



## CMBA Coach Education & Development Workbook and Reference Material

# INTERMEDIATE



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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!

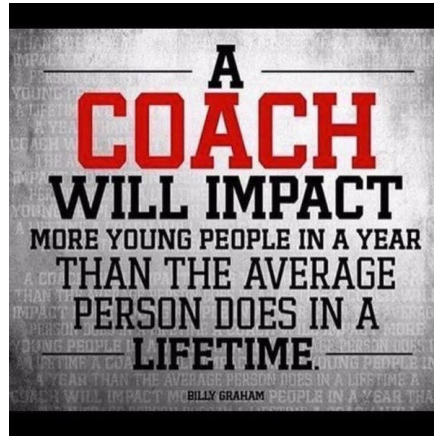


**Mark Hogan, ChPC**

Chartered Professional Coach



# Welcome to CMBA Coach Education & Development



The CMBA Coach 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

# CMBA Coach Education & Development

## GETTING STARTED

1. Please be certain that your parents & players know the CMBA **Participation Agreement**.
2. If you haven't already done so, please visit the **CMBA website** for information.
3. Did you utilize the concepts of **Explode-Explore-Execute** (E3) last season? What did you like about it most?

## EXPECTATIONS

1. What are **your expectations** for the CMBA INTERMEDIATE Coach Education & Development program?
2. Are you aware of the **White Whistle** program? Please ensure your parents and spectators are aware of this program.
3. Did you use CMBA's **Game Report** tool last season? Did you find it useful?

## PRE-GAME MEETING

1. Did you find the **Pre-Game Meeting** with officials effective? Was it run as you expected it to be run?
2. How effective is the **Gym Monitor** program? Would you suggest that it continue?
3. How do you run your **Pre-game Meeting** with your players and/or team? What is your emphasis in this meeting?

# CMBA Coach Education & Development

## PARENT MEETING

1. What topics will you cover in your Parent Meeting?
2. How valuable have your previous Parent Meetings been? Would you agree that a Parent Meeting will likely prevent several potential problems that could arise throughout the season? Why?
3. Is a parent meeting required by CMBA?

## CREATING A POSITIVE GYM ENVIRONMENT

1. How do you create a positive gym environment for your team in practice?
2. How do you create a positive environment for your team before & after a game?
3. How does your demeanor in a game create a positive or a negative gym environment?

## STYLE OF PLAY, ACTIONS & CONCEPTS

1. Have you had success by promoting your team's ***Style of Play***—how & why?
2. What were the most effective ***Actions*** you were able to implement with your team?
3. There were a number of ***Concepts*** covered in a CMBA Essentials clinic. Which of these do you feel were most valuable?





## 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](http://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.

# CMBA Coach Education & Development

## Player Survey

One way to help the players (and help you understand how to work with them) is to conduct a player survey. A **Player Survey** will (i) demonstrate to the players that you are interested in understanding who they are and (ii) demonstrate to the parents that you are committed to helping their child set their own standards for a successful season and then helping the players meet those standards.

Questions for a player survey may include and not be limited to:

1. When is your birthday?
2. What are your hobbies and interests outside of basketball?
3. What school do you attend?
4. What is your favourite subject in school?
5. What is your least favourite subject in school?
6. What is one of your talents?
7. What is an interesting fact about yourself?
8. What do you love about the game of basketball?
9. What are your personal goals for this season?
10. How do you define a successful season for yourself?
11. How do you define a successful season for the team?
12. What do you consider to be your biggest strength when it comes to basketball?
13. What do you consider to be your biggest weakness when it comes to basketball?
14. What are you most afraid of when you are playing basketball (i.e. what is your biggest fear)?
15. In what area would you like to improve the most?
16. How can you best contribute to the success of the team this year?
17. What is one way the team can help you this season?
18. What would you like to have for a team name this season?
19. What is the highest level at which you would like to play basketball (High School, College, Pro)?
20. Who is your favorite basketball player? It could be: NBA, WNBA, NCAA, USports, CCAA/ACAC.

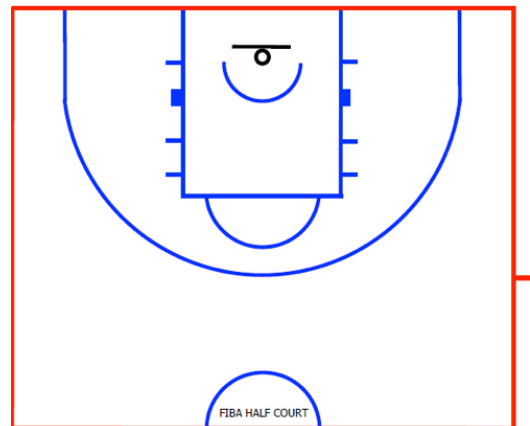
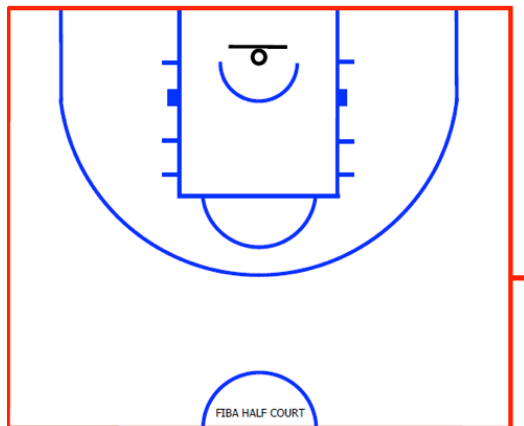


# CMBA Coach Education & Development

What is your assessment of your ***Style of Play*** last season?

How have you promoted ***Style of Play*** with your team?

What specific activities or drills have you done to promote ***Decision-Making*** for your players?



# CMBA Coach Education & Development

## Actions, Concepts & Style of Play

### ACTIONS

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

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

Reverse the Ball (1<sup>st</sup> & 2<sup>nd</sup> Side); Post-ups (Paint Touches)

B1-E2-C4

Transition—Offence & Defence

### CONCEPTS

***KPI's—Paint Touches & Ball Reversal***

Top 4 & Top 6 Scoring Priorities

Top 3 Defensive Priorities

ABCD Teaching Phases

ABCD Debrief Technique

TLC—Teaching, Learning, Competing

### STYLE OF PLAY

Explode—Explore—Execute (E3)

Attack the Rim & Attack the Paint (P7R)

PACE & FLOW

ROB Shots & BRAD Shots

Spacing—Single Gaps & Double Gaps

Multi-positional Players—Global Player



# 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.



## KPI (Key Performance Indicators) – University of Manitoba Men's Basketball

The following is a good example of how KPI's were used by Kirby Schepp, the University of Manitoba men's basketball coach. He has the luxury of having a stats person at his practice—some very interesting numbers regarding two things during scrimmage:

1. # of paint touches
2. # of sides the ball gets to during a possession

He compared this to scoring percentages.

<u>PAINT TOUCHES DURING A POSSESSION</u>	<u>% of time they scored</u>
--	------------------------------

zero	27%
1	50%
2	90+%

<u># OF SIDES DURING A POSSESSION</u>	<u>% of time they scored</u>
---------------------------------------	------------------------------

1 side, zero paint	22%
1 side, 1 paint	54%
2 sides, zero paint	57%
2 sides, 1 paint	61%
3 or 4 sides	100% <i>(it would be interesting to know how many possessions occurred to obtain 100%)</i>

### Implications for your team on Defense:

1. keep the ball out of the paint
2. don't let the offense reverse the ball

### Implications for your team on Offense:

1. Commitment to finding the best shot for us, not for me...
  - We before Me | Team Shots First
2. **Reverse the Ball & Attack the Paint** or utilize the Post (still a **Paint Touch**)

Practice stats (analytics) at the U of M as it relates to Key Performance Indicators (KPI).



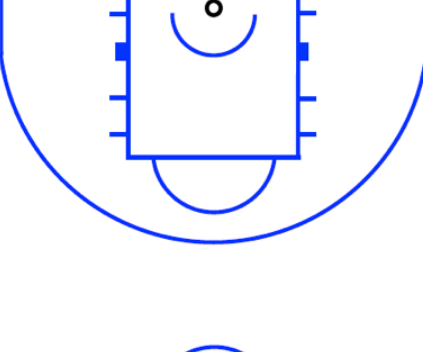
# CMBA Coach Education & Development

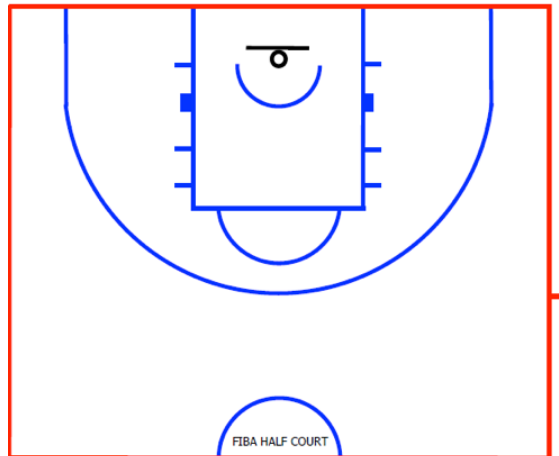
## Season Planning | Failing to Plan is Planning to Fail – *John Wooden*

1. With a partner, share your list of ***Skills, Actions & Concepts*** you want to cover this season.
2. How can you possibly cover everything that you'd like to teach this coming season?
3. Identify your priority ***Skills, Actions & Concepts*** you will definitely cover this season. ***Season Plan*** (*Less is more!*)

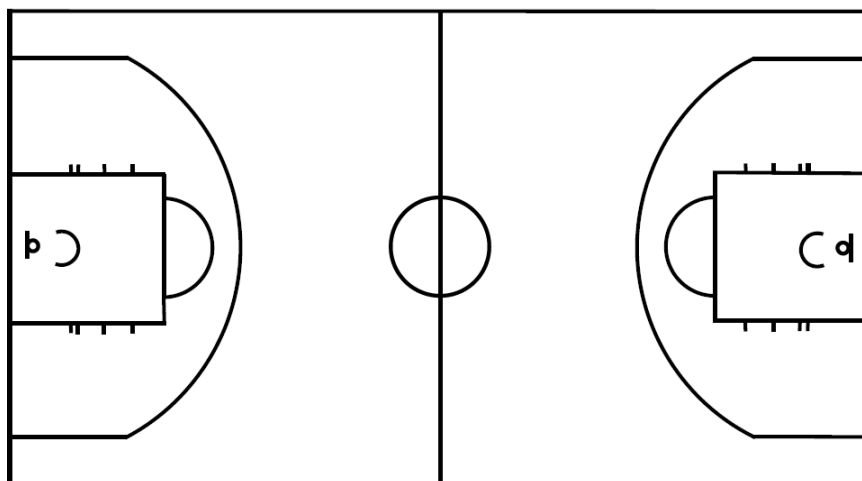


## Teaching | Learning | Competition

- 
- A diagram of a FIBA Half Court. The court is rectangular with a blue outline. At the top center is a black circle representing the basket, with a horizontal line above it representing the backboard. Below the basket is a blue semi-circle representing the key. On either side of the key, there are three blue vertical lines representing the free-throw line. At the bottom center is a blue semi-circle representing the three-point arc. The text "FIBA HALF COURT" is written in black capital letters at the bottom center of the diagram.



3. Do your drills match your **Style of Play**? Do your **Shooting Drills** mirror game shots?

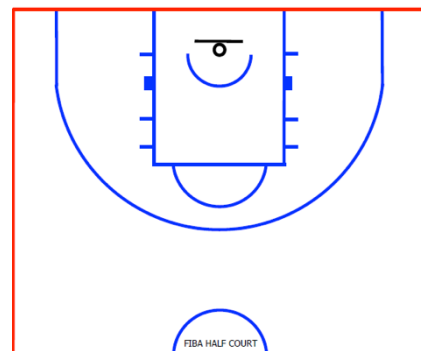
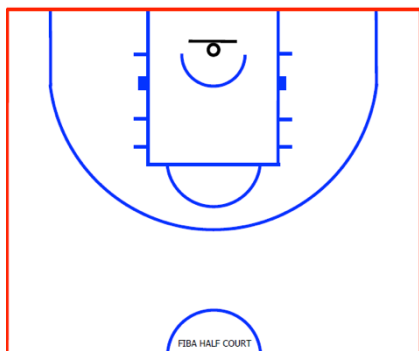
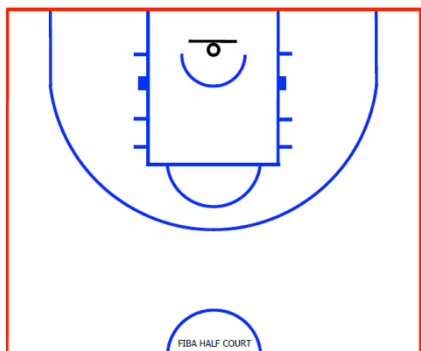


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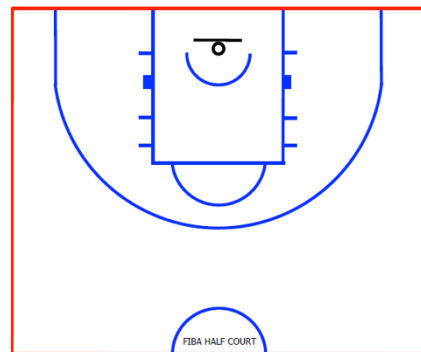
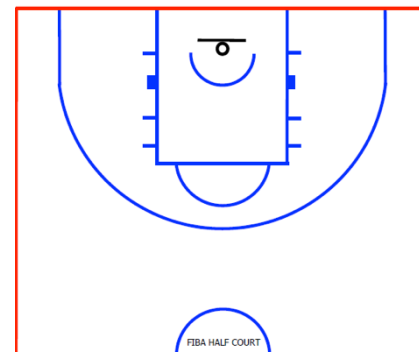
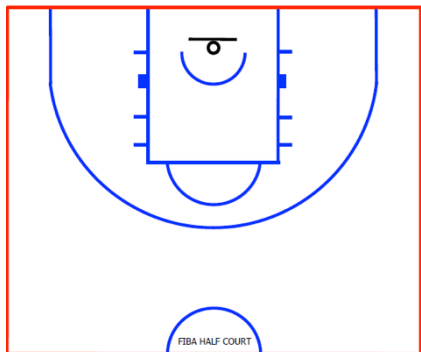
## Measuring Drills—When you measure drills, you get better results!

1. In Essentials, *Measuring Drills* was introduced. What were your most effective/successful *Measuring Techniques*?

2. With a partner, share a favourite drill that you have measured...



3. With a partner, share a drill that you currently do not measure and create a way to measure it...



# 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.

## Every practice needs a little TLC

In a recent Book Club meeting, I was reminded how another talented coach and I interpret TLC a little differently. What follows are a few notes pertaining to both viewpoints. Personally, I love both interpretations and am excited to share both with the coaches I do clinics with on a regular basis in the Calgary area—often a few hundred per year.

I've been teaching that TLC is **a)** utilizing a variety of teaching methods, **b)** measuring player's learning, and **c)** have plenty of competitions in practice. This is the approach we present and promote in our CMBA clinics every fall which often includes 350+ coaches.

Your interpretation is **a)** teaching is the beginning stages of learning (A Phase), **b)** then add some defence or load the drill once players can demonstrate they have learned enough to progress or move on (B Phase), and **c)** once players have demonstrated they have learned the concept well, put them in a competitive situation (C & D Phase).

In a nutshell, my colleague's interpretation supports that TLC is more related to teaching progression and loads whereas I interpret TLC to be distinctly separate concepts and approaches to be included in every practice—very interesting interpretations of the same thing.

What follows are a few notes to support my viewpoint—I would love to chat with coaches further to obtain additional information that supports either viewpoint:

### Teaching

When I present TLC to our community coaches we first discuss the importance of developing their teaching tool box. I begin with the following *Five Stages of Teaching* approach—supported by John Wooden as well as the NCCP.

Explanation  
Demonstration  
Application  
Correction  
Repetition

We go over some of the more important aspects of each stage—we do not have time to go into much depth on any of these but they are all touched upon.

**Explanation** is to be short and sweet—the least number of words used in the explanation, the better. Be short and be clear.

**Demonstration** is to be clear and concise—if the coach can demonstrate adequately, do it—if not, players can demonstrate, guest coaches or guest players may be used to demonstrate—videos offer fantastic demonstrations, etc.

**Application** is to get into a drill as quickly as possible—do not waste time explaining or demonstrating (less is more), get into a drill as soon as possible. The coach can easily stop a drill part way through to offer additional explanations or demonstrations.

**Correction** is the most important stage of teaching—it fits in well with the Learning Stage—that is, how coaches provide feedback, how they recognize errors, how they correct errors, *Error-Detection-Correction* (EDC), we present portions of the NCCP's Referent Model, we use the concept of *Taking a TEMPerature Reading*, and we emphasize the importance of **Reinforcing** positive actions/performances.

**Repetition** is doing activities or actions as many times as it takes to become proficient at it. You can't be good at everything so pick and choose what you want to be good at—especially at the community level when most coaches only get a single practice per week and a game on Saturday. Community coaches have specific challenges that we address in our CMBA clinics.

Another teaching method we discuss is for coaches to provide players with *homework assignments*. Tell them that one of them will be asked at the next practice to teach the Out of Bounds play they learned today. Because players do not know if they will be called upon or not, they will all prepare accordingly.

Players can be sent a video clip of a concept or possibly a drill before practice and be told they will have to discuss the clip at the next practice or know the drill at the next practice. We give coaches a number of teaching methods they can use with their teams—given the time constraints that a three-hour clinic allows for.

## Learning

How do we as coaches know our players are learning?

In our community coaching clinics this question always generates a robust discussion. Answers to the question initially come back as:

- Observing improvement—using the eye test
- You can just tell—another reference to the eye test
- You can listen to players talk to each other and you know if they understand or not
- You can ask players questions to test their knowledge and/or understanding of a concept
- Take a TEMPerature Reading—that is, observe actions or performances with the Four Pillars of the Gold Medal Model in mind. I listed the Four Pillars as **Technical** (all basketball skills), **Emotional** (also includes social), **Mental**, **Physical** (all things athletic including nutrition, rest, etc.). I have found that using the acronym TEMP in the phrase *Take a TEMPerature Reading*, coaches pay more attention to the Four Pillars when engaged in EDC.

We then give coaches a couple of techniques they can implement in a practice—we are helping to build their coaching tool boxes.

**ABCD Debriefs**—this technique, when used several times throughout a practice, has proven to be one of the best methods to building basketball IQ, player confidence, interactions, leadership, problem-solving, critical thinking and so much more—it has become one of the most valuable tools coaches are using in their practices—and supports the *NCCP's Core Competencies*.

**Gold Medal Model**—we share the GMM with coaches and share with them how it applies to everything they do. Then, when they learn how to *Take a TEMPerature Reading*, it makes more sense.

## Competition

Coaches are encouraged to have multiple competitions in each and every practice. Why? Intensity goes up, sense of urgency goes up, competitions are more game-like than non-competitive activities, players love to compete while some players learn to compete, etc.

Competition occurs in a game, therefore, it is incumbent upon coaches to have competitions in practice—plus, competitions in practice consistently yield greater performance results.

In our clinics we discuss how warm-ups can even be competitive—we ask coaches to share their favourite drill with another coach in the clinic and if it is not a competitive drill, we ask the coaches to discuss how they can make it competitive.

Our discussion and activities around competition are always well received by the coaches in our clinics—they perk up with this topic.

Once again, I appreciate my colleague's interpretations of TLC—it provides me with additional information for my coaching tool box which I will be sharing with coaches going forward. I think that sharing both interpretations will better-serve the coaching community.

### **Mark Hogan**

Manager of Coach Development—Southern Alberta  
Alberta Basketball Association



# CMBA Coach Education & Development

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

1. How have your **Practice Plans** improved over the years? More detail? More diagrams? Better timelines?
2. What suggestions do you have to enhance your current **Practice Plan**?
3. Make a list of the **Skills, Actions & Concepts** you want to cover this upcoming season (*individual exercise*).

# 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 components

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

# Club Basketball Practice

## U17 Girls Practice

*Vision Ignites the Passion that Inspires Excellence!*

6:00pm	Dry-land Training	Janelle to do (SAQ & SEC) Stress the importance of <b>Athlete Development</b>
6:30pm	Review Team Emphasis	<ol style="list-style-type: none"> <li>1. <b>Run</b>—at every opportunity = <b>PACE</b></li> <li>2. <b>Stop the Ball</b>—D21 &amp; D9</li> <li>3. <b>Rebound</b>—at both ends</li> <li>4. <b>We before Me</b>—team comes first</li> <li>5. <b>Communication</b>—REP'ing</li> </ol>
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	<b>B1 – Beat 1 Defender</b>	Drill: 1v1—Stay in the Alley
7:06pm	<b>E2 – Engage 2<sup>nd</sup> Defender</b>	Drill: 2v2
7:12pm	<b>C4 – See 4 Teammates</b>	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 ( <b>the drill or Action fits the Concept</b> ) 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	<b>31/51/52/72</b>
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	Next game or next practice
8:00pm	Hands-in	Team Cheer – <b>TOGETHER</b>

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



# 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

PVAD:        Positioning improves  
                 Vision which improves  
                 Anticipation which improves  
                 Decision-making

Top Priority for Canada Basketball | Youth coaches can also develop this integral skill

- Positioning & Vision are critical to individual & team success
- Positioning & Vision are critical to coaching success
- Why? How can you teach PVAD to your players?
- Look at a drill you like to run – where is the best place for you to stand?
- How do your players utilize their Vision from their respective Positions on the floor?

Provide PVAD Examples in Your Practices and/or Games:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# 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.

# 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



# Canada Basketball's Gold Medal Model

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	

# CMBA Coach Education & Development

## Explode-Explore-Execute (E3) *(Essentials Review—Core Foundation)*

With a partner, explain how you will include all three phases in your team's ***Style of Play***:

EXPLODE

EXPLORE

EXECUTE

# 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 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

## Global Player Development (*Essentials Review*)

- Positional players have mostly become a thing of the past. Why?
- How have you fostered **Multiple-Positional Player** development?
- When have you employed a **Positional Player** approach?

# 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)

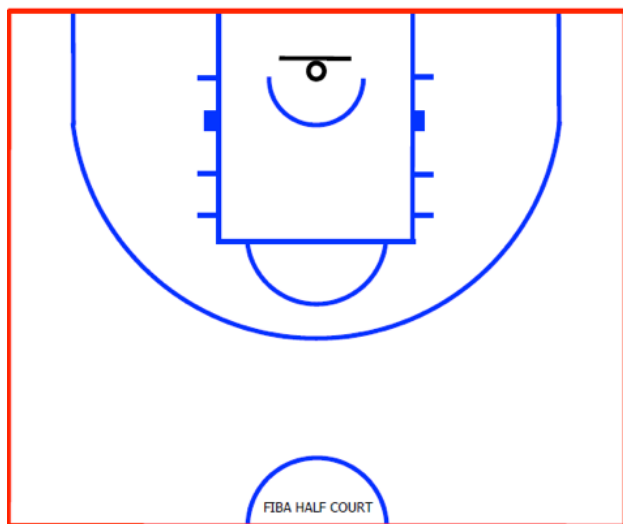
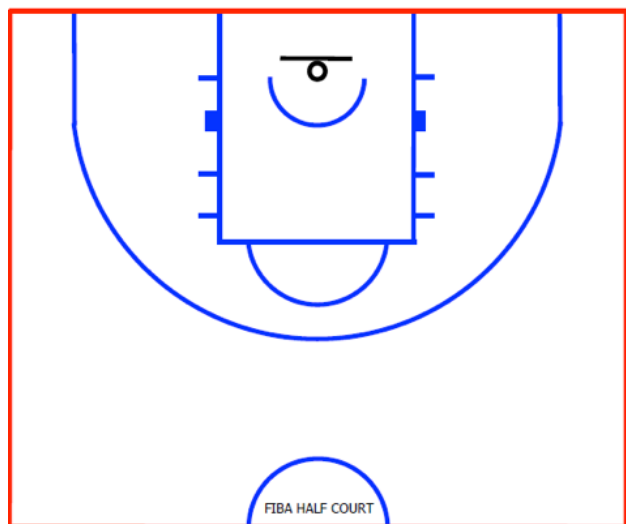
1. Attack the Rim
2. 3 Point Shot—know your **ROB Shot** / take **BRAD Shots**
3. Free Throws—highest % shot in the game
4. Mid-Range Shots—least amount of rewards

### 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

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

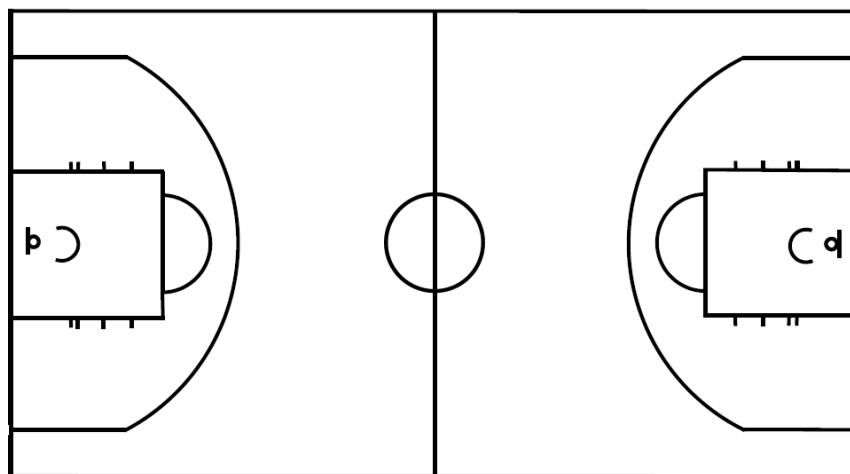
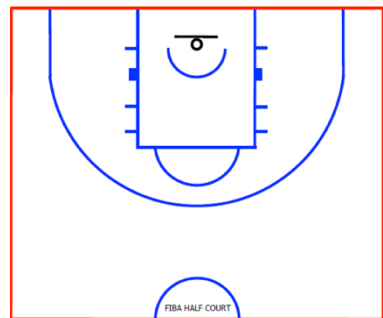
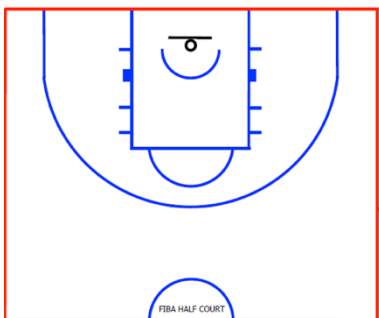
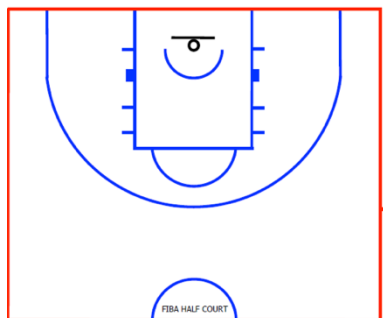
Playing the Game (Style of Play) vs. Running Plays (block or structured)

## Gold Medal Profile

Top 3 Defensive Priorities:

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?





## 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.

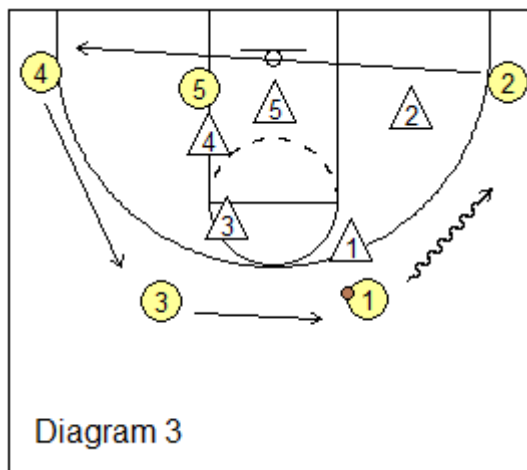
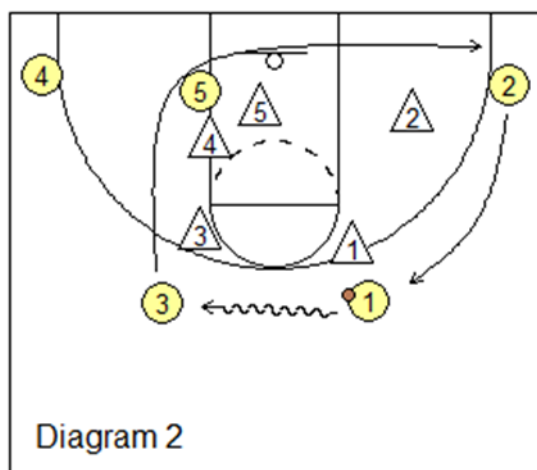
# Basketball Offense - Attacking the Pack Line Defense:

## 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)

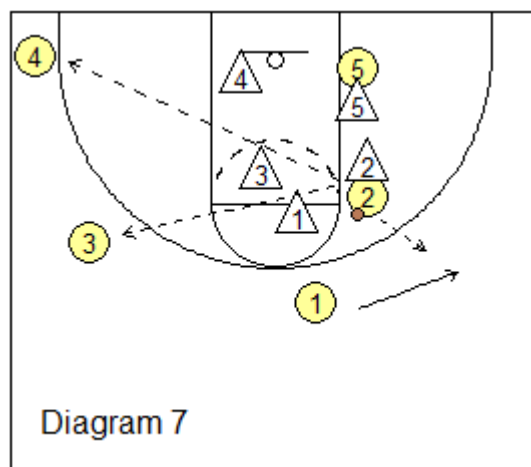
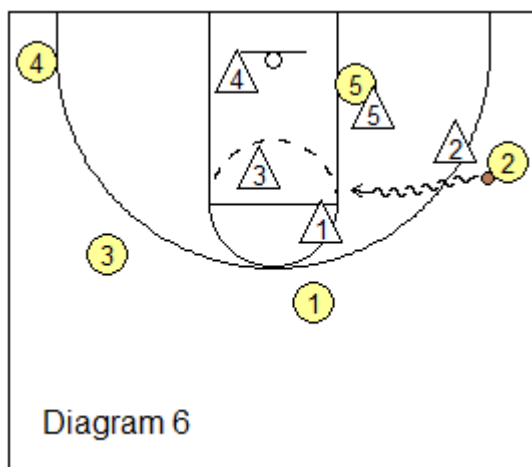
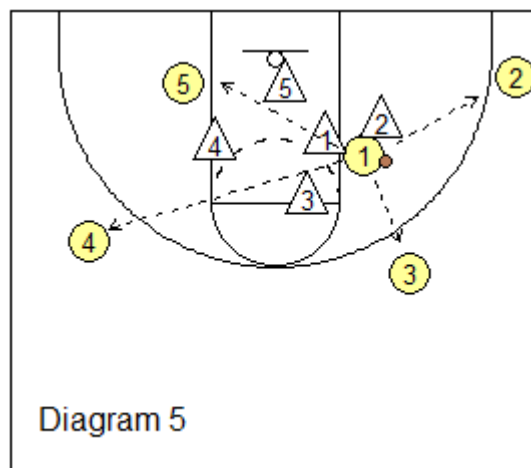
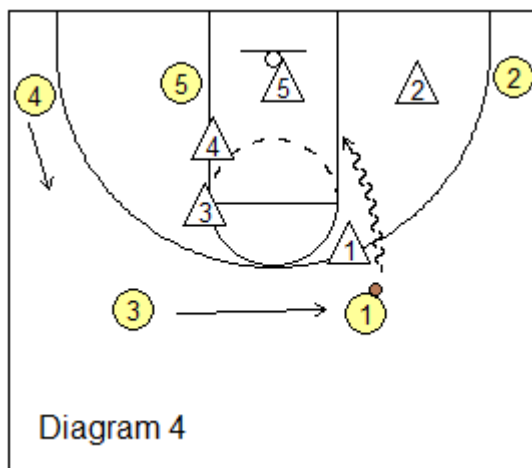
- To help open the gaps for the dribble-drive, and to stretch the defense to get open 3-pointers, you must space your perimeter players out on the arc. In starting your offense, run the wings deep into the corners and go 4-out. Basket cutters should complete their cuts by filling all the way out to the 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

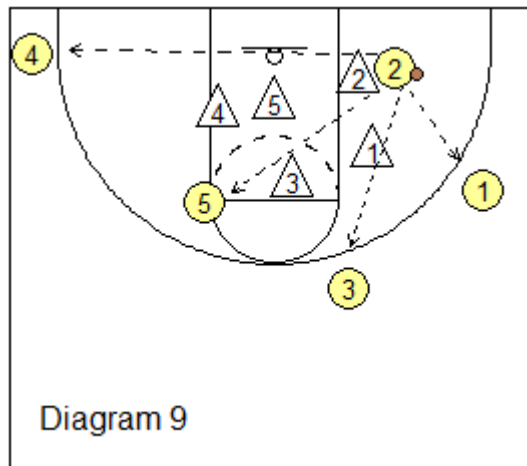
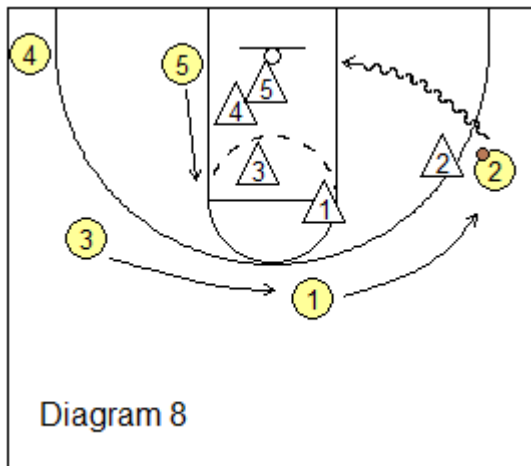
- Coming to the ball on off then using the reach and sweep move away from the defense to attack the basket
- Also called a dribble back attack going against the grain of the defense

#### 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)

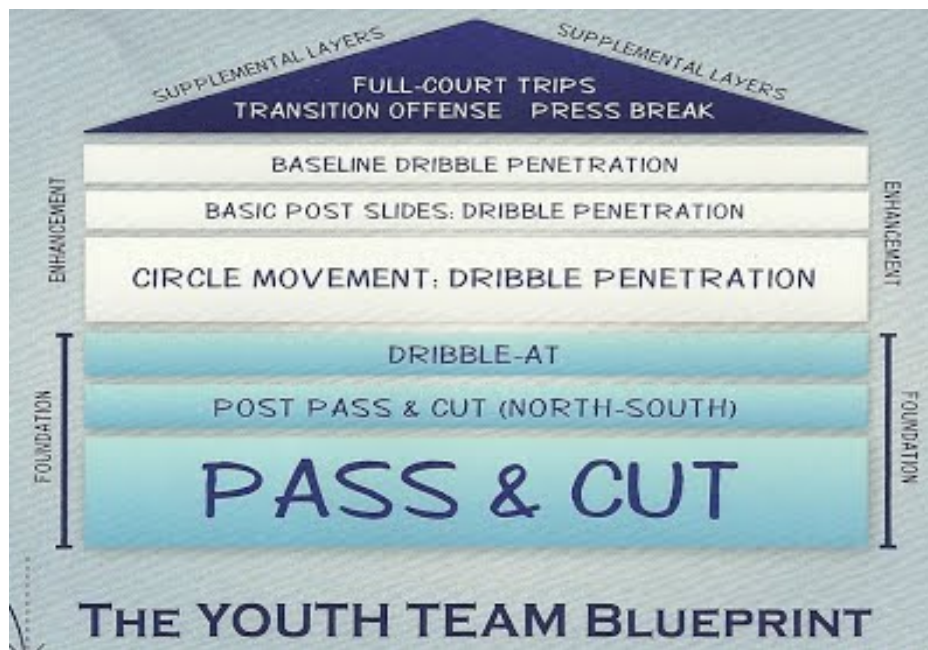
- Eg; 1-3-1 zone offense with a baseline runner
- Eg: 3-2 zone offense with high low inside and Laker cut if ball goes inside to the low post

# CMBA Coach Education & Development

## 9 Youth Read & React Layers – *by Rick Torbett*

(Essentials Review)

- |         |   |
|---------|---|
| Layer 1 | Pass & Cut (with the Draft Drive option)  |
| Layer 2 | Post Pass & Cut (North/South)—Laker Cut   |
| Layer 3 | Dribble-At (4 Options) <ul style="list-style-type: none"><li>- Pass to backdoor cutter</li><li>- Cutter to Post-up—with or without Laker Cut / may also be a Drift to a new position</li><li>- Cutter goes through and dribbler executes a Draft Drive</li><li>- Cutter goes through and dribbler executes Change of Direction (COD) move</li></ul> |
| Layer 4 | Circle Movement (Dribble Drive—North/South Dribble Penetration) <ul style="list-style-type: none"><li>- Torbett's Penetration Principles</li></ul>  |
| Layer 5 | Basic Post Slides (on Dribble Penetration) <ul style="list-style-type: none"><li>- Penetration Principles</li></ul>   |
| Layer 6 | Baseline Dribble Penetration <ul style="list-style-type: none"><li>- Penetration Principles</li><li>- Hammer Screen (likely too advanced for younger players)</li></ul>   |
| Layer 7 | Transition Offense  |
| Layer 8 | Press Break   |
| Layer 9 | Full Court Trips  |



# CMBA Coach Education & Development

## **Read & React Offense** – *20 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
Layer 4	Circle Movement (Dribble Drive -- North/South Dribble Penetration)
Layer 5	Basic Post Slides (on Dribble Penetration)
Layer 6	Baseline Dribble Penetration
Layer 7	Pin & Skip
Layer 8	Circle Reverse
Layer 9	Post Screens
Layer 10	Back Screens
Layer 11	Multiple Screens
Layer 12	Ball Screens
Layer 13	Post Pass & Cut (East/West) -- Advanced -- Relocate & X-Cut
Layer 14	Corners
Layer 15	Power Dribble
Layer 16	Post Slides -- Advanced
Layer 17	Transition Offense
Layer 18	Press Break
Layer 19	Full-Court Trips
Layer 20	Flow

# 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



## Circle Movement Review—Mark Hogan's review of Rick Torbett's video

Where to start? Let's go with the Dagwood sandwich approach...

### Positive

Good progression for beginners—that is, start slow and gradually get quicker. His instructions were clear enough that the players knew precisely what his expectations were.

He went over a variety of looks for the drill—variety is a key ingredient to teaching—I like the variety. Pressure, attack the lead foot, dribble move, pull-back dribble (he called it a power dribble—I prefer a pull-back dribble), etc.

### Critical

Putting a tennis ball on a cone is not game-like—the props are decent teaching tools but he should get rid of them as soon as possible in the drill. I believe that these kids are at a **stage** where they could get rid of the props and still execute well.

Torbett talks too much for my liking—having said that, he is teaching coaches so I completely understand. On the other hand, with so many kids on-court, I think it would be more effective to teach the drill like he would in a practice. If he must, use cones, etc. until the players know what to do and then run the drill like he would in a practice. If what he showed in the video was how he runs the drill in a practice, it is way too sedentary for my liking.

There was no transition in this drill whatsoever—put another way, zero conditioning. Granted, it was teaching at a slow pace, however, combining a physical load (full-court conditioning) with the mental load is a far greater teaching approach than what he demonstrated.

Run the drill with defence to observe if they can run circle movement in a game-like situation—even start half court if he wants to but definitely progress to full court. Running the concepts without any defence at all gives a false sense of security that the players understand circle movement.

### Positive

He used the TLC approach. There was plenty of teaching—he could have tested their learning with more techniques than just the eye test—and he added a competition where players had to keep score earlier in the drill and then he played a 'last man standing' game near the end.

All-in-all, Rick does a very solid job of teaching. I think he can combine more aspects of teaching methodology by going full-court, adding defence and employing a game-like drill. I'd love to see how the players execute circle movement in a 5v5 setting—my guess is they would struggle because they were taught solely with tennis balls, cones and no defence.

I think there is a considerable difference between teaching and performance—Rick omitted performance and solely presented a teaching approach. For coaches attending our CMBA clinics, the approach in the video is not sufficient—we must give them more meat & potatoes and not just an appetizer. :)

On another note, I was speaking with a highly skilled coach this past summer about TLC and I was surprised at how he and I completely interpret TLC differently—and I like it!

I say TLC is a) utilizing a variety of teaching methods, b) measuring player's learning, and c) have plenty of competitions in practice. This is the approach we present and promote in our CMBA clinics and I believe it to be applicable and offers solid information.

His interpretation was a) teaching is the beginning stages of learning (A phase), b) then add some defence or load the drill once players can demonstrate they have learned enough to progress or move on (B Phase), and c) once players have demonstrated they have learned the concept well, put them in a competitive situation (C Phase).

In a nutshell, he believes TLC is more related to teaching progression and loads whereas I interpret TLC to be distinctly separate concepts to be included in a practice—very interesting interpretations of the same concept. I think I am going to expand on these differences to better-serve our CMBA coaches.

### **Mark Hogan**

Manager of Coach Development—Southern Alberta  
Alberta Basketball Association



# CMBA Coach Education & Development

## Intermediate Style of Play Review

Playing the Game vs. Running Plays

- PACE & FLOW
  
- Rebound & Go (Explode / Explore / Execute)—Multi-positional Player Approach
  
- Spacing: Double Gaps | Single Gaps—players to use PVAD to recognize gaps
  
- Scoring Priorities (Top 6):
  - 1. Attack the Rim 2. Attack the Paint 3. Free Throw
  - 4. Corner 3 Point Shot 5. Top 3 Point Shot 6. Mid-range Shot
  
- Setting/using more Ball Screens (picks) & Off-ball Screens (screens)
  
- Actions & Concepts (refer to your list)
  
- Defensive Priorities (Top 3): Defend the Basket / **Pressure the Ball** / Guard 1.5 (Help-side)
  - Pressure the Ball with D21 Technique (Essentials)—find out what D position works best
  - Utilize the D9 Technique (Intermediate)—send the ball to a player's weak hand at all times

## Transactional vs. Transformational Coaching

By Mark Hull

The two most powerful words in the English language are, “Coach says.” This however comes with a warning: Great power requires great character for that to be a blessing and not a curse. Words under the control of a transformational coach will build. The careless words of a transactional coach can do deep wounding.

Transactional coaching is focused on actions. It’s about performance. It basically says, “You do this for me, I’ll do that for you.” Transformational coaching is focused on the person. It communicates, “I am here as a coach to help you grow not just as an athlete but as a whole person.” We call that being a 3Dimensional Coach.

In his powerful book “InSideOut Coaching,” author Joe Ehrmann poses four essential questions every coach at every level must contemplatively answer if they desire to take the journey from the transactional to the transformational approach.

They are called the Mindsight Questions:

1. **Why do you coach?**
  - Do you have a clear statement for your coaching that acts as a filter for every decision?
2. **Why do you coach the way that you do?**
  - What triggers your behavior? Is your coaching based on best practices or do you just coach the way you were coached?
3. **What does it feel like to be coached by you?**
  - This may be the most valuable and overlooked question for coaches. What does it feel like to be on the other side of you?
4. **How do you define success?**
  - If you are not crystal clear on this then the scoreboard determines the answer. (note: the answer to this question should be the fulfillment of the answer to question 1)

The answers to these questions are foundational to transformation in your own life and in lives of the athletes you coach. The good news is we can change if we are willing to work at it. Coach, research shows that you are the most influential person in the life of today’s American adolescent. Develop a 3Dimensional Coaching strategy to fulfill your transformational purpose, and use the influence for good. We’re here to help.

### Transactional vs transformational coaching another way.

T. Harv Eker says in his book, *Secrets of the Millionaire Mind*, “In every forest, on every farm, in every orchard on earth, it’s what’s under the ground that creates what’s above the ground. That’s why placing your attention on the fruits that you have already grown is futile. You cannot change the fruits that are already hanging on the tree. You can, however, change tomorrow’s fruits. But to do so, you will have to dig below the ground and strengthen the roots.” So are you solving the symptom or the underlying problem?

There is a time and place for both transactional and transformational coaching, depending on the circumstances and where the client might be finding themselves.

I hope you found this description of transactional vs transformational coaching useful. It may be described, explained or even mean something different to other coaches and organization. This is simply my way of explaining it.

## Two Coaching Styles

**Most coaches fall into one of two categories - a *Transactional coach* or a *Transformational coach*.** The original definitions of transactional and transformational came from a business management perspective, and the two terms were later applied to sports coaches.

**Transactional coaching can best be summarized by an individual exchange (or transaction) between a coach and an athlete to improve the immediate performance of the athlete.** These types of coaches are primarily concerned with the competency, skills, and techniques of the player, as they pertain to winning the game.

**Transformational coaching strives to inspire and change (or transform) the whole athlete** in order to improve not only the individual's sports performance, but also to positively affect change in the athlete's life. Taken further, by giving individual consideration to all aspects of an athlete's performance - skills and techniques, motivation and behavior, work ethic and sportsmanship - the transformational coach has the ability to positively affect, and to positively produce, the optimal sports performance of the entire team.

## What to Expect from a Transactional Coach

**For the transactional coach, the bottom line is the win.** All practices, drills, strategies, and techniques are focused on that end result. The means to achieve the win, however necessary, are secondary to winning.

**A transactional coach manifests several basic characteristics:**

- Relives glory days through youth practices and games, which highlight the coach's achievements
- Participates in youth practices and drills as a means to show off, rather than playing to the skill level of the children
- Blatant or subtle disregard for organizational rules and/or the safety and health of athletes
- Shows disrespect to athletes, parents, other teams, other coaches, and officials
- Identifies the team's wins or losses with his or her own self worth
- Punishes athletes when the team does not win or if the team makes mistakes
- Rewards good performance with playing time, keeping the win in mind. In other words, the best player plays, whether or not he or she is a good sport, attends practices, is a team player, has integrity, etc.
- Shows favoritism, while belittling other athletes
- Does not speak to parents, does not seek help from team parents, or refuses help from team parents

Do you find yourself thinking, "I can't imagine a youth coach behaving like this"? Or are you thinking, "I know exactly what you are talking about"? **In truth, the transactional coach usually leaves casualties behind,** in the form of the youth athlete hating the sport, losing his or her confidence in the sport, or worse yet losing his or her self-esteem.

Let's take, for example, the recent controversial decision of the Little League Baseball Organization to strip the U.S. championship title from Chicago's Jackie Robinson West Little League team. The team received national recognition, but it also received notoriety.

After numerous complaints about the team's championship title, the Little League organization held an investigation. **The investigation discovered the Jackie Robinson West team had knowingly used a false boundary map from which to draw its players.** Instead of drawing from their own district, they broke the rules and pulled athletes from neighboring Little League districts to create a super team.

***"For the transactional coach, the bottom line is the win."***

**As a result of the investigation findings, the coach, team manager, and district administrator were suspended.** While the adults certainly had to pay for the consequences of their decisions and actions, they left a team of young athletes stripped of a title they worked hard for. Chances are the youth and parents had no idea they were involved in breaking Little League rules. The behavior on the part of the Jackie Robinson West coach, manager, and district administrator is absolutely indicative of transactional coaching. The end result is the win. The means to achieve the win is secondary.

## What to Expect from a Transformational Coach

For the transformational coach, individual consideration is given to developing athletes, as a whole, while understanding that the team is only as strong as its weakest athlete.

A transformational coach manifests these basic characteristics:

- Builds athletes through teamwork, pride, responsibility, hard work, respect, and sportsmanship
- Teaches athletes sports and life lessons in wins and losses, as well as how to handle wins and losses with dignity and good sportsmanship
- Builds individual and team skills to make the team stronger
- Positive role model, with constructive corrections
- Holds athletes accountable for actions and gives athletes appropriate responsibilities
- Welcomes interactions with parents, as appropriate to situation
- Understands, appreciates, and accepts the coaching responsibility in regard to shaping a young athlete's athletic career, as well as his or her life

While living in Japan, I had an opportunity to meet the most transformational coach I have ever come across. My son was fortunate to play baseball on a Japanese team under the mentorship and coaching of the Okinawan legend Kishabasan.

I was witness to Kishabasan driving around, finding young male teens cutting school and "hanging out." **He would hand them a mitt and tell them to meet him at the baseball field.** Generally, the boys were intrigued enough to come. Some stayed to play ball and some didn't. But that never stopped Kishabasan from trying to positively affect change in kids' lives.

*"The transformational coach has the ability to positively affect, and to positively produce, the optimal sports performance of the entire team."*

Under his coaching, the individual consideration he gave to each boy, his belief in each boy (often bigger than their belief in themselves), and his ability to have the kids reach their potential led to many championships in his over-thirty-year coaching career. **More importantly, the lessons he taught the boys carried over to their personal and professional lives, some of which included professional baseball careers.**

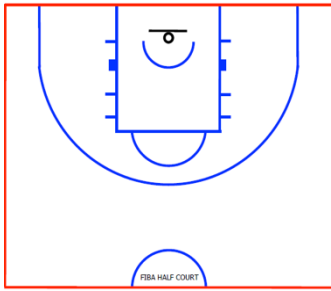
**At Kishabasan's funeral, over 500 young men from all over Asia attended.** Many shared stories about how his coaching, mentorship, and interest in them as a person transformed their personal lives so they could become the men they are today. What an incredible legacy, and what a tribute to a transformational coach.

## Putting It All Together

The difference between the transactional and transformational coaching styles is certainly drastic. But in reality, **the distinction is not always so clear.** Some coaches will utilize characteristics from both types of coaching as situations dictate.

**Ultimately though, coaches tend to favor one type of coaching style over the other.** We all want to win and so does our child. But before choosing your child's coach and team, consider what you really want your child to learn.

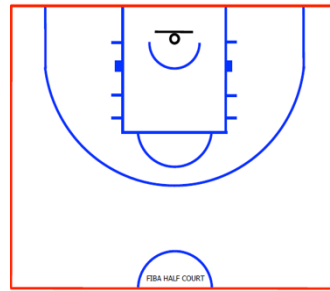
# Basketball Court Diagrams & Notes




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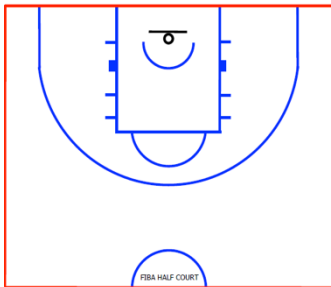
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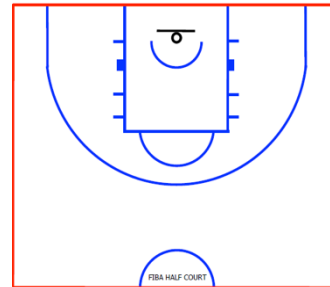
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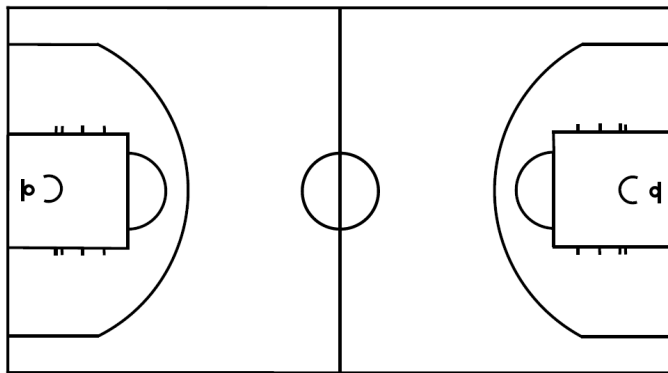
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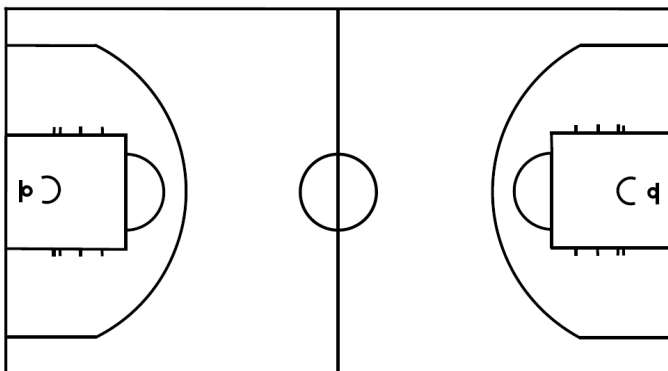
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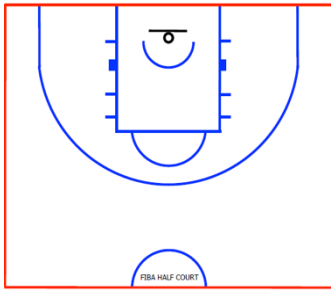



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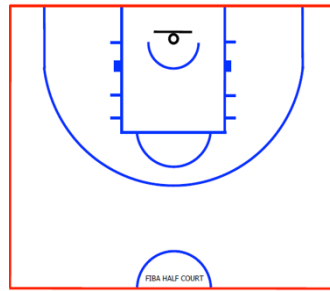
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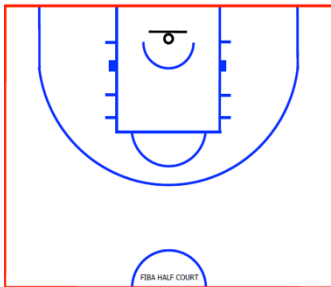
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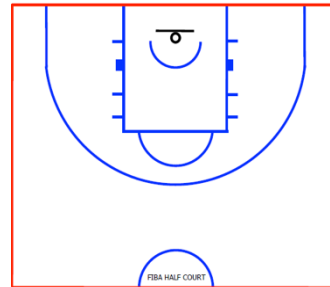
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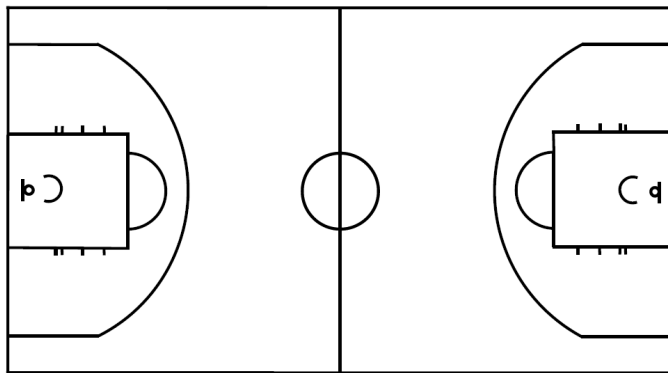
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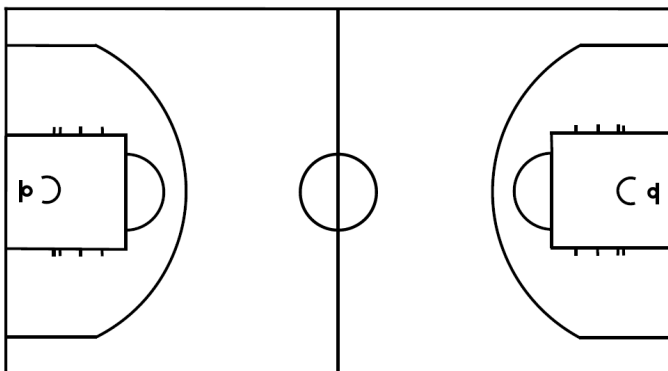
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