Area of Change	Details	Catalyst	Considerations
ADMINISTRATION			
Documentation	• I retain records of all descriptions in a filing cabinet or on my computer, including personal correspondence	• I was seriously incommoded by a series of misunderstandings	• Completing paperwork is time consuming • A thorough organization system must be devised
ASSESSMENT			
360º Evaluation	• Players receive feedback from a variety of perspectives: coaches, peers, outsiders, and themselves	• 360º evaluation was introduced in university human resources classes	• More evaluation generates more paperwork, which is time consuming
Detailed Statistics	• Evaluate players year-round according to their contribution to the scoreboard and goals that I feel play a role in winning, such as ability to start the fast break	• Read Basketball on Paper by Dean Oliver	• Statistics consume a large amount of resources (time, staff, and money)
Fitness Testing	• To meet fitness goals and to set minimum standards, testing occurs year-round • Testing is completed individually (general) and in pairs (sport-specific) • Achievement is recorded on a five-point scale to inspire improvement	• All team coaches agree that fitness is paramount because it's correlated to success and provides more options	• Testing consumes an entire practice session at a time • Players must see the value in higher fitness
Self-Evaluation	• Players evaluate themselves frequently • Skills, leadership, and fitness were among areas self-evaluation was used	• I wanted students to look inward and chart their progress towards their own goals	• Teams must be mature to fully benefit from self-evaluation
CHOICE THEORY			
Education, Not Schooling	• Coaches explain the value of the skill and model how it should be performed correctly in games • Players choose to participate in the activities and higher standards of quality are achieved	• Read Choice Theory by William Glasser	• Student-athletes must be motivated to practice and improve themselves

Area of Change	*Details*	*Catalyst*	*Considerations*
Positive Environment	• Team members create a positive environment with encouraging feedback • Many "deposits" are made into the self-esteem of each player so that "withdrawals" (frank comments) made at key times are more effective	• Brian O'Reilly implemented this concept with the University of Toronto Women's Basketball Team	• Players must be mature and cannot take advantage of the positive feedback • Team members must always self-evaluate and seek feedback from others
COACHING			
Communication	• Coaches correspond with players frequently – in person and by email • Student-athletes feel supported by the team in all aspects of their lives • Players can contact the coaching staff at any time, day or night	• I wanted to build a stronger relationship with all team members	• It takes a great deal of time and effort to exemplify good communication
Personal Journal	• I collect thoughts, plays, ideas, quotes, and many other materials in a scrapbook • I maintain a coaching blog on my website to discuss current events and other topics	• It is important to keep track of all of the little kernels of information about sport and coaching that an active coach comes across in a day	• Keeping a journal is time-consuming and leads to a cluttered desktop • Creativity and innovation are of paramount importance
Philosophy	• My philosophy and mission statement are displayed prominently on my website • I try to model my core values – choices, commitment, flexibility, work ethic, and improvement – in all aspects of the program	• I felt my coaching philosophy should be on my website • Creating and refining a philosophy is a common activity during coaching courses	• There is room for misunderstanding because the concept of coaching philosophies are new and unfamiliar to many

Area of Change	Details	Catalyst	Considerations
CONTINUOUS LEARNING			
Online Resource Library	• I consecrated a significant part of my website for materials designed to help the beginning high school coach • Most of the documents that I use while coaching have been published in the online library	• I wanted to develop a website that showed who I am and what I stand for as a coach	• This is very time consuming • Not all documents can be posted online for reasons of privacy, copyright, or competitiveness
Player Scouting Reports	• In pairs or small groups, players watch an upcoming opponent's and note key information • The pre-game meeting will be more valuable if peers – instead of coaches – present the key scouting points	• There is a lot of down time at tournaments • Players can be made aware of information that will serve them well down the road	• Players are not capable of completing a detailed scouting report but can record basic information
Reading Materials	• Throughout the season, players are given brief articles relating to season themes • Reading suggestions may be individual or collective • The readings are optional and players have the choice to read the articles or not	• There was information that I wanted to convey to student-athletes but did not have enough time for in practices and meetings	• This strategy works best with high ability learners • The reading materials should be carefully chosen
LEADERSHIP			
Modeling the Way	• Coaches and team leaders should model qualities such as respect, teamwork, work ethic, and integrity at all times • Seeing others modeling their words will inspire others to follow • Coaches should demonstrate excellent fitness if they expect the same from their players	• Read <u>The Leadership Challenge</u> by Jim Kouzes and Barry Posner	• Modeling the way is a 24/7 commitment, especially regarding important values

Area of Change	Details	Catalyst	Considerations
Leadership Opportunities	• Players have many chances to improve their leadership skills • Student-athletes receive a leadership report card as part of the continual assessment • Players learn about basketball strategy and coaching, in addition to leadership	• The only way that players will develop their leadership abilities is with experience and feedback	• There will be successes and failures in the short term but team members will learn valuable life skills in the long term
MENTAL TRAINING			
Pre-competition Routine	• Student-athletes are shown several mental training strategies and are encouraged to find their Ideal Performance State • A pre-game meeting covers the points of emphasis and key strategies	• Players asked for more time to complete a pre-game routine	• Teachers greatly resented the earlier dismissal team • Players are responsible to get themselves ready to play
Mental Training Tests	• High school student-athletes face a great deal of mental pressure • *Sports Competition Anxiety Test* and *Competitive States Anxiety Inventory II* help the coaching staff refine the team's mental training strategy	• It was necessary to give the S.C.A.T. and C.S.A.I.-II tests to get the baseline mental training data	• A few players criticized the value of the S.C.A.T.
Visualization	• Players are encouraged to pre-play games to relax • Re-playing past games improves decision-making • An "Athlete's Vision" portrays a successful outcome	• Patrick made an excellent presentation of the "Athlete's Vision" he'd created to the group	• Not all players can visualize well; after they've made a few attempts, provide these learners with an alternate activity
NUTRITION			
Caffeine	• The coaches educate players about caffeine, including the distribution of a fact sheet	• I became addicted to caffeine and noticed that players were consuming more coffee and cola	• Players must buy into the idea because it is up to them whether this plan is followed or not

Area of Change	Details	Catalyst	Considerations
Post-Practice Recovery	• At the beginning of the season, coaches talk to players about the effects of exercise on the body and how to recover with proper nutrition	• Many players had a long commute home and nutrition suffered	• Players must buy and eat the food; choices are important

PLAYER DEVELOPMENT

Area of Change	Details	Catalyst	Considerations
Bigs and Littles	• Tall and small players are paired together to learn each other's perspectives • Coaches instruct the pass into the post, screen & roll, and penetration & kick to develop the "Two Man Game"	• Playing more often, I realized how most guards have no idea how to make posts better and happier players	• Height is so much of an important – arbitrary – performance factor that it has been a source of resentment in basketball for years
Gifted Student-Athletes	• Altered philosophy to take advantage of the strengths of gifted-student athletes, based on research and experience	• I coaches gifted student-athletes for several years	• Gifted students are very different from average players
Personal Workout Plans	• Each player receives illustrated, personal workouts based on their skill levels • Coaches demonstrate the workout to players individually and in small groups • Pairs of student-athletes receive feedback forms for self and peer assessment in the off-season	• During a feedback session, players requested that off-season workouts contain drills more relevant to their needs	• This is very time consuming but show each student-athlete that the coaching staff cares about them individually
Using Your Body	• Players are taught the bio-mechanical basics of every skills • Student-athletes receive pictures of their favourite professional players executing different skills correctly • Little tricks help student-athletes make the most of their abilities	• During the Can-Am All-Star game, the Toronto team showed no appreciation of how to use their bodies properly	• These fundamentals are highly transferable to the next level and other sports

Area of Change	Details	Catalyst	Considerations
PRACTICE PLANNING			
Active Recovery	• Players do not have set water break times • Anyone can grab a water bottle or a towel at any time • High-intensity drills are followed by lower-intensity activities to continue improvement while dispersing lactic acid	• Optimum recovery is 50-60% intensity • Much time is wasted during water breaks	• Many players and coaches are used to the formal water break pause
Competitive Mondays	• In the past, the result of every drill during Monday's practice was recorded; now all drills are competitive and the results are noted • The goal is to create a game-like environment every practice	• Practice intensity was flagging • Practice IQ: Intensity and Quality	• Teachers may criticize competitive drills because they want to create a co-operative environment at the school
Lesson Planning	• To make the most of scarce time, I plan the practice in thorough detail • The practice plan is posted so that the players know the points of emphasis of the day's drills and the team's long term goals • There are many routines, from the warm-up at the start of practice to the game situations at the conclusion	• During my year at OISE/UT, many classes were devoted to lesson planning techniques	• Although time consuming, it is worthwhile to create detailed practice plans because of safety, time management, and clarity
Mental Sets	• Every practice plan contains a Quote of the Day • During the warm-up, a short activity focuses the players' attention	• I believed that an interesting activity at the start of practice encourages punctuality	• Mental sets offer a chance to introduce brief themes or tidbits that would otherwise be excluded from practice
Performance Factors	• The practice plan includes the performance factors employed, the *Work:Pause* ratio, and the points of emphasis of each drill • I explain the significance of performance factors and how developing ourselves will help the team improve and win games	• I wanted players to know more about why we did the things that we did	• Including sport science – which student-athletes are interested in – makes them feel better about themselves and helps the team improve its performance

Area of Change	Details	Catalyst	Considerations
SAFETY			
Medical Conditions	• I demanded greater disclosure of medical conditions, including what to do in case of an emergency	• A player's unknown medical condition flared up on a team trip	• Coaches must take a more active role in emergency first aid
TEAM BUILDING			
24/7 Philosophy	• Team members are given cards containing everyone's contact information • Coaches expect that players look out for and help each other, for example in the classroom, or at a party	• High school players live interesting lives and team members should be there to support each other at all times	• Players may not care for each other and may resent this idea • The coach must trust all the players with the program's reputation
Player Reward Board	• Players can earn stars for performance in games and practices, free throw shooting, or academic and extra-curricular achievement • Competitions are tracked all season long and team members with the most stars can earn prizes	• I wanted to recognize top performances and inspire all players to work harder in practices	• I found that athletes are naturally competitive and willing to do their best to win token prizes and recognition
Team Building Activities	• The team often participates in team building activities in order to learn more about each other and grow closer together • Activities may be a mental set at the beginning of practice or something more detailed that takes place during a team meeting	• Players can learn transferable skills like leadership and problem solving during a short activity	• Players must be mature enough to take the activities seriously • It is imperative the all team members respect each other and the system