the negative consequences of their actions and show them the positive influence they can have on their child's development. Also, share your process as a coach and encourage parents to reinforce the same skills you collaborate with your athletes (i.e., independence, being prepared for practice).

Hold a Parent Meeting at the Start of the Year

At this meeting share the details and planning of the season, the coach roles and responsibilities, appropriate parenting roles and behaviours, and highlight the importance of a healthy parent-coach relationship. Try to encourage open discussions at this meeting by directing questions at parents and allowing parents to ask questions. You may want to hold quarterly meetings as well based on the length of your season.

Coach – Parent Relationship

The expectations and values of parents and coaches can affect how a young person experiences their sport. A positive coach-parent relationship will ensure the child has the best chance to develop optimally in sport.

Communication PARENTS should expect from COACHES	Communication COACHES should expect from their PARENTS
Coach's background and philosophy	Notification that their child is ill or injured
Expectations and requirements (attendance, dress, conduct, etc.)	Advance notice if your child will miss training or competition
Injury procedures	Clarifying questions about the team procedures and time commitments.
Performance of an athlete	Appropriate concerns expressed directly to the coach
Disciplinary consequences that may result in your child being unable to compete.	
COMMUNICATION and EXPECTATIONS	

Creating a Safe Coaching Environment:

Basketball New Zealand and Basketball Manawatu is committed to providing a safe and supportive environment for everyone that participates in our sport. Our coaches play an integral role in creating a fun, safe and inclusive environment for our tamariki and rangatahi to participate in our sport.

Basketball New Zealand has implemented a National Coach Registration to assist in creating a safe environment for both participants and coaches. This would ensure the wellbeing of the participant at the center of our thinking.

Adults interacting with children and/or vulnerable adults are in a position of trust and influence and as such, have a significant role to play in creating this safe environment. As part of Basketball Manawatu's push for 'best practice' standards in coaching and supervision, the national registration of coaches is a fundamental requirement.

It is a requirement for anyone coaching at Basketball New Zealand sanctioned events to be registered on our database and complete three online modules (listed below). It is highly recommended for other coaches who have regular interaction with young people. This initiative is based on creating safer and more secure basketball environments for tamariki, rangatahi, and vulnerable adults, as well as those charged with holding a duty of care and responsibility for our participants i.e., BBNZ, associations, and clubs.

We strongly encourage our members to engage and utilize those coaches that are registered on the national database.

When coaches complete their registration, they agree to abide by the Basketball New Zealand Coaches Code of Conduct and Protection of Young People's Policy. Coaches will also give permission to be police vetted in a further effort to protect vulnerable participants.

Basketball New Zealand Coach Registration to safeguard participants.

The process:

Step 1: Register with BBNZ as a coach via the Huddle (Game Day) – <http://bbnz.link/fwqnr>.

Coaches will be required to renew their registration annually.

Step 2: Complete the following three online learning modules via **Sport Tutor**.

- Coaching Safety Net
- Basketball New Zealand Active: Good Sports Foundation Modules
- Thriving Under Fire

If you have already completed these modules, you will not be required to complete them again.

Coach Development

BBNZ is currently revising its coach development course.

Kiwi Hoops:

The Kiwi Hoops is for anyone coaching tamariki. It is a user-friendly introduction to basic coaching with a focus on helping to provide FUN participation experiences for tamariki.

Creating a Safe Coaching Environment:

Basketball New Zealand has implemented a National Coach Registration to assist in creating a safe environment for both participants and coaches. This would ensure the wellbeing of the participant at the center of our thinking.

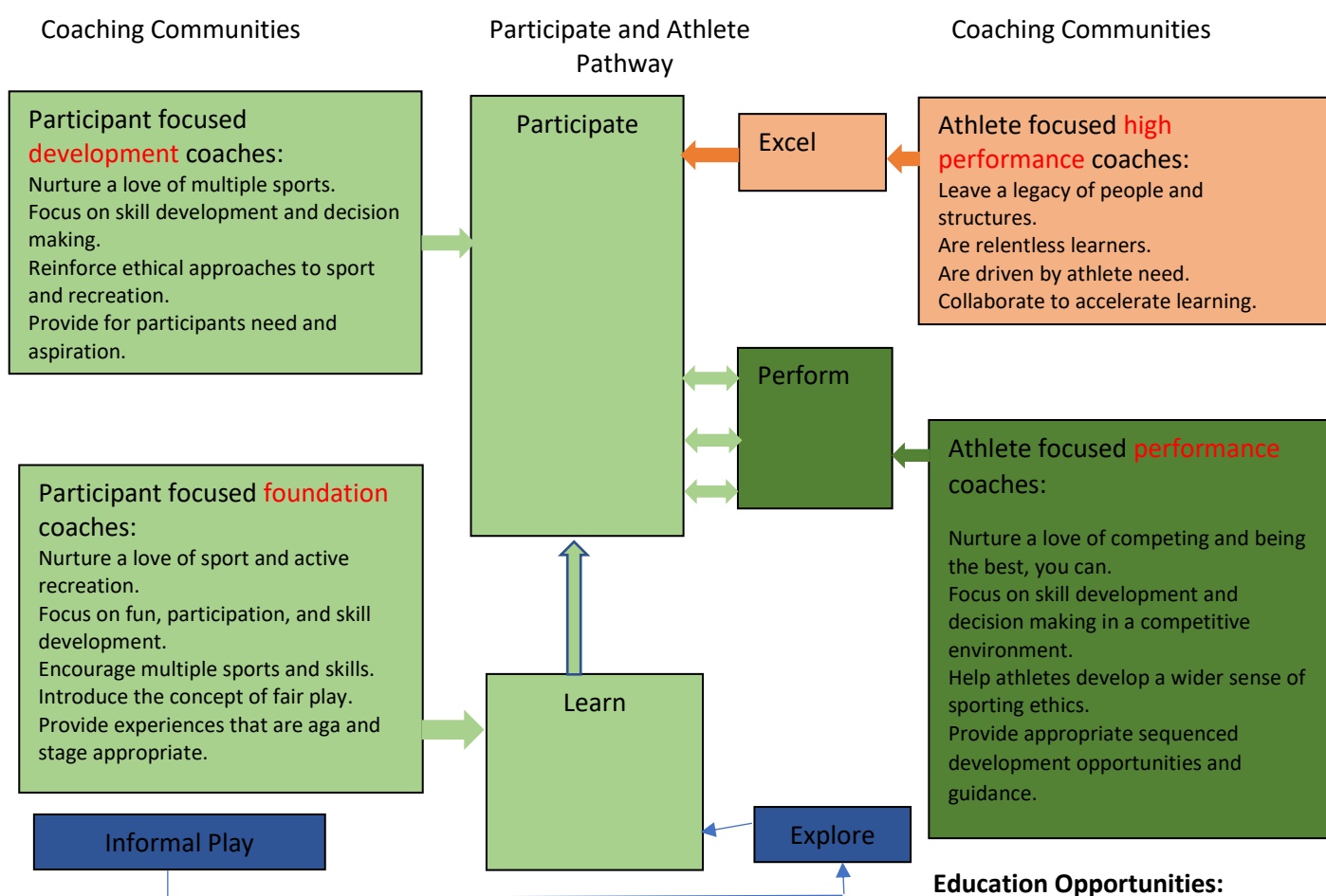
Basketball Manawatu is keen to recruit, develop and retain quality coaches at all levels. We understand that coaches are “volunteers” within our community and there is a place within our coaching fraternity for you to grow and learn. We are currently looking to recognise our coaches through a small remuneration which they can chose to keep, or nominate an athlete to receive this remuneration.

The Coaching Communities:

Participants at various stages of their lives will have different coaching needs. While coaching tailored to the individual need of every participant would be the ideal state, the size and complexity of our community sport system makes this impossible.

These are the four broad coaching communities that provide guidelines regarding good coaching practice for all participants at different stages of their development.

(NZ Coaching Strategy)



As coaches, you determine the kind of experience our athletes will have with basketball. We expect you to be Double-Goal Coach, who strives to win (one goal), while pursuing the more-important goal of teaching life lessons through basketball.

Basketball Manawatu wants positive coaching to create better athletes making better people. Enjoy your season.

Excellence is a gradual result of always striving to do better.

Appendix 1: Job Descriptions

MENTOR COACH:

Role: The role of the Mentor Coach is to provide stewardship to selected Head Coaches and develop identified Junior Coaches on behalf of the Basketball Manawatu Association.

Primary Tasks:

1. Establish a professional coaching rapport with all selected Head Coaches and Assistant Coaches.
2. Reinforce the style of play that Basketball Manawatu can play.
3. Reinforce the strategic and tactical training goals of Basketball Manawatu Association.
4. Assist Head Coaches develop short-, medium- and long-term goals and aims in their coaching programs.
5. Review and monitor coaching programs designed by Head Coaches to ensure they are progressively tiered towards the Basketball Manawatu's goals.
6. Provide advice, feedback, and reinforcement for Head Coaches in their coaching role and their coaching development.

Secondary Tasks:

1. Identify potential Junior Coaches.
2. Provide opportunities for the development of Junior Coaches.
3. Assist in planning and implementation of Skills Development Programs for Basketball Manawatu age groups.
4. Conduct coaching workshops for selected Basketball Manawatu Coaches

HEAD COACH:

Role: The role of the Head Coach is to coach and to supervise the training and competition performance of selected players in all age groups in the field of Basketball on behalf of the Basketball Manawatu Association.

Primary Tasks:

1. Establish a professional coaching and working relationship with all Assistant Coaches
2. Establish a professional coaching relationship with all players under their charge.
3. Design and develop short-, medium- and long-term team goals and objectives in alignment with Basketball Manawatu Association's goals.
4. Design and develop individual performance goals and objectives for players under their control.
5. Monitor and regulate both Team and Individual goals and objectives to record and compile performance data for reporting.
6. Establish effective communication lines with players' parents and guardians.

Secondary Tasks:

1. Develop the Assistant Coaches.
2. Assist in the implementation of Skills Development Programs.
3. Attend Coaching workshops.
4. When required plan and conduct coaching workshops.

ASSISTANT COACH:

Role: The role of the Assistant Coach is to support and understudy the Head Coach in aspects of his/her duties and responsibilities in the field of basketball to allow the Assistant Coach to step up into the Coaching role if needed.

Primary Tasks:

1. Establish a professional working relationship with all Head Coaches.
2. Establish a professional coaching relationship with all players under their supervision.
3. Assist the Head Coach in the designing and developing of short-, medium- and long-term team goals and objectives in alignment with Basketball Manawatu Association's goals.
4. Assist the Head Coach in the designing and developing of individual performance goals and objectives for players under their supervision.
5. Monitor and regulate both Team and Individual goals and objectives to record and compile performance data for reporting.
6. Establish effective communication lines with players' parents and guardians.

Secondary Tasks:

1. Assist the Team Manager in his/her responsibilities and duties.
2. Attend Coaching workshops.

LEAD HEAD COACH**Development Program: T2C**

Role: The role of the Lead Head Coach is to coach and to supervise the training and competition performance of selected development players in all age groups in the field of Basketball on behalf of the Basketball Manawatu Association.

Primary Tasks:

1. Establish a professional coaching relationship with the Representative Head Coach.
2. Establish a professional coaching and working relationship with all Assistant Coaches
3. Establish a professional coaching relationship with all players under their charge.
4. Design and develop short-, medium- and long-term team goals and objectives in alignment with Basketball Manawatu Association's goals.
5. Design and develop individual performance goals and objectives for players under their control.
6. Monitor and regulate both Team and Individual goals and objectives to record and compile performance data for reporting.
7. Establish effective communication lines with players' parents and guardians.

Secondary Tasks:

1. Develop the Assistant Coaches.
2. Assist in the implementation of Skills Development Programs.
3. Attend Coaching workshops.

JUNIOR COACH: (To be Developed)

Target Group: 14 – 18 years of age.

Aim: Encourage players to contribute back to the sport of Basketball the skills they have learnt and provide pathways for non-players who have a passion for the sport an opportunity to contribute.

Junior Coaches are identified and selected for their potential as possible future coaches. They will be developed through the Mentor Coaches program.

Issues Youth Athletes Could Face:



As a coach being aware of and knowing how to recognise these issues means you can engage professional help swiftly to prevent the situation from escalating and affecting the athlete's psychological development. Your first point of call would be the parent.

Eating Disorder

Possible causes:

- Overvalued belief that the lower body weight will improve performance.
- Sports that emphasize appearance, weight requirements, or muscularity
- Social influences emphasizing thinness, performance anxiety, and negative self-appraisal of sport achievement.

How to Spot:

- Avoidance of water or excessive intake
- Preoccupation with one's own food/other people's food.
- Ritualistic eating and/or avoidance of certain foods
- Excessive concern with body aesthetic
- Personality shifts may occur, ranging from being more withdrawn and isolated to acting excessively.

What to do:

- Seek professional help.
- Promote self-esteem.
- Set a positive example.
- Remember it is not your fault.

Poor Mental Health

Possible causes:

- Excessive training
- Inadequate recovery
- Balancing sport and studies
- Fear of failure
- Reduced social life.

How to Spot:

- Depressed mood
- Frustration over lack of results
- Feelings of helplessness and loss of motivation

- Withdrawal from friends, parents, and coaches

What to do:

- Seek professional help.
- Allow the child/tamaiti/rangatahi to take a break/do something they used to enjoy.
- Persist in expressing concern and willingness to listen even if they shut you out.
- Encourage relaxation exercises.

Bullying (if the athlete is being bullied)

Possible Causes:

- Low understanding of social and emotional interactions
- Low self-esteem

How to Spot:

- Physical headaches, change in appetite (relation to stress)
- Psychological – irritability, sadness, trouble sleeping.
- Behavioural – avoid social situations, poor school, and sport performance.

What to do:

- Remain calm, supportive, and reassuring – they are not to blame for their victimisation.
- Lend a listening ear; find out details about the bullying.
- Build confidence.
- Speak to a parent or team manager.
- Seek professional help.

Bullying (if the athlete is a bully)

Possible Causes:

- Have been bullied before
- Jealousy
- Lack of understanding or empathy

How to Spot:

- Observe how your child/tamaiti/rangatahi interacts with his or her teammates.
- While it may not be easy to spot if your child/tamaiti/rangatahi is a bully unless an incident has been brought to your attention, it is important to be mindful that the child may be bullying others.

What to do:

- Listen to their side of the story.
- Hold them accountable for their actions.
- Spend more time with them.
- Speak to the parent or team manager.
- Seek professional help.

Poor Time Management

Possible Causes:

- Not setting personal goals
- Failing to manage distractions (social media, video games)
- Procrastination
- Parents or the home environment

How to Spot:

- Poor punctuality
- Poor performance in sports and school
- Lack of energy
- Impatience

What to do:

- Encourage a to-do list/prioritising.

- Encourage breaks.
- Discourage taking on too much.
- Seek professional help.

Appendix 4: Bench Playing Time

Bench Playing Time:

How do we make the end-of-bench players feel more valued and appreciated (without giving them more minutes)?

Do you as a coach respond and say something along the line of....

"One way to make end-of-the-bench players feel more appreciated is to tell them what they need to do to earn more minutes."

Scenario:

Of a player (or a parent) approaches you and asks:

"Coach, what do I need to do to earn more minutes?"

How would you respond?

Example:

A player comes up to you and asks how they can earn more minutes. This player is a poor shooter, so you tell them they need to improve their shot. So, they go out and work REALLY HARD on their shooting, and they do manage to improve by a few percentage points, which is nothing to scoff at. Having done what you said, they will now EXPECT more minutes.

Problem is:

Everyone else on the team has been working hard to improve, too.

So, while they did improve... you STILL don't have extra minutes to give them.

Heck, you might even have fewer minutes for them despite their improvement.

What does this make you now?

You are a LIAR!

That might sound a little dramatic... and obviously I don't think that...

But don't be surprised if said player and their parents start spreading that rumour around to everyone who will listen.

"The coach told my son if he got better at X, he would get more playing time. Well, my son did, and now he gets even less! The coach is a dang liar. Do not trust him!"

The Takeaway:

When a player asks you what they need to do to earn more minutes, always rephrase the question before answering.

Something like...

"There are too many factors involved to answer how I can guarantee you more minutes, but here's what I think you need to focus on to become a better player."

So, you're still telling the player what they need to focus on to improve...

...but you're NOT guaranteeing more playing time.

(Ref: Coach Mac Basketball Force Coaches – Don't let Parents or Players Trap you)



Coaches Handbook