



CMBA Coach Education & Development
Workbook and Reference Material

ESSENTIALS



Instructor / Facilitator: **Mark Hogan**, ChPC



Dear Coaches:

Thank you for taking time to volunteer as a coach with the CMBA.

These materials have been prepared as a guide to help our coaches develop an organized and consistent method to teaching the game of basketball to our players at all levels. Our intent is to create a unified coaching system that will emphasize Canada Basketball's "Canadian Style of Play" to develop players that are fundamentally sound, highly skilled and highly intelligent.

We invite coaches at all levels to review and apply these principles to the greatest extent possible. Our expectation is that as coaches and players implement these principles, the quality of basketball and our players' love of the game will increase.

And as always, remember to work hard, have fun and do your best.

Sincerely,



Clark Schow

VP Coaching and Player Development

Hello Coach,

The CMBA Coach Education & Development program is designed to provide you, the coach, with the tools required to better teach the game of basketball as well as observe and correct player performance in a systematic and effective manner.

The emphasis is on implementing **Actions** or a **Style of Play**. As important as individual skill development is, developing a **Style of Play** by implementing **Actions** is now at the forefront of player development.

Understanding the concepts of **Explode, Explore, Execute** will contribute significantly to player development. The CMBA Coach Education & Development program addresses these concepts and more.

Enjoy!



Mark Hogan, ChPC

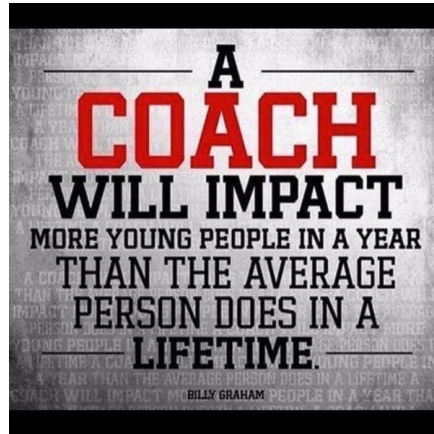
Chartered Professional Coach



Welcome

to

CMBA Coach Education & Development



The CMBA Coach Development program is designed to:

Promote a ***Decision-Making Model*** (players)

Reference CMBA Website & Coach Requirements

Promote ***Best Practices*** & Effective ***Coaching Methods***

Promote ***Style of Play*** with an emphasis on ***Actions & Concepts***



CMBA Coach Education & Development

Why do players play basketball?

- 1.
- 2.
- 3.

Why do you Coach?

- 1.
- 2.
- 3.

What is the ***Style of Play*** you implement and/or promote as a basketball coach?

- 1.
- 2.
- 3.



CMBA Coach Education & Development

CMBA Requirements

1. Coaches must know and follow the CMBA **Participation Agreement**.
2. Coaches are to let players and parents know about the CMBA **Participation Agreement**.
3. Coaches are to complete the online portion of the CMBA Coaching clinic / on the **CMBA website**.

EXPECTATIONS

1. What are **your expectations** of the CMBA Coach Education & Development program?
2. Are you familiar with the concepts of **Explode-Explore-Execute** (E3)?

CMBA Administration

1. Complete the online course to familiarize yourself with CMBA requirements and administrative responsibilities.
2. Score Reporting; Game Report; White Whistle Program; Seeding Round Rules; Discipline & Suspensions; Score Sheets; Pre-Game Meeting; Court Monitor; Parent Meeting; Modifications; Rules; and more...

Parent Meeting

1. Recommended or Requirement?
2. Suggestions to dealing with challenging adults/parents.



Calgary Minor Basketball Association (CMBA)

Participation Agreement

Governing Conduct for All Coaches, Players and Spectators

Mission Statement: CMBA provides basketball opportunities for youth in and around Calgary that is accessible, positive, fair and safe. CMBA will also provide leadership, promoting the values of teamwork, integrity and commitment, while developing skills at all levels of competition and a lifelong love of the game.

Understanding and Abiding by the Rules is Your Responsibility

- The rules of basketball should be regarded as mutual agreements, the spirit of which no one should try to evade or break. They exist for safety, proper order and enjoyment of the game for all involved.

Respect Referees, Minor Officials, Coaches, and Spectators

- All officials play an integral part of the game. They must be regarded as honest in intentions. **Decisions of the officials must be accepted with good grace.**
- **Failure to do so may result in your removal from the gym. It may also result in a subsequent suspension.**
- The coach volunteers their time so you/your child can enjoy basketball. Without the coach there is no team so be respectful and grateful for the coaches.
- Respectful behavior is required before, during, and after the game.

Respect the Rights, Dignity and Worth of Every Person

- All persons connected with basketball are entitled to equal treatment and respect.

Respect the Facilities and Equipment Provided, Including the Gym Floor

- Abuse of the facilities results in the loss of the gym for CMBA.

Guests of any player, coach, official or spectator are the responsibility of that person and must abide by the same code of conduct.

Other expected behaviors within the code of conduct:

Coaches

- When you win, be respectful and gracious toward you opponent. When you lose, be congratulatory and respectful.
- Winning is desirable, but winning at any cost defeats the purpose of the game.
- When your team is well ahead, take the opportunity to try new lines, plays and skills with your players, rather than running up the score.
- Set a good example of sportsmanship for all children in the gym.

Players

- When you win, be respectful and gracious toward you opponent. When you lose, be congratulatory and respectful.
- Be fair always, no matter what the cost.

Parents

- Set a good example of sportsmanship for all children in the gym.
- Help make participation in CMBA a positive experience for your child and others.
- Applaud good plays by both teams.



CMBA Mandatory Online Training

1. Where to find your team's schedule.
2. How to report a score. (*Important to click: "Game is Finished"*)
3. Where do I fill out score sheets and print them off? There two different kinds of scoresheets:
 - a. U11 score sheet with substitution chart
 - b. U13/U15/U18 score sheets
4. Where to find youth basketball "Rule" modifications for your age group.
 - a. Explanation the CMBA League follows Canada Basketball's Athlete Development Model
http://cloud.rampinteractive.com/calgaryminorbasketball/files/Canada_Basketball_LTAD_Model.pdf
 - b. Section 7 Youth Modifications
 - c. New! U11 Rules of Play
 - d. Seeding Round Rules
5. Coaches Corner – Resources for practice planning and drill options
<https://sites.google.com/cmiba.ab.ca/cmbacsp/home?pli=1>
6. 40 Point Mercy Rule - Strategies to help Coaches in lopsided games.
7. League Participation Agreement
 - a. "Respectful behavior is required before, during, and after the game."
 - b. "All persons connected with basketball are entitled to equal treatment and respect."
8. What is a "Game Report"?
9. How & Where to file a "Game Report".
10. What happens when someone is ejected from the gymnasium for unsportsmanlike behavior?
11. Section 8: Rules of Discipline
12. Jewellery Rule
13. Concussion Policy
14. Rule of Two
15. Social Media Postings are always to be positive in nature.
 - a. All who participate in online interactions are subject to the same behavior standards as listed in the Participation Agreement

The Coach /Parent Meeting

Successful coaches are aware of the importance of securing the aid and support of well-informed parents. A parent meeting will assist you in preventing potential problems because of lack of communication or misunderstanding. Make it part of your first session.

Objective of the meeting

- a) Introduce yourself to the parents
- b) Improve parent understanding of youth sport
- c) Discuss expectations of players and parents
- d) Cover administrative details

1. Introduction

- Welcome everyone and have some brief comments about yourself; your background and how you became involved in coaching. (Do not worry if you do not have an extensive coaching background, be honest, but let them know you have taken the NCCP clinic and are excited to continue to grow and learn as a coach).
- Inform them of some of the skills you have learned that will help you in working with their children.
- Have the players and parents introduce themselves.

2. Your Coaching Philosophy – Briefly explain what you plan to emphasize as a coach and why this is important. Make reference to Canadian Sport for Life and the Basketball Athlete Development Model. This can help explain your reasons for why you will be coaching the way you do. You may want to provide parents with copies of the material from the website www.ltad.ca

- Participation vs. restricted playing time based on ability level
- Development of skills vs. the emphasis on winning at this stage of development
- Learning to Train – Help parents understand that this is the golden age of skill development. All of the children need to learn the basic skills, for all positions of the game of basketball. The children will skill be developing their fundamental movement skills. Most importantly of all it needs to be fun.

3. Basic Expectations of the children – Explain what your expectations will be from the players emphasizing the three values. Give specific examples instead of more general words like a good *attitude* or good *behaviour*.

The three values are:

- Do what is right – use equipment / facilities as intended, asking ourselves if this is the right thing to do (positive behaviour not negative such as stealing and swearing)

- Do your best – active participation, trying to do new activities, improving on past performances
- Treat others the way you want to be treated – be polite to others, share, take turns, say please and thank you.

You will also be expecting children at this age to start to show the for levels of leadership. You are beginning to take the children on the journey from being dependent on their parents to being independent.

1. lead them selves – look after their own water bottle, snack and equipment
2. give energy to the group – help make the gym safe and clean
3. know when to follow – listen to instructions
4. know when to lead –use a leadership voice

4. **Basic Expectations of the parents**

- Explain to the parents that they are responsible for the arrival and pick up time for the children. Being on time is very important since you have a short time in which to operate. Children arriving late often feel left out.
- Ask parents to please communicate with you when their child cannot attend or any conflicting dates. This assists in your planning and relieves worry.
- Ask if any parents wish to become involved in coaching, administration, or any other little tasks that will help the program.
- Parents are responsible for making sure their children have the necessary ‘stuff’ for the sessions i.e. clean gym clothing, appropriate footwear, nutrition snacks, labelled water bottle, etc. Emphasize that children should not bring valuables to the gym.
- You must decide if you want the parents to help or do you want them just to support their child.
- Give the parents a procedure for if an issue arises: call me at home, set up a meeting, not to discuss the issue in front of the child.
- Explain to the parents what behaviours are expected when watching the sessions. Again be specific! Some examples of being a supportive parent are: stress fun while learning new skills; help your child develop specific, realistic goals; support the rules of fair play; learn the rules; be a good spectator.
- Avoid making comments from the sideline. The children need to learn to focus on the task at hand. They are learning to do activities without you the parent. Negative comments during the session that can be heard by the children or the coaches are not acceptable.

5. **Inherent risks**

- By the very nature of the activity, minor injuries may occur. Inform the parents that with proper planning and organization these may be eliminated.
- Our main concern is to prevent injuries or accidents from happening.
- If an accident does occur you have an EAP (Emergency Action Plan) in place. Refer to your reference material for emergency procedures for practices and games.

- Also explain that with membership in the Canada Basketball / Provincial organization the children have insurance.
- Ask if there are any parents who have training in emergency procedures. You are specifically looking for people with first aid and CPR. Would they be willing to assist?
- It is also important that parents let you know about any possible health concerns or sensitivities that their child may have that will help you better coach their child. Most parents are very familiar with this procedure when dealing with schools. You must respect the child's privacy in these matters.

6. **Schedule**

- Go over league or association rules that may differ from the adult game people may see on TV.
- Give a brief overview of the season and the goals you have.
- Explain when the sessions will be held. It is important to again stress that if the session starts at 6:00 PM what time can the children arrive. If you finish at 7:00 PM the children can be picked up at what time.
- Explain what doors will be used and rules that the facility may have that can impact the parents, such as parking, no boots on the gym floor, coffee cups, etc.
- You may want to explain the how the money the parents have paid to join is being spent.

7. **Contact information** – It is important to have emergency contact information for the children. Parents may not wish to give out health card numbers. If not that parent must be accessible. You should also include your contact information.

8. **Summary sheet** – Distribute a one sheet summary of what you have gone over. Be sure to include your contact information and the schedule. You may want to give the parents some of the reference material you have on Fair Play and LTAD.

9. **Closing**

- Ask for questions, but mention when you will be available to have a private talk about their child.
- You do not want to get into deep disagreements on philosophy. As long as you apply your learning's from your NCCP training you will have the support of both the Provincial and National bodies. The vast majority of the parents will also be in agreement.
- Conclude on a positive note. Emphasize how excited you are to work with the children and if the children have fun, puffy cheeks and want to come back, we are successful.
- The children will grow in many areas from this experience: such as, confidence, leadership, working with others, self-esteem, physical fitness, etc.

Note: In many associations, the child cannot participate or the parent cannot watch a game until the parents(s) has attended the parent meeting. Too often, the parent(s) with which you will have the problem will conveniently miss the meeting.

7 Easy Steps to Dealing with Difficult Parents

Every year, thousands of coaches all over the world dedicate their time to teaching other parent's children how to play the game of basketball.

The majority of parents appreciate this good-natured act, but occasionally you'll find a couple of people that don't see it this way. Often the love they have for their child can blind them if they believe their child is being treated unfairly.

Dealing with difficult parents is something we as coaches need to accept will happen once in a while. No one goes through an entire coaching career without ruffling at least a couple of parent's feathers.

Before I dive into the solution for how to deal with difficult parents, let's first look at a technique that will prevent any issues occurring in the first place.

Have a pre-season meeting with all parents and players

I'm not going to go into too much detail of what to include in your pre-season meeting (I'll save that for another post!), but I want to talk about two very important aspects of the pre-season meeting that relate to difficulties you may have with parents during the season.

1. Let them know you're approachable

A pre-season meeting will let you begin to develop relationships with the parents and lets them know that you're approachable if they ever want to talk about any problems or concerns they might have.

I've learned a lot of the time parents are intimidated by coaches and would prefer the coach makes the initial move to developing the coach/parent relationship. Being friendly at the pre-season meeting is the first step towards this. Being an approachable coach is very important.

I always make sure to end the meeting by letting all parents and players know that if they ever have anything to discuss, don't hesitate to contact me. Then I give my number to all parents and players.

You see, most of the time when parents storm up to a coach demanding answers out of the blue, it's because the problem's been building up for a long time and finally got to a point where they couldn't handle it anymore. If the parent felt like they could talk to the coach about it prior, this outburst might not have happened.

2. Discuss distribution of playing time

The second important topic to discuss is how you're going to distribute playing time among the players. This is a very important topic and is the number one issue that arises for parents each season.

If you're coaching youth basketball, let them know that you're going to distribute all playing time evenly regardless of talent (if that's what you choose to do).

If you've got an older group and are playing basketball at a serious level, let the players and parents know that playing time will be based on talent and work ethic, so some players might not get much playing time in crucial games. If you're taking this route, make sure to let the parents and players know that during easy games, you will make sure to give the less talented players extended minutes so that they can develop into better players...

And make sure you do it!

1. Never talk to someone that's yelling at you

First and foremost, never talk to someone if they're yelling at you. You're giving up your time to help out their kids and deserve more respect than that.

Thankfully, this doesn't happen too often anyway... But I've seen times where parents came down from the stands yelling at the coach and the coach has tried to defend his decisions on the spot. Which, as you can imagine, quickly escalades into a shouting match between the coach and parent.

Rather, if a parent comes up to you frustrated and yelling, in a clam voice let them know that you'd be happy to discuss whatever their concern is when they've calmed down.

2. Discuss their problem at a later time

If a parent gets frustrated with you during the game and walks over and demands you talk to them this instant (during the game), kindly let them know that you're happy to talk to them about it, but they will need to wait until after the game when you can both sit down and talk about it alone, without the other parents or the players watching.

If you don't have time to talk to them after the game, schedule a meeting with them at a later time. Scheduling a meeting for the next day or later is my preferred option. This gives both yourself and the parent time to sit down and think about the conversation prior to meeting, rather than blurting out whatever comes to mind when they're angry.

But often the parent will insist on not leaving the venue until you have talked to them after the game.

3. Get someone else to sit in on the meeting

I always get my assistant coach to sit in on private meetings.

This can be beneficial in many ways. Such as:

1. Clarifying facts that may arise during the meeting.
2. A witness in case anything happens.
3. To recall comments made in the meeting at a later time if needed.

4. Hear them out

Without interrupting!

The parent needs to feel like they're being heard. If you're constantly interrupting and disputing their comments mid-conversation, the only thing you're going to achieve is making the parent much angrier than they already are.

Hear them out and get their complete side of the story before you start adding your two cents in. The last thing you want to do is make the situation worse than it already is.

5. Body language

You must show the parent that you're paying attention to what they have to say by using good body language. Don't sit back in your chair with your arms crossed. This shows a type of arrogance and stubbornness and will only infuriate the parent further.

Sit forward and look them in the eyes. Nod when they're speaking to show that you understand.

6. Keep your composure. Even if they don't

Even if they come in blasting you for reasons you don't understand, it's important to make sure you keep calm and talk rationally. You don't want to get into a shouting match and say something you'll regret in the future.

If you find the way they're speaking to you is unacceptable, politely ask them not to talk to you that way, and if they continue to do so, you'll have to end the conversation. Then if they do continue to speak to you in an unacceptable way, simply tell that that you're not willing to talk to them when they're in this state and you'd be happy to talk to them again when they've cooled off.

7. The correct way to respond

Once you've let them have their say, it's your turn to respond.

The correct way to respond is going to differ greatly every situation. But I'm going to give you a couple of tips I use that help in the response.

Even if you don't fully agree with their argument, let the parent know that you can see where they're coming from. Acknowledge the points in their argument that you agree with.

Acknowledge their son/daughter's strengths before you tell that parent what they need to improve on.

For example, you may have this conversation... "I understand where you're coming from. Look, Johnny's a very good shooter and we'd love to have him out on the floor more to make the most of that. The problem is that he isn't as strong as we need him to be defensively."

CMBA Coach Education & Development

Practice Planning | Failing to Plan is Planning to Fail – John Wooden

Practice Plan Outline

A proper Practice Plan consists of 5 segments:

1. Introduction
 - welcome players as they arrive
 - establish a routine for players when they arrive
i.e. where to put back packs, change into gym shoes, etc.
 - meet with all players together to announce expectations for today's practice

2. Warm-up
 - warm-up games are a great start to practice
 - ball handling & dribbling with everyone having a basketball
 - all teams are to warm-up together

3. Main Part
 - skills & drills is the emphasis
 - Key Performance Factors are emphasized (see Appendix 5)
 - Style of Play, Actions & Concepts are taught & practiced

4. Cool Down
 - players are to slow down and relax before wrapping up the practice
 - walking one lap around the gym is a good way to slowly lower the the heart rate and connect with others--also, this activity is a great way to debrief
 - after the lap, all players meet in the middle with the coaches for the Conclusion

5. Conclusion
 - wrap-up the practice with a final word on the day's activities--players were engaged in a debrief while walking a lap, therefore, coaches can ask players for their feedback on the day's activities
 - follow this brief recap up with some sort of FUN comments--this could be highlighting or spotlighting a player's or team's success, it could be highlighting a humorous moment or could simply be something positive
 - quick reminder of the next practice or session or perhaps an announcement for all parents as well as the players

Coaches are encouraged to incorporate all 5 segments into every practice plan...



Club Basketball Practice

Girls Practice Outline

Vision Ignites the Passion that Inspires Excellence!

6:00pm	Dry-land Training	Janelle to do (SAQ & SEC) Stress the importance of Athlete Development
6:30pm	Review Team Emphasis (Introduction)	1. Run —at every opportunity = PACE 2. Stop the Ball —D21 & D9 3. Rebound —at both ends 4. We before Me —team comes first 5. Communication —REP'ing
6:33pm	Warm-up	Drill: Dynamic – Janelle to do Shooting—curl shots competition
6:49pm	Hydrate	
6:50pm	Shooting Drill #2	Drill: Janelle to do
7:00pm	B1 – Beat 1 Defender	Drill: 1v1—Stay in the Alley
7:06pm	E2 – Engage 2nd Defender	Drill: 2v2
7:12pm	C4 – See 4 Teammates	Drill: 3v3 & 4v4 – Live
7:18pm	Hydrate	
7:20pm	Live 5v5—Games to 3	KPF B1-E2
7:26pm	P7R	Drill: Attack the Rim / Attack the Paint (the drill or Action fits the Concept) Footwork / P7 (from wing) + R (from top) Variety Finishes
7:33pm	P7R Live	Drill: 1on1 Live
7:40pm	Hydrate	
7:42pm	Live 5v5—Games to 3	KPF Attack the Rim / Attack the Paint
7:50pm	Cool Down Shooting	31/51/52/72
7:57pm	Cool Down Walk	Walk around the gym (shoeless) and do an ABCD Debrief of today's practice Players to stretch as needed Group debrief when players return
7:59pm	Announcements (Conclusion)	Next game or next practice
8:00pm	Hands-in	Team Cheer – TOGETHER

We are what we repeatedly do. Excellence then, is not an act, but a habit!

CMBA Coach Education & Development

Actions, Style of Play & Coaching Concepts (Essentials Review & New)

ACTIONS

B1-E2-C4

Pass & Cut; Pass & Pick; Pass & Slip; Pass & Get

Dribble-At Backdoor; Dribble-At Post-up; Dribble-At Draft Drive; Dribble-At COD move
Dribble-At Post-up to Laker Cut; Dribble-At Post-up to Relocate

Attack the Double Gap; Double Gap DHO—Single Gap DHO; DHO Slip; DHO Pick

Wave Actions

Transition—Offence & Defence (Pace)

STYLE OF PLAY

Explode—Explore—Execute (E3)

Attack the Rim & Attack the Paint

PACE & FLOW

ROB Shots & BRAD Shots

Spacing—Single Gaps & Double Gaps

Positionless Players—the Global Player (Nikola Jokic article)

COACHING CONCEPTS

Top 4 Scoring Priorities (Essentials) / Top 6 Scoring Priorities (Intermediate)

Top 3 Defensive Priorities

ABCD Teaching Phases

ABCD Debrief Technique

TLC—Teaching, Learning, Competing



CMBA Coach Education & Development

B1-E2-C4

A simple yet amazing concept that Works!

- B1** BEAT ONE Defender
- attack the defender
 - read the angle | use fakes to create angles
 - 1v1 drills

- E2** ENGAGE a SECOND Defender
- pass to a teammate
 - pass before a double team or trap
 - 2v2, 3v3, 4v4 drills

- C4** SEE your FOUR Teammates
- know where your teammates are
 - Vision enhances decision-making
 - always see your four teammates

B1 is best implemented in Double Gaps...

B1 in a Single Gap is most often ineffective...

Pass in a Single Gap, *Attack* a Double Gap...



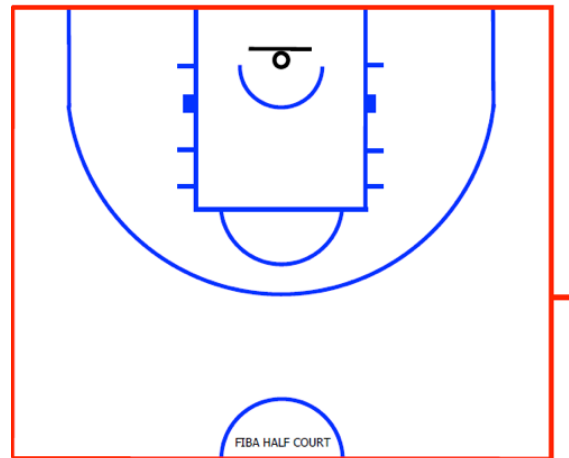
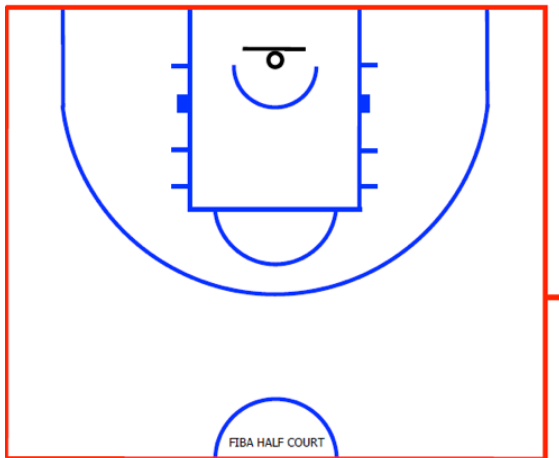
CMBA Coach Education & Development

Every practice needs a little TLC | Teaching – Learning – Competition

1. With a partner, create a list of effective **Teaching** techniques... How do you **Teach** drills effectively?

2. How do you know that players are **Learning** what you teach?

3. **Competition** must be incorporated in every practice. What is your favourite **Competitive** drill?



Every Practice Needs a Little TLC

In order for a coaching staff to run effective practices, coaches need to apply a little TLC.

T- Teaching – When teaching in A Phase, the intensity will be low and the concentration will be high. **Key Performance Factors** (KPF's) are to be identified and agreed upon by the coaching staff. There needs to be an agreement among the coaches as to **what** the KPF will be, **how** they will be taught and **how** they will be emphasized.

One problem that occurs during the teaching phase is that different coaches may load the athlete differently and/or may stress differing KPF's – this may cause confusion or frustration for the athlete. Discussions need to be held prior to training as to how the “**loading**” of the drill will occur. Will the load be physical, mental, emotional or a combination of the three?

Coaches are to utilize the 5 Stage Teaching Method to enhance learning effectiveness.
Explanation * Demonstration * Application * Correction * Repetition

KPF Example: The following may be identified as required KPF's for the jump shot off the dribble:

- Proper grip; High release point; Eyes on target; Freeze the follow through; Load the legs; Quick feet (1-2); Diagonal lifting of the ball; Jump (pop the hips); Hard last dribble; One-piece motion; Get under the ball, don't reach; Turn, Dip & Sway

When players are being introduced to the jump shot for the first time, coaches are to choose only a couple of KPF's at a time and load from there:

- Example: High release point; Load the legs; Jump (pop the hips)

Coaches are to then focus on and emphasize the KPF being introduced or taught. If coaches decide to emphasize a KPF that has not yet been taught, players may become confused and/or overwhelmed. Keep it Simple & Less is More...

L- Learning – In a learning activity the intensity is approaching game like – B Phase or C Phase is highly recommended. The concentration is on the application of the skill whereby players can experience success. **When** to use this skill now enters the activity – Decision Making Model.

Guided defence/offence may be involved which forces athletes to make a decision (B Phase). Feedback is given on the fly – keep the players active during feedback to ensure that athletes get multiple reps.

Each coach should know what he/she is watching for (the KPF or the Decision). One problem that occurs is that coaches will be coaching little details pertaining to KPF when in fact the focus was to be on Decision Making.

For example: if we are working on the decision to drive right or left based on the position of the defence it is the decision that we should be focusing on not the footwork. The only time the drill should be stopped is when the majority of the athletes are struggling with a concept. If an individual is having problems, pull him/or her to the side to correct. Keep the activity flowing.

C – Competition – In a competition activity the intensity and concentration are game like – D Phase is highly recommended. Some competitions may be shooting drills, therefore, D Phase is not required. The players need to treat the activity like the game. Coaches should not stop the activity except at the designated time. For example: start at one basket and play out two transitions (1/2, Full, Full). Feedback would be similar to the type given in the game. It is very important to debrief the activity to draw from the athlete's key learnings (ABCD Debrief).

Coaches may or may not act as officials during D Phase – this is to simulate the game.

CMBA Coach Education & Development

Five Stage Teaching Method

1. Explanation

2. Demonstration

3. Application

4. Correction & Reinforcement | EDC (Error Detection Correction) | TEMPerature Reading

5. Repetition



CMBA Coach Education & Development

Effective Teaching Technique

A-B-C-D Teaching progressions (NCCP & Canada Basketball endorsed)

- A** No Defense (Air)

- B** Guided Defense (Coach)

- C** Live Drills (1v1 / 2v2 / 3v3)

- D** Live 5v5 (1/2 – Full – Full / 1/2 – Full – Full x 2 / Games to 3-5-7)

Progression Technique | Loading a Drill & Unloading a Drill

- Individual / Partner / Small Group / Team
- Drills often stay in A Phase – get to B Phase & C Phase quickly
- Unload back to C-B-A Phase if necessary
- Player understanding/success is required before entering C Phase
- ***Training Ugly*** is a new coaching approach to skill development | Accept it! | Manage it!
- D Phase is encouraged even if it is ***Ugly*** to start!
- It is not necessary to run drills sequentially from A to B to C to D / sometimes go straight to C
- Sometimes you can demonstrate a ***Concept*** or ***Action*** in A Phase and then go directly to D Phase
- Mix it up—utilize a variety of ABCD Phases throughout practice or from one practice to another
- If a drill appears too simple, load it (make it more difficult) / If a drill is too difficult, unload it (simplify it)
- Engage players in D Phase a few times throughout practice—do not wait to scrimmage at the end of practice



CMBA Coach Education & Development

ABCD Debrief—Coaching Decision-making & increasing Basketball IQ

What is the ABCD Debrief Technique?

- A** – Agree (What went well? Something positive...)
- B** – Build (Why did it go well?)
- C** – Challenge (What went wrong? How do we fix/correct/change the problem?)
- D** – Deeper (Usually reserved for the coach—omit for now...)

How to implement the ABCD Debrief into Practice

1. Players must be taught what ABCD refers to (see above).
2. Coach can lead the initial debrief to ensure players begin with A, transition to B, then players can discuss what went wrong or what needs to be fixed. Far too often players & coaches begin with C and positive results do not get discussed often enough.
3. After the first 1-2-3 debriefs where the coach oversees the discussion (and hopefully directs the discussion as opposed to leading the discussion), the coach then steps aside and lets the players run the debrief themselves.
4. The debrief is to only last for 45 seconds—this short length of time mirrors the length of a time-out in a game, therefore, players have the same amount of time in practice.
5. If the coach has something brief to add (D) after the players go through their debrief, then do so ever-so-brief—the approach of **Less is More** goes a long way here.
6. When observing the debrief from a distance, pay attention as to whether or not all players get a chance to speak—the debrief is for everyone, not just the talkers.
7. Have confidence in your players—you will be surprised at how their game improves simply because they have the opportunity to share, problem-solve & think critically.

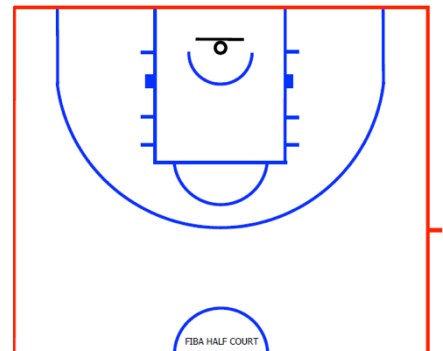
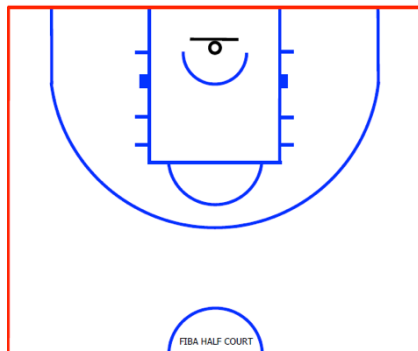
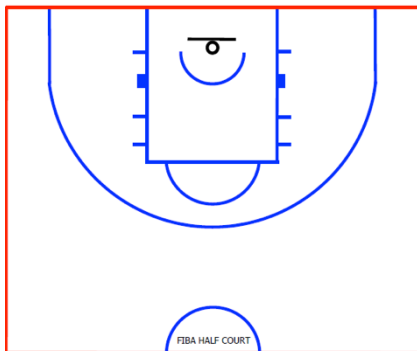


CMBA Coach Education & Development

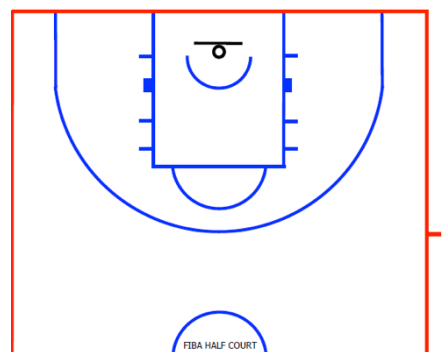
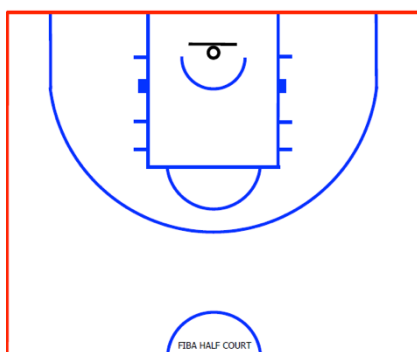
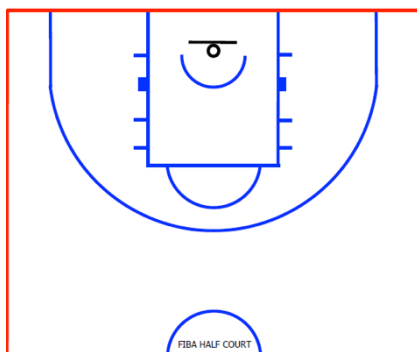
Measuring Drills—When you measure drills, you get better results!

1. List some examples of how you measure drills...

2. With a partner, share a favourite drill that you can measure...



3. With a partner, share a drill that isn't currently measured and see if you can create a way to measure it...



CMBA Coach Education & Development

What are the components of a ROB Shot?

- R
- O
- B

What is a BRAD Shot?

- B
- R
- A
- D

What is REP'ing?

- R
- E
- P



CMBA Coach Education & Development

Playing the Game (Style of Play) vs. Running Plays (Block or Structured)

Gold Medal Profile

Building Team Culture is a high priority (REP'ing) | Coaches, Players & Support Team must be on same page.

Top 4 Scoring Priorities:

(Essentials)

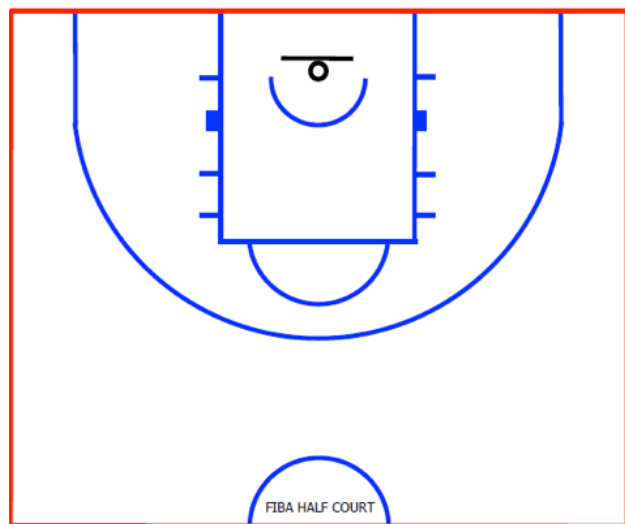
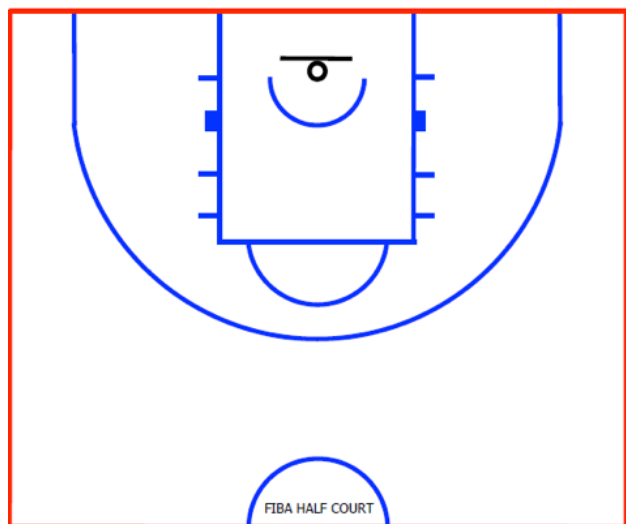
1. Attack the Rim
2. 3 Point Shot—know your **ROB Shot** / take **BRAD Shots**
3. Free Throws—highest % shot in the game
4. Mid-Range Shots—least amount of rewards

Top 6 Scoring Priorities:

(Intermediate)

1. Attack the Rim
2. Attack the Paint
3. Free Throws—highest % shot in the game
4. 3 Point Shot from the Corner
5. 3 Point Shot from the Top
6. Mid-Range Shots—least amount of rewards

What Drills will you do in practice to support these Top 4/6 **Scoring Priorities**?



CMBA Coach Education & Development

Explode-Explore-Execute (E3)

Reference E3: www.cmba.ab.ca

<https://sites.google.com/cmba.ab.ca/cmbacsp/home>

With a partner, discuss examples of your team's *Style of Play* as they relate to E3:

EXPLODE

EXPLORE

EXECUTE

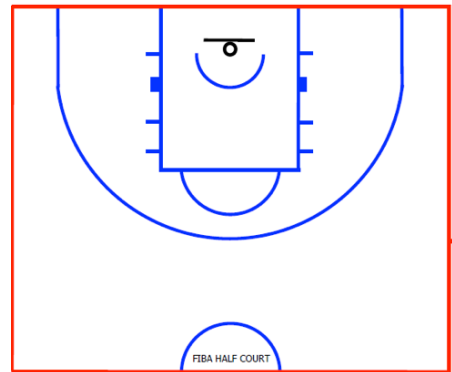
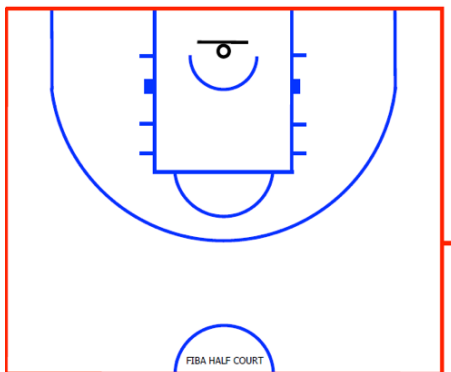


CMBA Coach Education & Development

Global Player Development

Positionless Players (Nikola Jokic) & Multi-positional Player Development

- How do you develop **Global Players** in practices and in games?
- What if a player is behind in a skill (i.e. shooting 3's), how do you coach this?
- What drills do you do that may prohibit **Global Player** development?
- What do you do in games to either prohibit or promote **Global Player** development?
- Share your favourite **Global Player** development drill...



How Serbia Produces Great Basketball Players Like Nikola Jokić



Nikola Jokić of Serbia during the FIBA EuroBasket 2022 group D match between Serbia and the Netherlands in Prague on Sept. 2, 2022.

Miloslav Ćuk hasn't slept properly in six weeks. Ever since the NBA playoffs started, he's been watching every Denver Nuggets game he can, most of which start at 2:30 a.m. in Serbia. For Serbians, this year's playoffs are especially exciting since one of their own, the two-time MVP **Nikola Jokić**, has led the Nuggets to the NBA finals for the first time in his career.

"Because it's so early I have to put my headphones on, and I'm biting my face quietly when I'm too excited so that I don't scream and wake everybody up," says Ćuk, who also hosts a podcast called **Serbian Corner** on the American Denver sports media network, DNVR.

Ćuk is one of the most vocal Serbian fans of the Denver Nuggets, but he's far from the only one. Passion for basketball has been ingrained in Serbian culture for decades. In 2020, during the COVID-19 pandemic, the President of Serbia himself enrolled in a sports college to fulfill his lifelong dream of becoming a basketball coach.

Jokić is easily the most accomplished NBA player to ever come out of Serbia, but his success has not happened in isolation. He comes from a long line of great basketball players from former Yugoslavian countries. That includes Krešimir Ćosić, the 6 ft. 11 in. Croatian player in the 1970s who famously turned down the NBA to play for the Yugoslavian national team; the 7 ft. 1 in. center Vlade Divac in the 1990s, who was inducted into the Basketball hall of Fame in 2019; and Peja Stojaković, the 6 ft. 10 in. small forward who played in the 1990s and 2000s.

“When I speak with Americans, I try to make them understand that Jokić didn’t just happen,” says Miloš Jovanović, a Serbian basketball journalist. “If you trace it back, you’re going to see that we had players like Jokić all the way back in the ‘60s and ‘70s.”

Early Years

Basketball was officially introduced to what was then known as Yugoslavia by an American Red Cross worker in 1923. But the country—which encompassed present-day Bosnia and Herzegovina, Croatia, Kosovo, Montenegro, North Macedonia, Serbia, and Slovenia—really began to invest in the sport after World War II, when the Yugoslavian government began promoting team activities as part of its political agenda.

“Socialist countries such as Yugoslavia would empower team sports as a way of promoting community,” Jovanović says. “There was no better way to make people equal than by putting them into team sports.”

Jovanović believes that the socialist mindset helped cultivate a playing style that would ultimately become known as **positionless basketball** (see below to read the article).

In the United States, basketball players usually trained to specialize in specific positions. Taller players focused on staying close to the rim, dunking, and using their physicality to defend. Shorter players were encouraged to focus more on passing, dribbling, and taking jump shots further away from the basket.

In Yugoslavia, however, things were different. All young players trained using the same drills regardless of height or individual strengths.

“That was a hallmark of the Yugoslav school of basketball. They were not going to profile you based on your size,” Jovanović says. “They were not going to say you’re a point guard so you focus on point guard things, you’re a center so you focus on center things. Everyone learns how to dribble, how to pass, and how to shoot.”

That style of training seemed to make Yugoslavian players highly competitive. Between 1961 and 1988, the men’s national team won five Olympic medals, six FIBA World Cup medals, and 13 FIBA EuroBasket medals. Jovanović, who grew up watching the national team, says that the success was incredible to watch.

“In ’88 we won the Olympic silver, in ’89 we won the Eurobasket, and in ’90 we won the World Cup so we were back to back European and world champions and Olympic silver medalists,” Jovanović says. “It felt good because in the scope of things we were still a small country but we could stick it to these much larger countries like Germany, Spain, and the Soviet Union. We felt that it was our own personal David and Goliath story.”

The Breakup of Yugoslavia

But just as Yugoslavia’s basketball team seemed to be on top of the world, war broke out in the country. The fighting—which involved ethnic conflict, insurgencies, and wars of independence—began in 1991 and would continue on and off for an entire decade. More than 140,000 people were killed and nearly four million were displaced.

The war also resulted in sanctions against Yugoslavia, which meant that its basketball team was suddenly cut off from all international competition. This was particularly frustrating for many Yugoslavian basketball fans since the 1992 Olympics would have offered Yugoslavia the opportunity to compete against the United States’ “Dream Team” that included legendary players like Michael Jordan, Magic Johnson, and Larry Bird.

“Speak to anyone who grew up in Serbia during that time and you will hear that same sentiment,” says host Adam Mares in a documentary about Serbian basketball culture for DNVR called **100 Invisible Threads**. “Not a declaration of supremacy but a sadness for an opportunity that was lost.”

YouTube Link:

<https://www.youtube.com/watch?v=EeTmrsVW8qE>

Still, many sports fans like Jovanović needed something to look forward to during those difficult years. So they would focus their attention on Yugoslavian players abroad, playing in leagues like the NBA.

“With all this horrible news of war and people dying, we would try and find a ray of sunshine by seeing what happened with Vlade Divac on the LA Lakers,” Jovanović says. “We would wake up every morning and just hope that sports news would pick up what happened with the Lakers.”

The Aftermath

The breakup of Yugoslavia was a blow to basketball in the Balkans. Yugoslavia was already a relatively small country with a population that hovered around 24 million. Now divided into six countries, each republic had a much smaller population to recruit talent from, and the era of Yugoslavian dominance in international competitions seemed to be waning.

However, the desire to continue the Yugoslav style of basketball lived on. A new organization in Serbia called [Mega Basket](#)—a youth-oriented club that prioritized developing players’ abilities in the long run over winning games—was set up in 1998. The club is based in the country, but trains players from all over the Balkans and Europe. Graduates include current NBA players Ivica Zubac, Goga Bitadze, and, of course, most famous of all, Jokić.

Jokić’s success has ignited a tremendous amount of pride throughout the country and has even united some basketball fans across many once-rival former Yugoslavian countries. But for some fans like Ćuk, there still remains a sense of longing for what could have been.

“I firmly believe that the majority of people in all of the former Yugoslavian republics look at it the same way I do. We all dream of rebuilding that Yugoslavian team, even if it’s just for one game to showcase our strength for the last time.”

Positionless Basketball

How (and why) Position-less Lineups have taken over the NBA Playoffs (2023)

The revolution is being televised. The bedrock of NBA strategy, and basketball in general, has long been its positions on the court. Those positions – point guard, shooting guard, small forward, power forward and center – have traditionally been prescribed according to height, with shorter guards and taller centers.

In a round peg, round hole game, everyone has a role, tall players were guided to go stand under the basket while shorter guards told to dribble and pass the ball.

But athleticism, mixed with a little math, has revolutionized the NBA. “Defensive rule changes – primarily those that decreased physicality – and analytics have allowed for increases in the speed of the game,” says Bill Burgos, former head strength and conditioning coach for the Orlando Magic. A cheat code for NBA basketball, those

analytics revealed the importance of three-pointers and pick-and-roll matchups, allowing a more offensive game to flourish.

This need to be able to dribble, shoot and defend in the open court has spawned an NBA hybrid player, one that frequently fits squarely in the mid-range of the NBA height spectrum. “Basketball is becoming more position-less and more about team basketball,” says Drew Hanlen, NBA skills coach and consultant, “Called isolations are less used and ball movement is valued.”

The Swiss Army knife-like versatility of the NBA was exemplified in the first-round of the NBA playoffs. Notably a San Antonio-Golden State matchup during which Warriors coach Steve Kerr started forward Andre Iguodala at point guard, a move that ignited a sluggish Warriors team. The first round of the playoffs also featured the Philadelphia 76ers 6ft 10in rookie point guard Ben Simmons and Milwaukee Bucks position busting unicorn, 6ft 10in Giannis Antetokounmpo, with both players tasked as playmakers.

While the NBA has seen its share of tall guards over the years – Magic Johnson and Anfernee ‘Penny’ Hardaway to name two of the best – the league has increasingly hybridized its lineups, trying to force mismatches. The true center, the big man who never strayed far from the basket – is a thing of the past. Today’s centers are either yesterday’s forwards or seven-footers that can shoot and run the floor.

Players floating from guard to forward and even sometimes to center, and back, all within the same game. “Players that can guard multiple positions on defense and stretch the floor and play within a free-flowing system on offense are highly valuable in today’s game,” says Hanlen.

The reason for the change, other than the harnessing of a global talent base, has a lot to do with defense. The pick and roll – during which one player, usually a taller player, sets a screen on the ball handler’s defender and the spins to the basket – was once an offensive strategy used by only a few teams. Now most, if not all, teams can run the pick and roll with all five players on the court, and any one of the five can set or use the screen. To effectively defend the pick and roll, players need to be able to both defend quick shifty guards and tall springy big men.

But the position-less revolution hasn’t resulted in the NBA getting taller or shorter. In fact, the average height in the NBA, 6ft 7in, hasn’t budged in nearly 40 years. It’s more that classifications have become blurred, with positions much less defined as they once were.

“Because of the style of play common in today’s NBA – one that puts a premium on speed, spacing the floor and the ability to guard the pick and roll – many NBA players have common characteristics – 6ft 7in to 6ft 9in with a

long wingspan,” says Burgos. Now tall point guards aren’t really the exception, rather the rule, as three players in the top-10 of assists per game were 6ft 7in or taller.

“It’s not how big you are, it’s how big you play,” said John Wooden, coach of 10 NCAA championship teams at UCLA. According to David Epstein’s *The Sports Gene* the average ratio of arms to height in the NBA is 1.06, compared to the average man, which has a wingspan equal to his height. That added reach allows players to play ‘bigger’, enabling them to block shots and rebound like a taller player but move like a shorter one.

A recent analysis of the NBA combined found, not surprisingly, that height, standing reach, and wingspan, in addition to other physical qualities, was predictive of NBA performance.

Hanlen agrees, emphasizing that the best players in the league often fit that body type. “NBA teams love length and versatility. Also, if you look at the NBA All-Star teams, along with the Rookie teams, you see a lot of guys in that category.”

But it isn’t just the hybrid guard-forwards that are changing their game, centers are straying into areas of the court once only reserved for six-footers, contributing in ways not seen in past eras of basketball.

According to basketball-reference.com, in the 1999-00 season, players 7ft or taller combined for just 133 total three-point attempts (Dirk Nowitzki had 116 of those attempts). This season, 15 seven-footers attempted over 100 three-pointers with Lauri Markkanen of the Bulls tossing up over 400 threes (making 145), perhaps perfectly illustrating today’s new age ‘center’.

Of course, this has all trickled down to the high school and college level, changing the way young players play and prepare for the NBA. “The new NBA values the three-point line so heavily that we spend more time shooting threes than ever before,” says Hanlen. In recent drafts, Burgos sees players drafted into more hybrid roles, able to slide into multiple positions, not just the one they played in college.

But when every team starts following the same formula, the next great team might just be the one that goes back to the old formula, a classic half-court offense with a dominant big man.

Changing a lifetime of hoops tradition is hard, but a young generation of stars is up to the task. The result is a fast, team-oriented brand of basketball that has the NBA hitting sky-high popularity ratings.



Functional Movement Capacity

Fixing the engine

Health and Wellness

Maintaining the engine

Physical Work Capacity

Improving the engine

Skills / Concepts

Foundation of the game

Decision Making

Thinking the game

Strategy / Tactics

Planning the game

Environment

Know your surroundings

Self identity

Know yourself

Resilient

In for the long game

Connected

Together with purpose

Conscious

Mindfully in the moment

Composed

Ready for the storm

Gold Medal Model



Creation of a Style of Play

General Summary

2012 – London Olympics Observations

What were the best teams in the world doing that Canada was not doing?

1. The best teams shot the ball approximately 100 times per game.
Canada shot the ball approximately 80 times per game.
2. The best teams took more early shots in the shot clock than the lower seeded teams.
3. Late shot clock is considered shooting in the “Danger Zone” – last 6-8 seconds.
Canada took more shots in the danger zone than most other teams.
4. The best teams rebounded the ball very well – Canada was one of the weaker rebounding teams.
5. All of the best teams shot more free throws than the lower seeded teams.
6. The best teams took care of the ball. Canada had too many turnovers.

Canada then began to develop their unique *Style of Play*

Canada’s success since 2012 has not been an accident!

Style of Play (SOP) Concepts:

1. Increased ***Pace & Flow*** | initially moved 6 shots from the Danger Zone to the Early Shot Clock (Pace)
2. ***Rebound & Go*** to initiate Pace (defensive rebounding) | Hot Spot Rebounding (offensive rebounding)
3. ***Double Gaps*** were introduced | Attack Double Gaps & Pass in Single Gaps
4. ***Dynamic 1on1*** introduced
5. More ***Picks & Screens*** were incorporated into the offense
6. Attacking the Basket became a Number One Priority! (***Attack the Rim & Attack the Paint***)
7. ***Read & React*** Concepts | Passing (4)— Dribble-at (4)—more Ball Screens (Picks) | ***B1-E2-C4*** (PGC)
8. KPI’s – ***Key Performance Indicators*** | starts with a hunch, then a performance factor is measured, then it is implemented if the measurement proves to be significant (analytics)
9. Create Advantages with ***Actions*** | Small Advantage – Big Advantage – Neutral – Disadvantage
10. ***Gold Medal Profile*** Established | 4 Pillars of Athlete Development
11. Established 4-6 ***Shot Priorities***
 1. Attack the Rim & Paint, 2. Corner 3 Point Shots & Top 3’s, 3. Free Throws, 4. Mid-range Shot
12. Actions Create Efficiencies & Actions Create Disruptors | has since evolved into ***Actions & Dominoes***
13. Understanding the ***Sequencing of Athletic Development*** | Windows & Daily Training Environment
14. ***Defensive Priorities***: a) Protect the Basket, b) Pressure the Ball (D21 & D9), c) Guard 1.5
15. Building Team Culture | ***REP’ing*** – Reminders, Encouragement, Praise
16. More ***Random Decision-making*** activities vs. the traditional ***Block Decision-making*** method
17. ***ABCD Teaching*** Phases (new coaching methodology): A = no D, B = guided D, C = Live drills, D = 5v5 Live
18. ***ABCD Debrief & Pre-brief*** (new Technique): A = Agree, B = Build, C = Challenge/Correct, D = Deeper (for coach)
19. ***PVAD***—Positioning, Vision, Anticipation, Decision-making
20. ***Explode—Explore—Execute*** (the foundation of ***Style of Play***)

Coaching Style of Play Outline

Practice Plan Outline

Introduction	Welcome & Introductions	Style of Play & Expectations (making mistakes are growth)	
Warm-up	Warm-up Games Warm-up Technical	Big Island-Small Island, Rock-Paper-Scissors Football Curl Shooting, P7R—fundamental movement with technical skill	
Main Part	B1-E2-C4	Live Breakdown	C Phase
	Live 5on5	Half-Full-Full	D Phase
	Spacing	Demonstration	A Phase
	Single Gap	Demonstration	A Phase
	Double Gap	Demonstration	A Phase
	Live 5on5	Half-Full-Full	D Phase
	Debrief (<i>teach method</i>)	A-B-C-D	45 seconds
	Pass & Cut / Pass & Pick	2on0	A Phase
	Pass & Slip / Pass & GET	2on0	A Phase
	Passing Actions (4)	2on2 or 3on3 Live (optional)	C Phase
	Pass, Cut, Fill	Pass, Cut, <i>Delay</i> , Fill (2 second double gap)	A Phase
	Live 5on5	Half-Full-Full	D Phase
	Debrief	A-B-C-D	45 seconds
	Dribble-At Backdoor	2on0	A Phase
	D-At Draft Drive or COD	2on0	A Phase
	D-At Post-up / Laker Cut	2on0	A Phase
	D-At Post, Drift & Kick-out	2on0	A Phase
	Dribble-At Actions	2on2 or 3on3 Live (optional)	C Phase
	Live 5on5	Half-Full-Full or Games to 3	D Phase
	Debrief	A-B-C-D	45 seconds
	5on0 Cycles	Multiple Actions with Exit & Fill	A Phase
	DHO	2on2 Live	C Phase
	DHO Combo	3on3 Live	C Phase
	GDP Actions	Demo	A Phase
	Live 5on5	Games to 3-5-7 (points for Actions)	D Phase
	Debrief	A-B-C-D	45 seconds
	Explode-Explore-Execute	Concept Discussion	A Phase
	Live 5on5	Games to 3-5-7 (points for Actions)	D Phase
	Debrief	A-B-C-D	45 seconds
Cool Down	Cool Down	Gym Walk—ABCD Debrief by Players	
Conclusion	Conclusion	Group Debrief with coach—at centre of gym	

CMBA Coach Education & Development

9 Youth Read & React Layers – by Rick Torbett

- Layer 1 Pass & Cut (with the Draft Drive option)
- Layer 2 Post Pass & Cut (North/South)—Laker Cut
- Layer 3 Dribble-At (4 Options)
- Pass to backdoor cutter
 - Cutter to Post-up—with or without Laker Cut / may also be a Drift to a new position
 - Cutter goes through and dribbler executes a Draft Drive
 - Cutter goes through and dribbler executes Change of Direction (COD) move
- Layer 4 Circle Movement (Dribble Drive—North/South Dribble Penetration)
- Torbett's Penetration Principles
- Layer 5 Basic Post Slides (on Dribble Penetration)
- Penetration Principles
- Layer 6 Baseline Dribble Penetration
- Penetration Principles
 - Hammer Screen (likely too advanced for younger players)
- Layer 7 Transition Offense
- Layer 8 Press Break
- Layer 9 Full Court Trips



CMBA Coach Education & Development

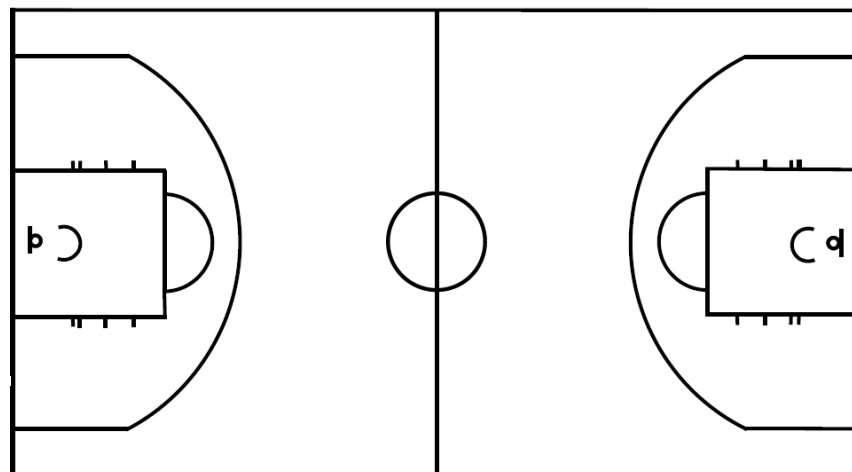
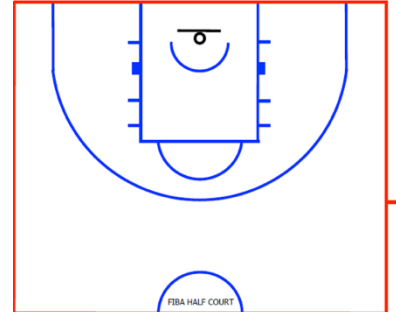
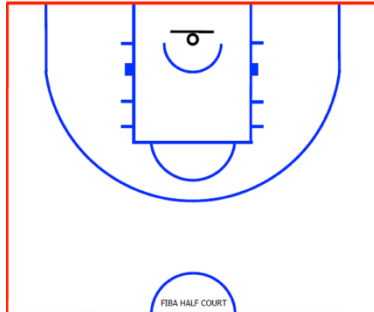
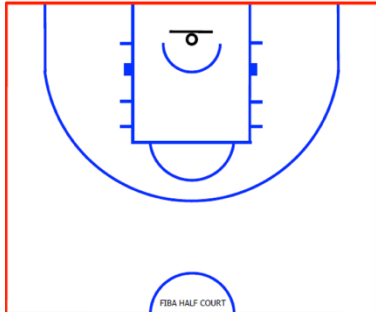
Playing the Game (Style of Play) vs. Running Plays (block or structured)

Gold Medal Profile

Top 3 Defensive Priorities:

1. Defend the Basket—your number 1 priority / **Protect the House**
Get back in Transition and protect the basket first
Oftentimes, players will have to take turns defending the basket—first player to get there, stays there
2. Pressure the Ball
Defend the ball at all times
Oftentimes, the closest player to the ball has to pick it up—communicate!
3. Guard 1.5 Players—an effective way to teach help-side defence
Players off the ball are to defend their check and ½ the ball
The primary reason to do this is to **Protect the House** and not allow teams to **Attack the Paint**

What Drills can you do in practice to support teaching your **Defensive Priorities**?



CMBA Coach Education & Development

10 Commandments of Defense

The entire **10 Commandments of Defense** article is available for coaches who take the CMBA Intermediate Coach Education & Development clinic.

SOLVING DEFENSIVE PROBLEMS

Every time the offense comes down the court they are presenting a new problem for you to solve.

Which player is going to shoot it?
What set are they going to run?
Who might get beat?

Each of these scenarios present an opportunity for a defender to show up and defend.

You can be a **Preventer** and solve the problem early by making a play on the ball or in help.

You can be a **Fixer** and show up like a repairman and start plugging holes like a teammate getting beat off the bounce or a smaller teammate getting posted up.

Or lastly, you can be an **Eraser** and at the last second take a charge, show up on a rotation and get a steal, or come out of “nowhere” and block a wide-open shot or lay-up.

No matter where you are in a defensive possession, there is always a problem to be solved—so be ready to solve problems as a **Preventer, Fixer or Eraser**.

Another **Bonus Commandment** for defense is to, “**Have Fun**” playing defense.

The best competitors look forward to this end of the floor. They relish the opportunity to beat the offense at their own game of deception, timing and anticipation. It is an opportunity to be disruptive, earn easy possessions and show off your toughness. Take pride in your ability to not only give someone a bucket on the offensive end but also to take one away on the defensive end.



CMBA Coach Education & Development

LTAD—Long Term Athlete Development Coaching Athletic Development

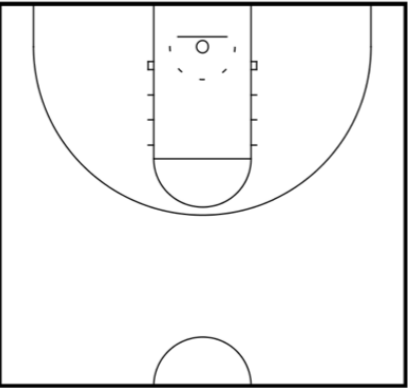
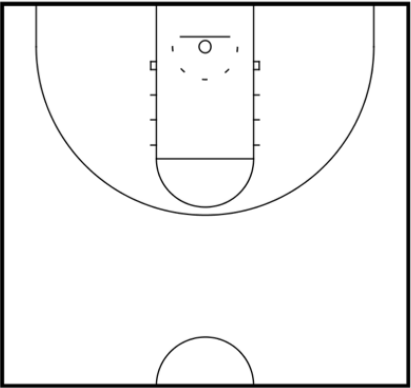
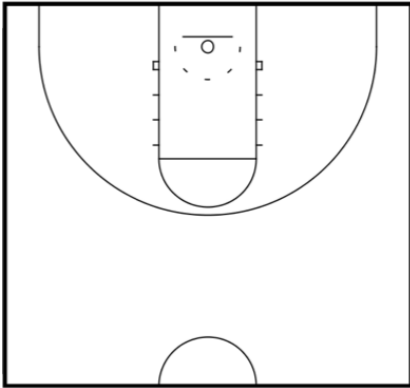
Athletic Abilities

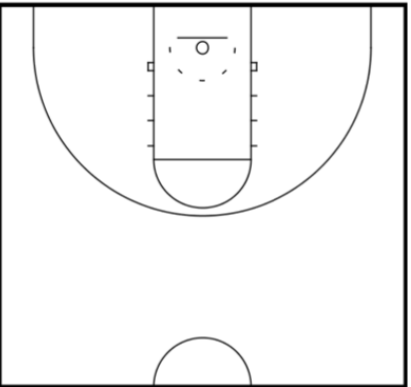
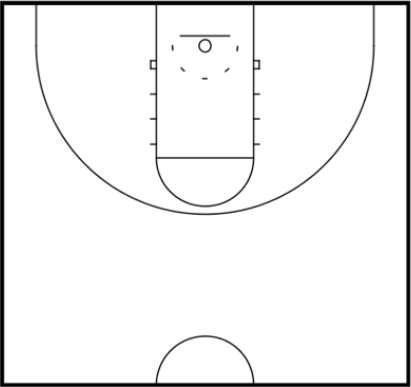
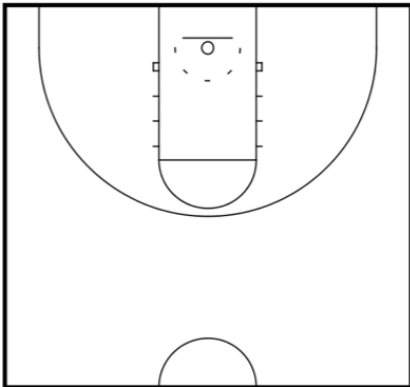
Athletic Abilities	Developmental Age in Years															
		6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Aerobic Power (intense, short efforts of 2-10 min)	F	☹	☹	☹	☹	☹				☺	☺	☺	☺	✓	✓	✓
	M	☹	☹	☹	☹	☹	☹				☺	☺	☺	✓	✓	✓
Aerobic Endurance (long efforts)	F	☹	☹	☹	☹		☺	☺	☺	☺	✓	✓	✓	✓	✓	✓
	M	☹	☹	☹	☹	☹		☺	☺	☺	☺	✓	✓	✓	✓	✓
Speed-Endurance	F	☹	☹	☹	☹	☹			☺	☺	☺	✓	✓	✓	✓	✓
	M	☹	☹	☹	☹	☹	☹			☺	☺	☺	✓	✓	✓	✓
Strength-Endurance	F	☹	☹	☹			☺	☺	☺	☺	☺	☺	✓	✓	✓	✓
	M	☹	☹	☹			☺	☺	☺	☺	☺	☺	✓	✓	✓	✓
Maximum Strength	F	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺	☺	✓	✓
	M	☹	☹	☹	☹	☹	☹	☹	☹	☹		☺	☺	☺	☺	✓
Speed-Strength (muscular power)	F	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺	✓	✓
	M	☹	☹	☹	☹	☹	☹	☹	☹			☺	☺	☺	☺	✓
Flexibility	F	☺	☺	☺	☺	☺	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	M	☺	☺	☺	☺	☺	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Speed (efforts of 8 seconds or less)	F	☺	☺	☺			☺	☺	☺	☺	✓	✓	✓	✓	✓	✓
	M		☺	☺	☺				☺	☺	☺	☺	✓	✓	✓	✓
Speed (fast cadence of movement, short efforts)	F	☺	☺	☺	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	M	☺	☺	☺	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Agility/Balance/ Coordination	F	☺	☺	☺	☺	☺	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	M	☺	☺	☺	☺	☺	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Basic Techniques	F			☺	☺	☺	☺	☺	✓	✓	✓	✓	✓	✓	✓	✓
	M				☺	☺	☺	☺	☺	✓	✓	✓	✓	✓	✓	✓
More Advanced Techniques	M F							F FM	☺	☺	☺	☺	✓	✓	✓	✓
Tactics and Decision- making	F	☹	☹	☹					☺	✓	✓	✓	✓	✓	✓	✓
	M	☹	☹	☹					☺	✓	✓	✓	✓	✓	✓	✓

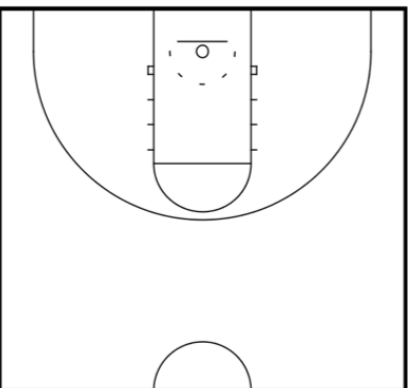
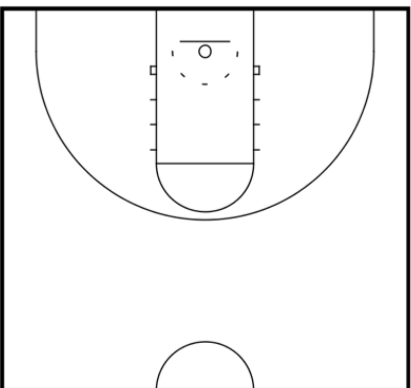
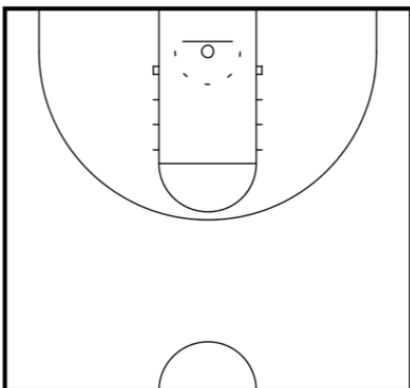
Legend: ☹ Should be avoided ☺ Optimal training age ☐ Not a priority
 ☹ In moderation ✓ As needed by the sport
 F Female M Male



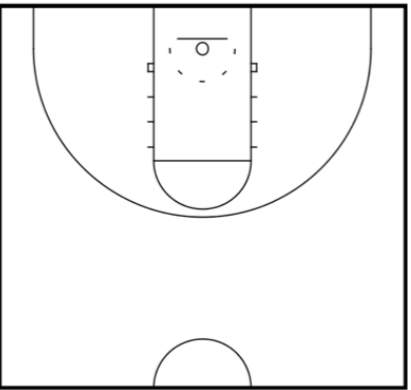
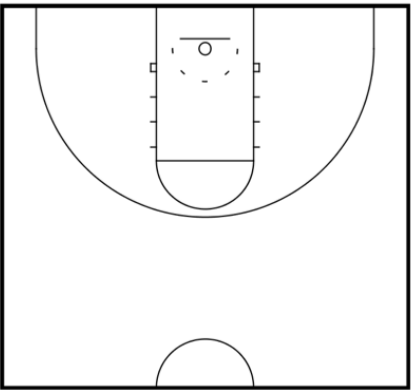
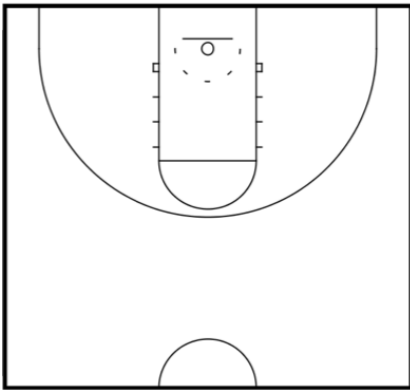
CMBA – Coach Education & Development Program

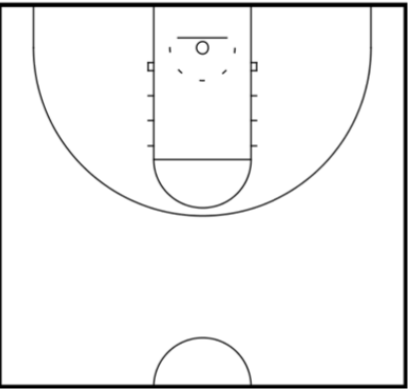
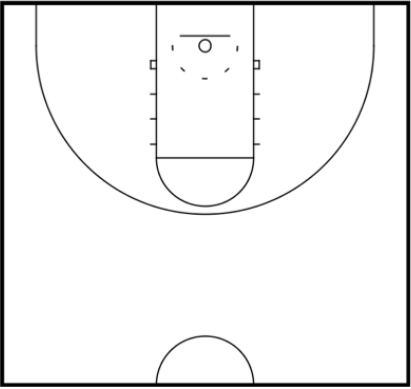
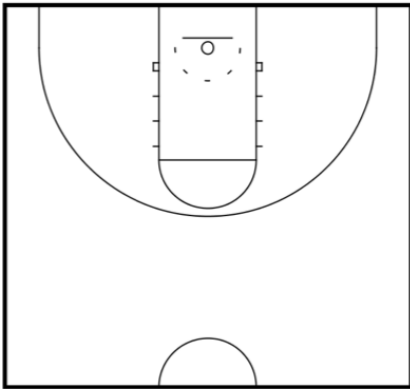


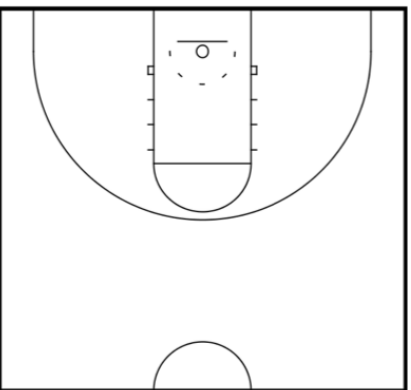
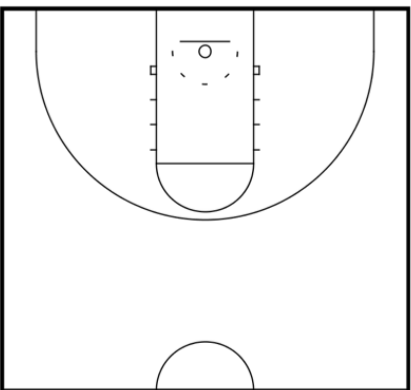
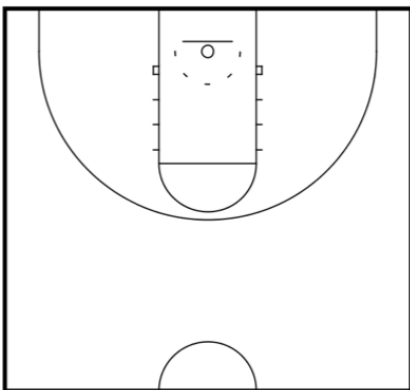




CMBA – Coach Education & Development Program







Mike MacKay Notes—Canada Basketball

Preparation for Western Canada ID Camp

Concepts, Actions & Style of Play

1. One of the Western ID Camp priorities is **Shooting**
 - We're looking for a **ROB Shot**
 - Looking for **Great ROB Shots**, not just **Good ROB Shots**
 - Goal is to promote **Good to Great** (quality shots)
2. Coaches to know the **Shot Spectrum**—top 4 priorities
 - Attack the Rim
 - Free Throws
 - 3 Point Shots—corner 3 is a priority
 - Mid-range Shot—a low priority shot (not enough rewards)
3. Coaches to know the **Shot Spectrum**—top 6 priorities
 - Attack the Rim
 - Attack the Paint
 - Free Throws
 - 3 Point Shot from the Corner
 - 3 Point Shot from the Top
 - Mid-range Shot—a low priority shot (not enough rewards)
4. SWNT took too many **Contested** shots in Tokyo
 - SWNT took several **Good ROB Shots** but not enough **Great ROB Shots**—too many contested shots
 - Driving to the rim is a huge priority—*Penetrate & Kick is not enough*
 - Players are to: drive, use a snake dribble (snake in & out of trouble as opposed to picking up the dribble), dribble through the key (Nash dribble), or dribble back out if no **Great ROB Shots** present themselves
5. **Single Actions** most often are not enough—we need to go **Deeper** into Offensive Actions
 - **GDP** is a good example of taking the offense deeper
 - **Get, DHO, Pick** (PNR)
 - Goal is to use **Triggers** or multiple actions to obtain **Great ROB Shots**—Actions & Dominoes
 - **Wave Action** (Actions in combination with another/others—GDP is a good example)
6. Offensive Transition is a key component of the Western ID Camp
 - **Rebound & Go**—whoever rebounds the ball defensively, start to attack an alley (left or right)
 - Initially, **Land like a Quarterback** which allows for a quick long pass to a teammate in motion
 - If a long pass does not present itself, the rebounder is to attack with a dribble—we **do not** look for outlet passes
 - The dribbler in transition can then execute the following passes: **Up Pass, Ahead Pass, Opposite Pass**
 - o **Up Pass** = same side pass up the sideline
 - o **Ahead Pass** = pass ahead to a teammate in the alley
 - o **Opposite Pass** = pass across to the opposite sideline
 - **Seek the Sideline**—players without the ball to sprint up the sidelines
 - If the sideline player is **behind the defense**, cut to the rim—if the defense is **behind the player**, cut to the corner (space)
 - Rim Runner is optional and not used much anymore—**Actions for the Trailer** help create **Great Rob Shots**
7. A **Big Advantage** equates to a **Great ROB Shot**—if there is no **Big Advantage**, **Triggers** are required
 - *Triggers* correlate with *Execute* in the **Explode—Explore—Execute** (E3) paradigm
 - **Explode—Explore—Execute** is not as prevalent in terms of terminology, however, the concept remains in tact
 - o **Explode** = play with pace, *Land like a Quarterback* and attack an alley ASAP
 - It must be noted that younger players play at full speed far too often—use pace strategically
 - o **Explore** = look for a Great ROB Shot early in the shot clock
 - o **Execute** = Triggers and/or Actions designed to create Advantages & Big Advantages

8. Single Gap Actions
 - Pass & Cut, Pass & Pick, Pass & Slip, Pass & Get—if a double gap is created (on the cut or slip), the receiving player can Attack the Rim or execute a DHO
 - Dribble-At to Backdoor, Dribble-At to a Drive in the Double Gap, Dribble-At to a post-up (optional action this wknd)
 - Look-At—if the player with the ball Looks-At a teammate in a single gap, the teammate cuts to the rim
 - o When the teammate cuts to the rim on a **Look-At**, a double gap is created
 - o On any **Rim Cut**, if the cutter does not get the ball, exit to the holding spot (short corner) or to the corner
9. Double Gap Actions
 - Attack the Rim—players are not to Attack the Rim in a single gap
 - DHO—Dribble Hand Off
 - Combo Dribble-At—**Wave Action** (Actions in combination with another/others)
10. On a **Drive to the Middle**, the opposite corner player may execute a baseline cut (optional)
On a **Baseline Drive**, the opposite wing player may execute a 45 Cut (optional)
 - Goal is to create a **Good to Great** shot
 - Cut to a more advantageous position / location
 - Spot-up Corner 3 or Spot-up 45 3 may be the best **ROB Shot**—players to make **Best Advantage Decision**
11. Ghost Cuts
 - When a player is Looked-At they must **disappear** from their existing position and get to a **feared position**
 - A **Ghost Cut** creates a double gap
 - Players will cut into the key simply because they see open space on the floor—this cut is most often counter-productive
 - the purpose of a **Ghost Cut** is to create a double gap which then is followed by **Triggers** to create a **Great ROB Shot**
12. **Scrape Cut** to get into 2 player Actions—**Wave Action** (Actions in combination with another/others)
 - See this link: <https://www.youtube.com/watch?v=SMysAdv6z7I>
13. **Great Spacing** = use the deep corners and high slots
 - **Great Spacing** leads to **Great Actions** which leads to **Great ROB Shots**
14. **PVAD** Positioning
Vision
Anticipation
Decision-making
 - All aspects of **PVAD** are important and synchronize well together with VISION being the most important
 - Coaches are to be well aware of **PVAD** and are to coach the importance of VISION and how it relates to decision-making
 - Elite players make effective decisions—VISION is the key to effective decision-making
15. Overall Offensive & Defensive Philosophy
 - **Deception & Disruption** and play **Dirty**—not **Dirty** as in cheating or cheap play, etc.; **Dirty** as in completely outsmarting and outplaying an opponent—a great play or a great action is considered **Dirty**
 - Our goal is to emphasize the importance of **Deception & Disruption** on both sides of the ball—playing **Dirty**
16. If **Offensive Transition** is a key aspect of effective offense (Land like a Quarterback, Rebound & Go, Pace, etc.) then **Jamming** a rebounder is a key defensive action to slow down or stop offensive transition
 - **Explode** is an effective offensive tactic—**Jamming** is an effective defensive counter
17. Rebounding Technique
 - Take-on, Brace, Seal, Land like a Quarterback
18. When we execute **D Phase** (full court 5v5) in the Western ID Camp, use of constraints are encouraged/required
 - Coaches can call a **violation** when certain actions or concepts are not followed or being executed effectively
 - Example 1: not cutting on a Look-At = a violation (loss of ball possession)
 - Example 2: not seeking a sideline in transition = a violation (loss of ball possession)
 - Coaches are encouraged to implement constraints to help players focus on execution

19. **KYP**—Know Your Personnel (teammates); Know Your Personnel (opposition), Know Your Plays
 - Elite players focus on KYP's—they know all aspects of KYP and they are aware
20. **Connections**
 - coaches are to connect with players; players are to connect with players
 - coaches are to emphasize the importance of players being engaged—hustle in & out of drills, etc.
21. The information contained herein represent the overall approach of the Western ID Camp

Mike MacKay Notes—Canada Basketball

December 2023 Discussion Points

Concepts, Actions & Style of Play

1. Always avoid, **“One player cannot guard two”** scenarios
 - Use more screens & interchanges to keep D active
2. A **Deceptive** offense is a good offense
 - Do not be predictable / mix things up
3. **Attack** the High Post pass
 - **Ball Pressure** is Key to solid D
4. **Disrupt** the Opposition
 - Take away Spacing, Timing & Sequencing
 - Take away **PVAD**
5. The ball has **Eyes**
 - Play with an Open Window vs. a Closed Window
 - See the ball, see what's next (WNBA/NBA—What's the Next Best Action)
6. Practice the **One Hand Pass**
 - It is quicker & extremely effective over time
 - Might be ugly at first but needs to be emphasized
7. Offensive Penetration
 - **Attack the Elbow**
 - Opens passing lanes
8. 0 = not guarded
1 = miss match (go 1v1)
2 = 2 player action
3 = set play

Mike MacKay Notes—Canada Basketball

August 2024 Post-Paris Discussion

Paris Olympics was a Defensive Tournament

1. **Biggest Weaknesses** for the SWNT was:
 - Did not defend screens well enough other than to switch
 - Did not defend both the PNR & PNP well enough (Pick & Roll and Pick & Pop)
 - Compared to other countries/teams, we were simply too small
 - Olympic Trend is to have bigger, taller & more aggressive players

2. **Olympic Offensive Trends:**
 - Screen the screener
 - Ball screen to a screen for a Shooter (do not rest after the first screen—do not roll or pop either, screen for a Shooter)
 - Plenty of Ghost screens to create double gaps, movement & mis-matches
 - On the Pass & Cut action, screen for the Dunker's Spot (**Little screens for Big**—hoping for a mis-match—**Ram Screen**)
 - **Deceptive Offense**—best teams were not predictable
 - Best teams beat pressure with slips & ghost cuts / do so early—before pressure can be applied
3. **Olympic Defensive Trends:**
 - Defend ball screens with **Pressure** (hard hedge & traps)
 - The best teams take away PVAD (Spacing, Timing, Vision)
 - Constant & consistent **Ball Pressure** neutralizes actions
 - Pressure the High Post
4. **SWNT Changing of the Guard**
 - Time to Build our Youth and Celebrate the Vets
 - #1 Defensive team at the Worlds in 2022
 - Could not defend well enough in 2024 (Paris)
 - Too small in 2024 (Paris)
5. Four key SWNT players did not train adequately leading up to Paris
 - A new mom, TSN job, building a personal business, minimal playing time in the WNBA,...
 - Our SWNT simply did not prepare well enough for Paris (too many other priorities)
6. **SMNT Changing of the Guard**
 - Too small
 - Perimeter oriented
 - The best teams have at least one Big (power forward) who could dominate inside
 - Canada needs to develop more Forwards
 - This is a shift from emphasizing perimeter development the past 10+ years (**Evolution of Player Development**)
7. SWNT vs Nigeria
 - Nigeria was bigger and more aggressive
 - they were tougher than we were in that game
8. **Future Offensive Success**
 - Stay away from playing from the wing (sideline execution helps the defense)
 - Focus on: Attack the Elbow, Attack the Middle from the Top (drag screens) & Attack the Rim
 - **5 Out Offense does not Win**—an effective Dunker's Spot player is the latest Trend re: Offensive Effectiveness
9. **Forwards** must be able to execute:
 - Gets, GDP's, DHO's, Post-up
 - Rebound (especially from the Dunker's Spot) & Hot Spot Rebound (Rebound, Rebound, Rebound)
10. **Tug Boat D**
 - Rather than Bump the Cutter or Dislodge post players, influence offensive players outside of their comfort zone (KYP)
 - Use your **Shield** to legally use your **Cylinder**
11. **Cross Main Street**
 - That is: reverse the ball as quickly as possible on a possession
 - Do so deliberately
 - Force the defense to defend on both sides of the floor from the onset of an offensive set
12. **Bottom Line re: Player & Team Development**
 - Ball Pressure (constant & consistent)
 - Develop Forward play (especially from the dunker's spot) & post play (duck-ins)
 - Dunker's Spot is harder to defend than the Short Corner (rebounding & duck-in spot)

Feedback 101, 201 & 301

Feedback 101: describes fundamentals / focused & direct feedback

Feedback 201: what happens after you give 101 feedback—feedback (101) is to be followed up with feedback (201)

Feedback 301: uses feedback to foster decision-making, critical thinking & problem-solving

FEEDBACK 101

Focused Feedback—stay on point until skill is learned—do not wander too soon to the next concept/skill.

Use Stoppage Strategically—too much is counterproductive—stoppages to be lightning quick.

Slowing down the flow of feedback can actually speed up the rate at which players learn.

- Goldilocks principle

Include **Cue Words** (KPF's) to support *when & how* to use the technical feedback

- *Example*: Explode; B1-E2; Turn-Dip-Sway; etc.

Words to be kept minimal—**less is more**

Too much information = overloading **Working Memory**

- “When you chase five rabbits, you catch none.”

Apply feedback **quickly** after an action is executed—the speed of **Feedback to Apply** matters

receive-try-reflect rather than **receive-reflect-try**

- Speed from **Feedback to Apply** is more important than *Reflecting* on the feedback
- *Reflection* can be more effective during *Retrieval* at a later time

Feedback to be **Solution** oriented, not **Problem** oriented

- Say what to do, rather than what not to do

Solving a **precise action** is more useful than describing a **desired outcome**

- *Example*: use the backboard on your lay-up is more beneficial than make your lay-up

Using words such as “**Fix it.**” can be powerful because it gives players confidence to fix it themselves

- ABCD Debrief technique can Fix It or have players Fix It during a Stoppage then reapply the Action

Assuming the Best is powerful because it shows your faith in your players

Tone and **Modeling** are critical for effective feedback

- Most coaches are too harsh too often (too critical)
- The opposite is to offer too much praise too often—too much praise can make it seem like you are surprised a player was successful (interesting concept)
- Again, Goldilocks principle

FEEDBACK 201

What happens **after the feedback** is the key concept of Feedback 201

Taking feedback is different from **Using** feedback

Coachability has more to do with **Using** feedback than **Taking** feedback

Be attentive to their progress—this will result in greater enthusiasm and ultimate success

Rule of 3: give players 3 things max to work on (KPF'S) and also determine what is the **single most important thing**

- When there are multiple coaches, everyone must know the player's *one thing*

And most importantly, **coaches must provide timely feedback on a player's one thing as it occurs**

The consistency of messaging is vital to the learning process.

Correct instead of **Critique**

- If necessary, turn *Critiques* into *Corrections*

Correction (corrective feedback) must then immediately allow for the opportunity for immediate application.

Players are to **Do the Answer**, not just merely **Describe the Answer**

- Words are to be turned into Actions

Teaching happens in the stoppage—**Learning** happens in the Doing/Action—**Retrieval** is integral to **Learning**

Constraints-based Coaching—create specific situations to focus on a particular skill or concept

- temporarily changing the rules to highlight specific aspects of the game or skill

Reflection can be a 201 Feedback technique—is definitely a 301 Feedback technique

- ask questions—players to understand and know the *Why*, not just *What & How*

Shorten the Loop between *Feedback & Action* to achieve optimal learning

- stoppages at opportune times are extremely valuable
- too many stoppages are counterproductive—know the difference between **Teaching & Learning**

Find a Win as soon as possible after the intervention or feedback

Getting it Right is the mid-point of mastery—Do it again, and again, and again...

FEEDBACK 301

The end game of giving feedback is to make it less necessary in the future

We want athletes to make decisions without coaches **telling them to**

301 is about causing or getting players to think for themselves—decision-making, critical thinking & problem-solving

- It focuses heavily on asking questions

Rhetorical Questioning is disruptive, wastes time and is often insulting—it results in ‘crickets’

Questions for Novices and Experts are much different

- Novices generally require more direct feedback—questioning is designed to flush out thinking—as a general rule, fewer questions and more direct feedback
- Experts generally require more latitude to figure things out for themselves—when they can’t, just give them the answer without beating around the bush—experts like to be challenged

“Nothing wastes time and saps momentum like a poor question for which there is no clear answer.”

What players **‘see’** is critical to their learning—seeing quickly is a skill. What do players pay attention to? What did they see?

Perception for an athlete is heavily visual—other learning styles come into play but **visual is number 1**.

Coaches can **Guide** players into what to look at or look for—better information = better decisions

Coaches to teach players to become more **self-aware**... Example: I (coach) am not concerned if you make or miss a shot. I am more concerned that your feet are turned before you shoot.

- Then have players begin to pay attention to the technique correction (self-awareness)

Coaches can utilize **Stoppages** to show the problem or sometimes coaches will have to **Recreate the Situation** to clearly demonstrate the problem—once the problem is clearly known or understood, then the solution is more readily incorporated.

Asking Questions & Showing the Problem work especially well in synergy—this is a proven **Learning** technique