

The background of the slide is a photograph of Gaelic football players in silhouette against a dramatic, cloudy sky at sunset or sunrise. The players are captured in various dynamic poses, some jumping or running with their hurleys. The lighting is low, creating a high-contrast scene where the players are dark shapes against the bright, glowing sky.

Mentoring and Coaching our Gaelic Players – online.

An opportunity to engage in supporting the development of your players on-line.

Brendan Harpur



Mentoring and Coaching Our Players - Online

Coaches usually do not have the time to conduct detailed coaching discussions with the players. Now is an opportunity for you to stay in contact with your players and at the same time facilitate them to:

1. Recognise and reinforce their strengths.
- 2 Help players conduct a self assessment.
3. Produce personal Action Plans they could implement on their own to improve skills or other aspects affecting their playing performance.

Mentoring and Coaching Our Players - Online

Introduction

- The focus will be on a learner centered approach and how the coach uses learning facilitation to support the development of their players.
- The emphasis of this module is on performance improvement for players aged from 14 to adult.
- The challenge for sports managers and coaches is to promote self learning in others.
- This presentation, suggested activities , self assessment questionnaires and other support material will be available on the GAA Learning website.

Mentoring and Coaching Our Players - Online

By the end of the session you will have:

- Reviewed the role of the Coach in facilitating improvement in player performance.
- Explored the difference between mentoring and coaching.
- Prepared for an online mentor/coaching session with a player
- Implemented an online coaching/mentoring session with a player

Coaching and Mentoring

- Coaching and mentoring share a range of skills such as:
 - Empathetic listening
 - Sharing experience and learning
 - Facilitating insight through reflection
 - Challenging and confronting
 - Advice and direction
 - Supporting access to further development
 - Acting as a sounding board

Coaching

**Trust , Advice,
Support, Guidance,
Relationship**

**Performance
Accountability,
Facilitating Personal
Responsibility**

Mentoring

**Trust , Advice,
Support, Guidance,
Relationship**

**Facilitating
Personal
Responsibility**

Differences between Coaching and Mentoring

	Mentoring	Coaching
Focus	Individual	Performance
Role	Facilitator with no agenda	Specific agenda
Relationship	Self selecting	Comes with the job
Source of influence	Perceived value	Position
Personal returns	Affirmation/learning	Teamwork/ Performance
Arena	Life	Task related

A close-up, slightly blurred photograph of a lush green lawn. The grass blades are vibrant and densely packed. Overlaid on the left side of the image is white text. The text consists of two lines: "Who do we coach?" and "Who do we mentor?".

Who do we coach?

Who do we mentor?

Their Coach

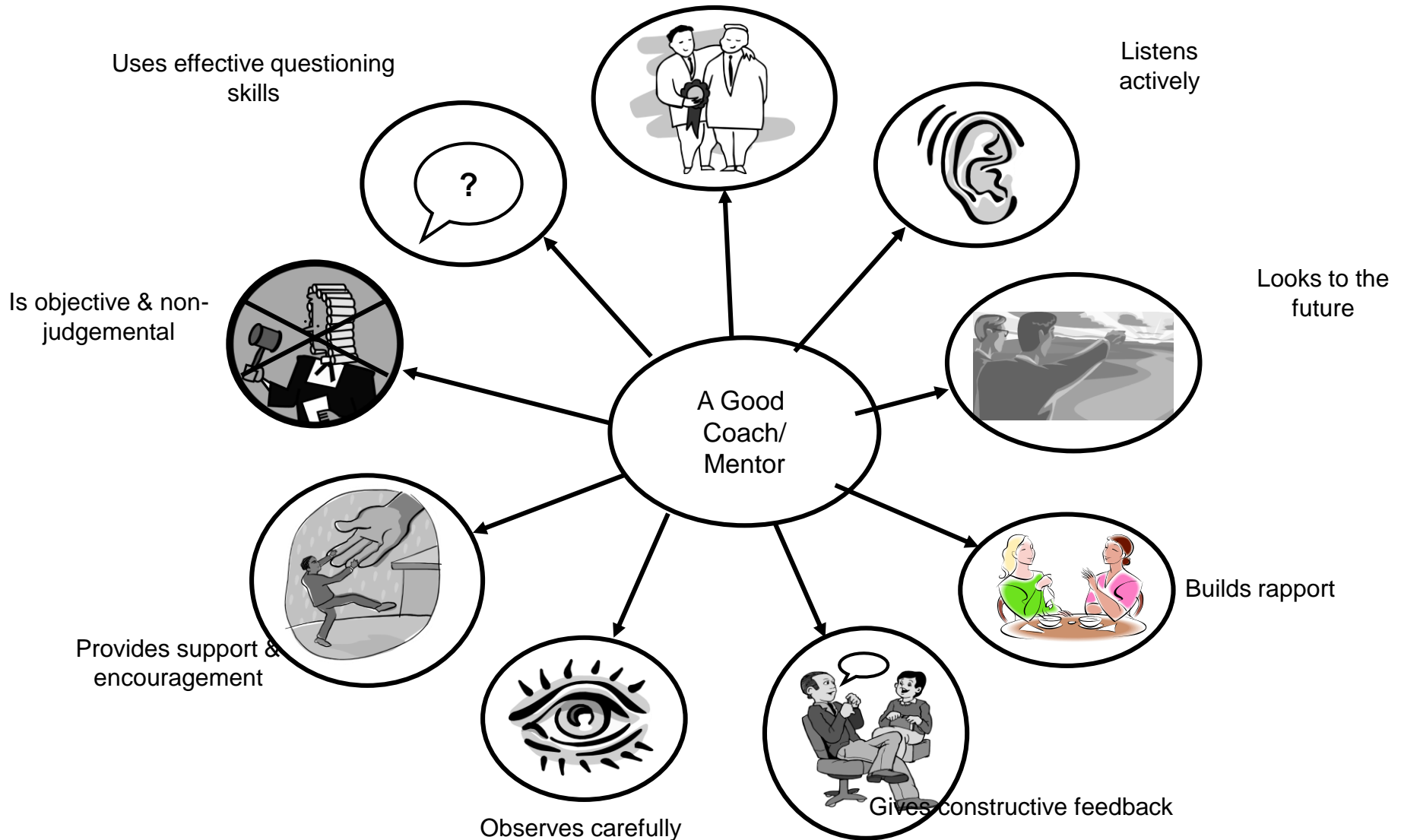
- As the player's Coach you are responsible to ensure that the player fulfils their potential as:
 - An individual player
- As an effective member of your team

Their Mentor

- You have no responsibility to see that the player performs.
- You have been requested by the player to facilitate them in achieving their full potential as an individual and Team player.
- The player has accepted an offer from you to be their mentor.

Summary

Gives praise & recognition



A close-up, slightly blurred photograph of a lush green lawn. The grass blades are vibrant and densely packed. Overlaid on the left side of the image is white text in a clean, sans-serif font.

Using one to one Coaching to help
Improve Performance

What factors affect performance?



- The knowledge, skills and attitude of the individual player
- The level and quality of training the player received
- The resources available to the player
- The environment in which the player had to operate
- The level of support from colleagues or team members
- The level of support from the manager/coach
- Hidden motivational blocks of the individual

Performance Analysis



- List the players whom you are responsible for their performance and you wish to “Coach” for an increase in Performance.
- or
- Identify a player(s) whom you mentor or wish to mentor to help them achieve their full potential

Self Reflection Template (Can be reviewed in partner with your Coach/Mentor)				
Name	Date			Players Signature
Position	Level			
Age				
1. Go down the list and think about how important each one of those attributes is to your performance				
2. Then go back and rate yourself between 1-5 against each one of those attributes – where are you now with each one of those attributes (5 is nothing more to be done)				
3. Finally highlight the critical success factors that will form the basis of your personal development programme (max 3 key areas)				
	Rating	Weighting	Totals	Comments/Required
Physical Fitness is the ability to perform the techniques, engage in physical contests and respond to the sounds and signals experienced during the game				
Strength /Power		1		
Speed		1		
Agility		1		
Flexibility		1		
Endurance		1		
Technical Ability: Technical Proficiency is the ability to perform the underlying techniques of the game accurately, consistently and at match tempo				
Good first touch - Doesn't spill ball in contact		1		
Hand-Passing - Proficient off both hands		1		
Kicking - Proficient off both feet for all kicks		1		
Blocking - Can execute a perfect block		1		
Catching - Can execute overhead, body and low catch		1		
Tackling - Frontal/Near Hand/Shoulder -Delay/Deny/Dispossess		1		
Tactical Prowess: Tactical Prowess is the ability to weigh up match situations and decide on what option to take and when to take it				
Appreciates space and takes up good positions		1		
Plays with the heads up - pre & post scanning		1		
Can bring other players into the game		1		
Sees plays developing - anticipation		1		
Doesn't waste support runner & doesn't carry the ball into traffic		1		
Can change the direction of the play when appropriate		1		
Team Play is the ability to anticipate movements and synchronise who should go where during play or set-piece situations				
Understands & can carry out team plays & systems of play		2		
Can preserve & exploit space in attack		2		
Can deny & restrict space in defense		2		
Can contribute to combination & support play		2		
Communicates well with his/her teammates		2		
Personal Attributes/Mental Skills: The ability to maintain attention on the 'here and now' and switch concentration as the need arises.				
Strong in crisis-Will take charge during crisis points		3		
Courage - Puts self in physically challenging positions for team		3		
Lifestyle - displays the lifestyle of a high performance athlete		3		
Growth Mindset - critically analyses own performance for improvement		3		
Belief - Sees him/herself playing to maximum potential		3		
Mental Skills - can deliver in crisis/can focus on the here & now		3		
What are your key areas for improvement?				
1				
2				
3				

The Strengths and Development needs of your players



- Complete your assessment of your players using the attached “Player Self Reflection” document.
- Identify 2/3 areas your player could improve or develop.
- Later copy this document to each of your players for them to complete their own Self Assessment.
- This is the preparation needed before conducting an on-line discussion with your players

Conducting an on-line Coaching session



- Contact your players and explain you wish to provide coaching support to them during this crisis period.
- Explain that you wish them to complete the “Player Self Reflection” document and when they have completed this to contact you to arrange meeting via video call, using the Zoom app or Skype. Estimate the meeting time to be 30 mins.
- Using your assessment on the “Player Self Reflection” document in preparation for the discussion and then follow the ”Six Coaching Steps” in the following slides

Self assessment

***“You cannot
teach a man anything.
You can only help him
discover it within himself.”***



**Galileo Galilei
(1564-1642)**

“The SIX Coaching Steps”



1. Coaching Needs Analysis
2. The Coaching Discussion
3. Mutual Agreement
4. Action Planning
5. Recognition
6. Follow Through

Coaching Needs Analysis



- What are the strengths of the player?
- What are the key GAPS in performance?
- What is the ability and motivation of the individual?
- What coaching Style is appropriate for you to use?
- Is this a mentoring intervention?

Coaching Needs Analysis

Performance Improvement is affected by:

- The clarity of Performance Standards
- The Individual's readiness to learn
- The Individual's Manager /Coach - Coaching Style

The Coaching Discussion



In order to facilitate the individual to make an accurate self assessment the Coach needs to:

- Put the individual at ease
- Set the context
- Ask questions to help the individual to reflect
- Listen and reflect understanding
- Give feedback
- Provide motivation for improvement

What is a good Question?



- One that helps the player to recognise their strengths.
- “One that helps the player to learn more about what they would like to improve”

Good Questions



- Open - - What, How, When , Where.
- Can you say more - - - -
- What exactly do you mean when you say - - - - -
- May I clarify that you - - - - -
- To summarise you mean - - -Is that correct?

Phase 1 Questions – Identify Strengths



- First ask the player to identify their strengths from the “Player Self Reflection” document.
- Confirm what you identified as their strengths where possible giving examples of why you made that assessment.
- If the player omits what you rated as a strength give them this feedback.
- Should the player list a strength you do not agree with, ask them to give reasons for their rating. You might change your mind but if not then you need to state what you seen them do without making a judgemental statement.
- In other words state objective facts and ask the player what they think of that. This may be an opportunity to ask them what they would like to improve on in that area.

Phase 2 Questions – Identify Development areas



- Ask the player to identify the three key areas they would like to develop.
- Take each area they identified and ask them what would good performance look like in that area.
- If they are not clear then you describe what good performance looks like.
- Then ask them what they can do to improve this area.
- If they are not clear what to do then you provide guidance
- Please note you may need more than 30 minutes to cover all three areas. So arrange a further meeting to follow up on these.
- If the player does not identify an area for improvement then you should raise the areas you have identified, then follow the steps on the next slide.

Phase 2 B Questions – Raising Awareness



- Where the player feels there is nothing to work on, then raise the development areas you identified as follows:
- Ask the player how they think they perform in the area you have a concern.
- The response will be everything is ok, or they will be aware that it is something they need to work on. Then you can proceed to follow the questions on the previous slide.
- The difficult case is the player who is not aware that they need to improve or are in denial about their performance.
- If this is the case - Move to Phase 2 Questions on the next slide.

Phase 2 C Questions – Challenging the Players Performance



- Provide feedback to the player using evidence of what you observed.
- Ask them what can they do about it. If they do not know them tell them.
- Ask them what they think the consequences for them as a player if they fail to improve .
- If they don't know the consequences then tell them
- Then prescribe what you want them to work on.

Achieving Mutual Agreement



The Coach needs to :

- Be open to change/learning
- Accurately reflect the individual's viewpoints
- Identify mutual agreement and areas which need to be resolved
- Summarise/ their understanding

Action Plan



The Coach must ensure:

- Options for improving performance
- That the individual knows What and How to improve.
- What will indicate improvement and by when.
- What support Individual can expect from the Coach.
- That the Individual takes responsibility to follow through on agreed actions

Recognition and Follow Through



The Coach needs to:

- Recognise the first stages of improvement
- Catch the individual succeeding
- “Spot and Fix”
- Review progress informally and formally

- Coaching/Mentoring is facilitating the player to make an accurate Self Assessment of their Performance.
- Primary focus should be on the positive aspects of the player's performance.
- The Coach must prepare by conducting an assessment of the player and have evidence for their rating - not just an opinion

Learning Review Contd.



- The player must be given the opportunity to conduct their own Self Assessment.
- The Coaching discussion with the player is to question the player and where possible get them to come up with solutions.
- In some cases it may be more appropriate to be directive with the player – however the principle should always be to facilitate the player to take responsibility to work on their performance.

Follow up support



- If you wish to clarify any aspects of this presentation please contact me by email tireeoghainbrendan@gmail.com
- Phone or text 0044 7517367277.
- If you need to talk to me prior to a discussion with a player I will be pleased to help.
- I would appreciate feedback from you where you have conducted sessions by completing the questionnaire on the following slide

Reports on coaching discussions

- What was the performance issue?
- What went well?
- What difficulty did you encounter?
- What was different from what you expected
- What I did not do - What I did instead
- What I learnt from this
- What is the issue now
- What actions can I take now
- What support can I provide to you>



Go raibh míle maith agat