



WORLD ASSOCIATION OF
**BASKETBALL
COACHES**

COACHES MANUAL



LEVEL 3

WORLD ASSOCIATION OF BASKETBALL COACHES

COACHING MANUAL



LEVEL 3

COACH

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LEVEL 3



COACH

CHAPTER 1

ROLES AND VALUES

CHAPTER 1

ROLES AND VALUES

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1.1 LEADERSHIP

1.1.1 LEADING THE TEAM

“The measure of a leader is not what they have done but what they inspire others to do.”

MICHAEL HAYNES

“Leadership is the ability to lead by example and create an environment that allows others to perform at their optimum.”

NATHAN BUCKLEY

There is a considerable amount of material available on the topic of leadership and many models for evaluating and developing leadership skills.

This chapter reproduces work from the Fuqua/coach K Centre on Leadership and Ethics. Coach Mike Krzyzewski needs no introduction within basketball and is undoubtedly one of the best coaches that game has had. His Duke University teams have won national championships and he has also won Olympic and World Cup gold medals with the USA Men's Basketball team. Much of his success derives from his “leadership” and he is highly sought after in business for this experience.

THE SIX DOMAINS OF LEADERSHIP¹

In our roles at the Fuqua/coach K Center on Leadership & Ethics (COLE), we have the opportunity to interact with a wide variety of executives and students. Some are sceptics and others are hopeful. The sceptics ask us, How can you teach leadership? Isn't leadership innate – either you have it or you don't? The optimists ask us, How can we become better leaders?

To the sceptics, we respond that leaders are both born and made. Everyone is endowed with distinctive strengths and weaknesses that affect their capacity for leadership. However, most fall short of fully maximizing their leadership potential. Our role as educators is to help our students to better leverage their capabilities.

To the optimists, we say that leadership is about behaviours and not traits or personalities. There is no one “leadership type”. Everyone has seen great leaders who are quietly inspiring and others who possess larger-than-life personalities. Leadership is ultimately about what you do and how that affects the perception of who you are. For example, if people understand what you stand for as a person and perceive you as caring about them, they will respond with loyalty and trust. Leaders can be made and improved upon if they can analyse their behaviours within a framework, understand the types and interactions of behaviours that result in effective leadership, and modify their behaviours based on that understanding.

SO, WHAT IS LEADERSHIP?

Leadership is not about prestige, power or status; it is about influence and persuasion. It is not based on position, nor is it solely a matter of hierarchical relationships – it is as much about leading one's superiors and one's peers as it is about leading one's direct reports. You can have an organisation in which everyone is a leader and exhibits leadership behaviour.

Leadership focuses on creating organisations, changing organisations, and sustaining organisations as they confront internal and external obstacles. In this way, we view leadership as being distinctive from management, with leadership focusing

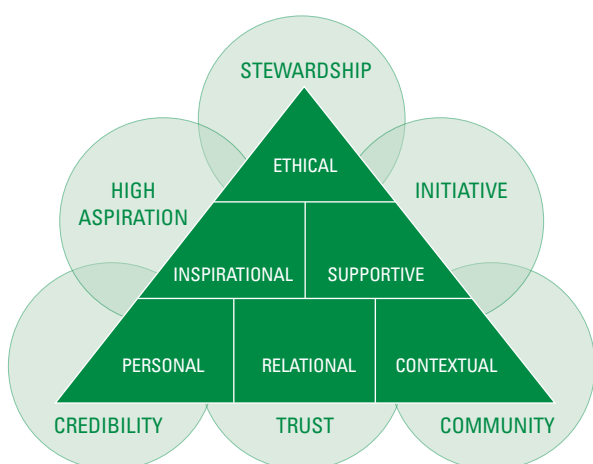
¹ This article is by Sim B. Sitkin, E. Allan Lind and Sanyin Siang and is reproduced in its entirety with their kind permission. The authors work at the Fuqua/coach K Center on Leadership & Ethics (COLE). For further information see <http://cole.fuqua.duke.edu>

more on people and creating value and management focusing more on systems, implementation, and processes. One is not more important than the other, and both have key roles to play in any organisation.

SIX DOMAINS OF LEADERSHIP

Several years ago, two of us (Sitkin and Lind) undertook the development of a leadership framework based on strong theory and a broad base of scholarship, but we sought also to develop a model that would work well in the everyday world of leadership action. We reviewed leadership research and theory in organizational

behaviour as well as related topics such as work on trust, fairness, and control, and we examined what social, political, and cognitive psychology and sociology and political science had to say about leadership. In our research, six distinct clusters of leadership behaviours emerged, each with its own distinct effects on followers. These six domains—personal leadership, relationship leadership, contextual leadership, inspirational leadership, supportive leadership, and ethical leadership—together create a comprehensive and dynamic model of leadership activities as illustrated by:



LEADERSHIP DOMAINS AND EFFECTS

The placement of the domains in the framework shows their relationship to each other and the effects they produce, as indicated by the surrounding circles. For example, the relational domain is in the center because leadership is ultimately about the leader-follower dynamic, and its effect of trust is an element that percolates through all types of leadership situations. The three foundational domains become the building blocks for the next tier of domains – inspirational and supportive leadership. For ethical leadership at the pinnacle to be most effective, all five supporting domains must be in place.

This view of leadership behaviours as encompassed by the six domains includes not only intellectual aspects of leadership but also emotional and reflective aspects that encompass individual leaders, their relationship with others, and their ties to a larger community. This allows the model to speak to leaders and students of leadership at multiple levels.

On an individual level, it motivates people to explore their own leadership potential.

On a team level, it encourages team members and team leaders to reflect on interpersonal relationships, including their skills in developing emotional connections with others and

their willingness to both support and challenge others as needed.

On an organizational level, it provides leaders with a contextual platform to accept the responsibilities of being a leader capable of inspiring a sense of communal pride. The framework is also noteworthy for its focus on behaviours, its integrative and dynamic conceptualization of leadership, and its grounding in a diverse range of scholarly disciplines.

We will provide a brief overview of the six domains, the behaviours associated with each, and the effects that they create in the follower.

“A leader is best when people barely know they exist; when the work is done, the aim fulfilled, they will say: we did it ourselves.”

LAO TZU

FOUNDATIONAL DOMAINS – PERSONAL, RELATIONAL AND CONTEXTUAL LEADERSHIP

Personal leadership:

Leaders need to be seen as personally capable of leading, as authentic, and as dedicated to their team. Each leader needs to establish credibility in terms of vision and experience. In the eyes of the followers, is this person qualified to lead them? Does this leader have an idea of where the team or organization should be heading and how to get them there? Is that goal ultimately what's good for the overall organization and consistent with the values espoused by the members of the team? In preparing for this, did the leader take the time to understand the environment and the challenges associated with a particular goal?

At the end of the day, people want to be led by a real person and not by a title or role. In the personal leadership domain, leaders must develop and exhibit an authentic leadership style that projects who they are and what they stand for. Followers also need to see their leaders demonstrate passion and commitment to the organization – does the leader have skin in the game, so to speak. In this domain, leaders need to have their words backed up by their actions. We've heard stories of senior executives in organizations that try to effect a change – only to fail because they themselves were not perceived as embracing the change they championed. At the end of the day, it helps when a leader's actions are consistent and predictable.

When a potential leader shows good personal leadership by demonstrating capability, authenticity, and dedication, the consequence is credibility.

Relational leadership:

If personal leadership is about the ability to project one's self and one's values to create a leadership persona, relational leadership is about the ability of the leader to demonstrate understanding and respect for the follower and care for that individual's welfare. Does the leader view the followers as real people with distinct strengths and weaknesses and emotions or just as a means to an end? To show an understanding and appreciation of others, the leader must be able to engage the team and give them a voice for their perspectives – and then listen to that sharing of ideas and demonstrate its real value going forward.

Just as people need to be led by someone real, they also desire to be understood, respected, and cared about. Does the leader show genuine concern for the followers? This kind of concern can be illustrated by something as simple as a thank-you note or as complex as establishing a job search support strategy for every displaced employee after a major lay-off.

In becoming a strong relational leader, one must also be able to talk honestly with individuals on the team and with the team as a whole. This may involve transparency in making a decision or providing honest feedback about an individual's performance. When strong relational leadership is present, the leader and followers will have built trust.

Contextual leadership:

Today, more than ever, people's identities are linked strongly to their organization. More and more, people derive their sense of self from their work, and good contextual leaders foster and harness this sense of identity for the good of the team and its goals. In the contextual leadership domain, leaders create a sense of communal identity for the team by helping the members see what the team's values and mission are and what the team stands for as a whole.

“A leader takes people where they want to go. A great leader takes people where they don’t necessarily want to go, but ought to be.”

ROSALYNN CARTER

Furthermore, the strong contextual leader is able to create a sense of coherence and effective coordination by clarifying for the members the structures, procedures, norms, and practices that are in place. Why do these systems and procedures exist and how do they fit into our organization and mission? More important, what is my role as a member of this team, where do I fit, and where do others fit? In achieving this, the contextual leader can centre the team members and generate a sense of shared identity, pride, and belonging in the team. The effect of strong contextual leadership is a strong community.

MIDDLE TIER DOMAINS – INSPIRATIONAL AND SUPPORTIVE LEADERSHIP

The placement of the domains in the framework shows their relationship to each other. For example, the relational domain is in the center because leadership is ultimately about the leader-follower dynamic and its effect of trust is an element that percolates through all types of leadership situations. The three foundational domains become the building blocks for the next tier of domains—inspirational and supportive leadership.

Inspirational leadership:

Jack Welch said that when you leave people to set goals for themselves, the goals that they set are usually higher than the ones the leader would have set for them. Inspirational leadership, then, is not about imposing standard but about creating a climate of expectation of excellence, generating the will to reach higher, and infusing the team with the enthusiasm and optimism for getting there.

When people think about leadership, the notion of the inspirational leader usually comes to mind. However, it is important to remember the inspirational domain is not about charisma or charm – rather, it is about behaviour that helps create change in others. Inspirational leaders help people imagine things as they can be, and then fuel the followers’ desire to pursue that vision. People want to

invest in something that they see as being bigger than themselves, and the inspirational leader is able to help them understand why the vision is worthy of their best efforts and that the vision is achievable. Ultimately, the inspirational leader creates a culture of passion that results in high aspirations among the team members.

An entrepreneurial organization in which resources are limited but goals are grand, a leading organization that needs to make sure that its people continue to innovate instead of becoming complacent, an organization in crisis in which morale is low – all require inspirational leadership. All these situations call for followers to step outside their comfort zones to achieve the seemingly impossible, and it is the leader’s job to help them to make that step.

The inspirational leadership domain rests on the personal and relational domains. It is built on the authenticity and the level of commitment of the leader and requires a perception of credibility from the followers. The followers would want to win for the leader as well as for the team. Asking people to step outside their comfort zones also requires a high degree of trust – trust in the leader to set a vision that is for the good of the overall team, trust in the leader to be there for the group, and trust that the leader understands what they are truly capable of. This trust can only come from a foundation of good relational leadership.

Supportive leadership:

If inspirational leadership is about showing people they can fly, supportive leadership is about giving them a landing strip, a plan, a map, and good flight instructions. Supportive leadership is about providing a sense of security to the team so that members will take intelligent risks and continue to grow in their roles. It is conditional security, however, one that rests alongside the challenge of inspirational leadership, providing cover for the adventurous – not shelter for the lazy.

A number of behaviours help establish that sense of security. One is the leader's ability to provide internal support. Does the leader help team members get the resources and tools they need in order to reach the goal? For example, are the rules and systems in place and is additional training provided if needed? This involves the leader understanding the limitations of the team and what it is capable and incapable of. Team members derive security from knowing that the leader understands their strengths and weaknesses, and hence will not push them beyond the limits of their abilities. In leading subordinates, a supportive leader creates a safety net for the team to take intelligent risks. In leading up, a supportive leader engages their superiors in understanding the situation and the required resources needed to accomplish the goals of the organization. Hence supportive leadership rests on the relational leadership domain and its associated trust effect, and on the clarification and understanding of different roles and functions within the team that is part of good contextual leadership.

A second aspect of supportive leadership involves providing a buffer against external forces that can distract or hamper the team, reducing its effectiveness. The supportive leader deals with politics external to the team and limits the potential intervention from external bureaucracy, creating space for the team that allows team members to focus on the goals at hand.

Finally, a sense of security can be derived from creating a culture of learning and shifting away from a culture of blame. The tendency to blame when things go wrong is natural and instinctive, but blame is poison for team spirit. The supportive leader focuses the team members on honestly acknowledging and addressing the issues at hand instead of pointing fingers. The leader may engage the team in an after-action debrief to

celebrate successes as well as identify areas for improvement. A recent BusinessWeek cover story ("How Failure Breeds Success", July 10, 2006) illustrated the innovations that resulted from lessons learned in the aftermath of great failures. In the article, several celebrated leaders tell how they have learned from failure. These leaders are where they are today because of supportive leaders along the way who gave them the room to make those mistakes and learn from them.

This security leads to a collective confidence in the team's abilities and in each team member's intentions. It gives room for the team members to develop as leaders themselves and mentor others in their leadership development. The effect of good supportive leadership is to make it possible for team members to take the initiative to make intelligent decisions and to undertake informed independent action. The team becomes sustainable without the need for the constant presence of the current leader at the top.

PINNACLE DOMAIN – ETHICAL LEADERSHIP

While the other five domains focus on what makes one an effective leader, the ethical domain looks at what makes one not just an effective leader but a good leader. When one is a leader, one's actions and decisions affect the lives of others. Leaders have an obligation to think in terms of what is profitable, but they also need to balance that against what is good for the team, organization, and larger society. They are called to balance the long-term and short-term goals in terms of what is good for everyone involved. Creating a work-life balance falls under this notion.

Ethical leaders are role models for their organization and they develop others into role models as well. They personify the organization, and through their action, they show by example how to integrate the values espoused by the organization in a way that is true to their own values.

Ethical leaders also engage followers in shaping organizational values and holding each other accountable to those values. They foster a sense of ownership in the fate of the organization. Part of this involves engaging the team in making the difficult trade-offs that the organization may have to face. For example, should the organization participate in the practice of bribery when doing business in countries in which bribery is the norm or risk losing to competitors? Should the organization expend its resources to purchase goods that are costlier but more environmentally friendly?

When strong ethical leadership exists, people derive a great sense of pride from the organization and take ownership of the organization's actions. The effect of the ethical domain is stewardship in which every follower sees the organization as "my house".

CONCLUSION

Some perceive leadership as an art rather than a science. To be sure, leadership results from a complex mix of instinct, conscious decision, and action based on the situation, the people involved, the goals, and the experience of the individual leader. However, it is more accessible than trying to imagine the next work of an artist's intuition and creativity. Six distinct domains of behaviour interact with one another to create a sense of loyalty, trust, community, high aspirations, independent judgment, and stewardship among the followers. In learning about and reflecting upon one's own behaviours, in engaging others, and in being open about their perceptions of those behaviours in the context of these six domains, one can learn to be a better and more effective leader.

1.1.2 CASE STUDY

We have reproduced extracts from an interview with coach Mike Krzyzewski, who gave detailed insights into his leadership style and the challenges that he has faced within his programme at Duke University. The article is reproduced with the kind permission of the copyright holders.

DEVELOPING TEAM LEADERSHIP: AN INTERVIEW WITH COACH MIKE KRZYZEWSKI ²

Teams increasingly are being relied upon to accomplish work both in corporations and a wide variety of other kinds of organizations. The quality of team leadership, whether from formal leaders or from other team members, is becoming increasingly important. Thus, the question “What does it take to foster and develop superb team leadership?” is a critically important one.

Coach Mike Krzyzewski has coached the Duke Men’s Basketball team since 1980 and has also been the head coach of the United States National Men’s Basketball Team. He is one of only three coaches in NCAA history to have won at least four National Men’s Division 1 basketball titles. He has also coached the USA Men’s team to both World Cup and Olympic Gold medals. The interview with coach Krzyzewski was structured around three questions:

- 1 *How do you recruit and develop team leaders?*
- 2 *How do you create a context for team success?*
- 3 *How do you develop and sustain your own team leadership capacity?*

The questions are written in italic and coach’s K’s answers follow immediately after the question.

² Sim B. Sitkin and J. Richard Hackman, *Developing Team Leadership: An Interview with coach Mike Krzyzewski*, *Academy of Management Learning & Education*, 2011, Vol 10, No 3, pp494-501

RECRUITING AND DEVELOPING TEAM LEADERS

You have had players who are quite different from each other, and one of your trademarks is how you adjust your system and strategy to the composition of your team each year. How do you go about that?

Let me illustrate with an example. In our most recent team, we had senior co-captains who were supposed to be our leaders. They had two different personalities. One, Kyle Singler, was not a verbal leader; he led through example, and I never asked him to do much more than that. I said, “You play hard and you practice hard all the time. But every once in a while, just say something to a teammate like ‘That’s good’ or in a huddle, say ‘Let’s go’”. If I asked him to do too much more verbally, I think it would have messed him up. In contrast, Nolan Smith was effervescent. He led us well on the road or in the locker room and on the court. But it was really difficult for him to confront somebody. So I also turned to the point guard and said, “During the game, you are okay to confront somebody.” And then, as a staff, we had to do more confrontation because the two guys we had, it didn’t fit their wheelhouse. I try to adjust my leadership based on who I have to help me lead the team.

You've said that each team leader should be asked to do different things depending on what their capabilities are. And you may be able to develop them, but you are not going to change who they are. How do you walk the fine line between encouraging them to develop new capabilities as a leader and accepting their liabilities?

I tried to meet twice a month with Kyle and Nolan, just empathizing with them, not trying to get them to be anybody different. I was concerned about insisting "You need to be this leader or that leader". I wanted them to be a player too, and I didn't want leading to conflict with their natural playing abilities. I think that is important. Like in a business, when somebody is promoted to a certain position, you say "I now need you to lead." Well, the reason they are up there is because they've got certain abilities, whether they're with sales, or whatever it is they do. We want them to keep their strengths while working on their leadership. I have had other guys who just led the whole team, and being a leader helped them become better players. But that is not always the case. I will tell you, it's tough to find a lot of leaders.

HELPING BUDDING LEADERS REALIZE THEIR POTENTIAL

Sometimes the best leaders are the youngest or newest team members. How do you encourage them to step forward while still showing respect for the more seasoned members of the team?

Leadership is plural, not singular, so there can be a number of leaders. You want to make sure that as you are developing your senior leaders, you don't stifle a freshman who has great leadership qualities. You give them opportunities to help the older leader and then by the time they do get to be that older person, they are even better at what they do.

I think it's important, before they even join the team, that I have seen them on their high school teams. So I already know this kid has leadership ability, he has good communication skills, he is somebody who could lead by example or verbally. And then I try to encourage those who I think would be potential leaders to help out even as freshmen. What I try to do is not assume that just because the oldest person is the oldest that he is the leader. You hope that they are because they have the most experience, but not everybody on a team is a leader or wants to be a leader.

Individuals do not always realise how others are looking to them for leadership. They don't always realize how much power and influence they have, or that they have the ability to lead others. How do you help them see what they have to offer?

One of my best leaders by far of all time is Shane Battier, who went on to play in the NBA. In the first practice of his senior year, the team had finished stretching, and I'm getting ready to talk to them to give them a bit of motivation – just a little 1-minute talk. Before I start, Shane gets them together and he says some things to the team. I said, "That's pretty good. I don't think I can top that." I told Shane after the workout, "That was good. If you want to do that every day, you can." He said "I'll do it every day." I never again spoke to the team before practice for the rest of that year.

Here is another example. One of our standards is to show a strong face. When we watch tape, it's not just watching how you shoot or defend. If I see a sequence where a player shows this magnificent face that's strong, I'll stop and say something about it. With the USA Men's team I stopped the tape as Kevin Durant, a great young player who I wanted to emerge, was coming down the court. He looks magnificent; he's just so strong. So I asked his teammate, Russell Westbrook, "When Kevin looks like that, how do you feel?" And he says "coach, when he looks like that, I feel like we're going to win." So I turned to Kevin and said, "Kevin, I want you to understand the power you have. Even before you shoot or defend, you can create an atmosphere where the people around you feel like they can win. How good is that, man?"

As you become more secure as a leader, it gets easier to share leadership, to empower others. Thank goodness I have had great leaders on the court for me. One of them is coaching at Harvard now, Tommy Amaker, a point guard who was a natural leader right from his freshman year, and then we had Quinn Snyder who also was a great leader. The more I got guys like that, the more I realized that I needed to give them more opportunities. It comes with experience.

FINDING LEADERSHIP IN UNEXPECTED PLACES

Among your players, you have uneven talent, motivation, and need for glory. Yet you need to ensure that the team functions effectively as a team. How do you draw on the full range of talent in your team given the wide variety of players' skill and motivations?

In some organisations you only listen to talent. You've got to be talented before you can give advice or be recognised. We've tried not to have that culture. If you have a guy go from freshman to senior, sometimes the freshman that you bring in is better than the senior. It wasn't always that way; it used to be that if you're an upper classman, you should always beat out the younger guy. Now, you can bring in three freshman and they would start. So how is that senior going to be a leader when he is not the best player?

We had a walk-on who became a scholarship player and was a 5-year player, Jordan Davidson. Guys listened to him more than anybody because he had established himself. So I think some of it is credibility. If I'm having a team meeting, I might say, "Jordan, what do you think?" before asking anybody else, to accentuate my respect for him as a leader.

ALIGNING THE STARS

It is a common human tendency, at least in Western cultures, to give the credit or blame for a team performance to the designated team leader. Research on professional symphony orchestras, for example, suggests that both audiences and critics tend to hold the conductor accountable for how the orchestra plays. Moreover, guest soloists – the wonderful violinist or the extraordinary vocalist – sometimes come in and expect everyone to cater to their needs.

Players in top-ranked basketball teams, whether Duke or the Olympic teams you have coached, also are composed of high-level stars, people who are used to having the planets rotate around them. How do you deal with this? How do you help your players accept your own coaching and, ideally, the leadership that other players may be able to provide? And what do you do if it's an 18 year old kid, someone not yet fully formed, who was all-state and recruited by five colleges, who also expects to start out as a star at Duke?

You actually do things socially rather than on the basketball court. In fact, we wouldn't continue to recruit a kid who we felt would not eventually "get it", because his great talent could turn out to be destructive rather than constructive. So character is a significant part of our recruiting. Grades too, of course, but character is probably the main thing. I want to see that the kid is someone who will listen to his coach, that he has shown respect to his parents and other authorities he has dealt with, and that he is willing to learn.

It's important to look for things like that when you are recruiting someone for your team, even if he is a ridiculously good athlete. It is true that your best player can lead you to the Promised Land, but your most talented player can also lead you to the junk pile. Because that best player is going to have a lot of influence, you want to make sure before he comes in that you can have a good relationship with him.

All the players who arrive at Duke are immediately humbled in some ways because of the level of the work, the speed at which they have to play, and the fact that they are not always the best player on the court. A lot of them never had to work that hard before because they always had been the best player. You come in here and you're not – you are potentially the best player but initially you're not. Someone else is working harder than you are and someone is running the sprints faster than you can. You become fragile during that time.

I liken it to the experience I had when I went to West Point. I thought I was really a hot ticket. But when I got there I got killed, and I needed somebody to help me out. So if you're the guy who provides that help, then you develop your relationship even more – you protect them and you keep them from completely falling apart. On the day they get kicked, you want to be there or you ask someone on the team to go to them, and that helps them develop. You ask the senior who is not as good as him – but who on that particular day is better – to go to him and say "Don't worry man, you're going to become our best player."

What do players who are true stars need from their coach?

I've found that when I am coaching my Duke team, I need to be the best player's best friend. Being the best player is a lonely position. Even though you get accolades, no matter how good of a team you have, there is always some level of jealousy. Always. Because you're competitive. A little bit of it is not bad. But I want to make sure that I'm connected with that guy because in a tense moment he might produce better knowing that he's not out there alone. With the Olympic team, Kobe Bryant told my youngest daughter an interesting thing: "Since I was in high school, nobody has tried to motivate me, they just pay me." But, he said, "Your dad and his staff try to motivate us every day, and that's so refreshing." Leadership is not just to let the star produce, but to be a friend of the star, to motivate the star. Your team is going to go a lot further if your stars push ahead, and everybody else has to work to catch up.

How about with well-established, highly experienced players? Is coaching them and developing them as leaders the same kind of thing as coaching college players, or does it require a whole different approach?

I remember when I was an assistant coach on the Olympics Dream Team that won the gold medal in Barcelona 1992. We had Michael Jordan, Larry Bird, Magic Johnson, David Robinson, Patrick Ewing, Karl Malone, Charles Barkley, Scottie Pippen. I'm at my first practice, and Jordan is the best player. He also is from North Carolina and I'm from Duke. So, in the totem pole you have Michael Jordan at the top and well down the pole is Mike Krzyzewski.

So I was a little bit nervous, I didn't want to make a mistake. After the first practice, I'm having a drink of soda and Jordan walks toward me. I knew he was going to bust my chops, you know, do some Duke/Carolina stuff. But he comes up to me and he says, "coach, I'd like to work on some individual moves for about a half hour. Would you please work with me?" And so we worked for a half hour and at the end he said "coach, thanks a lot." Of all the things that I learned on that trip, that meeting was the most important. I still get chills thinking about it. Those kinds of events are force multipliers for any team.

Jordan could have been the biggest prima donna in the world, but he wasn't. He understood that on that team there wasn't any totem pole, that everybody was important. He could have called out "Hey, Mike, get over here," and I would have run over there. And I would have felt like an idiot, but I would have done that job, and I would have lost respect for myself. He didn't want that, so he said, "coach," and he said "Please," and at the end he said, "Thank you." How good is that? I think it was masterful on his part. It's a powerful thing when a person who is in Jordan's position does things like that to create an environment that's conducive to success. I don't know if he knew he was doing that, but he did it, and I respect him forever for it – and it had a big impact on my own coaching back at Duke.

Clearly, a great deal of your coaching focuses on your individual players – helping them excel, but also helping them learn how to help their teammates. What does it take to get everybody on a team to help provide leadership?

One thing I tried to do in every practice with the Olympic team was to have my assistants do a lot of technical things. I made it a point to talk to four to six guys every day, and about things other than basketball – “When is your family coming over?” or “I heard this is happening, what do you think?” That kind of thing. I got to know them as people, which helped me understand the dynamics that I had to work with on the team.

On the Olympic team I had this alpha dog in Kobe Bryant and I had another alpha dog in LeBron James. One had accomplished a lot, and the other wanted to accomplish what that other guy had accomplished already. I tried to have them interact. So I said to Kobe, “You need to be good with LeBron,” and I said to LeBron, “You need to be good with Kobe.” Well, LeBron has a really good sense of humour, he’s an entertainer. So, when we would be in a team meeting, LeBron would imitate Kobe – he would take his warm-up pants and pull them down to here and go through a whole routine. And the team is laughing and Kobe is laughing because one of the best things about imitating you is that it means I accept you, I like you. Those two stars became, at least during that time, not competitors but just real good teammates. It set the tone for everyone else.

Another example is from the Olympic Dream Team. Arguably, Jordan was the best player, but we had two older great players on the team in Larry Bird and Magic Johnson. Head coach Chuck Daly was running a staff meeting with Lenny Wilkens, P. J. Carlesimo, and me. Jordan came in and we talked about who should be captain and he says, “I do not want to be captain, Larry and Magic should be captain. You make sure.” Unbelievable, right? He did a great thing.

DEALING WITH DERAILERS

How do you handle “derailers”, people who cause problems no matter what team they’re on – be it in business or athletics or music or wherever. When they’re there, bad things happen. Such people exhibit a lack of integrity or they are unable to see what the world looks like through any eyes other than their own, or they bring out the worst in their teammates. So imagine that somebody passed the recruiting screen and now you’ve got a sophomore or a junior who is a derailer and is souring the team. Do we try to save him or do we kick him off?

You save him. With the Olympic team, we would never select them because you don’t have enough time to help them. It’s a different mission when you’re coaching a college team. A kid can get sidetracked, and he might be a derailer because of insecurity or for any of a number of reasons. Saving a kid is important, because it might just be that he lost his starting job, or he’s discovered that he’s not good enough no matter how hard he works. Part of it can be redefining what success is for that kid. Before, his idea of success was, “I’m going to be a pro. I’m going to be a top draft pick.” And then all of a sudden, “I’m not even starting on my team. Holy mackerel, my whole life is horrible and I’m going to make it horrible for everyone else.”

So I would try to counsel him, individually and doing things face to face, not yelling but saying, “Look, you’re not on the team right now. I mean, it’s not that you are kicked off, but you’re not part of us. Why would you do these things? Tell me. I’m going to try to understand. Or do you not know why you’re doing them?” You deal with it on a one-on-one basis.

TEAM LEADERSHIP AS CREATING A CONTEXT FOR SUCCESS

When you started at Duke over 30 years ago, you didn't already have a successful programme or a culture that fostered both winning and mutual respect. How did you get the right conditions in place, and how have you sustained them?

We could not have succeeded if I were not on a great team myself. By that I mean that Duke University was a great team under the leadership of Terry Sanford as president and Tom Butters as athletic director. I always felt that I was on their team and that has been true with every president and athletic director since then. I worked hard to develop a good relationship with them. Not that it has not been the other way around, expecting them to develop a good relationship with me. I knew how much I depended on them and needed their commitment while I was learning how to do this. I learned a great deal from them and the people around them.

MAINTAINING STABILITY

In today's college basketball, there is rapid turnover among the star players, just as many corporations face personnel churn among the most talented, and MBA programs also confront the problem of trying to forge a community when students are in the programme for only a short period of time. How do you create a "cocoon" that allows member leadership to develop on your teams? And how much of a problem is it that every year it's a new team with a different mix of players?

The culture of college basketball has changed. With the "one and done's", you don't know who you're going to have from year to year. There are a lot of different dynamics right now in our sport. The thing that we do know is that we're going to make sure our own culture is the same.

The question is how do you perpetuate that culture, the environment that this new group is going to come into? Where is the stability? Well, one thing is me: I've been at Duke for 31 years, and my staff also has been stable. And a huge thing is having my former players on the staff. They end up being like the seniors on the team – they know Duke, they know me, they know college basketball. Another source of stability is our managers. We have about 12 managers on our team and they are terrific kids. They do all the logistics to set up everything for us and they have equal footing with our players. They are here from freshman to senior year. We've tried to adjust to the new dynamics in college basketball, and it's worked out fairly well. But, I'd still much rather have the continuity of having a kid from freshman through senior year, with the seniors teaching the young guys.

It is also important for our national Olympic team to have stability. There is stability in leadership from Jerry Colangelo, who runs US Basketball. Colangelo said in 2006 we were going to start building a programme where we get to know our guys and there is some continuity. Before, we thought that selecting 12 people and a coach meant that you had a team, which is absurd. It has been a huge help for our Olympic team to have some stability in membership and leadership. Even though I am not with these guys during their seasons, I'll call or write them to maintain a relationship with them along the way.

How about timing? Are there particular times when you focus on different leadership activities?

Some things can be done quickly; others take a lot of time to establish. And once you are in the game phase, when you actually start your season, there is a faster rhythm. That is when you see the results of whatever you've done in the off season to develop your team. During practices you are not judged by whether you win or lose, so I can take a little more time. For example, I might say to a player, "Look, today at practice, I'd like for you to say a couple of things. I don't care when you say them or how you say them, but we need to address this." Hopefully some of that will be used later, in the game phase. But it really is a different rhythm.

SETTING STANDARDS AND CLEARING AWAY DISTRACTIONS

You are dealing with fast-changing, fishbowl team environments. What do you do to keep all team members on the same page?

We try to not have rules on my teams. I have what I call "standards". When I went to West Point we had a bunch of rules, all of which I didn't agree with. Usually when you're ruled, you never agree with all the rules, you just abide by them. But if you have standards and if everyone contributes to the way you're going to do things, you end up owning how you're going to do things. In my experience, the best teams have standards everyone owns.

With the Olympic team, I met with the individual stars. I met with Jason Kidd, individually and then LeBron, Kobe, and Dwayne Wade before we had a collective meeting. I told them, "I'm going to have a meeting tonight, not about offence and defence, but about how we're going to live for the next 6 weeks. I am going to tell you two of the standards that I want. When we talk to each other, we look each other in the eye. That's one. The second one is we always tell each other the truth. If we can do those two things, trust will be developed, which will be the single most important thing for our foundation as a group." And then I said, "You don't have to tell me now, but I would like for you to contribute to the meeting and say at least one thing tonight. And whatever you say will become, if everyone agrees, one of our standards."

We had a great meeting in which we came up with 15 standards. Each of these guys put their hand up; they took ownership. It was no longer just their talent; now it was also the things they said. LeBron said, "No excuses. You know we have the best talent. We're playing for the best country. So, no excuses." And that was our first standard. Jason Kidd said, "We shouldn't be late and we should respect one another." I said, "We should respect our opponents because they've been beating us for the last few years. So we should prepare and we should never have a bad practice." And it went on from there. We never had a guy late and we never had a bad practice. I really felt it bonded us because it wasn't just me putting on them something that I believed in. It was me asking them "What do you guys believe in?"

You said nobody was ever late, but what if somebody was? Would people have looked at you to deal with it, or would the team have taken on responsibility for enforcing the standard?

If someone was late for the first time I probably would have taken the initiative. I would have said to a couple of the most respected players something like, "You know, Dwayne was late. Do you want me to take care of it? And then if it happened again, I would have brought it to the whole group, I would not have been hesitant to do that if the players did not take care of it themselves.

What do you do to ensure that problems get resolved and minor issues do not become big ones that distract from team goals?

I continue to pay close attention to the team's context. Sometimes I'll meet with my team or my staff and I'll say, "I want you to think about irritants. We'll have a meeting on irritants and let's try to get rid of as many irritants as possible. In other words, let's not let Duke beat Duke because every day we can't stand something." I try to make sure, even with the Olympic team, "Ok, let's have a meeting. What's bugging us right now....food, whatever? Nothing? Good. Let's go." You can lead better if everybody is not distracted.

Asking people how they feel or if there is something that is bothering them demonstrates your concern. It affirms that they are an important part of the team. And it also recognizes that they have eyes, that they can see things that you, the leader, may have missed or be blind to. You want everyone's eyes on the team and how things are working. If there's something that is keeping one of my assistants from doing the best job possible, then we need to change that.

There are two things in any bureaucracy that block good ideas. One is to think, we've never done that before, so why should we do it now? The other is that it would cost too much, we don't have the money. So, we're not going to talk about the good idea any more. I've tried to address those two blocks over the last 15 or 20 years of my career, by raising money on our own so we can put in place what we need to succeed.

CULTIVATING AND SUSTAINING YOUR OWN LEADERSHIP CAPACITY: TAKING CARE OF YOURSELF

Coaches also have emotions and get angry. "Did you come to play today or did you come to stop by?" Now that's a really cutting thing to say, but the coach is angry and shows it. How do you keep yourself in balance, not faking your own emotions, but also not going too far in expressing them?

On a day-to-day basis you do have to have balance and be clear headed. So you need to make sure you have your personal stuff together so that when you encounter these obstacles you don't fly off the handle. I like to deal with everything face to face, right away. It is a big thing for me to stay fresh and balanced. I try not to have irritants in my own life so that when I come to my business life, I'm not bringing my life into the business. I've found that maintaining a fairly active health life, faith life, and family life are pillars that help me to become a better leader. I don't know how it works for everyone else. But I start every day fairly fresh and with a pretty clear conscience. That creates my own atmosphere conducive for success, and then I try to bring that atmosphere to the team.

That's visible to the players even though you probably don't advertise it. It's a kind of leadership around issues of character and health and general well-being that they can see. No doubt at least some of your players are saying to themselves, "Gee, I'd kind of like to have that kind of resilience, too." That has to be helpful to them as they are learning to grow up.

You still can fly off the handle occasionally. But when you do, I think it has more impact than if you're flying off the handle all the time. I've learned over time that to lead you have to be able to listen and see and feel. And if you create obstacles for yourself – whether you don't allow yourself to see other people's vision, or you don't ever talk to anybody, or you're not keeping in good health – eventually you're going to have more bad situations than you would if you keep those avenues open.

LEARNING CONTINUOUSLY

You have been coaching for a long time. What do you do to make sure you keep on developing as a leader?

I've learned so much from getting outside of my area. I think you need to get involved – whether it be a charity, a hospital, or working with a kid's group – to keep actively learning. If you look, you'll see natural leadership happening around you all the time. I'm used to leading, going against other college basketball coaches. Now, internationally, I'm going against the best coaches internationally. They think differently. One's not right and one's not wrong. They think differently and it forces you to think differently. I believe that you have to do that if you want to constantly get better in leadership.

You can learn about being a better leader from everybody. You can go and study an orchestra. You can go study a basketball team, a business, or whatever. That's why I love talking about leadership. There is so much you can do to develop it. And that's why I've loved my association with the Fuqua School of Business. It gets me out of my area and I say, "You know what, that was really a better way of putting it" or "I never thought of it that way." I think people who want to understand leadership have to have that approach. It's exciting.

In developing leadership, you're not just helping a young kid on your team become a better leader. By attempting to teach that person, you're developing your own leadership. I learn from every speech I give. We have our own radio show where instead of being interviewed, I interview and I take notes all the time. That's how I look at it. It's not going to happen all at once. It's not "Okay, I got it. I'm the leader," because then you just forfeited your right to be one.

BEING YOURSELF

One of the things that you see sometimes among students who anticipate a career in management or aspire to leadership positions is that they will read a book or hear a speech, and they'll say, "Oh, I want to be like that." You frequently refer to others from whom you have learned. Do you have any advice for the rest of us who see in you or in some other leader a model for ourselves?

I was lucky that I got coached by one of the great coaches of all time, Bob Knight. Through him I met two other great coaches, Henry Iba and Pete Newell. And I'd just listen to them. A couple of times when coach Knight went away, both Iba and Newell said, "I know you've learned a lot from coach and he's great. But you have to be yourself. If there's something that you want to talk about with your teams, figure out what you want to teach and then use your own personality and your values to do it. Don't ever try to be like one of us." They were three of the great coaches of all time, right there in one setting. And what they said made a lot of sense to me.

I tell the guys who work for me: "don't ever try to be like me." I tell players that same thing. "I don't want you to be this guy. I want you to be you. Let's figure out who you are, what kind of a leader you are, and what we can do to keep making you better." That's why I'm not someone who will read an autobiography and say I want to be exactly like that person. Come on, you can't be exactly like that person, that's ridiculous. What you can do is learn about the experiences of other leaders and then take some of the lessons that they have learned and incorporate them into your own mix of skills. That's what I try to do with my players, and I think the same approach would work just as well in other kinds of teams and organisations.

1.1.3 SELECTION OF SUPPORT STAFF

There are many roles within a team in addition to coaching and playing, although the coach may be required to carry out some of them.

Some of the important roles within a team are:

- Administration – arranging travel, uniforms, meals, transport, training venues and accommodation;
- Management – arranging drinks during games, attending to minor injuries (e.g. blood rule), managing access to the changing room, arranging “recovery food”;
- Physical training – game warm-up, fitness training, strength training, flexibility and maintenance of “game fitness”(especially for players that play few minutes);
- Medical – injury assessment, management and rehabilitation;
- Physiotherapy – injury treatment and rehabilitation, strapping (e.g. taping ankles), stretching and massage;
- Equipment – source and maintain equipment, set up for training and games;
- Mindset – relaxation, visualisation, emotional control and goal setting;
- Financial – budgets, payments and receipts;
- Media – managing media commitments (especially interviews) and direction regarding use of social media.

Depending upon the particular team, the coach may be required to do some of these tasks, there may be people appointed by the club or the coach may have authority to recruit appropriately qualified people.

In terms of physical training, medical and physiotherapy services there may be professionals associated with the team or (particularly with junior teams) it may be up to each athlete to seek treatment.

The coach needs to be clear as to their expectations of the role a member of the support staff is to perform and

this includes the coach being aware of any policies or procedures that the administrators of the team may have.

When selecting staff, it is important that the extent of commitment required is clear so that candidates can evaluate whether or not they are able to give that commitment. It is worthwhile for the coach to hold at least some meetings with all staff present so that each gets a holistic view of the commitments that the players have.

The coach should seek input from support staff and in their areas of influence they should be given responsibility and accountability to make decisions. Often those decisions will impact other areas and continued discussion between the coach and all support staff is important.

For example, a team manager may be responsible for arranging team meals during a tournament. At a meeting of support staff parameters may be set:

- the coach wants to have the players arrive at the stadium 2 hours before the game and have a team meeting 45 minutes before the game;
- the physiotherapist may want to see athletes 30 minutes before leaving the accommodation to do any taping;
- the media manager may require players to be available for interviews for 45 minutes after the game;
- the physical trainer wants players to have some carbohydrate intake (approximately 30 grams) straight after the game.

The team manager can then arrange meals for the team (including post-game “recovery” food) taking into account these parameters.

1.1.4 INFLUENCING A BROADER NETWORK OF COACHES

All senior coaches, whether within a club, a region or a national team, should be willing to contribute to the development of other coaches, even if those coaches may coach against them in a competition.

WHY INFLUENCE A BROADER NETWORK?

In addition to generally raising the standard of coaching, which benefits the game of basketball, being involved in the development of coaches will also:

- Generate support for your team and programme amongst those coaches;
- Assist with the identification of assistant coaches in your programme and in the overall succession plan for coaching within the club;
- Assist in the identification of players and development of players, particularly creating a progression of skills teaching as the players move through the teams within the club;
- In a regional or national team, your players will spend more time within their club environment than in your programme. The more supportive the club (and club coach) is of what is being done in your programme the less conflict the player may experience between the two environments.

In terms of the development of coaches that may be opponents in some competitions, the better their teams are prepared, the better your teams must be prepared, which again assists with the overall development of basketball.

HOW TO INFLUENCE A BROADER NETWORK OF COACHES?

This is mostly about developing relationships with the coaches and may be done through participating in coaching clinics, making your practices open for other coaches to attend or creating a newsletter that you provide to coaches.

For regional or national team coaches (selecting athletes from clubs) meeting with each of the club coaches to discuss your programme and the players/coaches involved in it can be very effective.

In working with the coaches some key things are:

LISTEN

Take the time to find out what the coach is doing, what challenges they are facing and, perhaps most importantly, what they are interested in learning. This is obviously harder in a clinic situation, but whenever you have the opportunity spend time listening to the coaches that are in your broader network.

These coaches may know your players better than you do and may be spending more time with the athletes than the athlete does in your programme. Accordingly, these coaches may have insights into the players that will be helpful to you, whether that is an insight into how to motivate the player or their ability to play a different role.

SHARE

To get the support of a network of coaches you need to share with them. Give them access to your practice sessions and your planning processes. Gaining access to the “inner sanctum” or to experiences that others do not get, can be exciting and motivating for coaches.

Explaining or sharing some of the difficulties that you are facing (e.g. in regards to the timing of camps) may result in the coach attempting to help rather than hinder the programme. One of the first things that you should share is your programme calendar.

BE OPEN

Part of sharing is also being open with the coaches. If mistakes have been made (e.g. if regional team commitments conflicted with club commitments), admit them and be open to taking action to correct them or, at least, to avoid them in the future. If you are not sure of the answer, then say that.

Whether it is a technical question (e.g. how would you defend this situation) or a more general question, saying that you are not sure and then discussing how you would go about making a decision is a valuable response. It lets the coaches understand some of the process that you go through to make decisions and will enable them to reflect upon their own process.

CONCEPTS, NOT PLAYS

Your team may have a particular structure in how you play and you will no doubt get questions about that. Answer them as freely as you can, but also give some insight into why that is your structure – is it because it suits your particular players or is effective against likely opponents?

It is important that coaches understand the reasons why, so that they can then determine whether or not it would be suitable with their own team. Many coaches will attend a clinic and then try to implement everything from the clinic with their own team, without consideration of whether it is suitable for their team. You can't stop coaches from doing that, but you can:

- Let them know the factors behind why your team uses a particular structure;
- Discuss the fundamental skills that are required to effectively use the structure that your team has;
- Demonstrate the strengths and weaknesses of your structure;
- Discuss what variations you could make and the factors that would influence that decision.

FOLLOW-UP

1. Reflect upon who has been the best leader that you have been involved with. What made them a good leader?
2. Read a biography or autobiography of a leader (whether or not from sport). What attributes do you think made them a good leader?
3. Discuss with a coaching colleague how you would deal with a player that was continually late for training? Would you involve any players or just do it yourself?
4. What coaches have had an influence in your development? Are you still in touch with those coaches?
5. What coaching networks are there in your area? Do you actively participate in them?
6. How can you influence a network of coaches? How would you identify coaches in that network?
7. Do you know coaches from another sport? Do they have a network that you could participate in?

1.2 WORKING WITH OFFICIALS

1.2.1 OFFICIATING POINTS OF EMPHASIS

In most leagues and tournaments, the referees receive direction and coaching and it is important that coaches of teams take opportunities to identify these trends.

For example, referees may be instructed to be strict in relation to player and coach behaviour, which may result in them calling technical fouls quicker than the teams may expect.

Accordingly, coaches should “scout” the tendencies of referees, taking notice of trends in how the game is being called. For example, are they strict or lenient in relation to “hand checking”, movement by screeners or contact with cutters off the ball. In addition to games that they watch or play, coaches can speak with other coaches about the tendencies of referees.

A better source of information though is the referees themselves and coaches should in particular use the “pre-game” meeting with referees to discuss any particular emphasis that they might have.

In a league season, the coach may be able to invite referees to a practice session (particularly in the pre-season) to referee a scrimmage, which again gives players and coaches the opportunity to observe how the referees are calling the game.

Finally, the coach can speak to whomever is in charge of the referees to discuss any trends in how the game is being officiated.

1.3 SPORT INTEGRITY COMPLIANCE

1.3.1 SPORTS BETTING

THE IMPACT OF SPORTS BETTING

Betting on sports is one of the biggest businesses in the world, and has particularly grown as more and more betting agencies have established themselves on the internet. It has been estimated that in 2012, 74.3 billion US dollars was wagered on sports world-wide.³ This had increased from 23.9 billion US dollars in 2004, a 210% increase!⁴

Many countries regulate sports betting and there are some estimates that between \$700 billion and \$1 trillion US dollars is bet each year, including both illegal and legal markets.⁵

WHAT BETS ARE PLACED ON BASKETBALL?

Betting on various basketball leagues throughout the world is very common and it is not just on the major professional leagues. Betting is common even on regional leagues in some countries and is usually outside of the control of the league organisers. Basketball is seen as an uncomplicated game to bet on, with the most common types of betting involving:

POINT SPREAD

This is an example of a “handicap” system in betting. For example, in a game, one team will be the favourite. For example, the Spurs may be favoured to win a game against the 76ers. The betting agency (or “bookmaker”) assess the Spurs as a “10 point” favourite.

This means that a person that bets on the Spurs only wins if the Spurs win by 11 or more points.

Conversely, a person betting on the 76ers wins if the 76ers win the game or if they lose the game by 9 points or less.

TOTALS

In this type of betting bettors wager on what the combined score of the two teams will be. For example, the betting agency may assess that the Spurs v 76ers game is an “over/under” of 188.

Bettors may then bet “over” (and will win if the combined score exceeds 188) or “under” (and will win if the combined score is 187 points or less).

MONEY LINE WAGERS

This is simply betting on who will win (or lose) the game. Betting agencies will offer differing odds depending upon which team is expected to win.

RESTRICTIONS ON BETTING

In many competitions coaches, officials and players are not permitted to wager on any games in the competition. This restriction is regardless of what bet they placed. For example, a coach or player is restricted from betting even if they were betting that their team would win.

The reason for such restrictions is to remove any possible perception that a coach, player or official may have an interest in affecting the result other than the normal athletic contest.

³ <http://www.statista.com/statistics/270261/amount-wagered-and-won-in-global-online-sports-betting/>

⁴ Ibid

⁵ Football Betting – the global gambling industry worth billions, BBC, <http://www.bbc.com/sport/0/football/24354124>

PRESSURE FROM THE “BETTING INDUSTRY”

There have been a number of examples in the last 100 years or so, where a betting scheme has impacted upon sport. On most occasions it is not the direct outcome which is compromised; instead, players, coaches or officials have been pressured to:

- provide “inside information” on the health of players, weather conditions (in regards to outdoor sports), team composition;
- affect the “points spread” in a game (i.e. not to have the team lose the game but instead to manipulate the margin by which they won);
- manipulate tactical situations.¹²

Being involved in such a scheme can be a criminal offence as well as subject to sanctions from the sporting league.

These betting schemes will often be “justified” to players and coaches because they are not being asked to affect the overall result. Nevertheless, being involved is a particularly serious matter.

Players and coaches must also be conscious of not inadvertently disclosing “betting sensitive” information. For example, the fact that a particular player is carrying an injury is “betting sensitive”. This information is relevant both to which team might win the game, but also, for example, the number of points that person may score in a game, which can be the subject of a wager.

The safest course is not to disclose information unless it is already in the “public domain”.¹³

WHAT TO DO IF APPROACHED?

Players or coaches should report to their club or league any contact they receive asking for what could be “inside” or “betting sensitive” information.

¹² For example, in a rugby league game, a player was asked to commit fouls in a position where the opponent would be able to score a penalty kick. Bettors were then to place bets on the first score being by field goal.

¹³ For example, a footballer was sanctioned by their league for disclosing information to their mother about team selections, prior to the teams being announced publicly.

FOLLOW-UP

1. Do you know whether or not licensed betting agencies take bets on the competitions in which your team competes?
2. What would you do if you were approached by someone for information about whether or not your athletes are injured? Discuss your answer with a coaching colleague? Whom should such an incident be reported to?

LEVEL 3



COACH

CHAPTER 2

KNOW-HOW

CHAPTER 2

KNOW-HOW

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2.1 STRATEGIC VISION

2.1.1 DEVELOPING STRATEGIC VISION FOR A TEAM

Often, professional coaches will be asked to present to the club a “strategic vision” for the team and if this forms part of the interview process it can determine whether or not the coach is appointed to the team.

This does not require a “strategic plan” similar to what a business, or even the club, might have although it does have some similar elements. The strategic vision should set out:

- A timeframe (often 3-5 years);
- A clear vision for what the team is to achieve within that timeframe (ultimate objective);
- The team’s values (principles that guide all actions of the team);
- The important elements to achieve success (e.g. selection of players, medical support, conditioning etc);
- Key outcomes to measure success during the timeframe. These are typically smaller steps that progress toward the ultimate objective.

In preparing the strategic vision for the team, the coach also needs to make some assessment of the current situation that the team is in, which can be very difficult when not involved with the team. To inform themselves, the coach may:

- Review the performance of the team in the last 3-5 years;
- Review the profile of the players (if the players are aging, can the team continue to sustain its results?);
- Speak with players or coaches that have been involved with the team (it may not be possible to speak to current players or coaches).

There are a number of factors that may impact upon the coach’s ability to achieve success with the programme and whilst the coach may have little influence over these factors, they do need to be taken into account:

- Player contracts – it is unlikely that in their first year the coach will have their best possible team because it may take a season or two to move players;
- Attitude and culture – any cultural change takes time and if a coach identifies that a change is necessary it is realistic to believe that will take at least 1-2 years;
- Club resources – the resources available to a team vary widely between clubs. The club may simply not be able to devote the resources that the coach would ideally like
- Injury – any team can have its performance affected by injury. Teams may be able to reduce the likelihood of some injuries but this is largely out of the coach’s control. The coach may wish to enable the team to cope with injuries through having players that can play across a number of positions or game styles.

Taking into account where the coach assesses the team to currently be and the factors that can affect performance, the coach selects a realistic strategic vision. Whilst it may be tempting (when aspiring to be appointed) to simply forecast winning the championship in the near future, the strategic vision that the coach sets will also form the basis of assessment of their performance.

The coach alone cannot realise the strategic vision and they need to have the team, the club and stakeholders strive toward the vision. The vision acts like a jigsaw, setting out the “pieces” that need to fit together. The coach needs to communicate the vision and should:

- Define roles;
- Hold individuals accountable for performing their role - the clearer roles are, the more individuals within the team (including support staff) will hold each other accountable;
- Acknowledge good performance, not simply evaluate success by number of games won.

Winning or losing particular games is an indicator that most people use to assess the performance of a team and its coach.

The coach must review team performance using metrics that are more meaningful toward achieving the ultimate objective within the timeframe set.

The coach's vision for the team should be relatively unchanged, although strategies and timeframe certainly may vary as circumstances arise. Young players may develop quicker than expected, or serious injuries may impact upon performances in a given year.

2.2 PLANNING

2.2.1 PLANNING FOR THE YEAR

Most sports people think of an “annual plan”, or a “periodised plan” as being used to develop and improve an individual athlete’s strength and conditioning.

As valuable as such a plan can be for the development of athletes⁶, coaches should not forget:

- An annual plan for their own development;
- An annual plan for the team.

Coaches may not always be with a team for a year and, in particular, with junior teams a season may only be 6 months long and the following season may involve many different players as older players move up and younger players come into the age group. Whatever the relevant period though, coaches should have a plan for each team they coach that covers the period that they will be coaching.

CONTENTS OF THE PLAN

Anyone that has travelled with children will be familiar with the question “are we there yet?” This is a question that can only be answered if you know where “there” is. Coaching a team is no different – the coach’s plan should define where “there” is for the team, namely what are the objectives for the year?

Without a clear identification of objectives for the year (or season), there can be no assessment of whether the year has been successful. In any competition only one team can win the championship, but that does not mean that other teams have not had any success.

In setting the objectives for the year, the coach also needs to identify where the team currently is (in regards to skill level). It is the progression from where they are to “there” that defines success!

Particularly with junior athletes, part of the coach’s role is developing the skills of the players so that the coach’s success in this regard may only be measured many years later. For example, the Argentinian team that competed in the 22 and Under World Championships of 1997 did not win the tournament. However, the nucleus of that team (5 players) went on to win the 2004 Olympic Tournament and three (Fabricio Oberto, Luis Scola and Manu Ginobili) went on to have established NBA careers – perhaps in this context Argentina’s 1997 programme was very successful, even more so than the team that won (Australia) but which has not gone on to win an Olympic medal!

The coach’s plan for a team therefore should not be limited to simply participating (and hopefully winning) their relevant competition. Instead, the plan should include:

- The overall intention of the programme – which will reflect both the coach’s philosophy and also the expectations of the club;
- Key objectives for the team to achieve;
- The key steps toward achieving those objectives.

As discussed below, there is certainly other information in the plan and other information needed to prepare the plan. The plan does not necessarily have to be a lengthy document, indeed it may be summarized in a page. In many ways it

⁶ see Chapter 25, Preparing Players Physically for Basketball

is not the plan that is important but the process undertaken to prepare the plan.

A plan should not be static and it must be reviewed and, almost certainly, will need to be changed during the period. The plan, and planning, must be dynamic in responding to things that the coach has some control over (e.g. the rate at which the players are developing) and also responding to external factors over which the coach has little or no control (e.g. a practice venue being unavailable or a change to the competition schedule).

DYNAMIC PLANNING

They key steps in the dynamic planning process are:

- Setting the calendar;
- Organising (knowing) the available resources;
- Assessing the team;
- Developing the objectives & establish priorities;
- Communicating the plan;
- Implementing the plan;
- Changing the plan;
- Reflecting upon the plan;

SETTING THE CALENDAR

The calendar should be one of the first things that a coach reaches for in preparing their plan as the amount of time available obviously impacts upon what can be realistically achieved.

Apart from obvious matters such as timeframe for selection of the team, availability of training venue and competition dates, a coach of junior athletes should also consider:

- School term dates;
- Dates for school exams (depending upon age of players);
- Dates for other programs that players may be involved in (e.g. regional or national teams, talented athlete development programs);
- Cultural or religious factors that may affect player availability (e.g. some players may be unavailable on particular days of the week).

Once the coach has set the calendar, they will know the amount of time they will have with the team, which has a direct impact upon what can realistically be achieved.

ORGANISING (KNOWING) THE AVAILABLE RESOURCES

Very few coaches will have all the resources that they want and the resources that are available to them may be out of their control, whether that is money, equipment or people. The coach should plan to use those available resources as efficiently as possible.

One resource that may be available is an assistant coach and/or a team manager. The more clarity the coach has about what they want those people to do, the more value they will get out of having them involved.

ASSESSING THE TEAM

Crucial to the success of any plan is to accurately assess the starting point. There is little point in a coach planning to run complex offensive structures, if the team do not yet understand the basic concepts of spacing and movement.

There is likely to be a wide variety of skills amongst the players and the coach will need to develop the skills of all players. This can be the most challenging part of coaching, and the coach should regularly review throughout the season whether they are sufficiently challenging the more skilled athletes whilst also ensuring that they are not ignoring the less skilled athletes.

The assessment of the team will form the basis for measuring the overall success of the team – which will be the improvement that the team makes.

As John Wooden reminds us “success comes from knowing that you did your best to become the best that you are capable of becoming”.

DEVELOPING THE OBJECTIVES & ESTABLISHING PRIORITIES

The objectives in the plan should be SMART:

Specific:

target specific areas (e.g. defence or offence) not just “wins and losses”

Measurable:

set out how the objective will be measured, which can also help to see progress along the way

Achievable:

the goals should be challenging so that they provide motivation

Realistic:

this is where the calendar is so important – the amount of time the coach has with the team will impact what is realistically achievable in that time frame

Timely:

it is also important to indicate when objectives should be achieved as this will help to track progress throughout the duration of the plan

The plan may set out goals that have a long, medium or short-term focus. Long-term goals may go beyond the current season and there may be many “short-term” goals that are constantly updated as achievement is made. For example, in relation to team defence:

SKILL: TEAM DEFENCE

CURRENT SKILL LEVEL	ACHIEVE BY WEEK 4	ACHIEVE BY END OF SEASON	ACHIEVE NEXT SEASON
<ul style="list-style-type: none"> • Understand 1x1 responsibilities • No “Help” concept 	<ul style="list-style-type: none"> • Understand basic positioning • Sprint to split line • Jump to the ball 	<ul style="list-style-type: none"> • “Help and Recover” to pressure dribblers • Rotation to stop penetration • “Help the Helper” rotation 	<ul style="list-style-type: none"> • Double-team in post and corners • Extend defence to trap first pass across half way

In planning for the progression of skills, the coach should not progress to a more complex concept if an earlier concept is not yet understood. However, they may progress to the more complex concept if the team is simply not yet “perfect” at the execution of the earlier concept. They may continue to practice both concepts as they refine one and learn the other.

It is a common mistake made by coaches not to introduce the more complex concept early enough and the result of this can be getting to the end of the season and not having covered the material they wanted to cover. Having clearly identified timeframes in the plan can help the coach avoid this mistake.

Coaches should remember the various stages of learning and tailor activities accordingly. On a more basic concept, the team may be “unconsciously competent” and yet be “unconsciously incompetent” on a more advanced concept. Both concepts can be practiced, however the activities used would be different.

Not all objectives are equally important and the coach should identify the priority of each, and then spend most time on those identified as essential. Again though, it can be a mistake to devote too much time to these as it will be at the expense of other priorities in the plan.

COMMUNICATING THE PLAN

A coach's plan will not succeed unless the players "buy in" to its success – believing that is achievable and taking the steps necessary to achieve the objectives the plan sets out. Accordingly, the coach must not only develop the plan but must communicate the plan.

This can be done through various means such as:

- meeting with players/parents to discuss the plan;
- meeting with club administrators to discuss the plan and identify what the coach needs from them;
- stating the "objectives" of every practice session and linking them to the overall objectives in the plan.

There is no universal secret of how to best communicate the plan, however without communicating the plan it is doomed to fail.

IMPLEMENTING THE PLAN

How much a coach of a team needs to do can sometimes seem overwhelming and it can be hard to identify where to start. There is no better way to get started than to start!

CHANGING THE PLAN

The coach should review their plan regularly. Each practice and game provides an opportunity to review how the team is progressing toward the objectives in the plan. It can also be useful to have a colleague watch a practice or game and give their opinion on where the team is progressing.

Such reviews may indicate that the team is progressing faster, or slower, than the coach had initially anticipated and this may require changing the plan. Similarly, there may be external factors that require a change to the plan. For example, the team may face zone defences in their first few games and the coach may not have planned to introduce offensive principles against a zone defence until later in the season but may now introduce some of them earlier.

The coach should also review the plan at the conclusion of the season to identify the successes of the team and areas for improvement. With junior teams, it may be that the coach does not coach the team for the following competition, or the players in the team may change, however the plan can be the foundation for the following year and the review can extend or "roll over" the plan, with a new starting point and new objectives.

Coaches within a club should share this information about teams and players to help achieve long-term development goals.

REFLECTING UPON THE PLAN

In addition to reviewing the specifics of the plan, the coach should take the opportunity at the end of the season to reflect both upon the plan and the planning process. In doing this, they should consider:

- How accurate was their assessment of the team? Were the objectives for the team too challenging, or not challenging enough?
- Were the resources they had sufficient? What other resources might they like and how could they be obtained? Was sufficient direction provided to assistant coaches and managers?
- Were there factors not considered in preparing the plan but which should be considered for the next plan?
- Was the plan well supported – did the players "buy in"? Could the coach have communicated the plan better?

Again, seeking feedback from players, parents or colleagues can help with this reflection. Most importantly, in undertaking the reflection the coach should take time to identify what went well and what success the team had!

2.2.2 DESIGNING OFFENSIVE AND DEFENSIVE SCHEMES

“...sometimes we let other teams dictate the pace of the game – whether it’s going to be fast or slow, up or down...I think for us to be successful we need to do what the best teams in this league do and dictate how the game is played...before we start getting results we have to learn to dictate tempo.”⁷

HARRY SHIPP

“Introducing a defensive scheme should empower your athletes to have the confidence that they can influence and control the tempo of the game.”⁶

JOANNE P MCCALLIE

The game of basketball continues to evolve as the athleticism and skill level of players changes and coaches devise strategies to take advantage of, and also to negate, the changing skills of the game.

WHAT IS AN OFFENSIVE OR DEFENSIVE SCHEME?

Coaches need to determine how they want their team to play the game. Offensive and defensive schemes simply represent the overall tactics and philosophies by which the team will play.

Many junior teams, particularly young teams, will have a singular and uncomplicated approach to the game (e.g. play “man to man” defence) and it is only when a team’s preparation involves a number of separate tactics (e.g. offensive set against “man to man” defence, offensive set against a “1 guard front zone”, offensive set against a “2 guard front zone” etc.) that we refer to it as a scheme.

YOUR PHILOSOPHY “VERSUS” YOUR TEAM

Many coaches get a reputation for being particularly adept at particular parts of the game (e.g. “he is a great defensive coach”, “she is a great shooting coach”) or become associated with particular patterns of play (e.g. John Wooden’s “UCLA Offence”, Pete Carril’s “Princeton Offence”) or styles of play (e.g. Paul Westhead and “Fast Break Basketball”).

Indeed, coaches should develop their philosophy on how the game should be played. For example, FIBA very much encourage coaches of young players to focus on teaching the fundamental offensive and defensive skills of the game before moving to particular patterns or “set” plays.

⁶ Coach Joanne P McCallie, Duke University Women’s Basketball Head coach

⁷ Harry Shipp, midfielder with the Chicago Fire, in the USA’s Major League Soccer

When coaches have more experienced and skilled players the opportunities to devise more complete schemes for a team to implement increase. In doing this though, coaches should be conscious of the attributes that the players in their team have. There is little point running a system that requires players to have certain attributes, if the players in your team do not have those attributes!

Of course, through well-directed practice, players can develop skills that they don't have and accordingly the coach must decide:

- (a) what attributes and skills are needed to run the coach's preferred game style;
- (b) to what extent do the players on the team have those attributes and skills already;
- (c) to what extent can players on the team acquire those attributes and skills.

It is only when the coach believes that the players have, or can acquire, the attributes and skills needed for a particular style that the coach should implement that game style with that team. In making this decision, the coach must also consider how much preparation time they have with the team and be realistic in an assessment of how much can be introduced.

Many junior coaches have limited scope for recruiting specific players (or types of players) to their team and as such may find themselves in a position where they cannot play their preferred style of game with a particular team because they lack the skill, experience or physical attributes required or do not have sufficient time for preparation.

BENEFITS OF INTRODUCING A SCHEME

An offensive or defensive scheme is simply preparing a team to be able to play more than one "set" or structure. For example a defensive scheme may include:

- full court pressure defence;
- transition defence rules;
- half court man to man rules;
 - guarding post players
 - guarding perimeter players
- half court zone rules.

And within the half court "man to man" and zones structures there may be high pressure options (which can often quicken the tempo of the game) and options that may slow the game.

There are a number of direct benefits from having an offensive or defensive scheme rather than a single style of play:

- (a) being hard to "scout";
- (b) being able to change the tempo at which the game is being played;
- (c) being able to adjust during the course of the game to the strategies of your opponent;
- (d) giving your players confidence that they can adjust and that they can withstand different tactics from opponents;
- (e) being able to adjust quickly between games, which can be particularly beneficial during tournaments and finals series.

Often one element of a scheme builds on the foundation of another part of the scheme, such as the 1-1-3 match up zone discussed earlier that is also the foundation for introducing a "Box and 1" and the 1-3-1 match up zone.

DESIGNING AN OFFENSIVE SCHEME

Neither an offensive or defensive scheme needs to be overly complicated. Many coaches, for example, will use the same basic offence against both man to man and zone defences and within that offence have particular emphasis depending upon the defence:

- screening angles and positions may change – e.g. against a zone, screens to the “outside” of the zone may be utilised;
- the relative advantage that a team has may be different depending upon the opponent – e.g. a team may be “relatively” big compared to one opponent but have strength in perimeter positions compared to another opponent.

In considering aspects to introduce into an offensive scheme, coaches should consider:

- creating options for post play and perimeter play;
- create elements that tend to “quicken” the offence as well as those that “take the air out of the ball” and slow the tempo;
- the team knowing from where they want to take most shots and who should be taking those shots;
- avoiding designing a scheme that relies exclusively on one or two players. Whilst they may execute better than other players, they may also be injured or in foul trouble and not able to play;
- where possible, having rules that are consistent within elements of the scheme;
- how to measure the effectiveness of each element of the scheme both within a particular game, and also throughout the season.

Most importantly, the coach needs to consider how much time they have with their team because ultimately that will determine how effectively they can put in an offensive scheme.

DESIGNING A DEFENSIVE SCHEME

A defensive scheme can provide a team with the ability to vary how they are playing as opponents, and game situations, change. It is more than changing from playing half court man to man, to full court man to man, and the scheme should give the team confidence that they can play different styles as necessary to counter their opponents’ strengths.

In designing the scheme, the coach should consider:

- what is the “standard” defence the team should play;
- what defence will they play if they wish to increase pressure;
- what defence will they play when they are behind and need to “catch up” (increasing tempo);
- how will they defend a team with dominant post players;
- how will they defend a team with dominant perimeter players?

Important to any defensive scheme is the players’ ability to execute fundamental skills. For example:

- players are taught various techniques to defend an on ball screen, “over”, “under”, “double”, “switch” or “push” (away from the screen);
- in a pressure defence they may “double”;
- against a good perimeter shooting team they may go “over” or “switch”;
- against a good post team they may use “push”.

A scheme does not necessarily need to have a large number of options and, like an offensive scheme, what can be implemented with the team will very much reflect how much preparation time the team has.

IMPLEMENTING AN OFFENSIVE OR DEFENSIVE SCHEME

Many coaches use keywords or visual cues to define particular elements of a scheme:

- “Red” may be a pressure defence, particularly double-teaming the ball handler;
- The ball handler tapping their singlet may signify a particular offensive play.

The use of such cues can make it easier for the coach to relay instructions to players and certainly, when scouting an opponent, coaches look for these cues so that they can pre-empt what the opponent intends to do during a game.

Whatever cues are to be used, should be used at practice as well, so that players get used to both looking for and recognizing the cues just as much as they develop familiarity with the elements of the scheme.

MEASURING THE EFFECTIVENESS OF THE SCHEME

In developing a scheme of play, coaches should also establish how they will measure its effectiveness. Whilst the ultimate aim of basketball is to outscore an opponent, watching the score is not necessarily a reliable indicator of how effective the team is being.

For example, if a coach chooses to play a 1-1-3 zone defence to force the opponent to shoot from outside, the fact that the opponent may make some of those shots is not necessarily an indication that the move to zone has been unsuccessful. In this situation, the coach may assess the effectiveness of the defence by:

- Tracking from where the opponent is shooting;
- Number of “post touches” the opponent gets;
- Number of times the ball penetrates into the key;
- When (in reference to the 24 second shot clock) is the opponent shooting?

Similarly, a coach might assess the effectiveness of their offence by reference to:

- Where shots are taken;
- Who is taking their shots;
- Whether the team is penetrating by dribble or by pass;
- How often is the team scoring because of specific elements of their offensive scheme?

FIBA Hall of Fame coach Lindsay Gaze used the expression “the operation was successful, but the patient died” to describe situations where a team creates the shot they want to, but the shot is missed. The coach, and team, must have the confidence to persist and not abandon a tactic simply because they didn’t score.

To measure the effectiveness of a scheme, the coach should have specific metrics (that may be different to official statistics) and it can often be useful for an assistant coach to be given the task of tracking those metrics. For example:

OFFENSIVE / DEFENSIVE TACTIC	METRIC
DEFENCE – TRAPPING FULL COURT	<ul style="list-style-type: none"> • Time left on shot clock when offence progress into front court • Ball not with point guard when opponent’s offence starts • Deflected passes • Opponent’s offence starting on non-preferred side of court
DEFENCE – “PACK LINE” HALF COURT⁸	<ul style="list-style-type: none"> • Number of times offence “reverse” the ball (pass from one side to the other) • Number of times opponent penetrates/the ball enters the key • Number of times penetration is stopped by a rotating defender • % of shots taken from outside key
DEFENCE – DOUBLE-TEAM LOW POST	<ul style="list-style-type: none"> • Number of times the low post player passes the ball (% of touches)

In determining metrics, the coach should also consider what the opponent’s response might be. For example, double teaming the post may result in more open outside shots for the opponent. Full court pressure, may result in open lay-ups if the opponent “breaks” the press.

By having a clear metric, the coach can avoid an impulse decision that can occur if they simply look at whether or not the opponent scored. For example, the opponent may get 2 open lay-ups, but if they had six possessions where they took a pressured shot the full court defence may be regarded as successful.

⁸ “Pack line” defence is a sagging man-to-man defence, which is designed stop the ball penetrating into the key, particularly to stop any dribble penetration.

2.3 COMMUNICATION

2.3.1 MANAGING THE MEDIA

For some teams (particularly in professional leagues) the media can be a constant presence and can be a distraction for both players and coaches.

In other teams (e.g. junior teams) the media may be relatively uninvolved and the coach's role may be to seek out media coverage.

Important considerations when dealing with the media are:

- Clear lines of authority – who can comment upon matters? If anyone outside of that is asked about a topic their response should simply be “no comment”;
- Key messages – having a position on an issue and re-iterating that message in all dealings with the media;
- Briefing – it is important for the club (and it may not be the responsibility of the coach) to ensure that people that may be asked questions by the media are briefed about issues;
- Access – at times, coaches may be tempted to stop players interacting with the media, particularly if it is seen as a distraction to players. In making that decision, the coach must understand what obligations the club or the league has regarding player availability. Excluding the media can also create greater interest from the media;
- Solidarity – coaches and players should not use the media to air grievances within the team, although the media will certainly invite such comments;
- Respect – anything said to the media will come to the attention of opponents, and coaches (and players) should avoid saying anything that may be disrespectful about opponents. Opponents are likely to use such comments as motivation;
- Reflection – coaches will often be asked to answer questions immediately after a game (or even during a game) which can be a time of high emotion. Coaches can be candid in such interviews (e.g. “we did not play well today”, “we were out-rebounded and we need to address that” etc). However, coaches should be careful about making any personal criticism or drawing conclusions regarding the performance, instead leaving that for review within the team.

Coaches should practice interview technique if it is likely that they will be contacted by the media. Rather than avoid media commitments (for themselves and players) the coach should consider designating times when the media can contact them.

Alternatively, if the team is not in a league that attracts media, the coach may need to play a role in getting interest from the media. Often this can be enhanced by:

- Providing a written summary to the media after games (which can form the basis of a story). This should not just focus on their own team but should also acknowledge good performances by opponents;
- Provide photo (or even edited video) for use by the media;
- Provide stories beyond simply game results – for example, performance by local players at regional or national level is often of interest to local media;
- Provide information consistently, regardless of whether or not the team performed well.

FOLLOW-UP

1. What is your vision for the team? Do you think that others in the team know what your vision is and do they share it? Discuss with them.
2. Discuss with a coaching colleague how they prepare an annual plan and discuss any differences in approach between you and them.
3. If you were the coach of an U18 team within your club, how could influencing other junior coaches within your club (at the younger age group) help to implement an overall offensive and defensive scheme for the club?
4. Would you implement a defensive scheme before your offensive scheme?
Discuss your view with a colleague.

LEVEL 3



COACH

CHAPTER 3

DEVELOPMENT

CHAPTER 3

DEVELOPMENT

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3.1 UNDERSTANDING THE GAME

3.1.1 INTEGRATING AND RESPONDING TO INTERNATIONAL TRENDS

Coaches will commonly incorporate in their offensive or defensive systems aspects that they have seen from other teams – either teams that they play against or other games that they watch.

However, there are a number of cautionary notes which coaches should keep in mind:

1. Focus on the execution of skills, not the pattern of play

Many coaches make the mistake of having teams run particular “patterns” of play without focusing on the players’ ability to make good decisions and execute the skills of the game. For example, the “Zipper” play is used by the San Antonio Spurs and is a relatively simple pattern of play.

What makes it effective for the Spurs is not where the cut is made or where the screen is set. Instead, it is effective because of the players’ ability to read what defenders are doing and to then act to take advantage.

Coaches must ensure that they focus on those skills and then use a pattern of play as a framework. The “Zipper” involves screening action. The first time the cutter may curl (because the defender trails behind them) but if the defender changes tactic (e.g. they go under the screen), the cutter needs to react to that (e.g. they may flare cut).

2. Does it suit your team?

Each team has its strengths and weaknesses. Before deciding to implement a pattern of play, the coach must consider whether or not it suits the players that they have. Many teams use ball screens in their offence, which requires players that are adept at using a penetrating dribble. If your team doesn’t have that, you may prefer different pattern of play.

3. Was it a play or a “read”?

This is related to point 1 and particularly if a coach is introducing a pattern of play based upon scouting or watching another team. In this situation, the coach may have observed a general framework and particular “reads” that players make.

While observing the pattern of play the coach should also observe what the opponent is doing. If watching an offensive pattern of play, the coach should also observe:

- What defence is being played (e.g. man to man or zone, trapping or sagging etc);
- The positioning of particular defenders (e.g. a player setting a ball screen may “slip” the screen when the defenders move into position to double-team) – does the movement change if defenders act differently?
- Any verbal or visual cue from the defence (e.g. some teams call “red” to signal a double-team);
- When in the shot clock was the play run? Does movement change if there is more or less time left on the clock?

4. Understand what makes the main action work!

Again, this is about watching a whole team, not just a particular part of the play. For example, a team may front the post and a coach may wish to introduce that in their own tactics. Before introducing it though, they also need to understand the position of other defenders (e.g. help line behind the post player), the principles of defensive rotation that the team uses etc.

Coaches must also be able to respond to trends amongst the teams that they are playing against as part of their preparation. Rather than introduce something specific to counter a specific play, the coach may emphasise principles of play (e.g. trapping a ball screen). The coach’s response must also consider what the opponent is likely to do.

For example, when trapping a ball screen, the screener may cut to the basket and the coach will accordingly need to determine a rotation to defend that cutter.

3.2 COACHING STYLE AND PHILOSOPHY

3.2.1 LTAD - UNDERSTANDING THE LTAD MODEL

The Long-Term Athlete Development Model (LTAD) is a physiological framework proposed to manage the focus, volume and type of training applied to athletes as they develop through adolescence into adulthood.

Coaches should have a long-term view in regards to developing their athletes, which is why every player should be given the opportunity to play in all positions. Indeed, a primary purpose of a coach of junior athletes is to develop their love of the game of basketball so that they continue to play in the long-term.

STAGES WITHIN BASIC LTAD MODEL

The overall aim of the LTAD framework is to:

1. Allow participants to find fun, fitness, social interaction and self-fulfillment through an all-inclusive sport environment; and
2. Provide competitive pathways that are developmentally appropriate and lead players to the highest possible levels of achievement.

Broadly there are seven stages within the basic LTAD approach:⁹

- Stage 1: Active Start (0-6 years)
- Stage 2: FUNdamentals (girls 6-8 years, boys 6-9)
- Stage 3: Learn to Train (girls 8-11, boys 9-12)
- Stage 4: Train to Train (girls 11-15, boys 12-16)
- Stage 5: Train to Compete (girls 15-21, boys 16-23)
- Stage 6: Train to Win (girls 18+, boys 19+)
- Stage 7: Active for Life (any age of participant).

The aim of stages 1-3 is to develop physical literacy before puberty so that children have the basic skills to be active for life. This physical literacy includes the wide variety of movement (running, jumping etc) as well as the basic sport skills (such as throwing, catching etc).

During these stages the children also make choices to engage in physical activity, sport or recreation activities and clearly if their involvement in sport is not enjoyable, they are less likely to make the choice to be physically active.

The stages also provide the foundation for those who wish to pursue “elite” training in a particular sport.

Importantly, physical literacy is influenced by the individual’s age but also factors such as maturation and capacity. Coaches should not simply divide players by age but should also look to “match” them taking into account physical maturation and social factors (e.g. playing with friends).

⁹ This section is drawn from Long-Term Athlete Development 2.0 published by Canadian Sport for Life (for further information see www.LTAD.ca or www.canadiansportforlife.ca)

Stages 4-6 represent the “elite” specialization which allows athletes to reach their highest level. Basketball is a relatively late-specialization sport as the skills of the game do not need to be acquired prior to puberty.

OPPORTUNITIES FOR ALL PLAYERS

“Talent Identification” is a very inexact science. For every “rule” that exists (e.g. “players must be tall and athletic to succeed in basketball”) there are exceptions (Muggsy Bogues and Spud Webb both played in the NBA and were both shorter than 6 foot! (183cm)).

Whilst science loves averages and “typical” patterns, few players are actually average or typical. Coaches should provide opportunities for as many players as possible to participate in the sport.

Each national federation will have a pathway for athletes, and coaches should understand what that pathway is. Information can be obtained by speaking to other coaches or contacting the federation. Coaches should encourage players to participate in such programs.

Coaches of junior players should also be conscious of the “relative age” effect, which is simply that players physically mature at different rates and coaches may confuse physical maturity with ability. Players that are physically stronger will often have success at a junior level because of that physical difference, however as other players develop both physically and mentally they may become better than those players that initially dominated.

Coaches should consider the following guidelines in selecting players and in coaching those players:

1. Develop all players equally. Whilst they have different talents and skill levels, the coach should give all players the opportunity to develop all aspects of the game.
2. Don't select players based upon last year. It can be difficult to make the decision on who will be in your team, particularly at a selection trial with many players vying for the team. There is likely to be a mix of players the coach is familiar with (perhaps having coached them before or having watched them play) and there may be some players who have previously trialled but who the coach did not select as well as some players the coach has not seen. Spend most of your time observing the players that you didn't select last year and have never seen, so that you can get an “up to date” view on their ability.
3. Select players based upon what you think you can teach them to do, not what they can currently do.
4. When you don't select a player, give them some practical feedback on areas that they can improve. Missing out on selection will often motivate players to “work on their game”.

Coaches may wish to use a “traffic light” approach to selections, particularly if they have more than one session.

In this approach coaches initially rank each player as either:

- green light (definitely progress to next stage of selection);
- red light (not up to standard for selection);
- amber light (unsure).

After this initial assessment, the coach should spend more time assessing the “amber” players.

Be demanding of your athletes but make your demands appropriate to their level of physical maturity. If in doubt as to what they can do, seek advice.

3.3 OWN COACHING DEVELOPMENT

3.3.1 CREATING A COACH'S DEVELOPMENT PLAN

Whether coaching junior or senior players, there will be an expectation that the coach remains “contemporary” in what they are teaching and how they are teaching.

All coaches should invest in their own development, which may require some financial outlay and will certainly involve time.

Before considering specific development activities, the coach should consider what their values are as a coach as this can help to evaluate specific opportunities that may arise.

The starting point of any development plan is to assess the coach's strengths and weaknesses.

The coach may identify areas that they wish to improve, such as a technical aspect of the game, how they teach aspects of the game or topics that are not basketball-specific (e.g. leadership, budgeting, time-management, principles of coaching etc).

In trying to identify areas for their own improvement a coach should consider:

- Players that have left their programme – was there something specific that the player was seeking and did not get in the programme?
- Does the coach normally get through everything that was included in their practice plan – could they plan more effectively?
- Players with whom the coach has not had a good relationship – what was their player's personality, did the coach try any different approach to connect with that athlete?
- Team concepts which the team are not performing well – could they be taught another way?

- Is the coach happy with the culture and work ethic of the team and of individual players – how could the coach improve this amongst the team?
- Are assistant coaches actively involved in the planning and delivery of practice – could they be more involved?

From this reflection the coach may identify areas for development and could then discuss with other coaching colleagues how they might be able to increase their knowledge and understanding in these areas.

The coach may also wish to speak with coaches that they have worked with or their former players to get their impressions on how effective or enjoyable practice sessions were and what they thought were the coach's strengths.

In addition to personal reflection, it can be very beneficial for the coach to seek input from colleagues or mentors about areas in which they need to improve. This may reaffirm what the coach had identified or it may raise things that the coach had not identified. The coach must be open to receiving this feedback and should speak with people who will give an honest opinion, not simply repeat the coach's own thoughts.

The range of activities that the coach can consider including in their development plan is virtually endless and once the coach has identified what they want to gain they can evaluate various activities by the ability to deliver that benefit. Some types of activities that can be considered are:

- Formal study at a university or college;
- Attending a coach accreditation course or a clinic;
- Working with or observing another coach (whether or not involved in basketball);
- Having a coach mentor observe them and provide feedback;
- Working with or observing a respected practitioner in another area (e.g. spending time with a business leader to observe how they lead their team);
- Reading books or articles;
- Visiting other programs, particularly if they are likely to take a different approach (e.g. a programme in another region);
- Participate in forums or discussion groups.

Perhaps the most important aspect of a development plan is to both write it down and also talk to people about what you are doing and why? In a busy life it is easy to put off development activities or simply not find the time to do them, and the coach should put in place strategies to help to hold themselves accountable for implementing the plan.

FOLLOW-UP

1. How do you currently try to keep up with international trends in how basketball is played?
Discuss with a coaching colleague what they do.
2. What do you think is the most significant trend at the moment in international basketball?
Discuss your answers with a coaching colleague. What would your response be to this trend?
(E.g. if it is an offensive trend, how would you defend it?)
3. Are you involved in the talent development programs in your region? How could you get more involved?
4. Reflect upon a junior team you selected. Did you select players based upon their skills at that time or the potential you thought that they had?
5. Discuss with a coaching colleague the criteria that you can look for when estimating the potential that an athlete has. Are there any guidelines available from your club / region / federation that could assist?

LEVEL 3



COACH

CHAPTER 4

MANAGEMENT

CHAPTER 4

MANAGEMENT

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4.1 HELPING ATHLETES MANAGE THEMSELVES

4.1.1 PLAYER AGENTS

FIBA requires that any sports agent that represents a basketball player must be certified by FIBA and any coach approached by a player agent should first ask for details of their certification.

PLAYER AGENTS

A coach can also verify whether or not an agent is certified through FIBA's website (www.fiba.com).

A coach should be careful not to give advice to players in regards to any negotiations that they may be having with a club other than strongly recommending to the player that they do get advice!

FIBA has a standard player contract and the coach should advise any player that they can obtain a copy of that, as well as other information, through the FIBA website. In addition to the standard contract, FIBA has details of what a player contract should contain. Players and clubs do not have to use the standard contract, however players are well advised to ensure that any contract includes the various details recommended by FIBA.

A player having discussions with a player agent may be distracted – it can be an exciting time for the player but it can also take their focus away from the team. Particularly during tournaments the coach should ask that agents not contact players and ask the players to postpone any discussions until after the tournament.

FIBA has also prepared the following information for players regarding Player Agents, which coaches may provide to players that are considering retaining an agent:

HOW CAN AN AGENT HELP?

As your career grows, you may experience greater demands on your time. More competitions, media appearances, speaking engagements and travel requirements can leave you with less time to develop and maintain your skills on-the-court.

An agent can help maximise your time by representing you in the following ways:

- Understanding your value in the Basketball market and negotiating with team management to pay you what you are worth
- Understanding your needs and goals to negotiate the length of your contract, salary and extra incentives that may be available to you
- Identifying, pursuing and securing additional sources of income through endorsements, appearances, speaking events, etc.

Some agents can also provide legal and/or financial counselling, but there are some important things to consider before giving too much influence to one person.

WHEN DO YOU NEED AN AGENT?

The first step is to consider whether or not you actually need an agent's services. As outlined above, agents can help negotiate on your behalf and identify additional sources of income, thereby giving you more time to focus on your on-court performance.

But if your career is not at a level where sponsorship deals and complex contract negotiations are interfering with your performance, then you may prefer not to make the financial investment of an agent's services.

To help identify your needs, ask yourself the following questions – if you answer yes to all or most of them, then working with an agent may be a good choice:

- Could I use help negotiating my contract/salary with my current team (or am I looking for a new team)?
- Do off-court commitments (e.g. public appearances, travel, etc.) put demands on my time for training, practice, and developing my on-court performance?
- Do I have (or am I looking to gain) sponsorship agreements?
- Do I have an interest in additional sources of income related to my career (e.g. endorsements, speaking tours, etc.)?
- Is my career at a level where I need help managing all the details that come with making more money, having more opportunities, and being contacted for various off-court engagements?

There is a complete handbook which you may like to download (for free) from the FIBA website (www.fiba.com).

4.1.2 COLLEGE/UNIVERSITY SCOUTS

COLLEGE/UNIVERSITY SCOUTS

There are many opportunities for players to play basketball at colleges & universities, particularly in North America (USA and Canada). Many college coaches attend junior tournaments to observe players and they will often speak with coaches to find out about the player. The college regulatory bodies (e.g. NCAA) have very specific rules regarding when they can have contact with players.

There are also many organisations that offer services to players to help them to find a place with a college programme and these organisations often charge significant fees. Again, coaches should ask that college coaches and scouts not contact players during tournaments.

The rules relating to eligibility to go to a college/university, and the specific eligibility conditions to play in college/university (particularly in Divisions 1 and 2, NCAA), are complex and change frequently. Coaches should not attempt to provide advice to their players and should advise them to make careful investigations. Colleges/universities have compliance and admissions officers that work with the athletic department to assist prospective student-athletes in the process.

Before a player makes any decision to play at a college, they need to be clear about what pathways exist within their own national federation and the coach may help them to get further information about that.

Below are some tips that coaches may pass onto players considering playing at a US college or university.

It is very important to find the right fit for the student-athlete and the college/university. This includes the ability for the student-athlete to be successful in the classroom and on the court.

WHAT SHOULD A PLAYER FIND OUT ABOUT THE COLLEGE/UNIVERSITY?

Particularly for players that do not live in the USA, studying at a US institution is a life experience – it is living in a different country! And as much as you may have seen of America on TV, actually living there is a different thing. Many US colleges are in towns that revolve around the college itself. Some are in big cities, whilst others are in small country towns. Before you decide to attend the college or university there are things that you need to find out about the college or university itself.

GENERAL QUESTIONS ABOUT THE COLLEGE OR UNIVERSITY

- How many students are at the college/university?
- How many international students are at the college/university?
- What is the socio-economic mix of students at the college/university?
- Is the college/university associated with any organisations or religious institutions?
- Is the college/university a private or public institution?

ABOUT THE CITY WHERE THE COLLEGE OR UNIVERSITY IS

- What is the average temperature?
- How far away is the nearest “big” city?
- What are the largest cultural groups in the city?
- What are the main economic industries in the city?

ABOUT STUDYING AT THE COLLEGE OR UNIVERSITY

- Does the college/university offer a course that you want to study?
- Is the qualification from the college/university recognized in your country?
- What academic support programs are available to student-athletes?
- How many credit hours do players take in season and out of season? And how long will it take for them to graduate?
- Is summer school available? If a player needs to take summer school will it be paid for by the college/university? (It is common because of the demands of training for athletes to have to take some summer school units.)
- Is the college/university accredited?

ABOUT COLLEGE/UNIVERSITY LIFE

- What is the typical day for a student athlete (how many class hours, how many practice hours).
- How many students share a room in the halls of residence? (Many of the halls of residence are dormitories and you will have a roommate!)

- Are the halls of residence “co-ed” (male and female)?
- Do the halls of residence have study rooms?
- Do the halls of residence have shared bathrooms and laundry?
- Do most student-athletes live on campus?

QUESTIONS TO ASK THE COACH RECRUITING A PLAYER

Whenever you are talking to a coach who is trying to recruit you, remember that they are speaking with many athletes and they are trying to “sell” you going to their College.

You may want to consider asking them the following questions:

ABOUT PLAYING ON THE TEAM

- What is your programme philosophy?
- What positions will I play on your team?
- Will I be redshirted in my first season (i.e. not play)?
- What expectations do you have for training and conditioning?
- How many athletes graduate from your programme? (This will be an indicator of how much emphasis the coach places on studying.)
- Does the team use any particular system or pattern of play?
- What other players are on your roster who may be competing for the same position?
- How much playing time do you expect me to have? (Be wary of a coach that “guarantees” you a starting spot.)

ABOUT THE COACH

- How would you describe your coaching style?
- When does the head coach’s contract end and how long do they intend to stay?
- If I am seriously injured while competing, who is responsible for my medical expenses?

ABOUT THE SCHOLARSHIP

- What sort of scholarship is being offered – full, partial, sport, academic?
- What does the scholarship include – board, tuition, meals, apparel, shoes, other?

- Who is responsible for paying for travel to and from the USA?
- How do I break the scholarship if I am homesick or unhappy at the college/university? In particular, is there any commitment to repay the scholarship?
- What academic grades (SAT/ACT scores and Grade Point Average) do I need to be admitted to the college/university?
- What Grade Point Average do I need to maintain to stay on the scholarship?
- Is the scholarship for four years or is it awarded annually?

WHAT TO DO IF A SCOUT/COACH CONTACTS ME?

It is ok to answer questions and to provide information to the coach about the teams you have played with etc. However, players should be encouraged not to make any commitment without finding out all the information that they need.

WILL A PLAYER'S BASKETBALL IMPROVE IN A COLLEGE PROGRAMME?

College or university can be a good way to develop your game. Most college and university programs involve daily training from the start date of official basketball practice (early November) to the end of the season (March).

The NCAA places restrictions on the contact coaches can have with players both during the season and in the off-season. During the off-season you may not get much coaching. The head coach of a college or university basketball programme is usually full time and are often under considerable pressure to produce winning teams. This results in some coaches not focusing on the overall development of the athletes, but instead focusing exclusively on trying to win.

Many college coaches play very strict "systems" that give players particular (and sometimes quite limited) roles. Not all coaches do this but those that do are probably not going to develop your basketball game very much.

College and university basketball rules also differ from some FIBA rules (e.g. longer shot clock (35 seconds), closer 3pt line) and it may be best for your development to play FIBA rules.

WHEN WOULD I START COLLEGE/UNIVERSITY?

The US academic year starts in August or September each year. It is possible to start "mid-year" (i.e. in January) although this is unusual.

FURTHER INFORMATION

There are a number of resources available online that can help prospective student-athletes, such as:

- NCAA – www.ncaa.org
- NCAA Eligibility Center – www.eligibilitycenter.org
- NAIA Eligibility Center – www.playnaia.org/index.php and www.naia.org
- NJCAA Eligibility Center – www.eligibilitycorner.njcaa.org/
- NCCAA – www.thenccaa.org

4.2 CONTRACTS

4.2.1 OVERVIEW OF CONTRACTS

Many coaches, particularly of juniors, do so on a voluntary basis, however there are certainly opportunities for coaches to be paid on a full-time basis.

When a coach is required to sign a contract they must thoroughly read the document before signing it.

The contract will set the rules of the coach's relationship with the team or organisation that is hiring them.

Usually a coach will have had numerous discussions, perhaps with a range of different people, prior to the contract being prepared. It is quite likely that if the contract does not include something that had been discussed then what was discussed does not apply! Therefore, it is critical that coaches read the contract and satisfy themselves that it sets out everything that they wanted included.

Other things that the coach should consider in regards to the contract:

- Make sure you understand what the contract says. The coach should seek clarification if there is anything they are unsure about.
- Is the contract for a fixed term or is it ongoing? If it is for a fixed term, is there any option to renew and what conditions apply if an option does exist?
- Make sure that the contract is clear to whom the coach reports and upon what basis the contract can be terminated, including:
 - Required notification periods;
 - The basis upon which either the coach or the club can terminate the contract (different reasons may have different notification periods);

- Whether the contract places any restriction on the coach being able to coach after leaving the club.
- If the contract refers to any other documents (e.g. other club policies) the coach should read those documents.
- Intellectual property should be addressed and in particular the coach's rights should be well protected. This can be a complex area of law and the coach should seek specific advice, particularly if they intend to write books, run clinics or produce other resources.
- Make sure the contract is clear about what obligations the coach has "off court" (e.g. appearances for sponsors).
- The contract should set out whatever process the team or organisation will have for reviewing the performance of the coach and any specific performance indicators that the coach is meant to meet.

The coach should also make sure that it is clear what responsibilities they have, although this level of detail may not be in the contract itself and may be in a position description. Does the coach have final say on which players are recruited? Is there a selection panel or a selection process that must be followed?

FOLLOW-UP

1. Are any of the players that you coach interested in playing basketball at a professional or college level?
Where are they getting their information about the opportunities that exist?
2. What advice would you give to a player who was approached by a player agent offering their services?
Discuss your answer with a coaching colleague.

LEVEL 3



PLAYER

CHAPTER 1

**OFFENSIVE
BASKETBALL SKILLS**

CHAPTER 1

OFFENSIVE BASKETBALL SKILLS

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1.1 PASSING

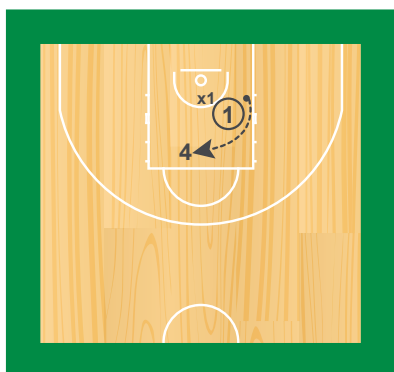
1.1.1 CREATIVE PASSING

Plato reminded us that “necessity, which is the mother of our invention” is often the spur to creating a way to achieve something.

Similarly, many of the “trademark moves” that we see in basketball have not been taught but are simply the result of a talented player finding a way to achieve success.

Coaches can create the opportunity for players to do this by:

- Using contested activities in practice whenever possible;
- Having players play against older athletes (and have girls play against boys). Often older athletes are taller, have longer arm spans etc, which makes it more difficult to make passes or take shots. Players therefore need to learn how to create space and to be effective;
- Don’t stop activities when a player is “creative” and executes a skill differently to how it may be taught. Let the activity continue and allow the players to explore what is successful;
- If a player has a habit that the coach believes will not be successful in games (e.g. they perform a spin move without looking), conduct an activity that will highlight the situation where the coach believes the skill will be unsuccessful.



BEHIND THE BACK PASS

The key to any successful pass is understanding where the passing lane is (and creating it if necessary).

Here 1 is closely defended by x1 and has 4 “trailing”. In this situation, a pass behind the back can be very effective and is quicker than stopping and pivoting.

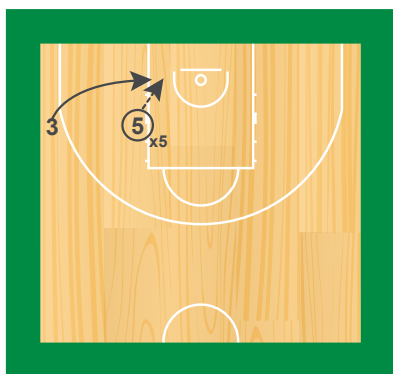
A common mistake when players try to throw a behind the back pass is to “cup” the ball, having their hand underneath. This is often a result of not feeling in control of the ball. To make the pass successfully the player must have their hand on the side of the ball, pushing it in the direction of their teammate (if the hand is underneath the ball it will push the ball up).

Wrapping the ball around the waist as fast as possible will help players to develop a better sense of control on the ball, and will improve their ability to throw a behind the back pass.

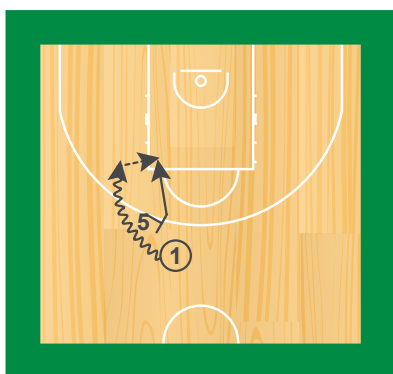
Players also struggle at times to throw a behind the back pass to a team mate that is in front of them. To achieve this, the player must turn their upper body away from their team mate, creating the passing angle between their hand and the team mate.

POCKET PASS

A pocket pass is commonly used in “traffic” where there is little space. It is similar to simply dropping the ball to be picked up by a team mate, although it is thrown to direct it exactly where it needs to go. The Pass is thrown from the passer’s hip.



A post player will often use a “pocket pass” to a team mate that is cutting past them. It is important that they are passing to the side away from their own defender.



A pocket pass is also commonly used by a dribbler, particularly when they have come off a ball screen and are passing to the screener as they cut.

PASS FAKES ON THE MOVE

The importance of pass fakes to create a passing lane is highlighted in the mantra “fake a pass to make a pass”. Faking a pass when on the move is difficult and is most easily done when taking steps as if to shoot a lay-up.

For example, as the player picks the ball up (landing their first foot) they may fake passing in one direction, and then as they take their second step, pass in another direction (or shoot).

The effectiveness of any pass fake is increased by turning to look in the direction of the proposed pass and/or turning the upper body to that direction as well.

FOLLOW-UP

1. Do you encourage or discourage players to be “creative”? Discuss your approach with a coaching colleague.

LEVEL 3



PLAYER

CHAPTER 2

**PHYSICAL
PREPARATION**

CHAPTER 2

PHYSICAL PREPARATION

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2.1 STRENGTH AND CONDITIONING

2.1.1 INDIVIDUAL STRENGTH AND CONDITIONING PROGRAMS

Coaches need to have an understanding of the fitness and strength requirements for basketball and may form a view of the areas in which a player needs to improve.

However, a coach should only provide specific programs for a player if they have expertise in that area. Most coaches do not have the relevant expertise.

Coaches that do not have the expertise need to seek assistance from appropriately qualified coaches in the area of strength and conditioning. The coach should meet with the expert to make sure that they have a good understanding of the game of basketball and the player's position, so that they can devise an appropriate programme.

The coach needs to work with the expert and in particular should discuss:

- The player's schedule – when the season starts/finishes and the on-court training load the player will have at the various stages of the programme;
- The player's workload – the coach may need to reduce the player's workload at peak times for strength and conditioning development;
- Incorporating strength and conditioning in practice – whether this is done by the expert coming to training or simply giving instruction to the coach;

- The minutes that the athlete will play during the season as their conditioning programme in particular may need to be varied – for example a player that plays only a few minutes each game requires a conditioning programme that keeps the "game conditioning".

Although players may have separate programs, it is often worthwhile for them to train with other team mates, as this can help with their level of motivation and can also encourage team mates to "bond". The coach should be prepared (particularly in the pre-season) to make allowance in the on-court schedule to assist players to complete the other aspects of their training.

Some particular advantages of an individualised programme are:

- It can be tailored specifically to the needs of each player, taking into account their current level of "fitness", the role they play within the team and the style of play used by the coach;
- Each player will have different flexibility and joint mobility (which will reflect their genetics or any history of injury/rehabilitation), and exercises can be selected both to improve factors as appropriate whilst taking into account those limitations;

- It can be incorporated into “sport specific” movements;
- It can set goals that are both set against objective “norms” (where data is available) and goals that are relative to each athlete. The latter goals will often be regarded by the athlete as more realistic and attainable;
- The plan will reflect the level of experience and competence of each athlete. For example, athletes are often best avoiding the use of weights machines until they have mastered the basic techniques and have developed the necessary strength to be able to use the machines.

2.2 NUTRITION

2.2.1 USING NUTRITIONAL SUPPLEMENTS

In many countries, the use of “supplements” is common in an effort to enhance health or to boost exercise performance. Supplements can be found in pill, tablet, capsule or liquid form.

Supplements can form an important part of an athlete's preparation, although they should not be used as a substitute for training, diet and hydration. Any supplements that are used by an athlete should be complementary to their overall programme.

Athletes are ultimately responsible for all substances in their body, and some supplements may be detrimental to the athlete's health and training or may contain substances prohibited under the World Anti-Doping Code. For example, some supplements may contain ingredients that are not listed on the product's label, which may have been intentionally added or unintentionally added (e.g. residue left on equipment from other production runs).

It is also important to remember that there is no shortcut to success, and that even where products are promoted by established sport stars, supplements by themselves will not lead to success.

Informed Sport (www.informed-sport.com) regularly tests supplement products to determine whether they are free from substances that are prohibited under the WADA code. Athletes can seek information from this site on specific supplements that they may be considering. However, the best form of advice is for the athlete to work with a sports dietitian.

BASKETBALL PHYSIOLOGY

Basketball is a fast-paced, highly skilled and physical sport, which places considerable demands upon both anaerobic and aerobic energy systems. Accordingly, to withstand these demands and to be able to achieve high levels of energy, players need to:

- Minimize carbohydrate depletion;
- Maintain adequate hydration,

BASKETBALL “BIOCHEMISTRY”

Supplements are not magic pills. The scientific use of nutritional supplementation may improve an athlete's biochemical environment or metabolism and help them to perform better and recover faster. Nevertheless, this requires knowledge and planning. In basketball, high energy production and its proper and timely utilization are important. Concomitant to this, the reduction of lactic acid and cortisol concentrations will also boost our performance.

NUTRIENTS UTILISED IN ENERGY PRODUCTION

The increase in energy production and oxygenation combined with reduction in lactic acid and cortisol production is the formula we are looking for. In short, here are the most important nutrients to help you achieve metabolic optimization.

10 Plato, The Republic, Book II, 369c

1. B complex vitamins

These nutrients are a class of structurally different components used as enzyme co- factors in human intermediary metabolism. Thiamin (Vitamin B1), Riboflavin (Vitamin B2), Niacin (Niacinamide, nicotinic acid, vitamin B3), Pyridoxine (Vitamin B6) Cobalamin (Vitamin B12), Folate, Pantothenate (Vitamin B5). These vitamins are the bases of energy production.

2. Vitamin C (ascorbic acid)

Vitamin C is involved in a variety of metabolic reactions related to exercise. Physiologically, ascorbic acid provides electrons for important enzymatic reactions. In addition, Vitamin C enhances the flow of electrons needed to optimise aerobic energy production (2).

3. Coenzyme Q10 (ubiquinone)

CoQ10 is a compound directly involved in the production of adenosine triphosphate (ATP), the cell energy molecule. It helps transport the energy molecules within the mitochondria.

4. L- Carnitine

Carnitine is a compound primarily involved in transports of fatty acids into the mitochondria of the cell, where fat can be used as energy fuel.

5. Alpha Lipoic Acid (Thioctic acid)

Lipoic acid is a dual water and fat soluble oxidation-reduction compound. It supports the Krebs cycle, which is a fundamental process in the production of energy. It also supports the production of ATP by acting as a catalyst in the production of acetyl co-enzyme A, an important molecule in the pathway of aerobic energy.

6. Creatine

Creatine phosphate is a nitrogenous organic compound that serves as a reservoir of ATP in muscle and nerve tissue. It helps regenerate ATP. Many studies show that creatine plays a pivotal role in the regulation and maintenance of muscle energy, metabolism and fatigue.

7. Ribose

D-ribose is a natural five carbon sugar that is used to make energy for muscles when a person is very active. It also helps in the recovery process, and lessens fatigue and soreness.

GENERAL RECOMMENDATIONS

General recommendations are made below, however, athletes are strongly recommended to seek advice specific to their circumstances from a sports dietitian:

1. A high dose multivitamin and mineral that will contain the necessary B vitamins and other synergistic nutrients.

2. Vitamin C	500 mg
3. CoQ10	100mg
4. L-Carnitine	2g
5. Alpha lipoic acid	300mg
6. Creatine	5g
7. Ribose	3g

This combination of nutrients together with a proper intake of complex carbohydrates, lean proteins and essential fats will enhance energy production and stamina during competition.

FOLLOW-UP

1. What advice would you give to a player that wanted to “put on weight”? Discuss your approach with another coach.
2. Do your players currently follow a weights programme? If so, who prepared it and who supervises them? If not, how could you get a programme prepared for them? Discuss with other coaches.

LEVEL 3



TEAM

CHAPTER 1

DEFENSIVE TACTICS AND STRATEGIES

CHAPTER 1

DEFENSIVE TACTICS AND STRATEGIES

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1.1 COMMON DEFENSIVE PATTERNS

1.1.1 PACK LINE DEFENCE

The “Pack Line” defence is a “man to man” defence, which is specifically designed to provide greater protection against dribble penetration.

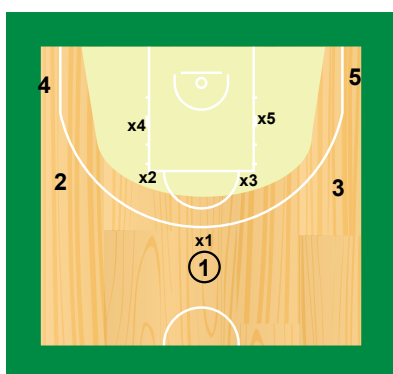
Whilst the term “pack line defence” is relatively new, the concept of “sagging” defence is certainly not.

However, the “pack line defence” is not designed to be a passive or soft defence. Instead, its effectiveness relies upon:

- The player defending the ball doing so with a high degree of pressure;
- If a player has a “dead ball” (i.e. they have already dribbled and cannot dribble again) all defenders moving into position looking to steal a pass;
- Defenders being able to contain the ball and not get beaten off the dribble;
- Post defenders using a $\frac{3}{4}$ position on the high side to deny the post player the ball. Post defenders trying to move the post player so that they are not able to establish position in the post. Some coaches will front a low post player when the ball is at the wing, and in this alignment may allow them to have position “on the block”.

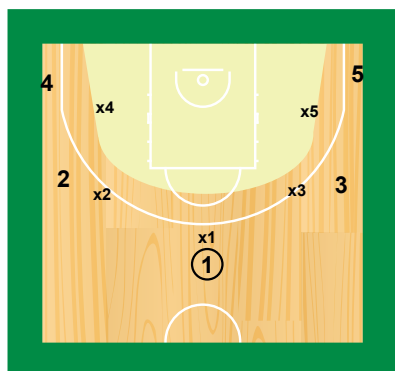
The “Pack Line” is simply an area inside the 3 point line (approximately 16 feet / 4.9 metres) from the basket. When defending a player that does not have the ball, the defender must have both feet within the “pack line”, positioned approximately half way between their direct opponent and the player with the ball.

The difference between this sagging position and defence that incorporates “denial” positioning is shown below:



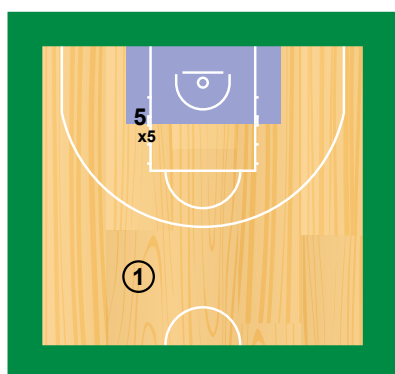
PACK LINE DEFENCE

Players that are defending players without the ball, have both feet within the “pack line”. They are approximately half way between their direct opponent and the player with the ball. Keeping vision of both players is important.

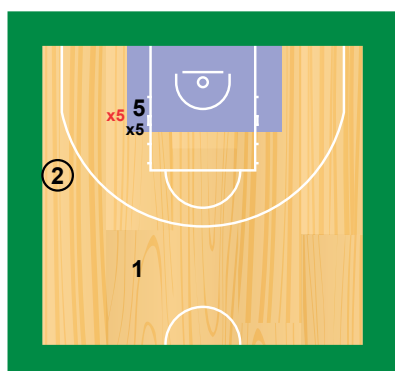


“MAN TO MAN” WITH DENIAL

Defensive position depends upon the distance an opponent is from the player with the ball. Players that are “1 pass away” are denied the ball.

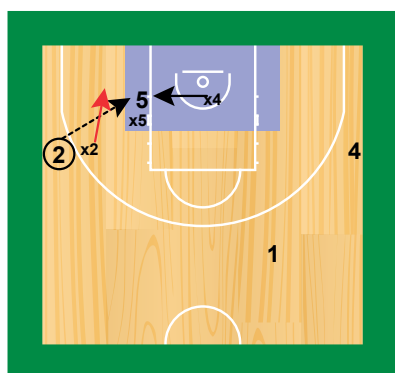


Defenders will try to stop post players establishing position in the “post box”. If the ball is at the top of the key, the defender should deny from a $\frac{3}{4}$ position on the high side.



Some coaches will also “front” the low post when the ball is at the wing (shown in red), others may maintain a $\frac{3}{4}$ position (shown in black).

It is at the discretion of the coach, how to defend the low post player,



Similarly, coaches may opt to double team the post player once they receive the ball.

Coaches may choose to double the low post from the split line and/or crowd the post player from the wing defender.

ADVANTAGES OF PACK LINE DEFENCE

Key advantages of utilizing the pack line defence are:

1. It prevents dribble penetration as the sagging defenders are in a position to help, making it hard for offensive players to find a “gap” to penetrate. This should also give the on-ball defender confidence to be aggressive, knowing that there is help if they are beaten.
2. It provides protection against back door cuts and flash cuts, with sagging defenders being in a position to help.
3. An effective pack line defence is likely to cause an opponent to take more shots from the perimeter and those shots should be contested. This can result in the opponent shooting a lower percentage, particularly if the defensive team rebound well and do not allow the opponent to score “second chance” points.

WEAKNESSES OF PACK LINE DEFENCE

Relative weaknesses of the Pack Line Defence are:

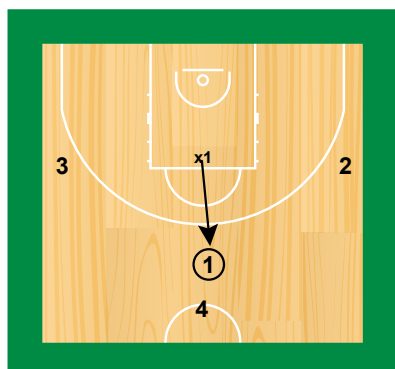
1. When used with young players, on ball defenders may not develop the ability to contain the dribbler, instead relying upon the help that is inherent in the defence.
2. The defence requires defenders to constantly “close-out”, which is a difficult defensive skill to master. If it is not done well, the opponent may have opportunities to penetrate creating higher percentage shots.
3. An opponent that shoots well from the perimeter may do well against the defence.
4. If there is no shot clock, the opponent may be able to run significant time off the clock before shooting.

Having regard to these weaknesses, it is not recommended that young teams use the Pack Line defence. It should not be used until all players are proficient at closing out and containing perimeter dribblers.

PRACTICING FUNDAMENTALS OF PACK LINE DEFENCE

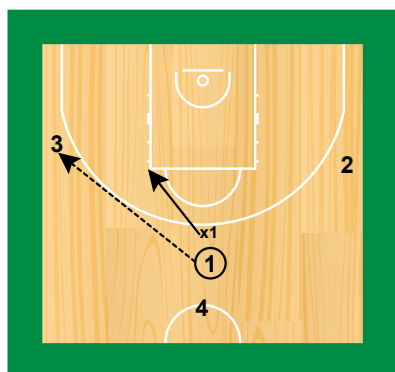
Two key skills should be practiced regularly to implement the Pack Line Defence:

- Close-out – moving from an off ball defensive position to defending the player with the ball.
- Positioning – adjusting position every time the ball or their opponent moves.

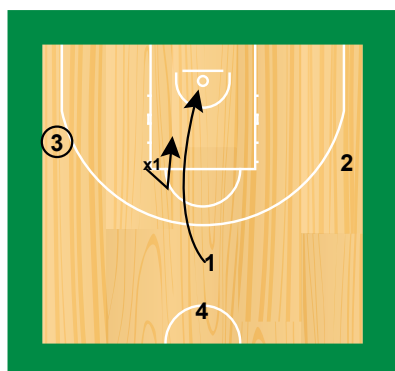


BLACKHAWK – PRACTICING CLOSE-OUTS

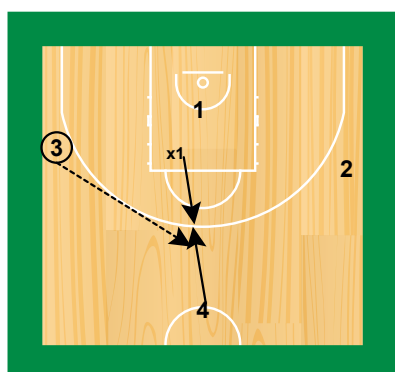
x1 closes out to 1, keeping both hands high to prevent any shot.



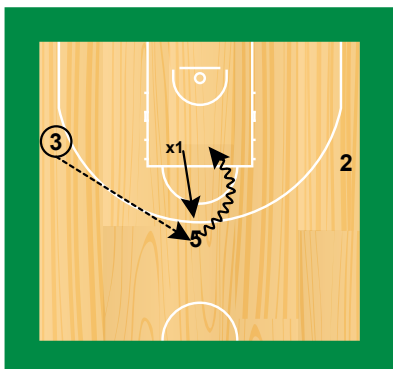
1 passes to either wing player and x1 adjust their position to be in the “dribble gap” (half way between 3 and 1)



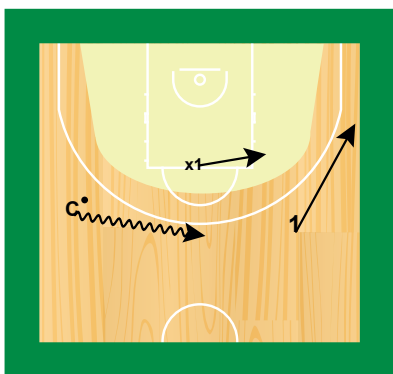
As 1 cuts to the basket, x1 must “bump” the cutter and defend them the cut to the middle of the key.



The ball is passed to the next player at the point position, and x1 again closes out.



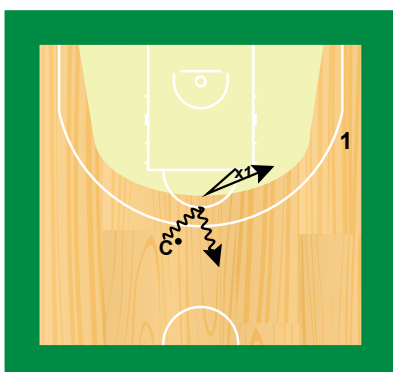
After x1 has defended 2 cuts, on a third close-out they play live 1v1. Limit the number of dribbles that the dribbler has to 2 or 3, to focus on them penetrating to the basket.



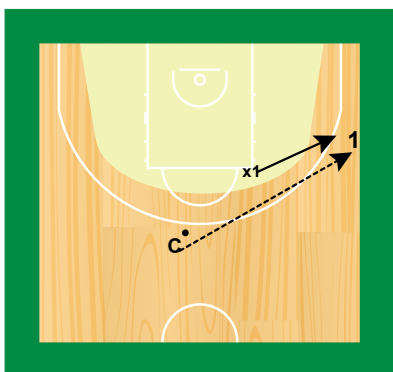
2 ON 1 POSITION

This is another activity that practices defensive position, and particularly the "gap dribble" position.

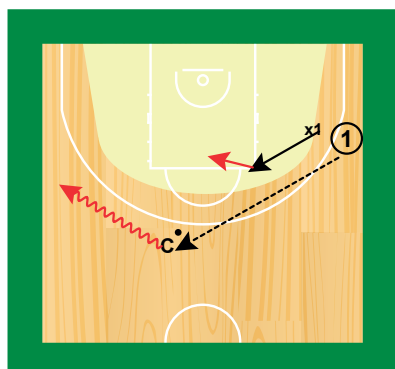
The coach moves and 1 adjust their position, x1 adjusts themselves to be in a correct position



As the coach penetrates toward the key, x1 must "hedge" to stop the penetration and then recover to defensive position to defend 1.

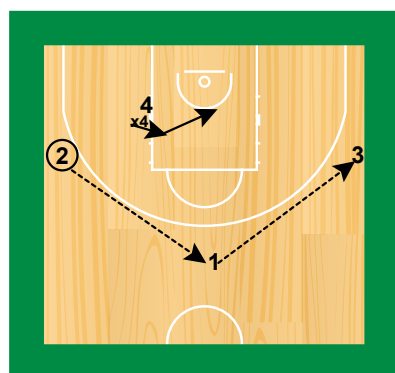


When the coach passes to 1, x1 must close-out to 1 and be in position to stop any baseline penetration



As the ball is passed back to the coach, x1 must “jump with the ball” to get into the “gap dribble” position and then continue to adjust as the coach moves.

After 30 seconds or so, the coach calls “live” and then when 1 has the ball, they attempt to score.

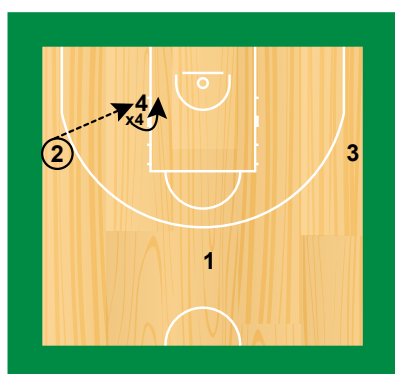


3 OUT, 1 IN, 1 DEFENDER

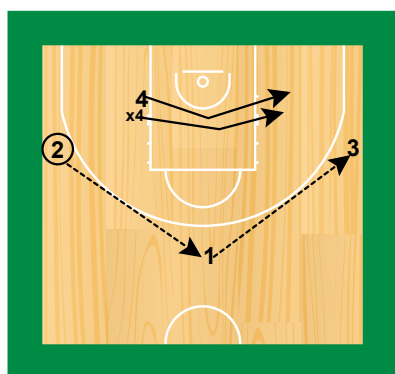
3 perimeter players pass the ball, and x4 adjusts position to defend the low post.

When 2 has the ball, x4 either plays $\frac{3}{4}$ or fully front, depending upon coach preference.

When the ball is at the point position (with 1) x4 must play “on the line, up the line” to deny any pass to 4.



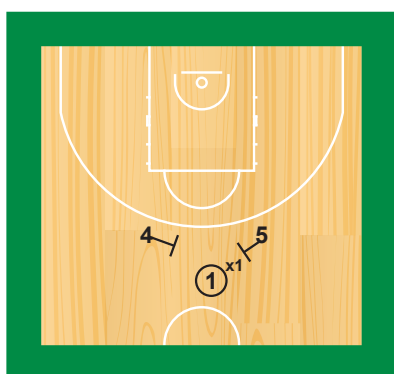
If the ball is passed to the low post, x4 must move to a position behind the post player. The defender should keep their hands high and contest a shot without jumping.



As the ball is reversed, the post player can cut to the opposite post. The defender should “bump” the cutter and then establish $\frac{3}{4}$ front position.

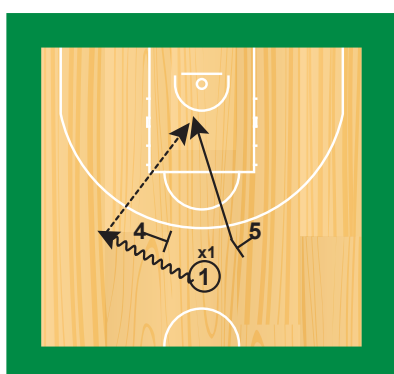
1.1.2 DEFENDING HORNS SET

The “Horns Set” uses two screens, typically “bigs” setting screens for a guard. Most teams do not wish to switch either screen as it would result in a mis-match.



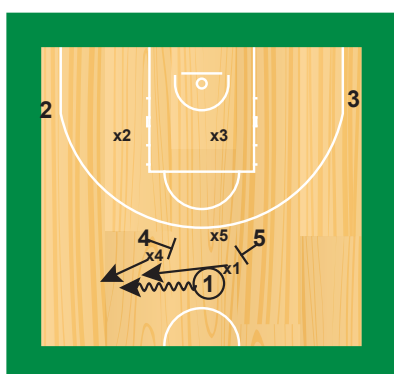
Commonly the on ball defender will force the dribbler to one side of the court and will negate their ability to use one of the screens. This allows other defenders to adjust their position based upon where the ball is likely to go.

Usually the defender will force the dribbler to their non-preferred hand although a team may also choose to force to a particular side of the court.



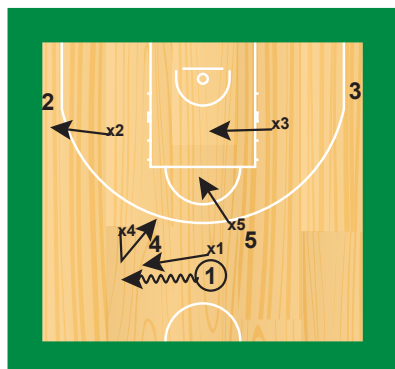
The defence should consider what the offence is trying to achieve. For example, here the offence usually dribble away from 5 so that they can pass to 5 as they drive to the basket.

In this situation x1 would force 1 away from 4's screen and make them use the screen by 5 which is their least preferred option. Tactics such as this will depend upon which players are involved in the screen action and would be identified in the “scout” prepared by the coaches.



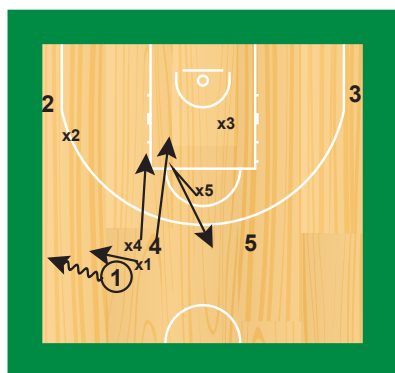
Another common tactic used by teams is to vary the defensive tactic based upon the game situation – for example, double teaming the ball screen whenever the shot clock is less than 10 seconds.

Here x3 and x5 move toward the middle of the court to be able to defend if 4 drives to the basket, or if 1 attempts to drive to the basket.

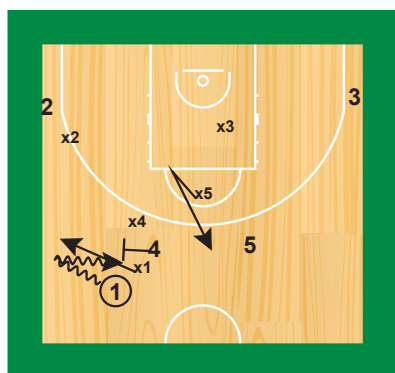


Other teams will have x4 “hard show” (to force 1 wide) and then have x1 move over the top of the screen to continue to force 1 toward the sideline.

x2 moves to deny any pass to 2 (the easiest pass) and x5 and x3 drop into a help position. Their primary responsibility will be to defend any cut to the basket by either 5 or 4.

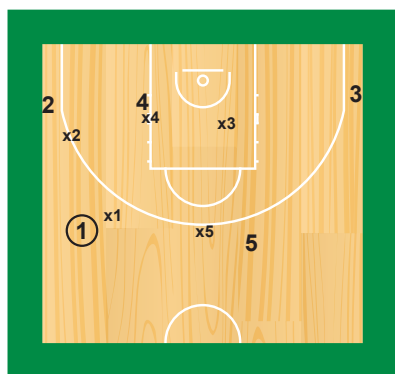


x4 recovers to follow 4's cut and x5 (who “bumped” the initial cut by 4) moves back to deny 5 (which is also an easy pass).



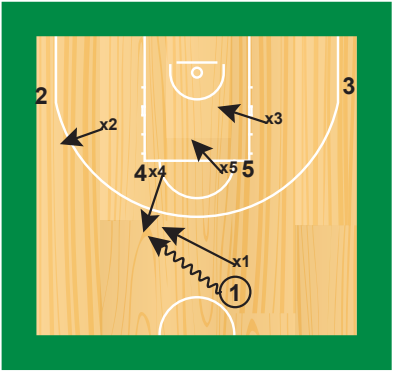
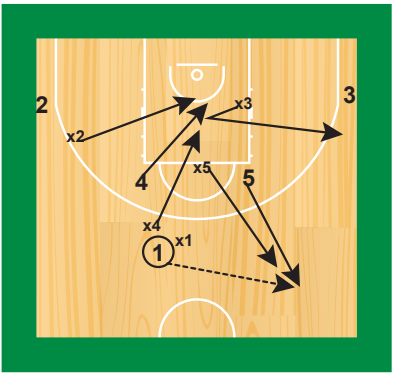
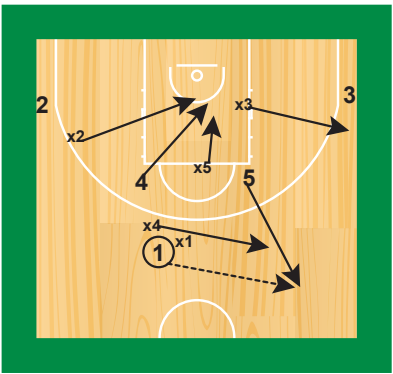
x1 must force 1 towards the sideline.

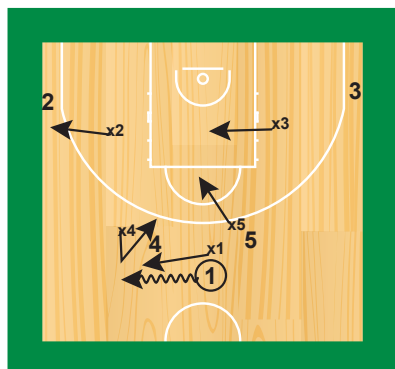
They must keep 1 above 4's position on the floor to avoid any “re-screen” action. Similarly, x1 does not move in front of 1 as this would allow them to dribble back to the middle (and possibly a re-screen).



The final alignment of the defence is:

- x2 denies pass to 2
- x4 defends 4 in the low post
- x5 denies pass to 5
- x3 remains in help position
- x1 keeps pressure on 1, trying to force them to end their dribble.

	<p>Some teams may choose to apply a higher level of pressure to mid-ball screens by double teaming the dribbler even before the screen has been set.</p>
	<p>x4 sprints to trap 1, before 4 has moved into a position to screen.</p> <p>x2 moves to deny the pass to 2 and x5 and x3 drop into help position in the key.</p>
	<p>Here 1 makes the "reverse" pass and 4 dives to the basket. 5 closes out to defend 4 and x3 will move to a denial position, but first, steps in to "bump" 4 and does not move out until either x4 or x2 has established position to defend 4.</p>
	<p>However, if the main offensive threat is 3, x3 moves immediately to deny 3 and x5 can drop to defend 4 while x4 moves to defend 5. This is particularly effective if 5 acts as a passer from the top of the key and does not look to drive or shoot.</p>



Other teams will have x4 “hard show” (to force 1 wide) and then have x1 move over the top of the screen to continue to force 1 toward the sideline.

x2 moves to deny any pass to 2 (the easiest pass) and x5 and x3 drop into help position. Their primary responsibility will be to defend any cut to the basket by either 5 or 4.

FOLLOW-UP

1. Discuss with a coaching colleague the strengths and weaknesses of the Pack Line Defence?
2. What offensive structures are common in your competition? Discuss with a coaching colleague the strengths and weaknesses of different tactics for defending those structures.
3. Consider the various defensive tactics identified in question 2.
Do your players have the skills to effectively use each of them?

1.2 DEFENSIVE SCHEMES

1.2.1 DESIGNING STRATEGY FOR INDIVIDUAL DEFENDERS

More experienced defenders will want to know from the coach specifically how they are to defend their likely opponent, which will depend upon the coach's "scout" of the opponent.

Coach's should make sure that each of their players knows:

- Whether their opponent is right or left handed;
- Whether their opponent is a "post" or "perimeter" player;
- Whether their opponent is a "driver" or a "shooter";
- Whether their opponent prefers to move to their left or right (which is different to whether they are right or left handed);
- Whether or not they have help responsibilities (when defending a good perimeter shooter they may stay closer to their opponent and not play to the "help line");
- What role their opponent plays within the opponent's offence (e.g. screener, shooter) and any specific plays that the team uses involving them (e.g. they may cut off staggered screens or set ball screen and "pop").

Many of these attributes are tendencies only and in any given possession the opponent may act contrary to the coach's expectation. Based upon these tendencies they coach may instruct their defender to take specific action.

For example:

- Close-out "short" on a "driver" and deny their preferred side to dribble;
- Go "over" ball screens if a player is an excellent perimeter shooter but go "under" if they tend to drive;
- "Hedge" off their opponent but do not move to the "help" line if they are a strong perimeter shooter.

Whatever tactic is determined for the individual player must also fit within the overall defensive scheme. For example, if the individual player is instructed to "fully front" their opponent in the low post, this will be most efficient if both help defence behind (to intercept a lob pass) and also high pressure on the perimeter passer.

The coach must judge how much information to provide to each of their players as too much information may be confusing. With less experienced players the coach may re-inforce what they want their defender to do (e.g. deny the ball, go over screens) and not provide too much information about the opponent's tendencies. With more experienced players the coach may provide information about the opponent's tendencies but leave it to the player as to how they wish to defend. The amount of information to be provided will very much depend upon the individual player.

Obviously, the tactics a coach employs with individual defenders depends upon their skill level and knowledge. It is important that the coach teach all players offensive and defensive skills on the perimeter and in the post. However, the coach can also set a challenge for their player, based upon an outcome.

For example, the coach may instruct their player to force the dribbler to their left, without giving specific teaching points, leaving it to the player as to how they will force that result. This can particularly be employed during a game in response to what an opponent is doing in that game.

1.2.2 HAVING MULTIPLE DEFENCES AGAINST ON BALL SCREENS¹¹

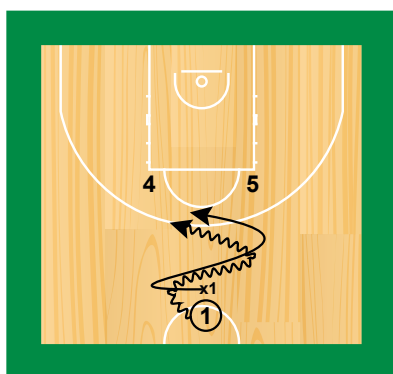
On Ball screens are a particularly popular offensive tactic and in some leagues more than half of the offensive possessions may be played utilising one form or another of “pick and roll” (or on ball screen).

As a general rule in order defending the “pick and roll” requires:

- Players to have good court vision, so that they are aware of where all offensive and defensive players are positioned;
- Being aggressive and decisive, often the success of the defence depends less upon the particular tactic used and more upon how well the players work in unison to force the offence to react;
- Good timing and efficient movement.

There are many ways to defend the “pick and roll” and successful teams will often defend situations differently based upon (a) where on the court it occurs, (b) the particular offensive players involved and their strengths and (c) any limitations of their own players.

Here we describe a defensive scheme that incorporates a range of different techniques for defending the pick and roll. It is not suggested that coaches implement this specific defensive scheme, rather it is included to show the level of detail that a coach may wish to include in devising their own defensive scheme.

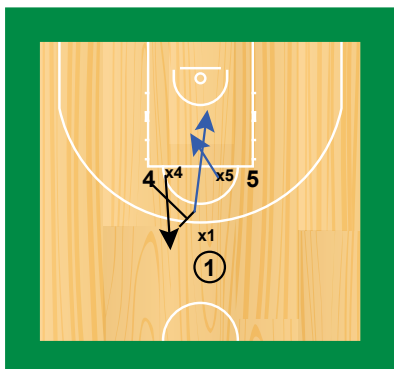


DEFENDING “HORNS”

“Horns” or an “A-Set” is a common offensive tactic, which places two high post places at the elbow (or elbow extended) who set screens for the dribbler.

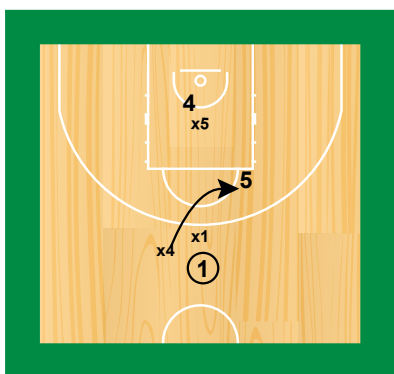
In this scheme, do not force the dribbler any particular way. Instead, the ball defender is aggressive and forces the dribbler to change direction at least once (and better twice) prior to them using either screen.

¹¹ Parts of this article are drawn from an article by Dusko Ivanovic, which appeared in the 9th edition of FIBA Assist.

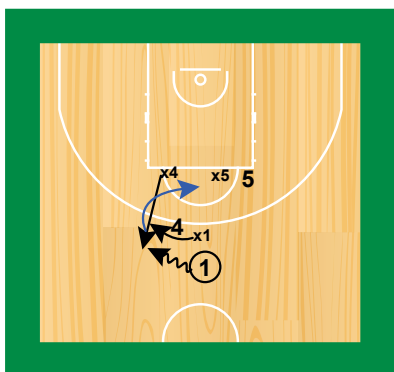


To prevent the dribbler using the screen that they wish to (e.g. they may be particularly effective moving to their left). In this situation the defender (x4) must step “vertically” from the screen so that the dribbler cannot move in that direction.

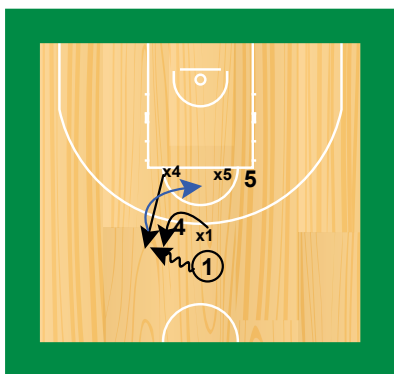
The screen defender keeps contact with the screener. This will usually force the screener (4) to cut to the basket, and they are defended by the other post player (x5). This may leave 5 open at the elbow, however that is preferable to 4 getting open at the basket.



The screen defender, who stepped to stop the dribble must now sprint to recover to defend the high post. Players from the perimeter do not move to help on the high post as this will allow an open 3.



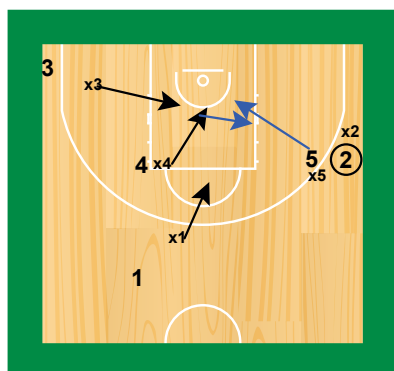
If the ball handler (1) is a good perimeter shooter, x1 will fight over the ball screen.



If 1 is not a good perimeter shooter, x1 will go under the screen.

DEFENDING SIDE PICK AND ROLL

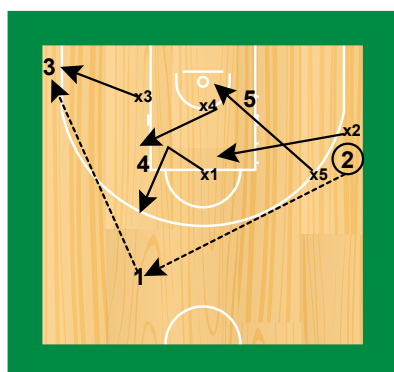
Often teams will play a “side pick and roll” while also having a high post. This may occur in “Horns”, when the ball is passed to the high post, who passes back to the perimeter and follows their pass to screen.



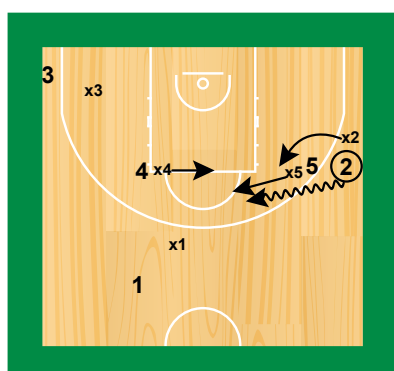
The ball defender (x2) moves to force the ball handler in the direction of the screen. They must stop the ball handler from dribbling away from the screen (baseline).

The screen defender moves “vertically” to pressure the dribbler.

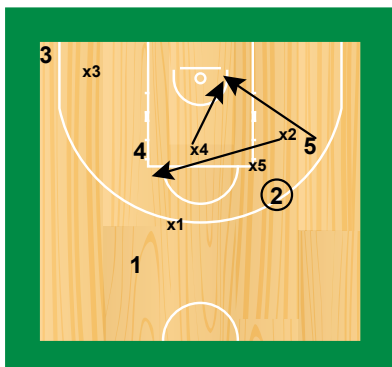
The other defenders sag into the key. In particular, the high post defender moves to the “low split” and is ready to defend the screener if they cut to the basket. x1 rotates down to help pressure the high post and x3 also sags into the key.



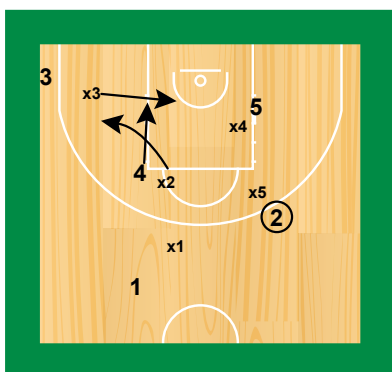
If the ball is passed from the wing, players return to their own player. x4 may hesitate at the low split, allowing time for x5 to recover.



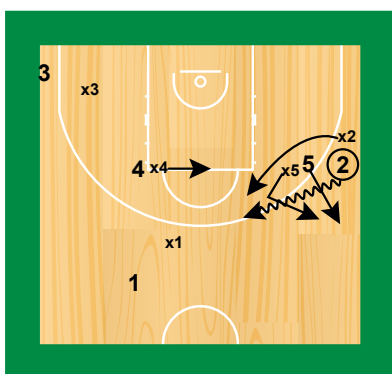
Alternatively, if x5 and x2 switch, x4 moves into the key to put additional pressure on the ball handler.



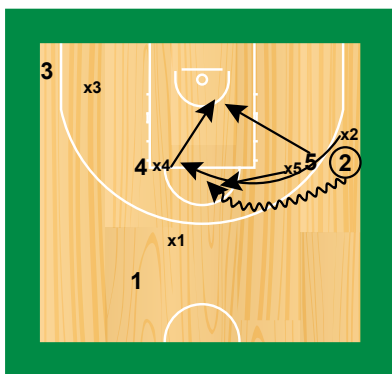
However, in this instance, if 5 cuts to the basket, x2 switches with x4 so that a “big” is defending the screener at the basket. This defence is particularly used where 4 is not a good perimeter shooter.



If 4 cuts to the basket (after x2 switches), x3 will step into the key to defend 4 and x2 moves to defend 3 on the perimeter. Again, avoiding having a guard defend in the post area.

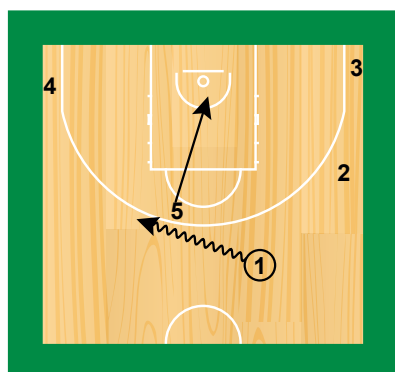


If the screen defender is unable to contain a ball handler, x2 and x5 do not switch and x2 will usually go under.

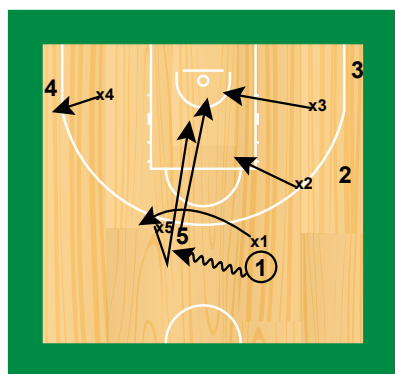


If the ball-handler is a good perimeter shooter, x2 will go over the screen.

Again, here x4 rotates to defend 5 as they cut to the basket, and x2 rotates onto the high post player, while x5 contains 2.

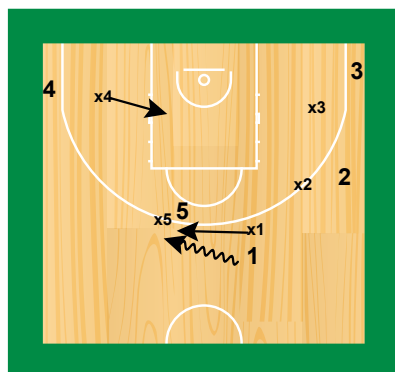


Often teams will have one screen set at the top of the key and have 4 in the corner. This is used particularly when 4 is a good perimeter shooter. On the pick and roll, 5 will cut to the basket while other players are ready on the perimeter to catch and shoot.



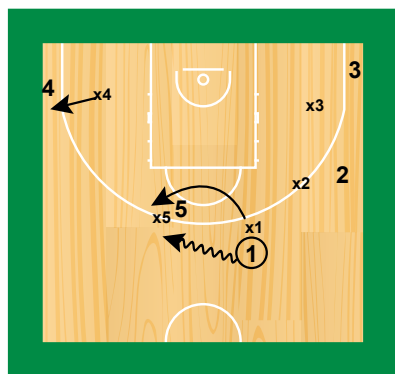
When the screen is set outside the 3 point line, x5 will show strongly and then recover to defend 5 as they cut to the basket. x3 and x2 both sag into the key, particularly x3 to help defend 5.

X4 does not help and instead continues to defend 4.



When the screen is set inside the 3 point line, x5 will again show strongly to help contain the dribbler and x1 will go over the screen if 1 is a good perimeter shooter.

Here x4 may sag into the key, as the pressure on 1 makes a quick pass to 4 difficult.



If 1 is not a good perimeter shooter, x1 will go under the screen. However, here x4 must stay on the perimeter to defend 4.