



# CMBA Coach Education & Development

## Workbook and Reference Material

# ADVANCED



Instructor: **Mark Hogan, ChPC** | For more information contact: [cmba@cmba.ab.ca](mailto:cmba@cmba.ab.ca)



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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

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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 components, concepts and more.

Enjoy!



**Mark Hogan, ChPC**

Chartered Professional Coach



# Welcome

to

## CMBA Coach Education & Development



The CMBA Coach Education & Development program is designed to:

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

Promote ***Best Practices*** & leading ***Coaching Methods***

Promote a ***Decision-Making Model*** for players

Review **CMBA Responsibilities**



# CMBA Coach Education & Development

Which **take-aways** from Essentials and/or Intermediate resonates with you the most?

1.

2.

3.

How would you highlight or define your **Style of Play**?

1.

2.

3.

Preparing your players for competition is an important coaching responsibility. What or How do you do this?

1.

2.

3.



# CMBA Coach Education & Development

CMBA has a number of responsibilities for coaches in the CMBA League.

Are you familiar with these?

1. Parent Meeting
2. Pre-game Meeting with Officials
3. White Whistle Program
4. Gym Monitor
5. Participation Agreement
6. Score Reporting
7. Game Report
8. Rule of Two
9. Responsible Coaching Movement (3 Components)
10. Seeding Round Rules & Division Modifications



# CMBA Coach Education & Development

The following number of pages  
are important concepts to establish an effective

## Style of Play

These concepts are a review from

***ESSENTIALS & INTERMEDIATE***



# CMBA Coach Education & Development

## Effective Teaching Technique (*Essentials Review*)

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 the newest 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

### The ABCD Debrief Technique (*Essentials Review*)

- A** – Agree (What went well? Something positive...)
- B** – Build (Teammate adds to what the first player said in part A)
- C** – Challenge (What went wrong? How do we fix 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.

# 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 defense (B Phase) may be introduced which forces athletes to make a decision. Feedback is given on the fly – players to be kept active during feedback to ensure 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 (A, B or C Phase drills), therefore, D Phase is not always required for competition. Players need to treat the activity like the game. Coaches should not stop the D Phase drill 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 – always attempt to simulate the game.



The heart is **Commitment to REP'ing** / The heart in the newest GMM is **Style of Play**





# 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

<b>Introduction</b>	Welcome & Introductions	Style of Play & Expectations (making mistakes are growth)	
<b>Warm-up</b>	Warm-up Games Warm-up Technical	Big Island-Small Island, Rock-Paper-Scissors Football Curl Shooting, P7R—fundamental movement with technical skill	
<b>Main Part</b>	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, <b>Delay</b> , 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
<b>Cool Down</b>	Cool Down	Gym Walk—ABCD Debrief by Players	
<b>Conclusion</b>	Conclusion	Group Debrief with coach—at centre of gym	



# Explode Explore Execute

The team that wins the game is the team that scores the most points. Through analytics we know that the team that takes the most ROB shots (in **range, open** and on **balance**) scores the most points. We also know that it is easier to produce ROB shots when the defence is not set. Defence is set when the three rules of defence are in place:

1. The basket is protected
2. The ball is being pressured / contained
3. The players are matched up or in position

Therefore, offensively, we want to find ways:

1. to attack the defense before it gets set – **explode**
2. to keep the defence scrambling once we have it at a disadvantage – **explore**
3. to break it down once it has been set – **execute**

**Explode** – When the offence gains possession of the ball. Attacking quickly to score before the defence is set. This can be off a made basket, defensive rebound, steal or inbounds. Our goal is to find a big advantage (ROB) shot early. How do we make it more difficult for the defence to:

Protect the basket	Pressure the ball	Get matched up
Attack the rim with speed	Use small advantages	Keep good dynamic spacing (adjust spacing as the players and ball moves)
- PVAD – be in position to see the basket	- Find open players who have an advantage	- Move the ball – find open players
- Throwing the ball ahead, or to outlets moving down the floor	- Attack bad close out with dynamic 1 on 1	- Move players – back cut, pass and cut, find open windows off penetration
- Vertically sprint the lanes and alleys	- Use break out dribbles to avoid being jammed	- Confuse the defence with screens or picks in flow
- Horizontally stretch the floor to take defenders away from the rim	- Back cut and blast cut to relieve pressure	
- Seal flat defenders or mismatches at the rim		

**Explore** – Once the defence is in a scramble the goal is to keep them scrambling. Don't freeze the ball until a big advantage shot is produced. How do we make it more difficult for the defence to:

Protect the basket	Pressure the ball	Get matched up
Keep pressure on the rim	Use small advantages	Keep good dynamic spacing
PVAD – be in position to see the basket	- Find open players, don't freeze the ball	- Double, single gaps
- Finish cuts at the rim	- Attack bad close outs, dynamic 1 on 1	- Pass cut fill / penetration principles
- Sprint exit cuts to keep the basket open	- Back cut and blast cut to relieve pressure	- Confuse the defence with screens or picks in flow
- Seal flat defenders or mismatches at the rim	- Use dribble centres	- Know the shots you want
- Maintain dynamic spacing		

**Execute** – Once the defence is set they have neutralized the offence. Shots taken vs set defence are either, not in range, contested or off balance; therefore will be at a lower percentage than a ROB shot. In order to create a ROB shot the offence must run an action(s) to create a big advantage shot or a small advantage that the offence can use immediately or maintain in order to create a ROB shot. Some teams or players are very good at producing a shot immediately from the action. For example: 1) The team sets a screen and the player comes off the screen to shoot the open shot 2) The player uses a 1 on 1 move to create a shot for herself. Other teams use the action to create a small advantage. For example: The team uses the screen to give a player a small advantage. This player uses her dynamic 1 on 1 to draw help. The ball is moved until the desired shot is found. . How do we make it more difficult for the defence to:

<b>Protect the basket</b>	<b>Pressure the ball</b>	<b>Get matched up</b>
Break down the help defender(s)	Pressure releases	Control the match ups
- Spacing	- Space pivots	- Recognize mismatches
- Movement	- Back cuts / blast cuts	- Run action to achieve the match ups we want
- Distracting	- Hand offs	- Play our best vs their weakest
- Secondary moves	- Control who is pressuring the ball	- Hide our weakest
- Control who is the help defender (make it a small or weakest defender)		- Put their best in a position where she has the least influence

In summary

The great offensive teams are the ones that break down set defence. They do this by exploding (beat them down the floor) exploring (maintain small advantages) and executing (using actions to disturb the defence). When we build or teach offence it is important to consider what the defence is trying to do. We need to ask ourselves:

1. Who is protecting the basket and how can we break her down?
2. How are they pressuring the ball and how can we relieve this pressure?
3. How and who do they match up with and where can we find the best advantages or ways to disturb them from matching up?

**This is the next great evolution on offence!** We are starting to see more teams use different ways to break down the help and run decoy actions to create mismatches. We can be on the leading edge of this trend.



# 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:

(Youth)

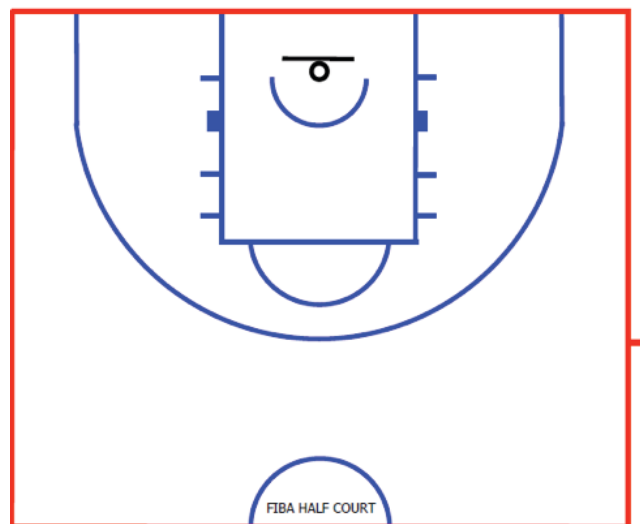
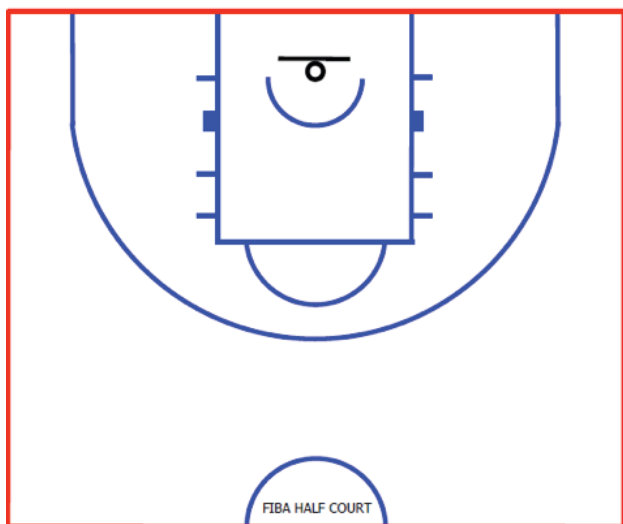
1. Attack the Rim
2. 3 Point Shot—know your **ROB Shot** / take **BRAD Shots**
3. Free Throws—highest % shot in the game
4. Mid-Range Shots—least amount of rewards

### 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

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

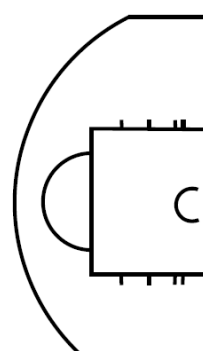
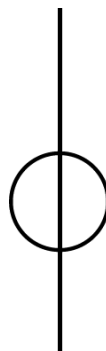
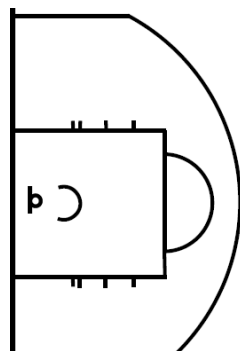
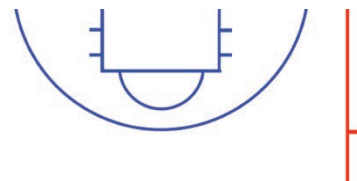
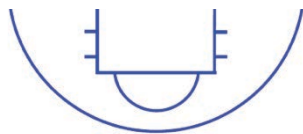
## Gold Medal Profile

Top 3 Defensive Priorities:

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1. Defend the Basket—your number 1 priority / ***Protect the House***  
All players are required to ***Protect the House*** at one time or another
2. Pressure the Ball (D21 & D9)  
D21 = defending the ball by using 7 angles and 3 distances from the ball ( $7 \times 3 = 21$ )  
- *Shade Left, Influence Left, Force Left, Square, Shade Right, Influence Right, Force Right*  
D9 = sending the ball to a player's weak hand—3 angles x 3 distances = 9
3. Guard 1.5 Players—an effective way to teach help-side defence

What Drills will you do in practice to support your Defensive Priorities?

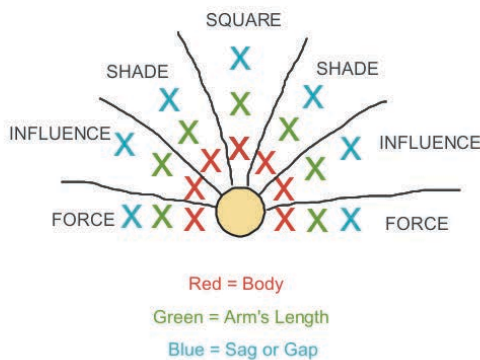


# CMBA Coach Education & Development

## Ball Pressure

### D21

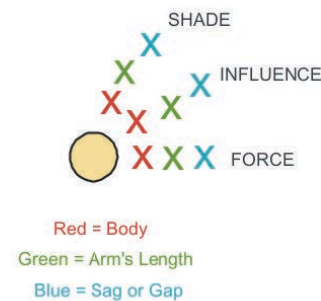
7 Angles  
3 Distances



### D9

3 Angles  
3 Distances

Send to Weak Hand



When pressuring the ball, a defensive player has 21 choices or options to guard the ball (D21).

A great defensive strategy is to send the ball handler to their weak hand.  
The direction the ball is sent has 9 choices or options (D9).

## 10 Commandments of Defense

It has been said that the cornerstone of defense is not just effort but multiple effort.

If defense was just about effort then we could pick up anyone off the street, offer the right motivation and they could get the job done. Defense is so much more than that. You have to know how to guard multiple actions and understand angles, assignments and rotations. That being said, every part of the game involves effort. In fact, that is a baseline for participation at any level of play. If you don't bring your multiple efforts, you won't be great at defense and your game won't be complete.

Knowing that defense isn't that easy, what follows are **10 Defensive Commandments** to help shore up that part of your game.

### 1. BE COMMITTED

Everyone wants to put the ball in the hoop, but few basketball players find that same joy in getting a big stop, holding a great offensive player below their season average or snagging a pivotal rebound that gives their team an extra possession.

The game truly becomes easier when you can experience equal joy on both ends of the court.

### 2. DON'T TALK, COMMUNICATE

Too often, players call out a term like "help," "ball," "dead," etc. In a vacuum, those terms mean nothing. You could be helping from anywhere, the ball could be doing anything, and what exactly is "dead?" Instead, players should communicate their position or exactly what they believe the opposing player is going to do on that possession. It would sound more like, "I got your help on the left!" "Shooter right corner!" "Right hand driver, send her my way!"

Don't waste energy saying the same thing over and over again. Communicate your message loud and clear once or twice. The game happens fast and you need to be ready to communicate your new position and your player's next move.

### 3. GUARD YOUR YARD

Your help should typically be about one to two steps away, which is about a yard in either direction. If you can guard your yard, send the ball into your help and keep the ball in front of you. The offense will be forced to take tough, out-of-rhythm, contested shots. Many of those which will be off the bounce (the worst shot in basketball).

Over the course of a game and a season, the percentages will favor your defense and the offense will make fewer shots which will hopefully result in you winning more games.

Sometimes a better player having a great night will hit a tough shot and all you can do is tip your hat and move on to the next play. Keep doing your job, the odds will end up in your favour.

### 4. HELP THE HELPER

Guaranteed, you will get beat at times. An offensive player will have an incredible peek fake, explosive first step or dribble move that will beat you and you will need help. You can't quit on your play, you must be ready to assume the next help responsibility.

If someone helps you, it is your job to get your head on a swivel and recognize how you can help them and then get on your horse and make a play. One easy way to remember that is to "see a need and fill the need."

**Special defenders** will help as many times as needed whether it is their responsibility or not. They show up BIG with their voice, body language and mentality and will get the job done.

### 5. ANTICIPATE

Basketball is a game of chess, and the ones who get caught playing checkers are routinely beat over and over again. You have to be thinking one step ahead at all times. Is there a screen coming? What kind of screen is it? Is he/she about to drive or shoot – and from where? Where is my next help responsibility?

Anticipation is a key ingredient to success on either end of the floor. If you can couple anticipation with advanced preparation (you know your player's tendencies), you will have success guarding them. It will look like you are in two places, but you know that you are just thinking a step ahead.

## 6. COVER TWO

One of the easiest ways the offense can score is in transition. It's your job to get back and stop the offense in its tracks. The two things you need to cover are 1) the ball and, 2) the streaking offensive player running to the open lane or rim, trying to gain an advantage in the open court before the help is set.

You and one other teammate need to communicate and decide who is going to stop the ball or get their head under the rim and make a stand until the rest of your teammates get back and get matched up.

It's not enough to just get back. Sometimes you have to be ready to make a play and turn what might be a bad situation into a good one by getting a deflection or funneling the offense away from an open lane.

## 7. GET F.A.T.

When you are on the court, you want to find yourself constantly **Faking and Threatening** the offense. Make them think you are playing the drive when you are really anticipating a shot: jab at the ball handler, help early and bait the offense into a bad pass.

Offense isn't the only place where fakes are useful. If you can use fakes on the defensive end, you will take your game to another level. Threaten the offense by showing up big with your body language and your voice. We all know that noise can be used as a distraction and you can't distract anyone showing up small. (If you've ever been to a haunted house before, you know it's always the demonstrative and screaming actor that comes out of nowhere that gets you.)

## 8. HIT FIRST

When you are boxing out, it's not enough to hit the offensive player. You have to **hit first** and get them off balance so you can go and grab a board.

Holding a box out until the ball hits the floor is a poor rebounding drill. There is only so long you can maintain a box out without getting a holding foul called or just getting beat. A good offensive player wants the ball just as bad as you do so **hit them first** and then attack the rebound with everything you've got. It's not enough to hit the offensive player, you have to hit FIRST.

## 9. RUN OPPOSITE

Seventy percent of rebounds come off on the opposite side of the rim. That means more than half of the rebounds you go after will have to be run down.

After you hit your box out, get to the opposite side of where the ball was shot and start attacking the glass. You will turn yourself into a rebounding machine and gain extra possessions for your team just by playing the numbers on this one.

## 10. SOLVE 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 is an opportunity for you to show up like one of three players.

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.

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 – be ready to solve it.

One bonus commandment for defense is to, "**Have Fun.**" 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 but also take one away.

# Rick Torbett's 20 Layers of Basketball

## Read & React!



1. Draft Drive & COD Move (Change of Direction)
3. Dribble At (4 Options) & DHO

## 228 Page Document of Skills & Drills

# CMBA Coach Education & Development

## Actions, Style of Play & Coaching Concepts (Review—ESS & INT)

### ACTIONS

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

Dribble-At Backdoor; Dribble-At Post-up; Dribble-At Draft Drive; Dribble-At COD move

Double Gap Attack; Double Gap DHO; Double Gap Keep (DHO); DHO Slip; DHO Pick

Increase Scoring %: 1. Reverse the Ball (1<sup>st</sup> & 2<sup>nd</sup> Side); 2. Paint Touches (drive or post)

B1-E2-C4

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

Multi-positional Players—Global Player

### COACHING

KPI's—Paint Touches & Ball Reversal

### CONCEPTS

Top 6 Scoring Priorities

Top 3 Defensive Priorities

ABCD Teaching Phases

ABCD Debrief Technique—TEMPerature Reading

TLC—Teaching, Learning, Competing

# CMBA Coach Education & Development

## Style of Play

### Key Performance Indicators (KPI's)

Canada vs. China | 2016 Pre-Olympic Tune-up Series

1. KPI starts with a 'Hunch'
2. Attack the Rim/Paint
3. Land on 1 foot vs. 2 feet

University of Manitoba's KPI (see resource material)

1. Attack the Rim (Paint Touches)
2. Reverse the Ball | multiple sides
3. Paint Touches & Reverse the Ball

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What Hunch can you think of that you might want to turn into a KPI?

- 1.
- 2.
- 3.



# P7R Penetration

7 Letter P's & 1 Letter R = P7R

Good Things Happen When You Attack the Rim! Top Priority Scoring Area!

Players must be willing to play 1-on-1 for their Team to be successful! (B1)

If a player does not have a good shot, they must then pass to a teammate! (E2)

Players are to always see their four teammates! (C4)

Attacking the Rim is most successful when done in a Double Gap (Double Gap Action)

Players are to look for their ROB Shot: in Range, Open and Balanced

## Penetration—Attack the Rim—P7R

1. Paint – get into the key | Hunt the Paint
2. Pull-up Jump Shot
3. Power Lay-up – usually going baseline
4. Peek at the Rim – ‘look’ to score
5. Patience – 3 seconds is a long time
6. Power Finish (P7R Footwork)  
Pivot foot is closest to defender  
Land in the key with a two-foot jump stop  
Land in a Shoulder-Shoulder-Rim alignment
  1. Rip Through;
  2. Drop Step;
  3. Fake the Drop Step, Pivot Back & Shoot;
  4. Fake the Drop Step, Fake the Shot & Step Through (Up & Under)
7. Pivot & Pass | Pivot out of Pressure | Look for an open 3-point shooter
- R. Rondo Pivot (change the pivot foot – furthest foot from Defender)

*P7R Footwork is a great warm-up activity in A Phase followed by 1v1 Live (C Phase).*

# 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



# 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

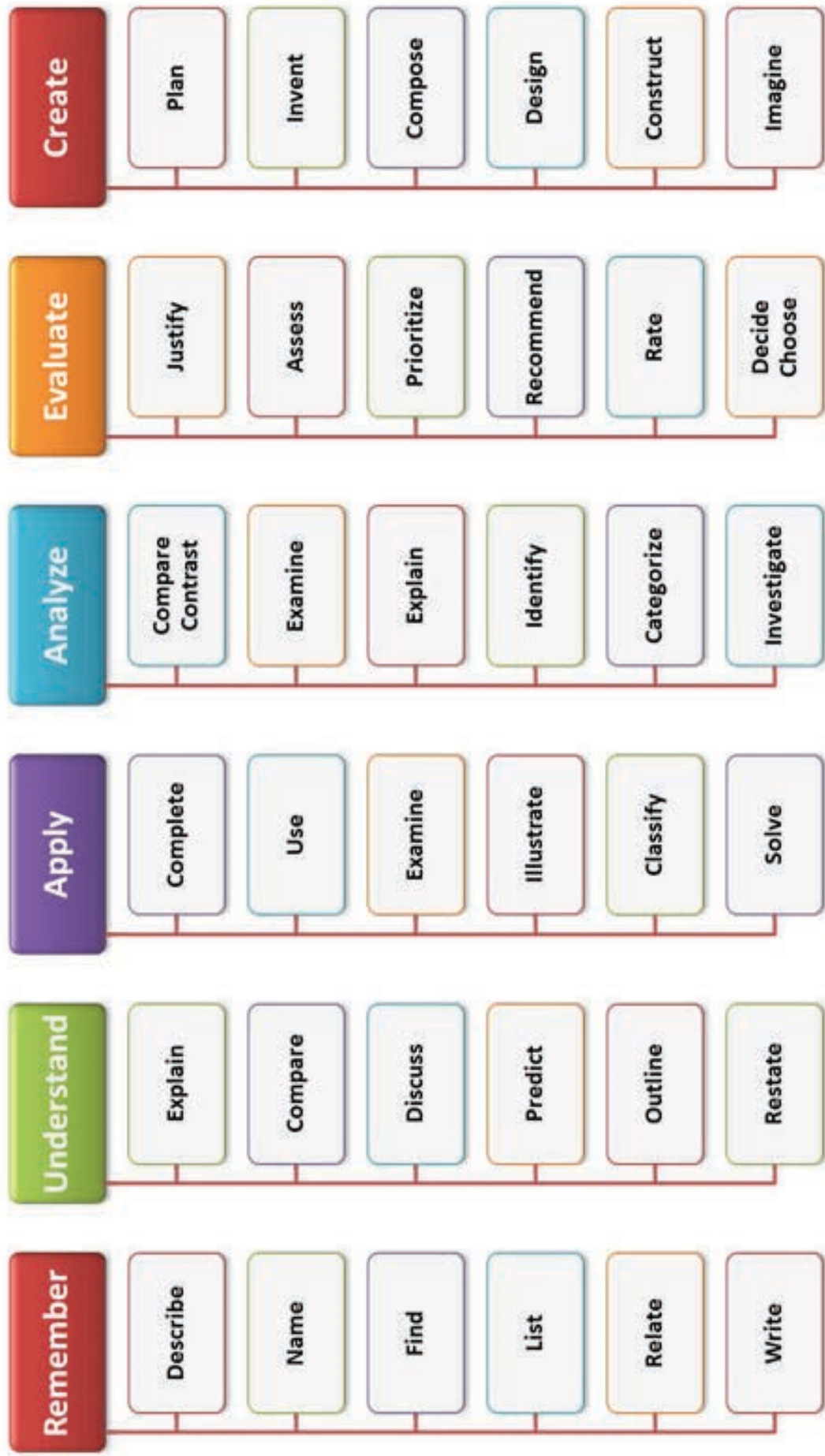
Coaches to teach players to become more **self-aware**... Example: I (coach) am not concerned if you make or miss a shot. I am more concerned that your feet are turned before you shoot.

- 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.

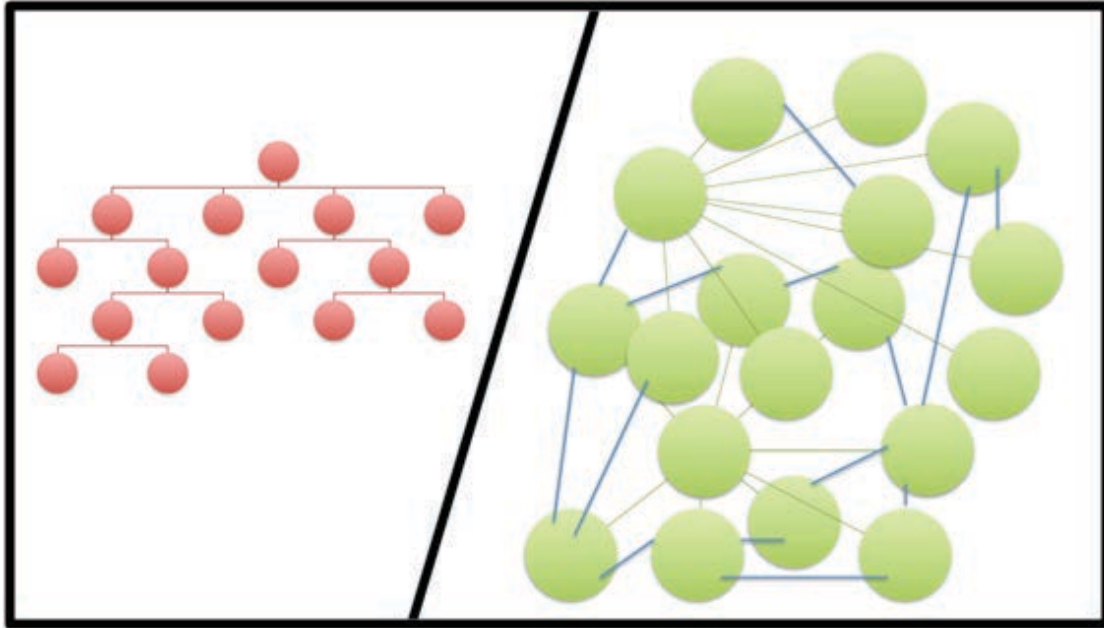
**Asking Questions & Showing the Problem** work especially well in synergy—this is a proven **Learning** technique

# Bloom's Taxonomy—Learning Style



# CONNECTIONS

Traditional vs. Today's Approach



Provide Examples of Shared Leadership & Connections

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# CMBA Coach Education & Development

## LTAD—Long Term Athlete Development

### 5 S's of LTAD

Skills

Speed

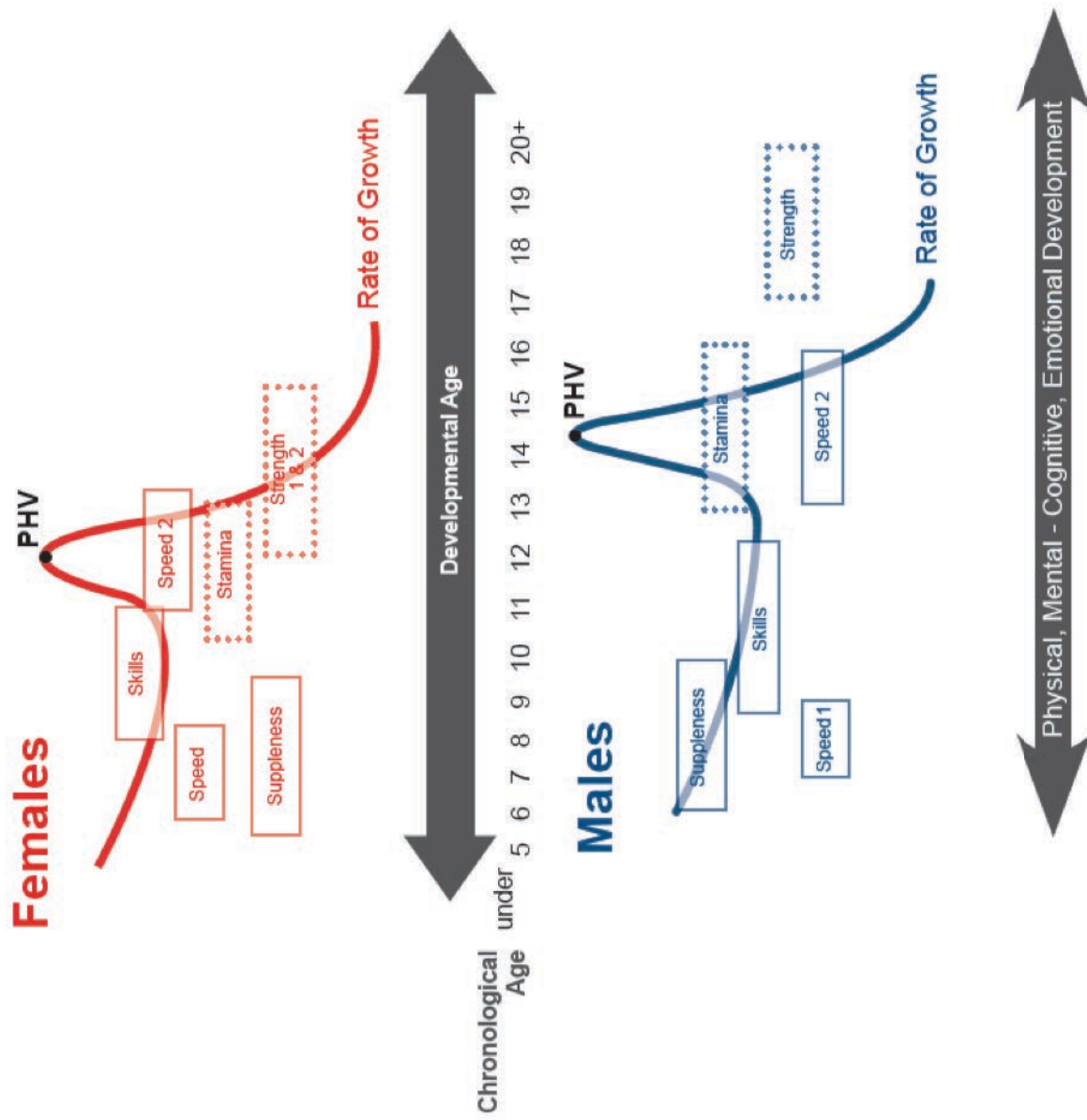
Stamina

Strength

Suppleness

Not only are you developing ***Basketball Players***, you are also developing ***Athletes!***

*Refer to the PHV Chart—Peak Height Velocity*





# CMBA Coach Education & Development

## Actions & Dominoes | Creating Advantages

### Advantages

#### Actions & Dominoes

Actions are to Create Advantages

Small Advantages to become Big Advantages

Neutral may become an Advantage or a Disadvantage

One Action leads to another Action and leads to Another Action

Multiple Actions are Often Required for the Defense to Break Down

# CMBA Coach Education & Development

## Quick Hits

Phoenix

Shooter

Curry

Hammer Screens

Fist

GDP

Combo

Quick Hits are a part of the game—not to be your go-to offense!

If you need a score, need a 3-point shot, need a post-up, etc.

# CMBA Coach Education & Development

## Special Situations

BLOB's

SLOB's

Jump Ball

ATO's (After Time Outs)

Quarter Change-ups

10 Series

Shot Clock

1-2-3-4-5

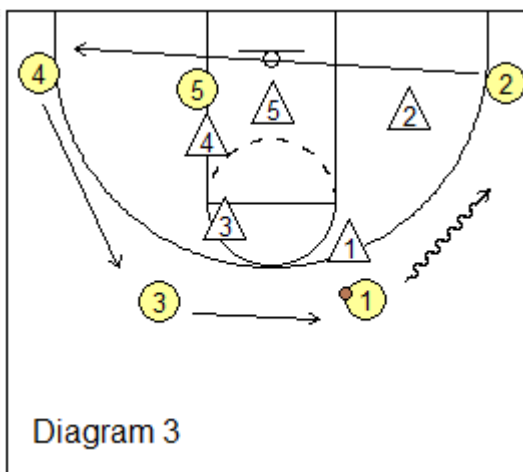
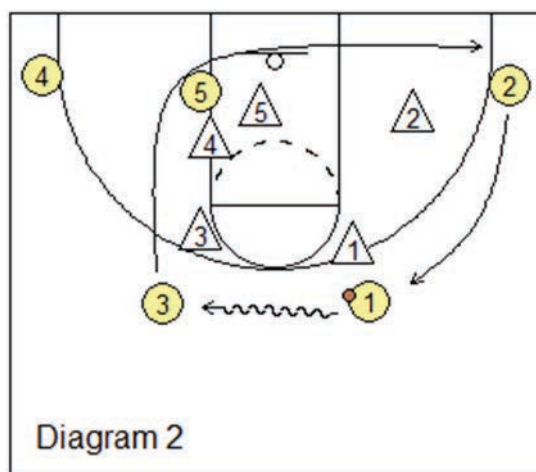
# Basketball Offense - Attacking the Pack Line Defense:

## 1. Quick Offensive Transition/Fast Break (Mini Ess; BMJ Ess/Inter/Adv)

- The pack-line is a tough defense to attack and requires patience once you are in the half-court set. But if you can attack with up tempo transition and an early attack, that's a good thing.
- A good fast-breaking team creates problems for the pack-line. So get the ball up the floor quickly before the defense can get set.

## 2. Spacing (Mini Ess; BMJ Ess/Inter/Adv)

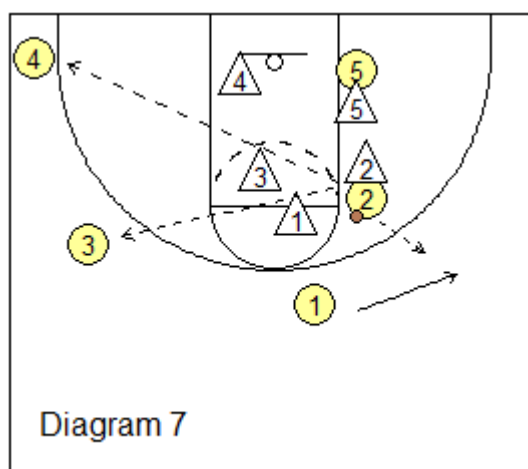
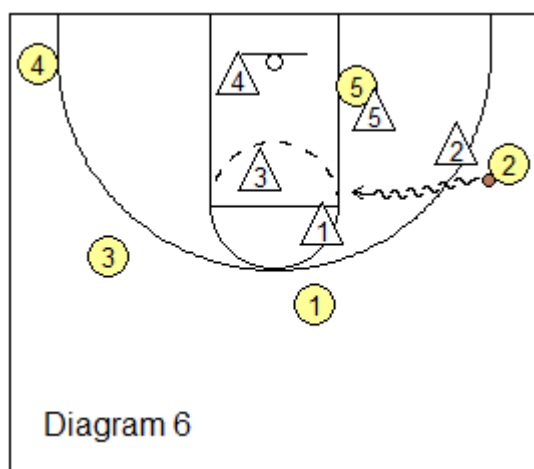
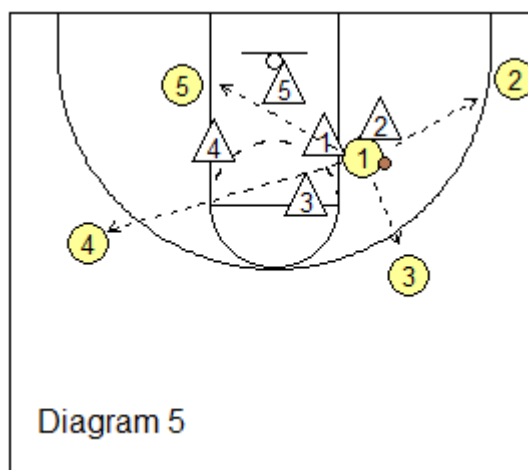
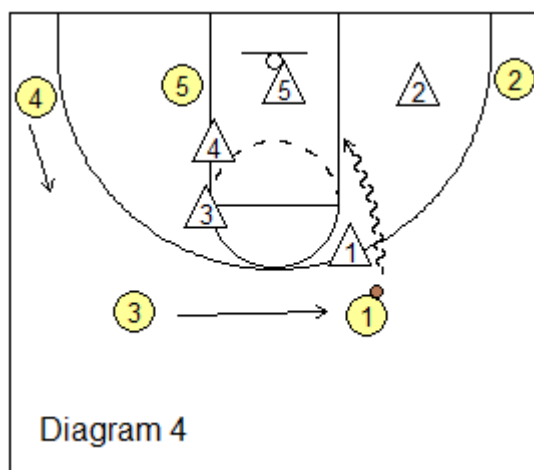
- To help open the gaps for the dribble-drive, and to stretch the defense to get open 3-pointers, you must space your perimeter players out on the arc. In starting your offense, run the wings deep into the corners and go 4-out. Basket cutters should complete their cuts by filling all the way out to the arc and not clogging the paint and baseline... often I have had to tell players "don't get stuck on the baseline... get out after cutting!" Similarly, players involved in screens should get good separation and spacing after the screen.
- Dribble-at/back-cuts help create spacing and defensive movement and confusion. Diagram 2 shows O1 dribbling at O3, and O3 cuts through while O2 rotates up to fill O1's spot. Diagram 3 shows O1 dribbling at O2, so O2 cuts through while O3 and O4 rotate over and up.



### 3. Drive and Kick (Mini Ess; BMJ Ess/Inter/Adv)

- You have to be able to dribble-drive and kick out to the open teammate for a 3-pointer. But a couple caveats first... don't try to dribble-attack after the first pass to the wing. Use a ball-reversal before dribble-attacking.
- The dribble-penetrator has to do so under control, and realize that he/she will probably not be able to get to the hoop. Instead, when the help comes, the dribbler may have to make a jump-stop and pivot, and pass to the open man. And then your shooters have to be able to hit some outside shots. Attack the offensive boards for put-backs (Attack Hot Spots).

See the images below to see several dribble attacks, the rotations, and the possible passes for each.



4. Screening or Exchanges (BMJ Ess/BMJ Inter/Adv)

Read and React Offense

- Layer 12 ball screens (BMJ Ess/BMJ Inter/Adv)
- Slip Screens (Pitino Louisville Clip vs. Bennett Virginia)
- Pass and Cut player inside, exchanges with a weakside perimeter player

5. Continuous Dribble Hand Off (DHO)

- 3 players or 5 players running a continuous Dribble Hand Off weave until there is defensive breakdown then dribble attack to the basket
- Bob Huggins West Virginia offence always work to get a offensive players numbers advantage against the defense, 2 on 1, 3 on 2, 4 on 3, 5 on 4

6. Going Against the Grain

Reach & Sweep Move

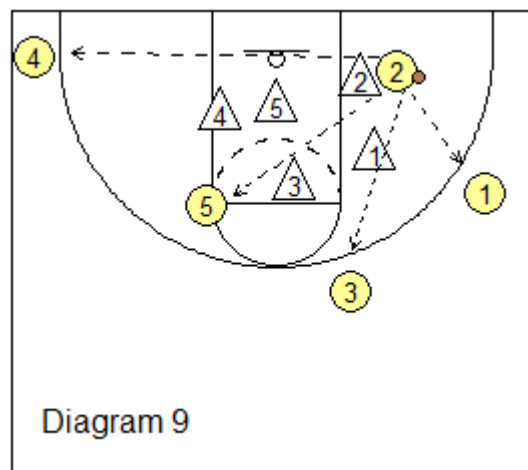
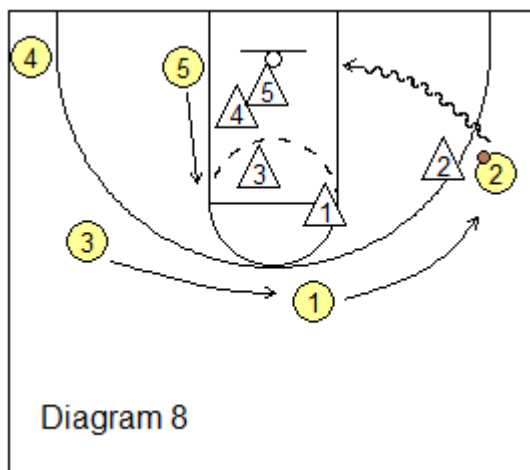
- Coming to the ball on off then using the reach and sweep move away from the defense to attack the basket
- Also called a dribble back attack going against the grain of the defense

7. The Importance of Weakside Action (BMJ Inter/Adv)

Read and React Offense

- Layer 10 back screen your way out after a pass and cut
- Layer 11 multiple screens
- Layer 7 Pin & Skip

8. Attacking the Baseline (BMJ Inter/Adv)



9. Use a Zone Offense (Adv)

- Eg: 1-3-1 zone offense with a baseline runner
- Eg: 3-2 zone offense with high low inside and Laker cut if ball goes inside to the low post

# Leadership, Style of Play & Decision-Making

Published August 2019

## **Mark Hogan, ChPC**

Chartered Professional Coach

President, ProCoach Enterprises

The following article is to support Canada Basketball's information regarding the importance of establishing a **Style of Play** for your team. Since the London Olympics in 2012, Canada Basketball has made significant strides in the Americas as well as on the world stage—especially on the women's side.

The National Coaches Certification Program (NCCP) stresses 5 Core Competencies coaches are to utilize when coaching. When these concepts are intentionally included into your coaching style, success is imminent.

- Valuing
- Interacting
- Leading
- Problem Solving
- Critical Thinking

Canada Basketball's Style of Play, Rick Torbett's Read & React and Point Guard College's B1-E2-C4 all contributed to the success of Alberta's Provincial Club Championship team in 2019.

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I believe I am currently doing the best coaching of my lengthy coaching career. The success our club basketball team experienced in 2019 can be attributed to innovative and new trends as well as over 40 years of coaching experience.

Many of us at the club and community level do not have the resources to compile and apply detailed statistics and analytics. Further, a number of the traditional statistics utilized in basketball simply do not tell the tale of the tape—that is, they are not accurate indicators of our Style of Play.

Our team's shooting percentage or a player's shooting percentage are irrelevant to me. Whether or not a player takes the shot they are expected to take is of primary importance. We teach our players what a **ROB Shot** is and expect them to take every and any ROB Shot that comes available. A ROB Shot requires that a player is in Range, Open & Balanced. This simplified yet pivotal approach to shooting the ball takes the pressure off of players to shoot when a ROB Shot presents itself—it frees their mind. There were a few players on our team this season that had to be told to shoot the ball rather than not to shoot the ball—several coaches have often reported the opposite scenario to me over the years.

In my opinion, there were a number of times throughout our season that a player would take an ill-advised shot during a game, however, if it was a ROB Shot they were supported for making the right decision with regards to taking the shot.

The Leadership provided to our players by myself and my assistant coach always pointed to our Style of Play. We taught a number of concepts that supported this (including a ROB Shot) and expected players to know what these were—that is, make the right decision when utilizing these concepts and to then possess the ability to debrief their performance in an effective manner.

Our players developed exceptional leadership skills during the debriefing process employed. The coaching staff taught the **ABCD Debriefing** process and players were expected to execute accordingly.

- A – Agree
- B – Build on A
- C – Challenge
- D – Deeper

When debriefing, players were instructed and expected to first mention something that they Agreed with—it had to be something positive, something that worked. At the onset of our debriefing process early in the season, players were often quick to state something negative that had occurred—this was stopped by the coaching staff (leadership) and players soon learned to state the positive to initiate the debriefing process.

After something positive was mentioned by a player or coach, someone had to then Build on the A statement.

After successfully building on the A statement, something that was a Challenge and was deemed in need of correction could then be discussed—positive had to come before the negative.

If time permitted, any of the ABC topics discussed during the debrief could then be discussed in a Deeper fashion. Most often in practice, a debrief session would last for just 45 seconds—the reason for a 45 second debrief is that is the amount of time allotted for a time out in a game so it was important that we duplicated this time-frame in a practice.

By implementing a solid debriefing process with our players, exceptional Leadership was developed. Oftentimes coaches want to be in charge of all debriefing with their players—this approach significantly reduces the opportunity for players to develop their leadership skills. When players have a voice, their conceptual abilities with regards to the decision-making process are greatly enhanced. Most often, my assistant and I were not even in the player huddles during a debrief...

By the end of our season, players effectively debriefed during time outs in games as well as at half-time of most games. The coaching staff would highlight a few of our Style of Play standards (with the ABCD process) and then the players would take over the debriefing while the coaches completely removed themselves from the huddle—the players took charge and leadership amongst the players was tremendous.

And, wow, what a powerful tool this became for the players. They had a voice, they were engaged, they were on target with their feedback and their on-court performance soared. By the end of our season we were playing our best basketball winning the Alberta Provincial Club Basketball Championships (ACC) in the high school girls division—we defeated a team we were not supposed to beat (having lost to them twice previously during the club season).

The Leadership opportunities afforded our players throughout the season played a key role in our team's success.

Coupled with the development of a solid Leadership plan was the emphasis put on our Style of Play.

When we started the season on April 1<sup>st</sup>, my assistant coach and I decided which aspects of our Style of Play would be of greatest importance and then we mapped out how we would teach the concepts and make certain that our players were committed to these (accountability).

1. We placed considerable emphasis on our Style of Play as a priority. Technical skill development is definitely important, however, developing Decision-Making skills with regards to our Style of Play was our primary emphasis.
2. Our defensive coverage consisted of 3 components: a) Protect the Basket, b) Pressure the Ball, c) Defend 1.5.

On-ball defense was predicated on the principles of D21 and/or D9 (contact me for more information on these concepts).

Utilizing the concept of defending 1.5 significantly enhanced our team defence—players were to guard their player (1) as well as half of the ball (.5). Our team defence was solid with this innovative concept.

3. A supplemental defensive approach was how we solved problems as a team and/or individual. A player's actions defensively were to 'prevent' a problem, 'fix' a problem, or 'erase' a problem. Once players began to understand and recognize these aspects of playing defensively, their defensive performance grew substantially.



4. The playing time decision we made at the onset of the season was that every player would play in every quarter of every game, 'unless'. Unless referred to if we had any player issues with attitude or effort. I am proud to say that every player played in every quarter of every game for the entire season, including the ACC championship game—we had an amazing group of young women assembled on this team.
5. Our primary offensive approach utilized the concepts of **Explode, Explore, Execute**.

We referred to this Canada Basketball concept as E3. When we debriefed these 3 phases of our offense, the coaches would simply ask players to debrief E3 (using ABCD).

Explode was the pace with which we committed to immediate transition; Explore was the phase whereby players had to utilize decision-making skills to find an early open look in transition; if a quick look did not present itself, we moved into the Execution phase. Our players became extremely proficient with E3 throughout the season – their recognition as well as execution of the E3 concept was stellar...

With an emphasis on Leadership and Style of Play, several traditional statistical categories were simply irrelevant. At no time throughout the season did we take stats pertaining to our shooting percentage, rebounding totals or turnovers—these took a back seat to our primary emphasis as stated above. And the only score sheet that I looked at all season was after the ACC championship game—I could not tell you what our leading scorers averaged this past season—I simply do not know as this information was not deemed important.

Another concept that we taught and expected the players to utilize was REP'ing. This Canada Basketball concept refers to how players and coaches communicate with each other. We were all expected to Remind each other of expectations (as opposed to reprimand); Encourage each other; and Praise when appropriate. This REP'ing approach created an extremely positive team culture which was noticeable in our performance. A positive Team Culture has as much to do with success as any other concept mentioned throughout...

Again, my assistant coach and I were totally committed to our principles and concepts and did our best to continually hold our players accountable to our Style of Play—and they bought in admirably.

In conclusion, Leadership, Style of Play and Decision-Making processes correlated substantially with our success. We placed a strong emphasis on player accountability as this is also a key component to team success—players must buy-in if they want to experience success.

Technical skills are important, however, the newest trends in teaching and playing the game of basketball have more to do with How to Play than they do with the minute details of individual skill development. Coaches who are committed to implementing these new trends are doing their players a great service.

Coaching youth is a tremendous joy and a welcomed responsibility—I feel blessed to have the opportunity to coach and to have coached so many amazing young athletes this past season and throughout the years—no doubt there are many more exciting years ahead.

Given my position as a Coach Developer with the NCCP and Coach Developer and Mentor with CMBA, I am excited to share these concepts and so many more with the numerous coaches in our basketball community.

**Mark Hogan, ChPC**

President, ProCoach Enterprises



## SWNT Observation Notes—Thursday, September 1, 2022

- Edmonton, Alberta

### Practice Session #1

10:00am to 12:30pm

Saville Centre

#### Pre-practice Video (Introduction)

- The video clips were positive examples of What & How the players were expected to execute in specific situations. Some Who was mentioned—little to no Why was observed.

Who + Why = What + How

#### Warm-up (Warm-up)

- Players began warm-up on their own—mostly individual shooting at several baskets
- Players were able to warm-up and socialize at the same time

#### Skills & Drills (Main Part)

- Most of the morning session consisted of breakdown drills mostly done in A Phase. Most of the breakdown drills ended in three (3) shots by all three (3) players. A competitive element was included whereby the first team to make all three (3) shots 2x won. By adding the competitive element, the energy level picked up and player enthusiasm was elevated.
- Other activities in the morning session consisted of running out-of-bounds plays, defensive zone coverage in the quarter court, on-line principle for defending man-to-man as well as some time spent on a full court press break.
- The ***on-line principle*** was of particular interest. Maintaining defensive posture/positioning on the line between the ball and the player is a relatively new concept to observe.
- Coach Victor was able to demonstrate that a pistols stance is not what he is looking for but, rather, an open stance with arms wide open along the line between the ball and one's player. It will be interesting to observe this defensive concept in a competitive setting.
- There were plenty of stoppages throughout—rarely (if ever) did a full transition include ½, Full, Full. Coach Victor made it abundantly clear that each possession was to have “no mistakes” and was to be executed “perfectly”. He indicated that, “When we are perfect, we move on.”
- This approach appears to have merit for higher level players. The author believes that lower level players may better develop with a more experiential learning approach whereby players are expected to learn via multiple executions in the absence of continual stoppages.

#### Cool Down

- Shooting Drill to cooldown

#### Conclusion

- Coaches and players met at centre court for a brief discussion/de-brief

## Practice Session #2

5:15pm to 7:30pm

Ross Shephard HS

Coach Victor mentioned a few times (more in practice session #2) that the players were to flow into their offense out of transition. When defense is added for the first time versus specific actions, flow would likely be more difficult to attain initially—it becomes a process.

A Phase is designed to teach actions and concepts (practice session #1) whereas D Phase puts the players into more game-like situations (practice session #2).

Stoppages, stoppages, stoppages...

There was a brief competition in Practice Session #2 whereby the players ended warm-up with the “22” drill. 2 players at a basket had to make 2 shots in a row from 2 different locations. This brief competition was well received by the players as they swiftly and energetically got into it—in just a short period of time, this competition/drill was completed.

Observational notes would suggest that players, even at this level, love competitions—perhaps more can be included in future SWNT practice sessions.

As a side note: it would have been nice to witness players having to make two 3’s in a row as one of the shots to be taken in “22”.

When the men’s college team began scrimmaging with the SWNT, the author wondered if the many stoppages were more of a hindrance than a help for both teams. Having said this, Coach Victor strives for *perfection & no mistakes*. What’s interesting is that there has never been a perfect basketball game played—ever!

Which begs the question: Should the pursuit of perfection and/or no mistakes be a realistic goal? Regardless, Coach Victor is certainly on a mission and has set the bar high with regards to the standards he expects of the players.

Precise execution is the focus!

There was no flow attained in the scrimmage by either team mostly because there were no opportunities for fluidity of play or execution. The many stoppages killed the opportunity to attain flow.

With Coach Victor’s demands for no mistakes and perfection, one wonders if any of the (younger) players began playing out of fear. This often happens with demanding coaches: players begin to play afraid to make mistakes—when this occurs, performance can be compromised.

Having said this, it appeared as though all of the players responded appropriately—they accepted the criticism and corrective comments like true professionals.

During scrimmage vs. Concordia the players on the SWNT bench were always supportive of the players on the floor. So much so that when something exciting was executed on the floor the bench players rose in appreciation and displayed genuine enthusiasm for the success of their teammates.

There was one play in particular that stood out for the author: Bridget Carleton was driving baseline on the right side while Sami Hill was sprinting to get to the opposite corner for a shot (from the opposite wing position). Carleton kicked the ball to the corner for Hill who hit an awesome 3—the bench erupted. That play/action in particular was executed at an extremely high level—quite possibly as a result of the standards set by Coach Victor previously.

It may have been on this particular play/action with Carleton & Hill that Coach Victor commented to the score keepers and anyone else in ear-shot distance, “I am happy!” in his thick Spanish accent.

This obviously meant that he was completely satisfied with the perfection of the execution.

Coach Victor is extremely focussed on player performance and rarely misses an opportunity for correction. The basketball court and his players are his lab. Wow, that man is passionate about his craft! Even when his assistant coaches are running activities, he seldom interferes but you can tell that he knows precisely what is going on—he is completely engrossed in his studies. The wheels are turning and he is always calculating.

Kudos to the entire coaching staff and SWNT for creating a tremendous DTE (Daily Training Environment). There are obviously multiple moving parts to execute a professional program such as this and the entire team operates with impeccable professionalism. Standards and expectations have been set very high...

Details, Details, Details...

The author is convinced that the many stoppages utilized throughout both practice sessions is intentional and will result in the establishment of greater accountability and performance success. In discussions with Coach Mike, a more experiential approach will begin in just a couple of days. Players will then be able to practice and/or play with less stoppages.

As learning elevates, the need for corrective strategies are reduced.

The context one is coaching at will determine several things such as stoppages, etc.

#### Highlights:

1. Use of stoppages
2. Online defensive positioning
3. Attention to detail
4. No mistakes / strive for perfection
5. Lack of D Phase contributed to lack of flow (author’s opinion)
6. Scrimmage may have been better served with more regular full court trips (less stoppages)
7. Many moving parts to the SWNT Team—everyone knows their role
8. Use of several coaches in the teaching process
9. High level of execution and player commitment
10. Carleton on a baseline drive kicks to Hill for a three (3) from the opposite corner (brilliant execution)

Observer & Author (with much gratitude):

**Mark Hogan, ChPC**

*Chartered Professional Coach*



September 5, 2022—Labour Day Classic post-game interview:

**Dave Dickenson** said after the game that he did not consider changing back to recently deposed starter Bo Levi Mitchell, however.

“I’m pretty consistent with what I do. If I feel like we need a spark, or if I feel like the play isn’t there, I’m more than willing to go there. But I don’t want any quarterback feeling like he can’t make a mistake or two or that he has to be perfect as well,” said the veteran bench boss.

September 15, 2022:

Hey Mark,

Two players that I’ve had the privilege of working with were recently into the NBA and WNBA hall of fame.

They were 2 of 13 total players to join the wall of HOF’ers last weekend.

Neither need much of an introduction - Manu Ginobili and Lindsey Whalen.

I’ve worked with a lot of great players, but there are some minor things that separate this caliber from everyone else.

Especially at the pro level, where everyone is insanely talented, it’s these small details that really make the difference.

Here are the 5 winning behaviors these two special players had in every workout:

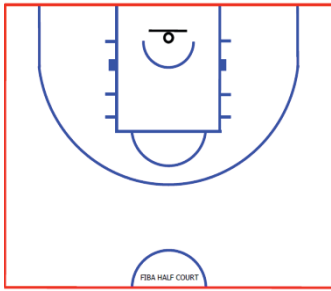
1. They worked **hard**. No surprise here right? This was different though. They were obsessive. They did every little thing they could to get even the slightest edge above their competition.
2. They competed with ferocity. Every second. Every drill. Every workout. Every game. They held themselves to a higher standard than everyone else. When no one was watching, it didn’t matter. They took pride in their work.
3. They were VOCAL. The easiest way to get involved and assert yourself is to be a vocal leader. These two understood that and were never shy to voice their opinion.
4. Life-long students. They are ALWAYS learning. They wanted to perfect every little detail and they didn’t hesitate to ask questions when they didn’t understand something.
5. They enjoyed the game. When you watched these two play, you could truly tell they were having FUN! This was their kingdom, their outlet, and they cherished every second that they were on the court.

Congratulations Lindsey & Manu!

Keep getting after it,

Ganon Baker

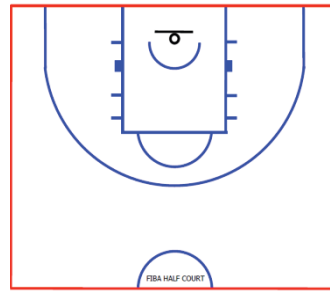
# Basketball Court Diagrams & Notes




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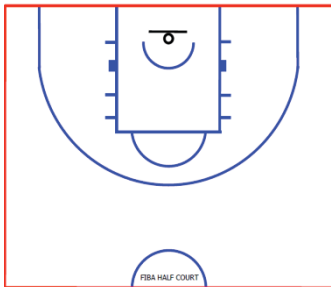
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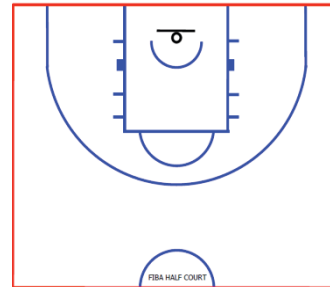
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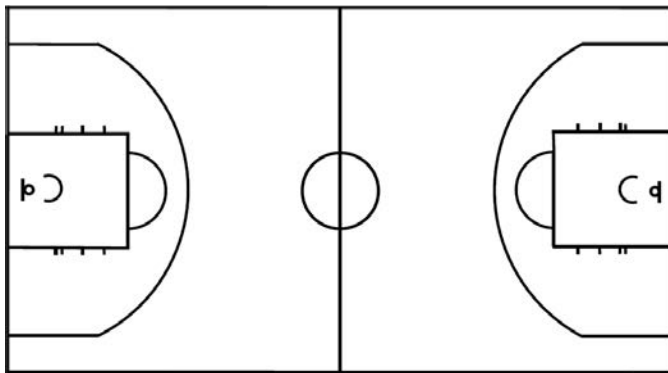
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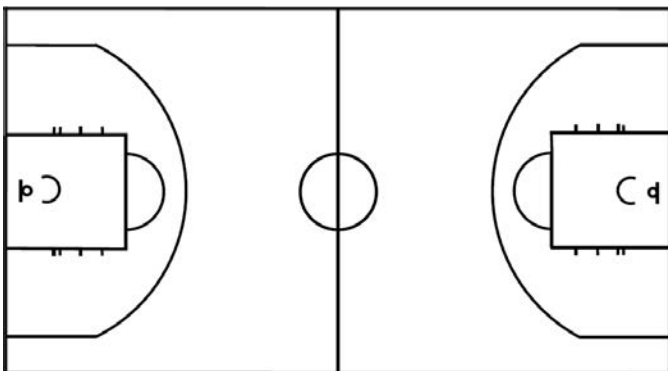
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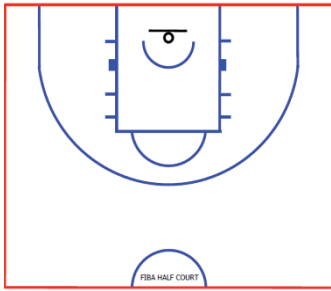



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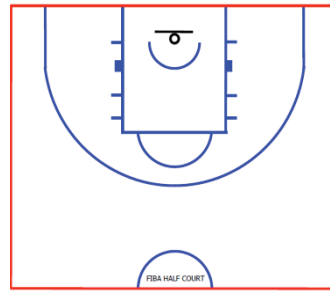
# Basketball Court Diagrams & Notes




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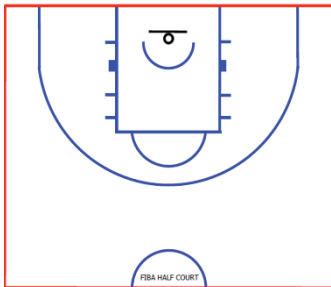
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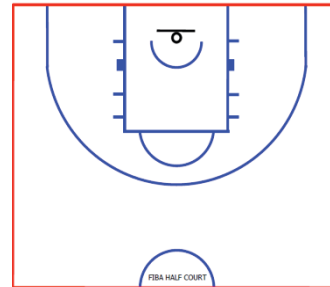
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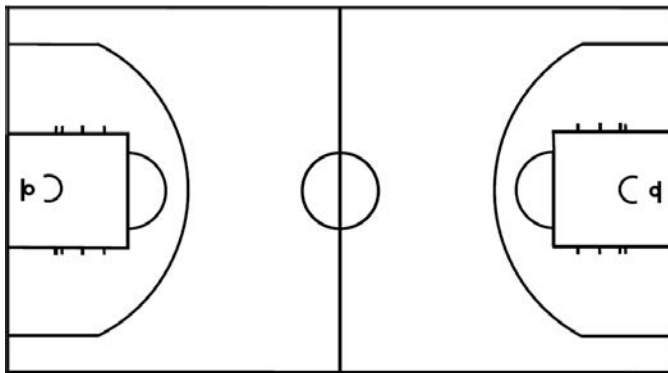
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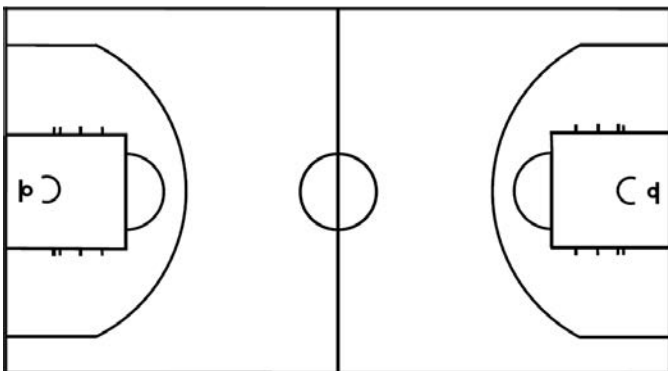
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