

A quick second pass, may also create an opportunity for 3 to drive into the keyway, as the defence scramble.

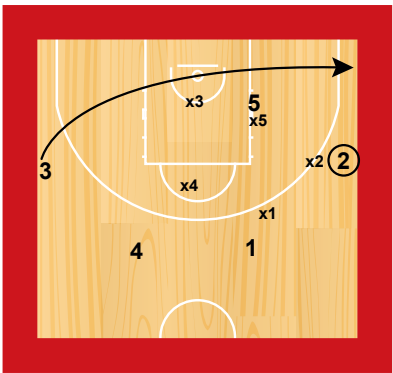
3 may also be able to step closer to the basket to receive the pass, making for a higher percentage shot. 2 should also look to see if 5 is open on the post.

2.1.7

MOVING THE HELP DEFENDER AWAY FROM A HELP POSITION

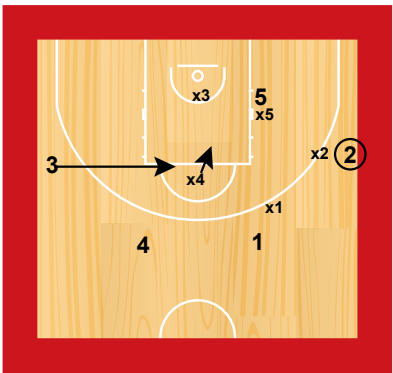
MOVING HELP DEFENDER

In many situations basketball is not a 1v1 contest, with “help” defence designed to place added pressure on the offensive players (before they make any move) and to also provide help to a defensive team mate. Whether the defensive is double teaming, switching or rotating the effect is that “help” defence can stifle offensive opportunities. Accordingly, offensive movement is often designed not to directly create a scoring opportunity but to move help defenders to relieve pressure and/or create an opportunity for a 1v1 contest.

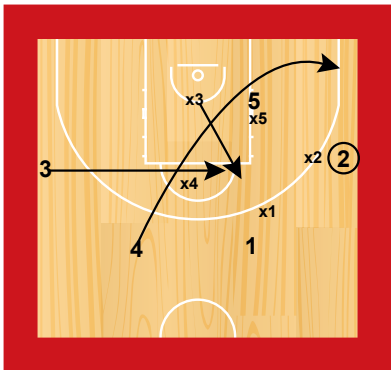


x3 is in the low “split line” position explicitly to be able to help other defenders. They may both help to defend the low post player (double teaming, intercepting a lob pass) and may also help to defend dribble penetration.

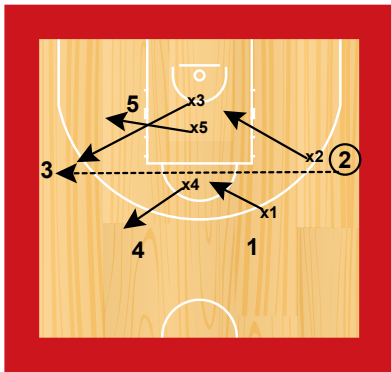
As 3 cuts to the ball side corner, x3 must now make a decision. If they remain on the split line, 3 will be open. If they move to defend 3 in the corner, they are no longer in a position to help against the low post player.



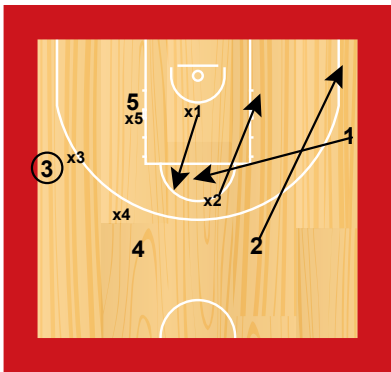
If 3 cuts to the high post, this may be defended by x4, which enables x3 to remain in the low split line position.



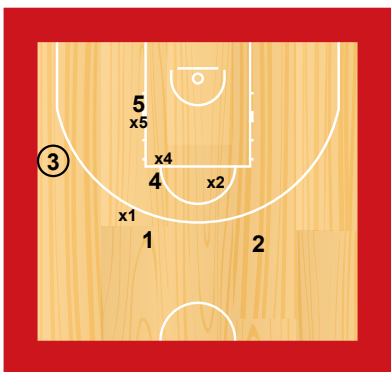
However, if 4 cuts to the ball side corner, x4 needs to move with them or else 4 will be open. If x4 follows the cut, x3 would then need to move from the low split line to defend a flash cut made by 3.



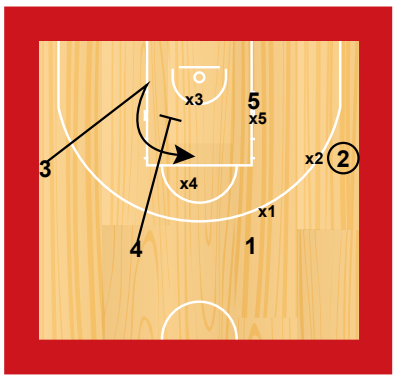
By reversing the ball from one side of the court to the other, the offence force the defensive players to adjust position. This can create a situation where help defence has not got into position when the pass is made.



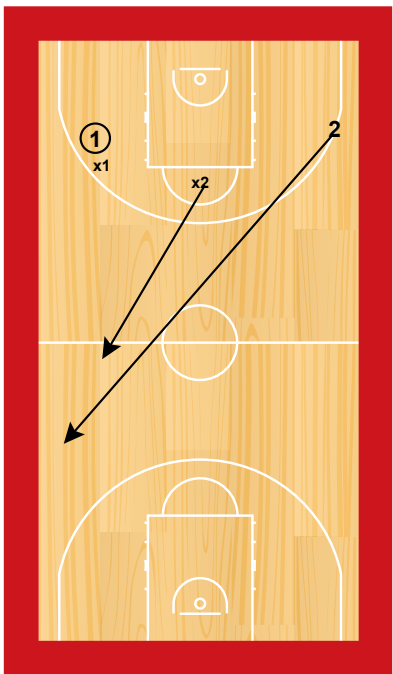
Some teams will opt to move away from the split line to provide better coverage against good shooters. If the offence know that this is part of the defensive scheme, they can move the shooter so that the defence are no longer in a help position. Here, 2 is an excellent shooter and when they cut to the corner, x2 will not adopt a split line position but will hedge towards the corner. 1 cuts to the free throw line to draw x1, and then there is no split line defender behind 5. If x1 stays then 1 is open at the free throw area.



Having a high post player (particularly if they are also ball side) creates an offensive alignment that does not have an easy low split line defender.



Screening action can also be used to move the split line defenders. As 4 sets a down screen for 3, x3 and x4 will adjust position to defend the screen, which may divert their attention from (or cause confusion regarding) help line responsibility.



In a full court context, x2 is able to pressure 1's dribble (hedge and recover or "run and jump") and is also in a position to double team.

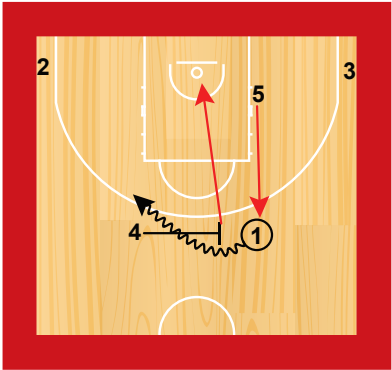
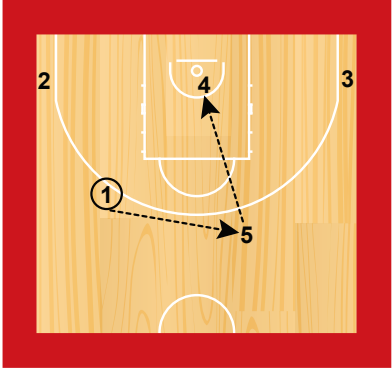
However, when 2 cuts it will move x2 from this position. 2's cut is most effective if it moves to the ball side as this draws x2 away from the split line.

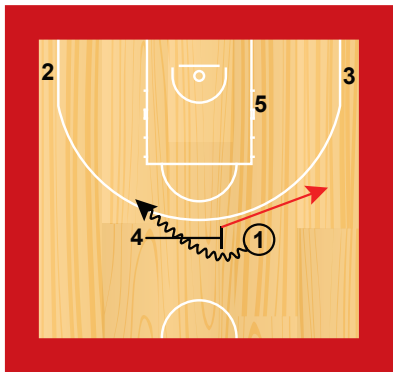
FOLLOW-UP

1. How do you vary Receivers Principles when the team is playing with a post player?
2. Discuss with your players
 - a. What cues should a perimeter player consider when they have the ball;
 - b. What cues should a perimeter player that does not have the ball consider?Did the players identify all relevant cues?
3. Watch a colleague's team play a game and assess their ability to pass the ball to create open shot opportunities. Discuss with the coach:
 - a. How the team practices creating open shots;
 - b. What changes could be made at practice to improve their passing;
 - c. What understanding do the players have of how to create opportunities?
4. At practice, set up a contested half court activity and instruct your offensive players to focus on moving split line defenders from the split line. What methods did they use?

2.2 SCREENING

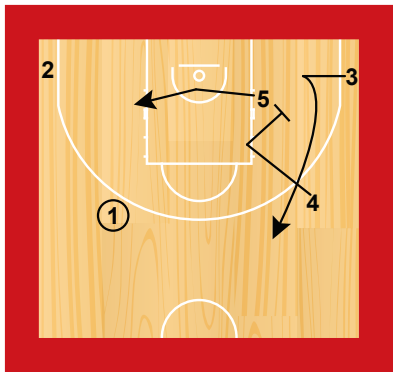
2.2.1 ON BALL SCREENS - MIDDLE PICK AND ROLL

	<p>MIDDLE PICK AND ROLL</p> <p>Commonly, teams are setting early on-ball screens for guards to create action from the middle of the court. Sets should not be “terminal” and need to lead to other action. Screener must have ability to roll/dive to the basket, flare and make plays off the dribble.</p>
 	<p>“MIDDLE PICK AND ROLL – LIFT OPPOSITE POST”</p> <p>After the dribbler comes off the screen, the screener moves to the basket and the low post (5) lifts. Reversing the ball to 5, creates the opportunity for “high/low” post action.</p>

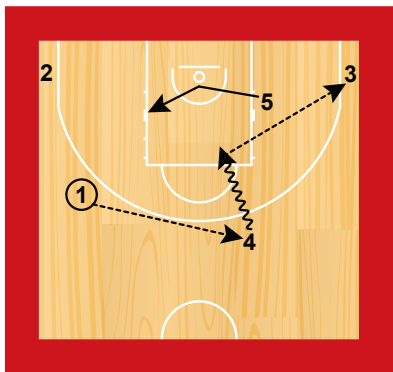


“MIDDLE PICK & ROLL – INTO TRIANGLE AND 2”

4 sets the screen for 1 and then flares to the wing.



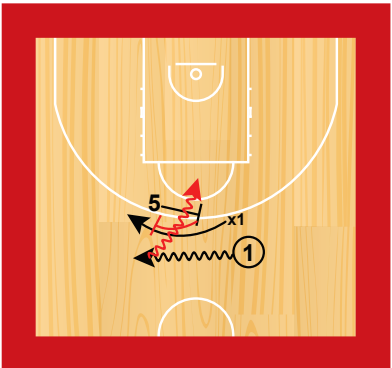

5 cuts across to the low post – forming a post triangle with 1, 2 and 5.
4 can down screen for 3.



If ball is reversed to 4, 4 must have the ability to shoot, or dribble into the key for a shot or pass.

2.2.2

ON BALL SCREENS - RE-SCREENING

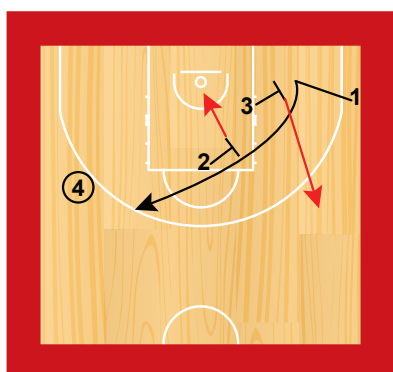
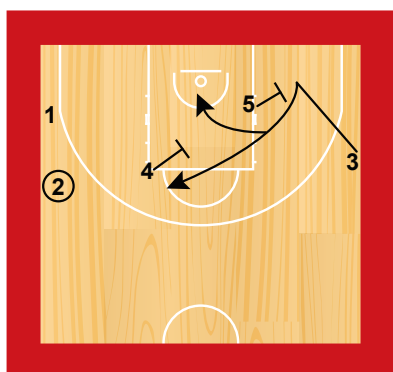
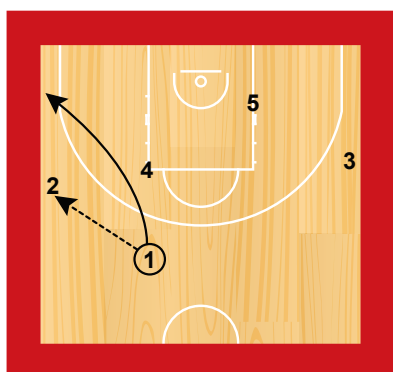
	<div>RE-SCREENING (ON BALL SCREENS)</div> <div>Re-screening can also be effective with ball screens, particularly a screen set in the middle of the court.</div>
<div></div>	<div>Here X1 goes “under” the screen set by 5 and is able to stop the dribbler from penetrating. 5 turns around and sets another screen, so that 1 can change direction.</div> <div>It is important that the screener establishes a stationary position on the new screen before 1 attempts to move past. If the screener is moving at the time of contact with the defender it is likely to be an offensive foul.</div> <div>The re-screen is equally effective if the defender goes “over” the initial screen. Once the dribbler has taken a step or two past the screen, the screener turns around to set a new screen.</div>

2.2.3 OFF BALL SCREENS - STAGGERED SCREENS

CUTTING OFF STAGGERED SCREENS

A “Staggered Screen” is where two offensive players set a screen for the one cutter. With a “double screen” the

two players stand next to each other, with a “staggered screen” the offensive players are progressively in the path which the cutter intends to cut along.



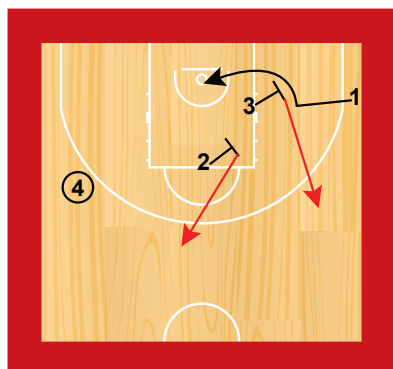
In this example, the staggered screens will be set by the two post players – there are many ways that a staggered screen can be incorporated into offensive movement.

As 3 cuts off each screen, they “read” the defence. If, for example, their defender “trailed” (followed behind) as they cut off 5’s screen, they would curl to the basket.

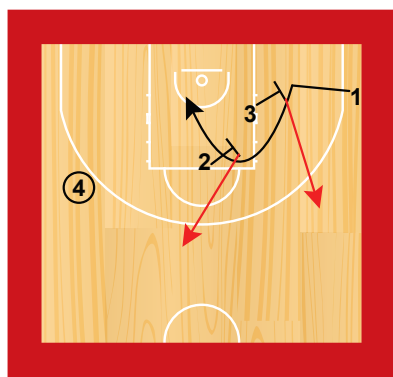
Similarly, if the defender goes “under” one of the screens, 3 may flare to the perimeter (not shown).

The two screeners move to positions to also receive the ball after the cutter has moved. Here, 1 makes a “straight cut” and:

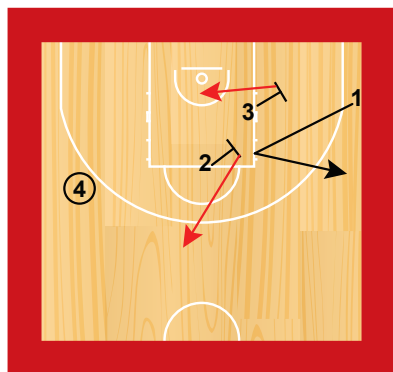
- 3 (first screen) – “pops” to the perimeter
- 2 (second screen) – “dives” to the basket



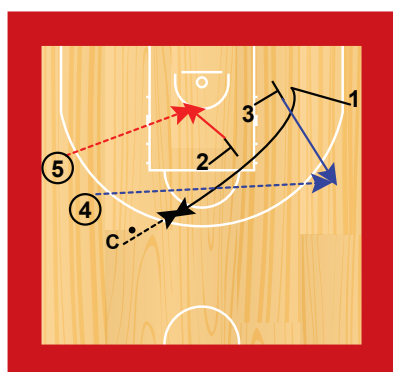
Here, 1 makes a “back cut”, so neither screener cuts to the basket. Instead, both “pop” to the perimeter.



Similarly, if the cutter “curl cuts” (whether on the first or second screen), both screeners “pop” to the perimeter.



The first screener can also cut to the basket, particularly if the cutter flares to the wing (as there is no space for the screener to “pop”).

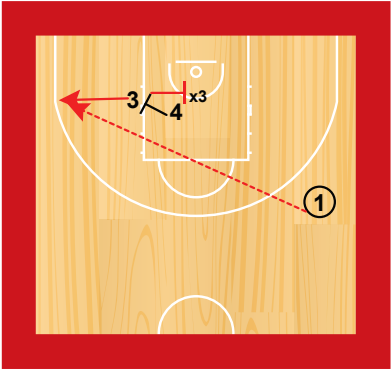
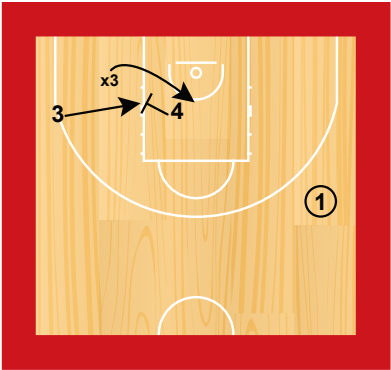


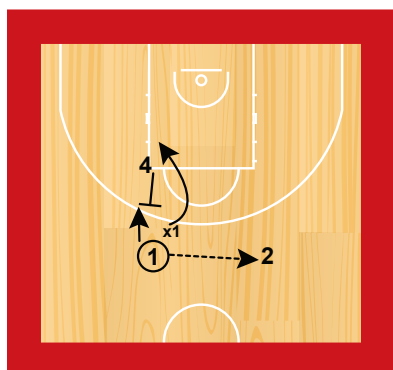
3 PASS DOUBLE SCREEN ACTIVITY

A good activity to practice cutting off staggered double screens is to have 3 passers and either 0, 1, 2 or 3 defenders. Each passer is assigned someone to pass to, regardless of whether that person cuts to the basket or the perimeter.

2.2.4

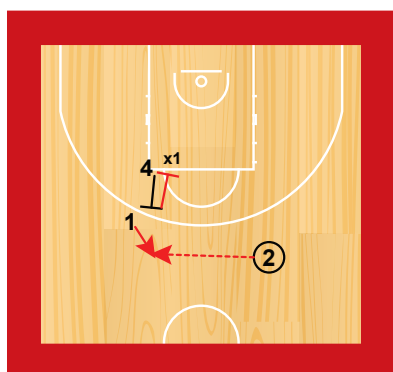
OFF BALL SCREENS -
RE-SCREENING (OFF BALL)

	<div>"RE-SCREENING" (OFF BALL SCREENS)</div> <div>Sometimes when a team sets off-ball screens, the defence will "cheat" or move to a position anticipating where the cutter will go, but before the cutter has actually cut off the screen. In this situation, the screener may need to adjust their position (or "re-screen") in order to be in a position to get their team mate open.</div>
<div></div>	<div>"RE-SCREENING" – DOWN SCREEN</div> <div>4 sets a screen for 3 who moves toward the screen. Anticipating that 3 will cut into the keyway, x3 moves into the middle of the keyway.</div> <div>4 turns to face x3, establishing a new screening position. 3 flares to the perimeter, getting into a position behind 4.</div>



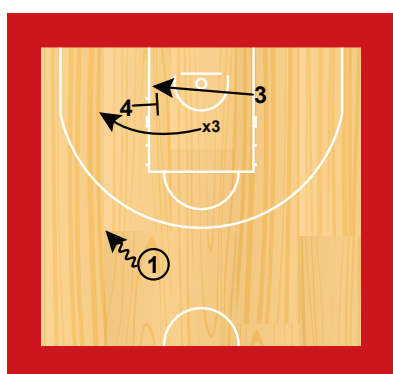
"RE-SCREENING" – BACK SCREENS

4 sets a back screen for 1, who again moves toward the screen. x1 anticipating that 1 will cut to the basket, avoids 4 and moves into the keyway.



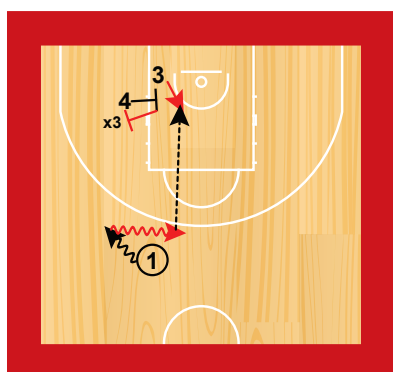
4, turns to face x1 and establishes a screening position. With the initial back screen, 4 had to give x1 at least one step (because x1 could not see them). With the re-screen, 4 can get as close as they want.

1 moves back to the perimeter



"RE-SCREENING" – TURN OUT CUTS

4 sets a screen, for 3 to make a "turn out" cut. 1 is on the move to make a pass. x3 anticipates that 3 will cut to the perimeter and moves to the outside of 4.



4 turns to face x3 and establishes a new screening position.

3 steps to the basket, or steps toward the middle of the keyway to receive a pass, with 4 now in the way of x3. 1 may change position to create a better pass.

FOLLOW-UP

1. Have an assistant coach record how many offensive sets in a game involve screens, specifically:
 - a. Off Ball screens;
 - b. On Ball screens.
2. Discuss with your assistant coaches which screens were used most effectively and which screens were used less effectively. What activities could you use to improve this?
3. How do your opponents tend to:
 - a. Defend on ball screens
 - b. Defend off ball screens
4. Discuss with your players how your opponents tend to defend screens, what strategies do they think should be used in response to those tactics? Have the players practice this and then discuss with them whether or not they were successful.

2.3 TRANSITION

2.3.1 STRUCTURED FAST BREAK - SECONDARY BREAK

SECONDARY BREAK (OFFENSIVE TRANSITION)

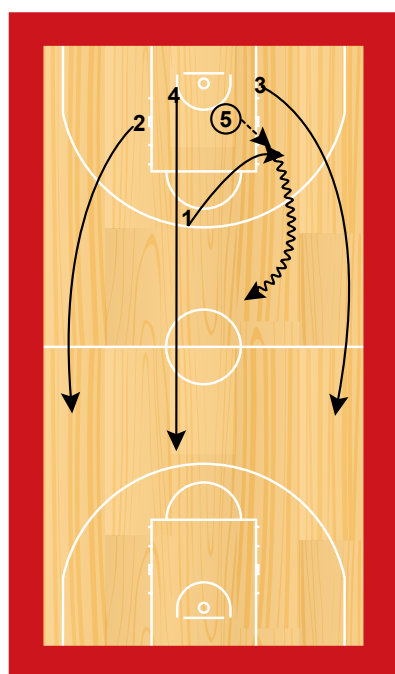
The initial intent of a “fast break” is to get an open lay-up or a situation of advantage (such as 2v1 or 3v2) leading to a high percentage shot. A “secondary break” is how a team moves into half court offence if they were unable to create an initial shot.

The most famous “secondary break” may be the North Carolina Secondary Break which was introduced by coach Dean Smith and is still used by the University of North Carolina teams under coach Roy Williams. However, in designing or implementing any offensive system coaches must consider the

limitation of the 24 second shot clock and also the skill level of their own players. Many well-known offensive structures were first designed with a shot clock of 30 seconds or longer (a 35 second shot clock applied in NCAA basketball when the Carolina Break was devised).

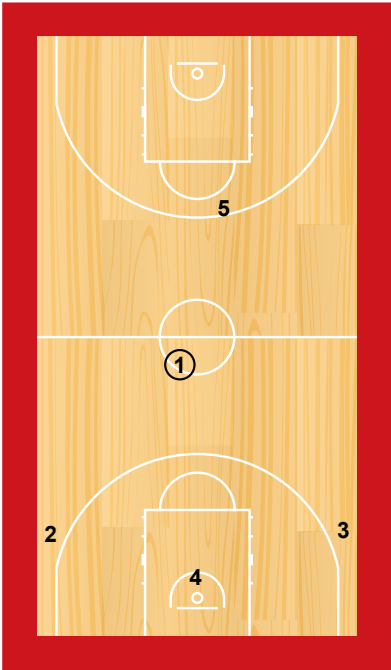
Numbered Fast Break

Many coaches will use a “numbered” fast break as a basic structure, which simply allocates different roles by number. When coaching a junior team it is important that each player understands all 5 roles and gets the opportunity to practice and play each role.



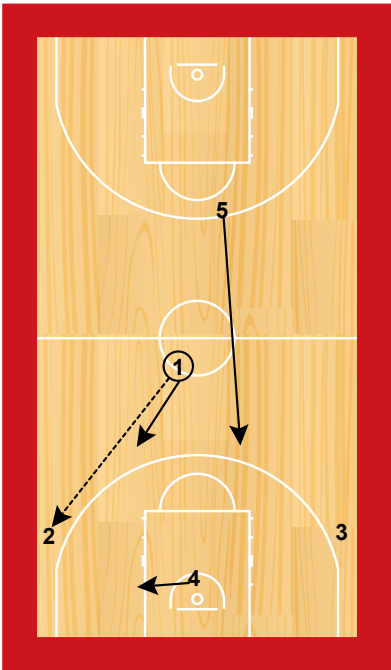
The coach may designate the following roles:

- 1 – receive the ball and bring it up court. If a team mate is ahead of them they should pass the ball, otherwise dribble
- 2 – runs on one side of the court (“lane”). The coach may designate a specific side of the court (e.g. run the right lane). They should be as wide as possible, to make receiving a pass from 1 easier
- 3 – runs the other side of the court
- 4 – sprints to the basket
- 5 – is the outlet pass. Is last to move up the court as a “trailer”

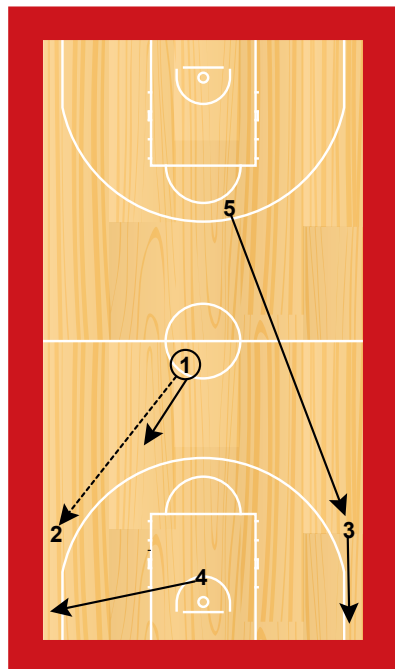


Passing the ball up the court will usually be quicker than dribbling and is more likely to create a 2v1 / 3 or 2 opportunity or to create an opportunity for 4 to receive a pass at the basket for a lay-up.

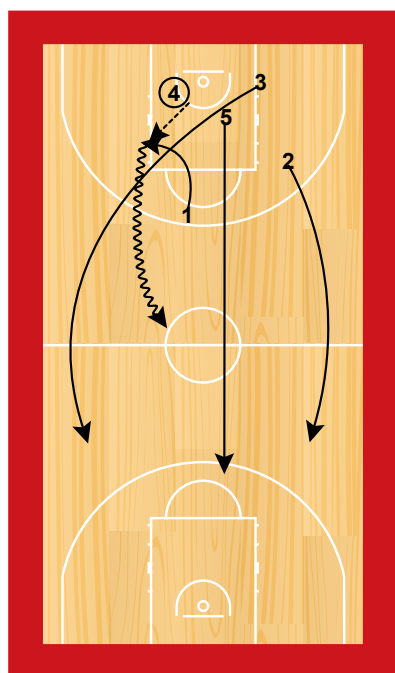
The wing players (2 and 3) should be below the free throw line while 4 runs to the basket, not the side of the key. 2 and 3 may “bounce off the baseline”, meaning that they run to the baseline and then lead back to the wing.



The team can then move into an offensive structure (e.g. 4 Out, 1 In) and then play with whatever rules they wish (e.g. from this alignment the team could play Motion or Flex).



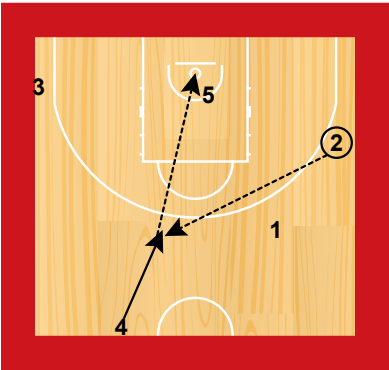
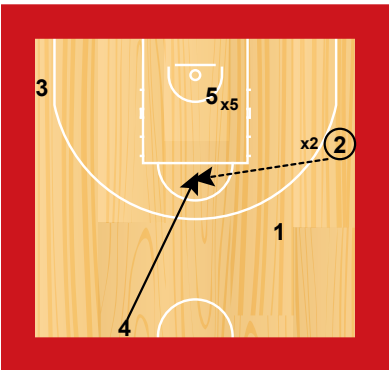
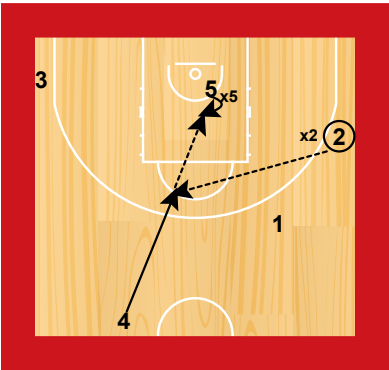
With junior teams, coaches may prefer to play a 5 Out alignment and this can similarly be the end of the “numbered” break.

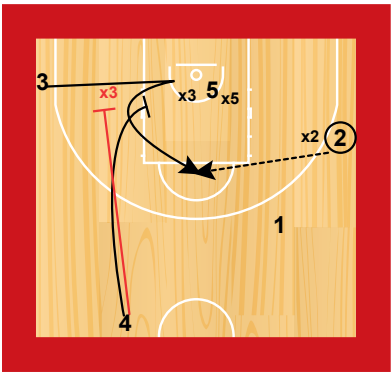


The “numbered” break is easiest to use from an inbound pass, as players can move to their designated role. On a defensive rebound, this may be harder as it cannot be predicted where the player might be on the court.

To allow for this, the coach may regard the “4” and “5” roles as interchangeable and similarly the “2” and “3” roles as interchangeable. For example:

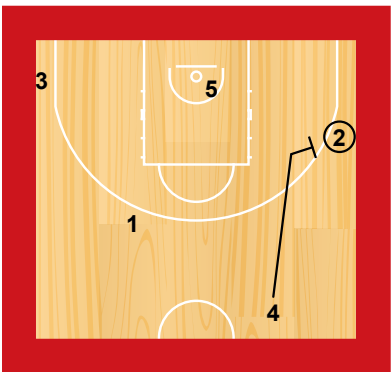
- If 4 rebounds, 5 sprints to the basket.
- 2 and 3 are to sprint on the side to which they are closest. If they are on the same side, then whoever is behind (shown as 3) moves to the other side of the court.

	<div>THE IMPORTANCE OF THE “TRAILER”</div> <div>In most situations the player that rebounded the ball (or made the inbounds pass) will be the last offensive player up the court and accordingly is called the “trailer”. There are a number of roles that can be given to the “trailer”:</div>
	<div>Increasingly, the “trailer” will look to shoot from the perimeter after receiving a pass. This is often free because they do not have a designated defender at this stage.</div> <div>With junior players it is important to “multi-skill” players because as at senior level the “trailer” is often a “big”, however will be proficient at shooting a 3 point shot.</div>
	<div>The “trailer” may also cut to the free throw line for a shooting opportunity.</div>
	<div>This position can also provide an excellent opportunity to pass from the high post to the low post position, particularly if the defender (x5) was in a position to deny a pass from the wing.</div>

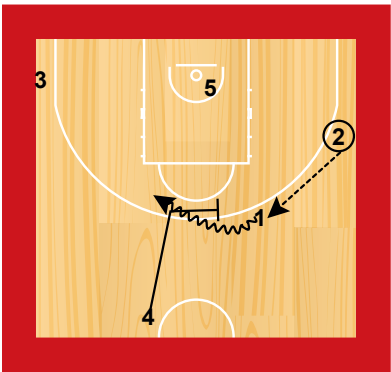


Another role commonly played by the “trailer” is to set a screen, here shown as a screen for the opposite wing player. Importantly, the screen should be set relative to the defender.

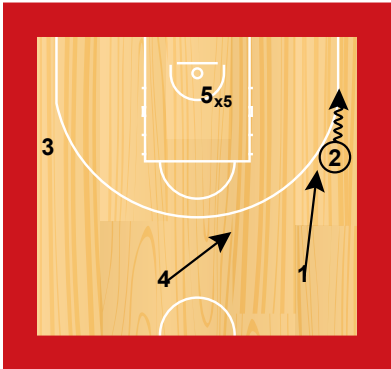
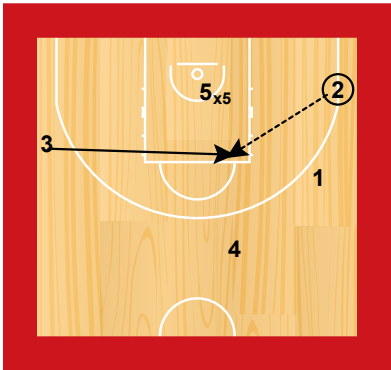
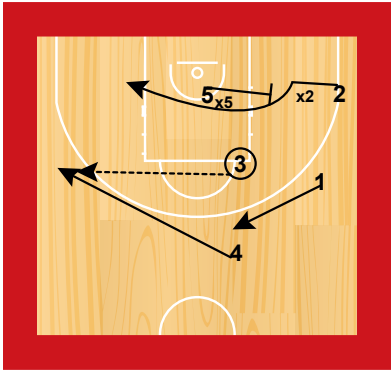
For example, if x3 is playing “help line” the screen may be set as a “pin down” screen (shown in black). If x3 is playing closer to their opponent, a down screen may be more appropriate (shown in red.)

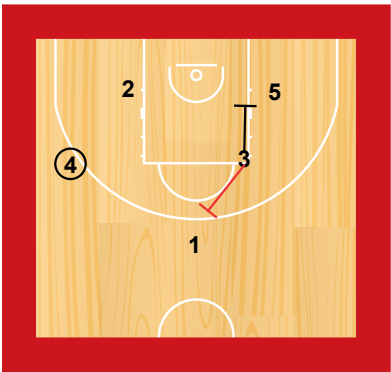


The “trailer” can also set a ball screen – shown here on the wing.



Equally, the screen could be set at the point position.

	<div>STRUCTURED SECONDARY BREAK</div> <div>The structure of a secondary break is a decision for the coach. Many teams simply move into their normal offensive alignment, particularly if it is a “motion” style offence. Commonly a secondary break will involve:</div> <div><ul style="list-style-type: none">• “Ball reversal” – moving the ball from one side of the floor to the other;• Screening.</div> <div>For the purposes of illustration a structure for secondary break is set out below, however coaches are encouraged to determine what will best work for the skill level, experience and attributes of their own team.</div>
	<div>The initial goal of the offence is to get the ball to “below the free throw line” as quickly as possible. 2 dribbles to try to get a better passing angle to 5.</div> <div>1 and 4 move into position on the “strong” side of the floor, leaving 3 on the “weak side”.</div>
	<div>3 cuts to the free throw line and from here their initial options are:</div> <div><ul style="list-style-type: none">a) Pass to 5b) Shootc) Drive</div>
	<div>As 3 receives the ball, 4 moves across to the wing, and 1 replaces him at the point.</div> <div>If 3 passes to 4, 5 sets a back screen for 2. This is an example of a “Flex” cut.</div>

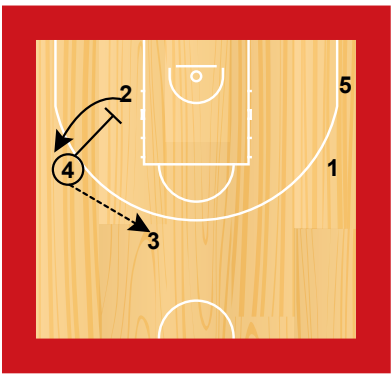


After passing, 3 can either:

- Screen for 5
- Screen for 1

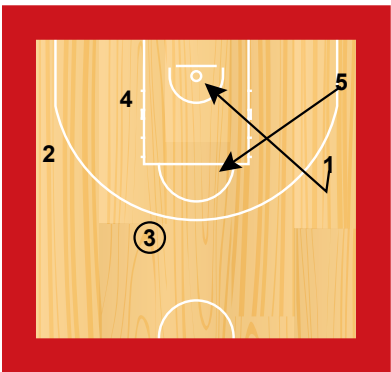
Setting a screen for 5 is part of traditional “flex action”, although the screen is coming from a slightly different position on the floor. If 3 screens for 5, 1 would move to receive a pass from 4.

If 3 screens for 1, 5 would move the perimeter.



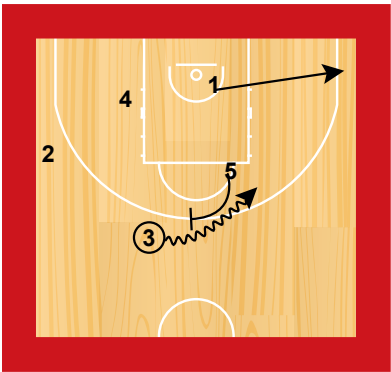
After screening for 1, 3 moves to the perimeter. If 3 had screened for 5, 1 would move to this position.

4 passes to 3 and sets a screen for 2.



In this situation, teams will often reverse the ball again, for a shot from the perimeter. 1 can show strongly to receive a pass and then cut back door.

5 cuts “on the back” of that cut to the elbow.



Coaches must be cognizant of the shot clock and how quickly their players can execute the “secondary break”.

By this time, the shot clock is likely to be under 10 seconds.

5 can set a ball screen for 3 as 1 moves to the perimeter.

2.3.2

USING THE 3 POINT SHOT
IN TRANSITION

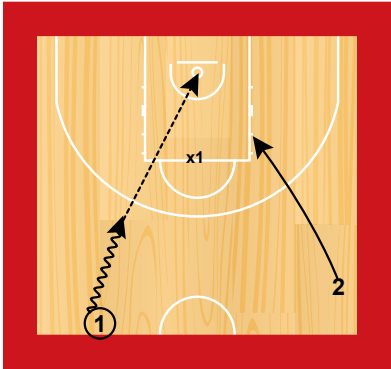
USING THE 3PT SHOT IN
TRANSITION

Increasingly teams include the 3 point shot as a specific aspect of their offensive play, including taking 3 point shots in transition. This tends to increase the tempo of the game and often requires each player in a team to be able to shoot from this range.

Whilst it is not a tactic necessarily suited to junior teams (that do not shoot as effectively from range), with older athletes it can help the team to

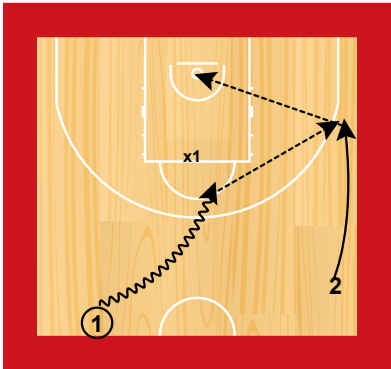
score quickly. Coaches that encourage this style of play must ensure that the team understands how to determine situations when the shot should be taken in transition.

For example, if an opponent has scored on a number of consecutive possessions the coach may wish to slow the tempo of the game and accordingly not shoot “quick 3s”. Whereas the coach may deliberately want to increase tempo if they are down late in the game.

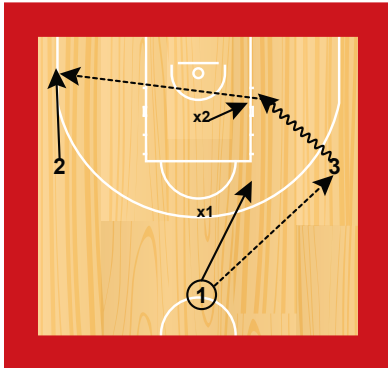


Sometimes the guard will take a 3 point shot in transition when the defender does not come to attack the dribbler.

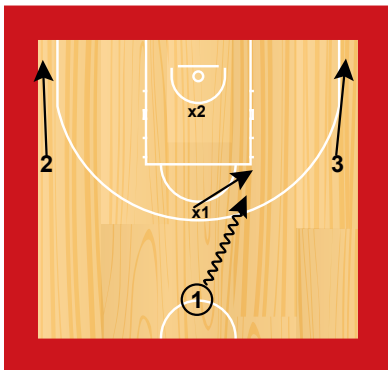
This shot can be most effective if a second player is running into a rebounding position.



In a 2v1 situation, the dribbler may attack the basket and then pass to a team mate who “spots up” for a 3 point shot, rather than attacking the basket for a possible lay-up.

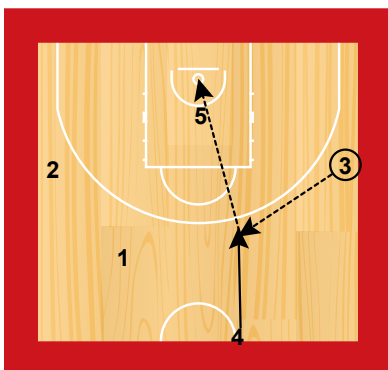


In 3v2, the opposite wing (2) may sink to the corner rather than moving towards the basket. As x2 rotates to stop penetration by 3, 3 can pass to the corner for a shot. 1 still moves to the ball side elbow to force x1 to make a decision as to whether to defend 1 or sag into the key.



If 1 keeps their dribble (rather than passing ahead), 2 and 3 may both sink to the corner to receive a pass from x1. If x2 hedges toward one corner, 1 would pass to the opposite corner.

Additionally, if x2 closes out to the corner player (when they receive the pass), the corner player can attack the basket and pass to the opposite corner if they cannot get a lay up.



A quick 3 point shot can also be taken by the “trailer” as the ball is reversed at the start of a secondary break.

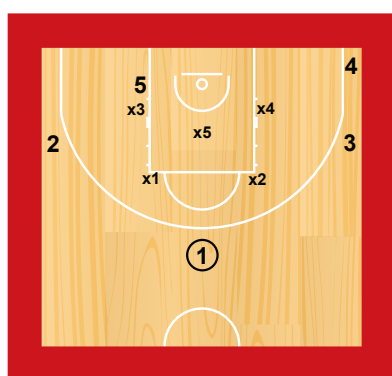
FOLLOW-UP

1. What are your rules regarding offensive transition? Have a coaching colleague watch your team play a game and discuss with them (don't tell them the rules beforehand):
 - a. What did they guess your rules were regarding transition;
 - b. Did your team or the opponent dictate the tempo of the game?
2. Which players on your team (if any) are you comfortable with taking a 3 point shot whilst in offensive transition? Ask your players the same question – do they identify the same players?

2.4 OFFENCE AGAINST ZONE DEFENCE

2.4.1 MOTION PRINCIPLES AGAINST ZONE

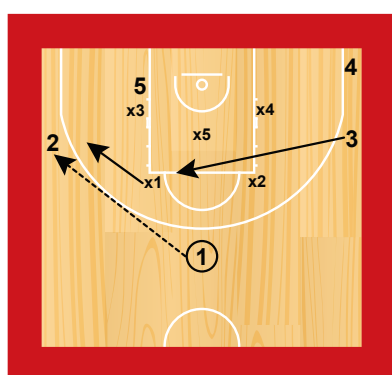
Junior players should not be introduced to zone defence until the age of 14. Accordingly, there should be no need to introduce any offensive principles to use against a zone until the players are more experienced.



GENERAL PRINCIPLES

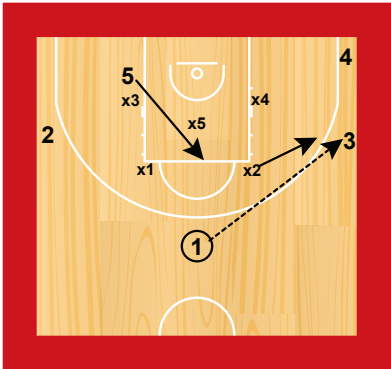
There are a number of key principles when playing against a zone defence:

1. "Gap the Zone". Simply, stand in between two defenders rather than directly opposite one. For example, 3 is between x2 and x4.
2. "Posts Behind the Zone". For example 5 is in the low post, and 4 is in the "long corner"
3. "Flashing from behind the Zone"
4. Use dribble and Post Play against the zone
5. Screening the Zone.

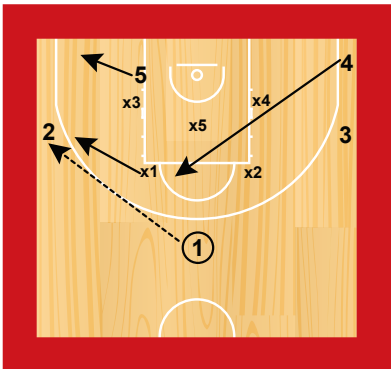


FLASH CUT FROM BEHIND THE ZONE

- "Behind the Zone" is simply further away from the ball than the defender. For example, 5 is "behind" x3.
- Often defenders in a zone, will turn to focus on the player with the ball, and this is a cue for a player to "flash" or cut towards the ball – the key to remember is that if you can see the back of a defender's head, they cannot see you!
- Here 3 cuts from behind the ball to a gap at the free throw line.

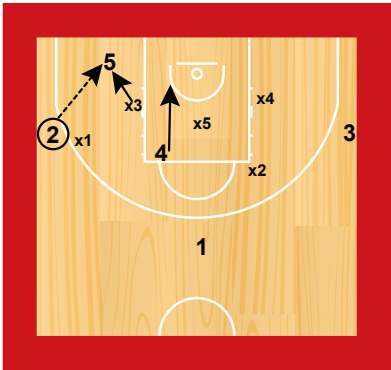


Similarly, 5 cuts to the free throw line.



USING THE SHORT CORNER

- Having a post player step to the short corner can help to “stretch” the zone and create gaps inside.
- 4 flashes from behind the zone as 5 steps to the short corner. A rule for the post players is “one gets the ball, one goes to the basket”.



- This “rule” is shown here, as 5 receives the ball in the short corner (drawing x3 towards them), which creates a space for Player 4 to cut to the basket.

2.4.2 USING DRIBBLE AGAINST THE ZONE

USING THE DRIBBLE AGAINST THE ZONE

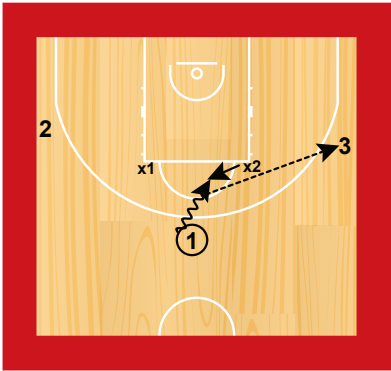
There are three concepts for dribbling against a zone that all players should understand:

- “Gap Dribble”
- “Freeze Dribble”
- “Entry Dribble”

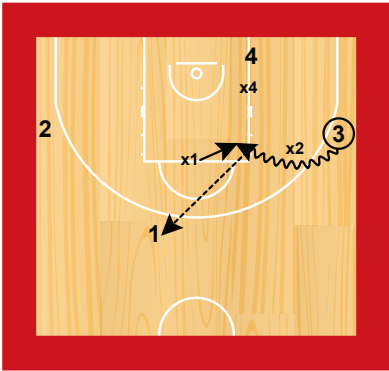
USING THE “GAP DRIBBLE”

A “Gap Dribble” is simply dribbling between two defenders in the zone.

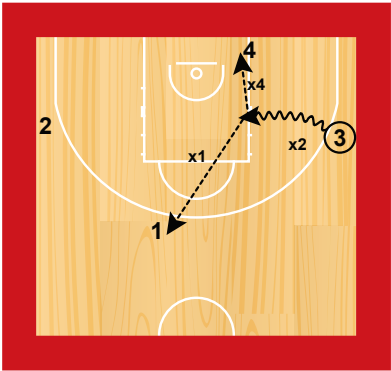
By dribbling into the gap between x2 and x1, 1 may cause doubt as to which defender will guard them. If x2 steps toward 1, they may pass to 3.



3 attacks the gap between x2 and x1. If x1 moves to guard the dribble, 3 can pass to 1.



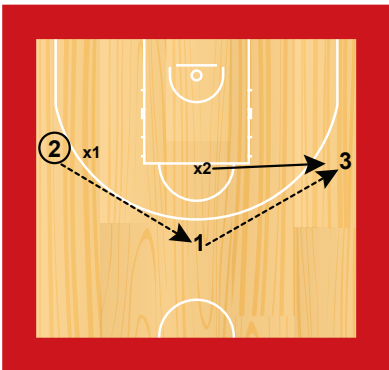
3 attacks the gap between x4 and x1. Whichever defender moves to guard the dribble, leaves an offensive player open - either 4 (if x4 moved) or 1 (if x1 moved).



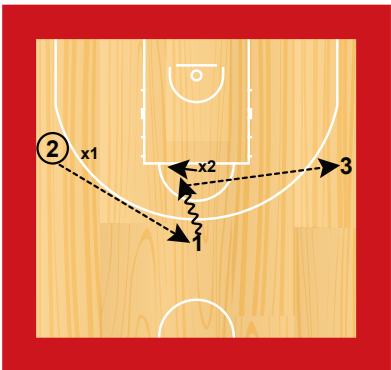
USING A “FREEZE DRIBBLE”

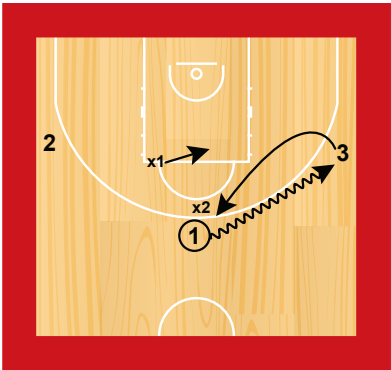
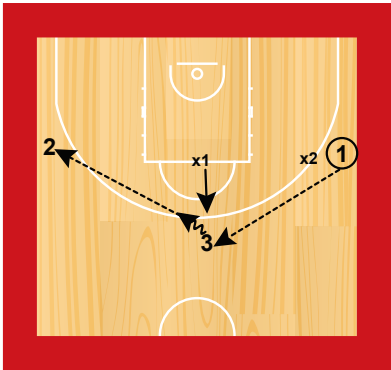
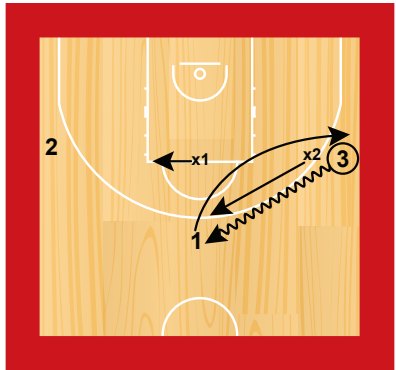
A “Freeze Dribble” is where the offensive player dribbles at a particular defender in an effort to commit that defender to guarding the ball, which will stop them from moving to guard another player.

If the offence quickly “reverse” the ball (pass from one side of the court to another) it may be defended by x1 and x2, “sliding” across the court

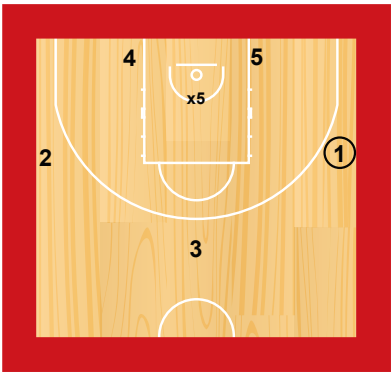


However, if 1 dribbles at x2 to “freeze” them, it means that they cannot slide across to 3. This can leave 3 open, or require a baseline defender to step out to guard 3.

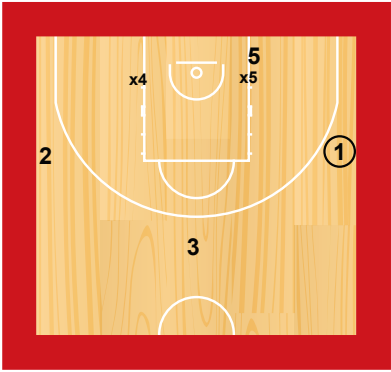


<div>USING “DRIBBLE ENTRIES”</div> <div>The player with the ball will almost always have a defender. By using a dribble entry (dribbling to the wing) can “drag” that defender which will distort the zone.</div>		
<div>1 dribbles to the wing, guarded by x2. x1 steps towards the ball. 3, shallow cuts to move to the point position.</div>	<div>The ball is reversed to 3, and x1 must guard 3. 3 can ensure this by using a “freeze dribble”, before passing to 2 who is now open.</div>	<div>3 dribbles to the point being guarded by x2. 1 replaces 3 at the wing. x1 is likely to step across the key. If the ball was now passed to 1 (at the wing) they would be unguarded.</div>
		

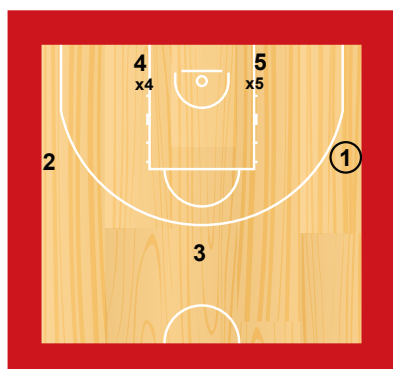
ACTIVITIES TO TEACH OFFENCE AGAINST A ZONE (WITHOUT SCREENS)



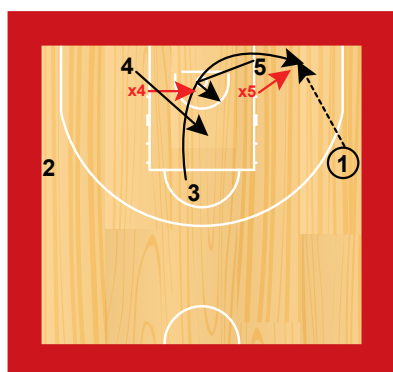
- 2X1 (+ PERIMETER PASSERS)**
- 4 and 5 are playing against the baseline defence of x5 (as in a 1-3-1 zone)
 - 1, 2 and 3 are passers and try to get the ball to either post player
 - x5 reacts to the ball movement
 - Either 4 or 5 can score if they receive in the low post



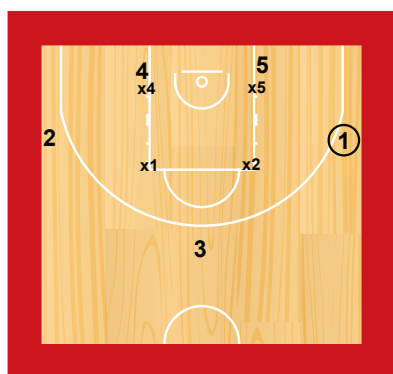
- 1X2 (+PERIMETER PASSERS)**
- 5 is playing against an “odd front” zone (3-2 or 1-2-2) and looks to “seal” a defender in the keyway
 - 1, 2 and 3 are passers
 - Both defenders react to ball movement according to their zone defensive responsibilities

**2X2 (+ PERIMETER PASSERS)**

- 4 and 5 are playing against the baseline defence of an “odd front zone” (3-2 or 1-2-2) and can score from the low post, short corner or middle of the keyway.
- 1, 2 and 3 are passers

**2X2 (+ PERIMETER PASSERS AND SHOOTER)**

- 3 starts at foul line and then cuts to corner.
- Either 3, 4 or 5 can shoot. 1 and 2 are passers
- Here, 5 steps in to seal the defender (x4), as 3 catches pass in the short corner.
- 4 cuts high

**2X4 (+ PERIMETER PASSERS)**

- 1, 2 and 3 are passers and can also use dribbling options
- 4 and 5 may shoot from low post, short corner or mid-keyway.

2.4.3 SCREENING THE ZONE

SCREENING THE ZONE

Screening the zone can be particularly effective at getting players on the perimeter open to receive a pass. However, a common mistake that teams make is to only shoot from the perimeter against a zone. After screening, the offensive player should look to receive a pass and the team should look to penetrate the ball into the zone.

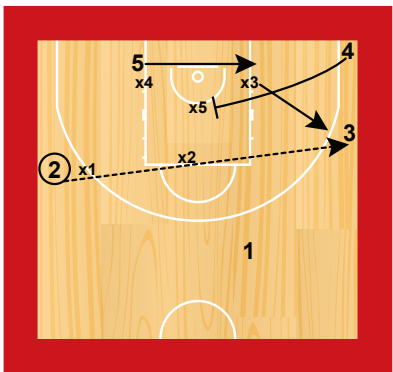
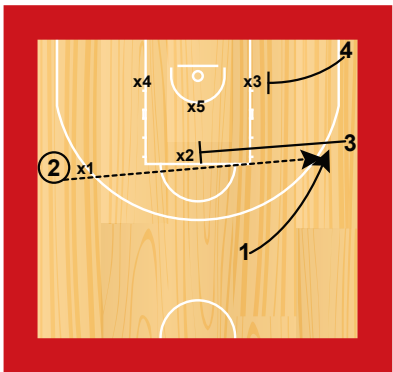
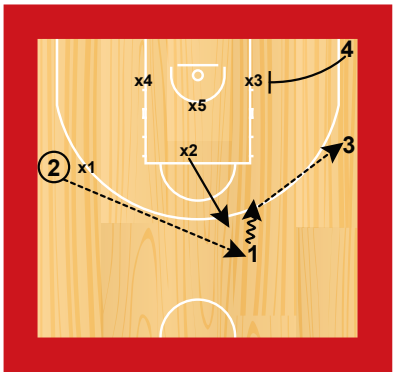
SCREENING BEHIND THE ZONE

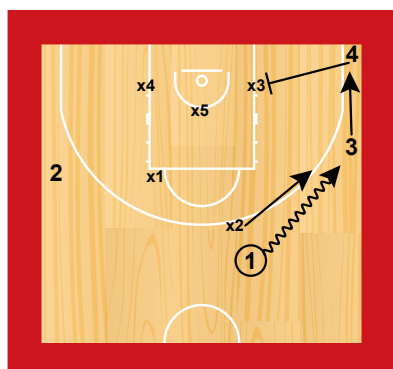
Screening behind the zone is most commonly setting a screen on the opposite side of the floor to where the court is.

4 sets a screen to free 3. If x3 fights to get to 3, 4 should step into the keyway and seal x5.

Here both 4 and 3 screen the “back” or “outside” of the zone. 1 relocates to the wing to receive the pass.

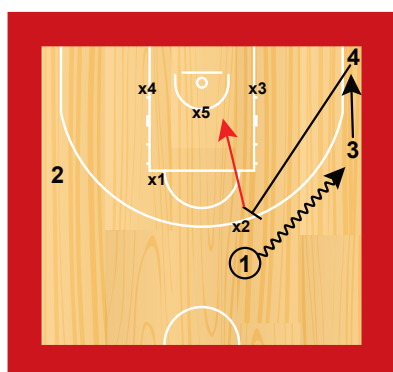
Instead of screening x3 (in order to free 3), 4 steps into the keyway to screen x5. 5 flashes to the short corner forcing x3 to decide whether to guard 3 or stay and guard 5.





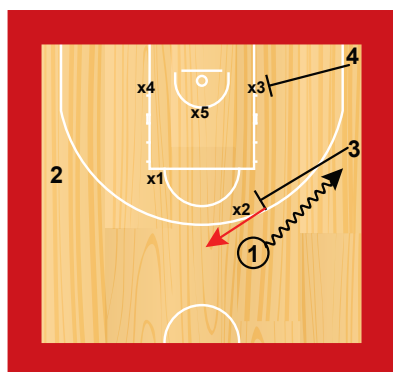
SCREENING THE BALLSIDE.

- 1 dribbles to the wing, being guarded by x2
- 3 sinks to the corner, and 4 steps in to screen x3
- 3 will be open to receive the pass. If x3 fights over the screen, 4 steps into keyway to seal x5.



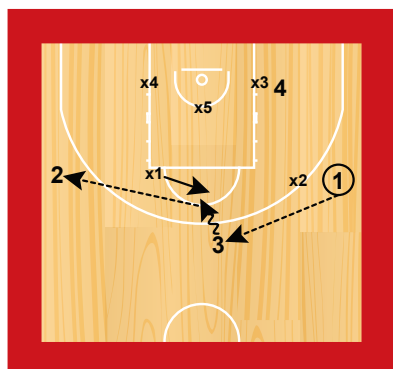
In similar movement to above:

- 4 screens x2, which may free 1
- 3 sinks to the corner. 1 can either look for their shot, or pass to 3.
- If x3 comes to defend 1, then 3 will be open as will 4 as the roll to the basket.

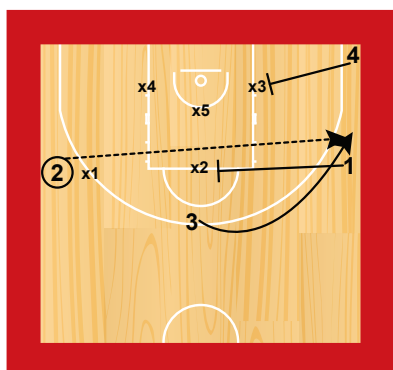


COMBINATION OF SCREENS AND DRIBBLE

- 1 dribbles to the wing and both 3 and 4 screen the outside of the zone – 1 may be open for a shot
- 3 steps to the top of the key to receive pass the from 1



- 3 "freezes" x1 and then reverses the ball to 2



COMBINATION OF SCREENS AND DRIBBLE CONT...

- 4 and 1 screen the back of the zone, as 3 relocates to the wing to receive pass. This pass (a “skip” pass) is difficult for many players to throw accurately. These screens could be just as effective if 2 dribbled towards the key.

ATTACKING ZONES

Teams playing against a zone should also consider:

- “Ball Reversal” – can move the zone “out of shape”. It is often most effective, where
 - Screens are used on the back of the zone;
 - Dribble penetration is used to “freeze” defenders;
- Having a player opposite the ball on the 3 point line will often present a scoring option
- Before passing the ball back to a player on the same side as the ball, the ball should cross the split line (either by dribble or pass). This will help to move the zone “out of shape”
- In order to get a shot for a particular player, take the ball away from them, and then bring it back to them.
- Dribbling the ball can drag defenders, passing the ball back will often find a free player
- Use pass fakes to move zone defenders (who may move in anticipation) and then attack the gap created.

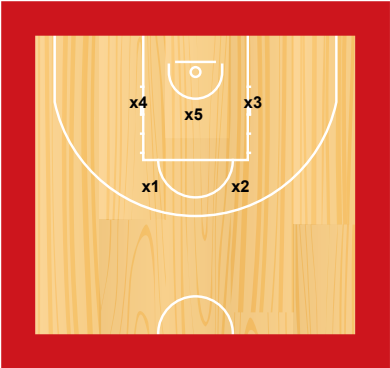
2.4.4 PROVING AN OPPONENT IS PLAYING ZONE DEFENCE

FIBA recommends that zone defence is not allowed until players reach the age of 15. Zone defence certainly is an important aspect of basketball and young players need to be instructed in how to play zone defence.

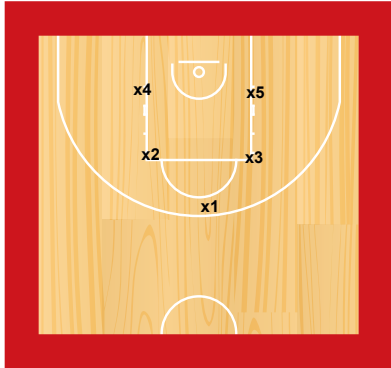
However, to ensure the development of good offensive and defensive fundamentals, young players should first be instructed in the principles of “man to man” defence.

Zone defence is a form of team defence where each player becomes responsible for defending both an area of the court, and any opponent who may be in that area. When five players work together in a zone it can become a very formidable defence.

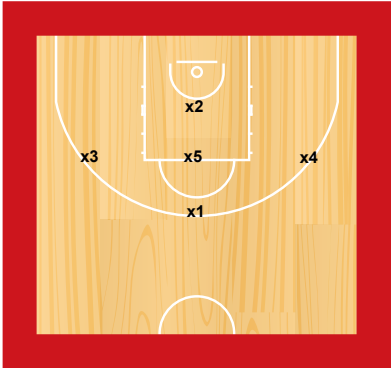
Zone defences are primarily designed to protect the area near the basket. This essentially means that the offensive team will be forced to take lower percentage, perimeter shots”. There are a number of common zone defence alignments, such as:



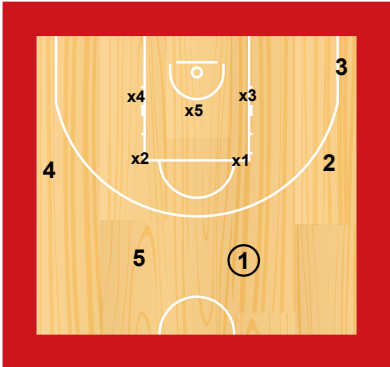
2-3 or 2-1-2



1-2-2 or 3-2

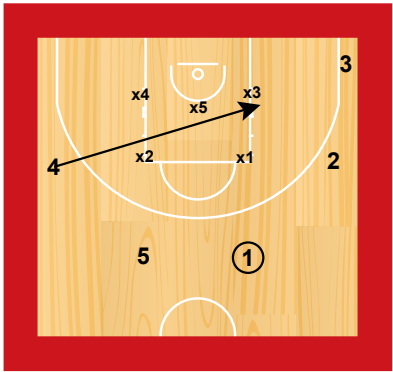


1-3-1



In a zone defence one player may be responsible for guarding a number of players, or may not have anyone in their area at all. For example, the following defensive assignments would probably apply, if the defence were in zone:

- x1 would guard 1 or 2 if they receive the ball
- x3 would guard 3 if they receive the ball
- x2 would guard 4 or 5 if they receive the ball
- x4 and x5 have no particular defensive responsibility



It would be particularly obvious that x4 is not guarding a specific player if 4 were to cut and x4 stayed in the same position.

We will come back to the importance of offensive movement in determining if a zone defence is being played.

Where a “no zone defence” rule is applied, the onus is with the offensive team to pass the ball and move so that it is demonstrated that the defence are playing zone. The benefit of any doubt is given to the defence as the rule is not to penalize:

- Players that make a mistake in “man to man” (for example lose sight of their opponent incorrectly “rotate”);
- Players that are tired or lazy in playing “man to man”.

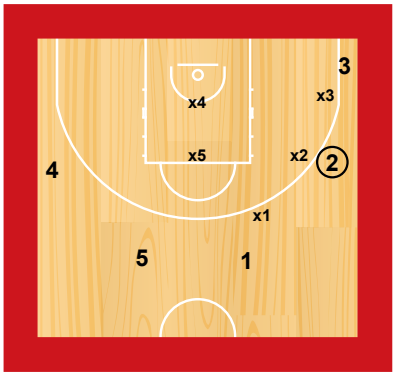
The rule is also only concerned with playing man to man principles in the quarter court (effectively the three point line). Teams can play any defence they want on the full court. Just because a player or a number of players run back to their defensive key does not make it a zone defence.

Teams may trap in the quarter court and may stay in a “zone” alignment for one pass, after which all players must resume man to man positions. For example, on the trap, 2 players are on the ball and the remaining 3 players may rotate to protect the basket. As 3 players are now guarding 4, they need to “zone” for a short time.

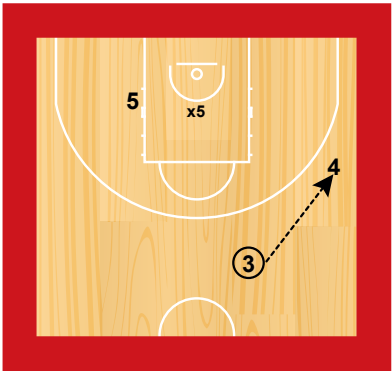
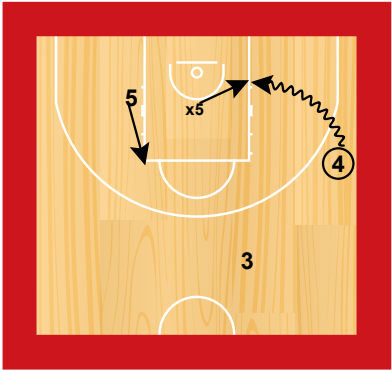
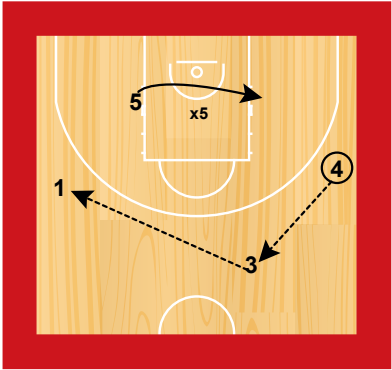
THE XS AND OS OF PROVING A ZONE DEFENCE

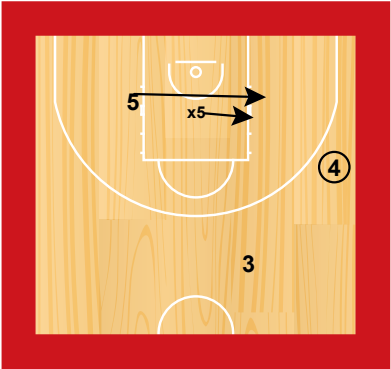
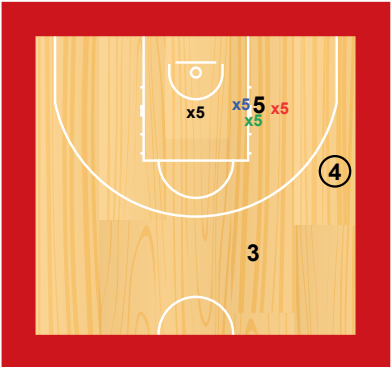
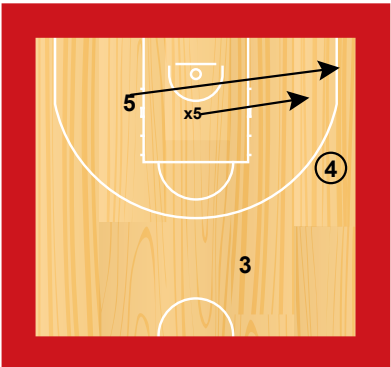
Moving a Split Line Defender

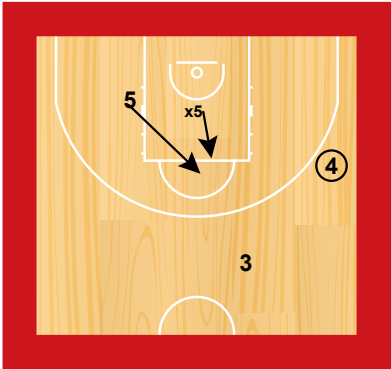
A basic principle of man to man defence is that the closer the player you are guarding is to the ball, the closer to them you need to be. Conversely, the further away they are from the ball, the further away you can be.



When players are on the weakside (opposite to the ball) a man to man defender will adopt a split line (or “help” line) position – in the middle of the court. In the diagram below, both x4 and x5 are playing on the split line.

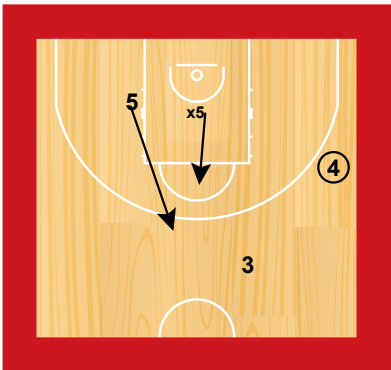
	<p>Below are some examples of situations, where it might look like the defence is playing zone, but the offence has not yet done enough to “prove” zone.</p>
	<p>When 3 has the ball, x5 can adopt a “split line” position in the middle of the key. If the ball is passed to 4, x5 can maintain this split line position.</p> <p>If the ball stays on one side and 5 stays still, X5 is adhering to man-to-man principles even though they are just staying in the middle of the key.</p>
	<p>Having 5 cut from low to high can be a useful way to prove a zone. However, the timing of the cut is important. If 4 has already started to drive to the basket, x5 can rotate to help and not react to the cut by 5.</p>
	<p>Similarly, moving the ball from one side of the court to another can be effective to establish that it is a zone defence.</p> <p>However, if 5 also cuts from one side to another, x5 can maintain a “split line” position in the middle of the key although x5 should make some movement in reaction to the cut (e.g. bump the cutter).</p>

	<p>To prove a defender is playing zone defence, specific movement from the offence is required. Here are some ways to do it:</p>
	<p>CUT TO THE BALLSIDE</p> <p>When 5 cuts to the ballside, x5 should react and cannot stay on the split line.</p>
	<p>Importantly, x5 may adopt various defensive positions, depending upon the team:</p> <ul style="list-style-type: none">• Behind the post (blue);• Fronting the post (red);• "Side Front" (green). <p>If x5 stayed on the split (black line) it would appear that the defence is playing zone.</p>
	<p>MOVE TO THE PERIMETER - BALLSIDE</p> <p>If the offensive player cuts to a post position, it may still be difficult to determine what defence x5 is playing as many teams guard a post player from behind.</p> <p>By moving to the perimeter, x5 must leave the key – they do not have to be in a denial position, but they must be outside the key.</p>

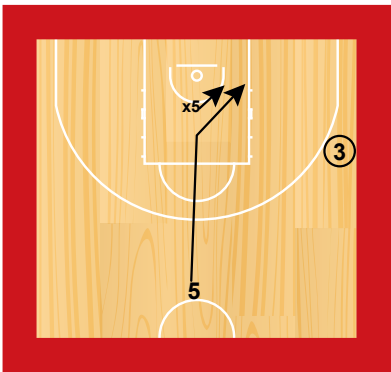


CUTTING FROM LOW TO HIGH

Having a player cut above the foul line forces the defender to step away from in front of the basket. Although the defender may stay on the split line.



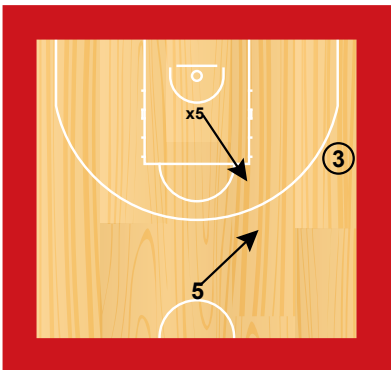
If the offensive player cuts as high as the top of the circle, the defender must clearly react to the cut and would be expected to be at least at the free throw line.



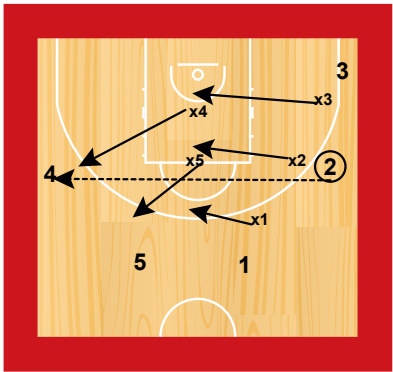
TRAIL HIGH IN TRANSITION

Quite commonly, a team's centre (x5) will run to the basket once their team has lost possession. Coaches will often say that this player is playing zone defence, but that is not necessarily the case.

Particularly, if the player they are guarding also runs straight down the court into a post position, then x5 can stay in the key!

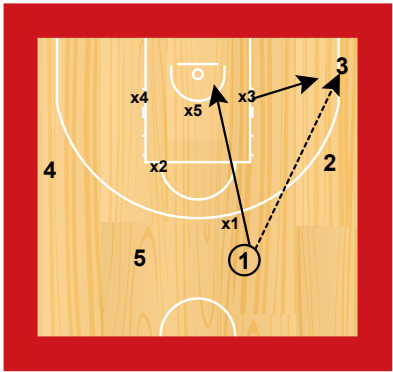


However, if 5 "trails" the break and stays high then once the ball reaches the wing, x5 must move away from the basket.



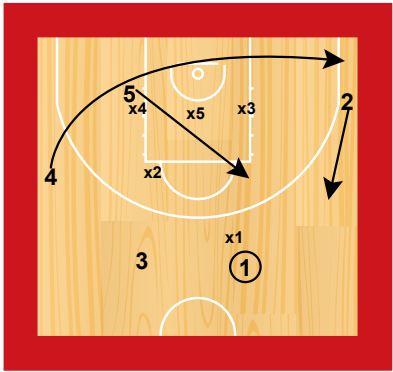
REVERSE THE BALL

Reversing the ball from one side of the court to the other requires all defenders to move. This movement can help to identify who each defender is guarding (and whether or not they are playing a zone defence).



PASS AND CUT

If the person passing the ball then makes a strong cut to the basket, it will quickly be obvious if their defender does not follow them. Here if x1 stays at the top of the key after 1 “passes and cuts”, it would indicate x1 may be playing a zone.



OVERLOAD THE BALL SIDE

Having players cut to the ballside, requires the defence to adjust. For example, if x4 was to stay where they are, it would not be apparent who they were defending!

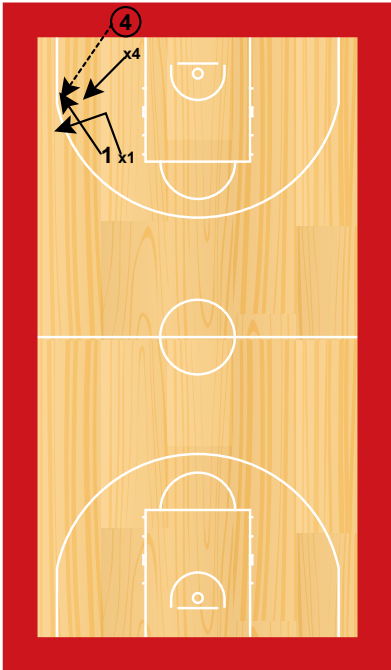
2.5

OFFENCE AGAINST FULL COURT PRESSURE

2.5.1

POINT GUARD INBOUND

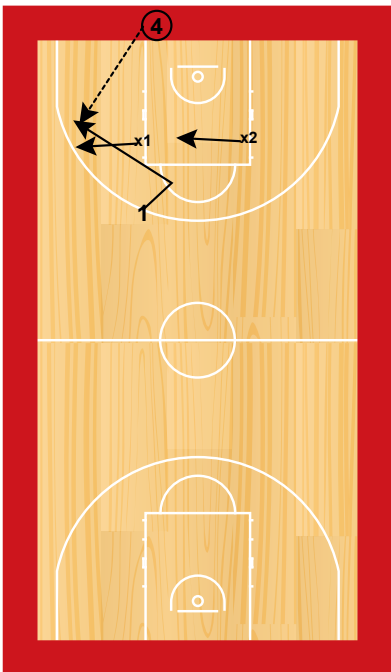
	<p>In full court defensive pressure teams will often employ different tactics to place pressure on the point guard:</p>
	<p>Deny the point guard the ball with x4 stepping away from the inbound passer to help to deny the point guard.</p>



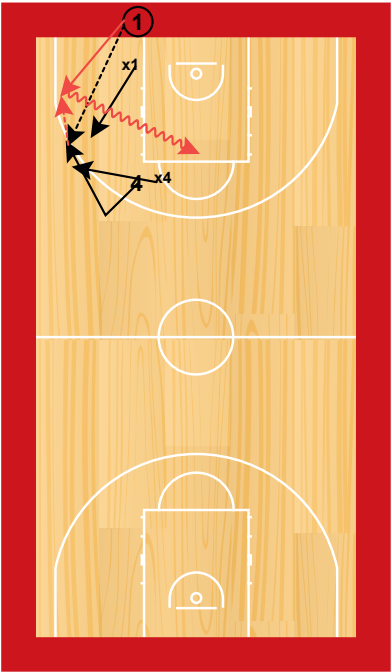
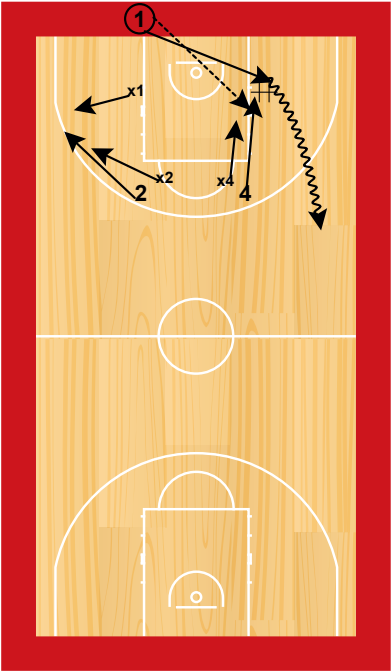
Double team the point guard once they have the ball, with x4 moving immediately to double team.

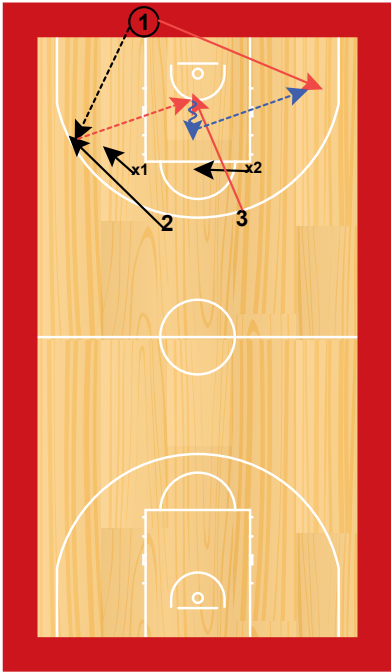
x1 initially stops the point guard from cutting into the middle of the court, and then allow the pass to be made and move in front of them. This both stops the point guard from immediately dribbling towards their basket and also provides an angle for x4 to be able to double team.

This is most effective, the closer it is to the sideline and baseline and each line acts as an additional “defender” – stopping the point guard from moving.



In a full court zone defence, x2 moves to the split line position so that they can pressure the point guard. They may “hedge and recover”, “run and jump” (switch) or double team the point guard (particularly if they use a reverse spin dribble).

	<p>A tactic that can be used to relieve some of the pressure on the point guard is to have the point guard make the inbound pass. This may cause initial confusion amongst the defenders if their defence was specifically attempting to pressure the point guard.</p>
	<p>If x1 moves to immediately double team 4 as they catch the ball, the point guard (1) can step into the court to receive a pass back and then immediately dribble away from the area of the double team.</p> <p>This works best if 4 receives the pass 2-3 metres away from the baseline and accordingly, 4 initially cuts away from the passer.</p>
	<p>If x1 denies one player from receiving the ball, 1 can pass to the player that is not being denied and then run to receive a hand-off. x1 is not in position to defend the hand off, as they were denying the pass on the other side of the court.</p>



If the defenders are playing a full court zone defence, 1 passes to whichever player gets open (here 2). 2 passes to 3, who dribbles at x2 to commit them to defending. 3 then passes to 1 who steps onto the court on the side opposite where the ball was initially passed.

2.6 CHANGING TEMPO

2.6.1 SUBSTITUTIONS AND TIME OUTS

“Game coaching” requires coaches to be able to adjust to what is happening in the game, regardless of the “game plan” that was prepared prior to the game. Coaches may need to react to:

- The opponents adopting different tactics than anticipated (including match ups as well as offensive and defensive patterns of play);
- Players getting in foul trouble (either an opponent or their own team);
- The opponent having an “unanswered scoring run” (i.e. the opponent scoring a number of possessions in a row without the team scoring);
- The opponent successfully countering the tactics that the coach prepared.

A time-out (a 1 minute opportunity to speak with the team) is perhaps the best opportunity to change tactics, although the coach has a limited number to use during the game. To be most effective, the coach should limit what they say at a time out to two or three key things.

Because a time out is an extended break in play it can be used to break the “momentum” of a game, even if the coach does not change any specific tactics. Indeed, the time out may be used to reaffirm the tactics to be used. Many coaches prefer to retain the time outs until later in the half, particularly in the second half so that they can be used to give specific instruction towards the end of the game. If a team that has to inbound the ball (e.g. after an opponent scores) calls a time out in the last two minutes, the ball is actually thrown in from half way.

However, more commonly coaches make most changes during play not at a time out:

- Making a substitution;
- Changing team tactics (e.g. changing from zone defence to man to man defence);
- Changing individual tactics (e.g. changing from fronting a low post player to double teaming the post player).

Communicating the change can be done through a substitution, by speaking to a player during a break (e.g. speaking to the point guard while foul shots are being taken) or using pre-determined signals (e.g. hand signals such as a fist or naming different tactics by number of colour).

The tempo at which the game is played is often a good indicator of which team is controlling the game. Most teams have a preference for the tempo at which the game is played, although champion teams may have a preference but are usually able to play successfully at another tempo.

Influencing the tempo of a game is often the purpose behind a substitution, a change in tactics or a time-out and some coaches will include specific rules in their game plan aimed at influencing the tempo of a game, for example:

- Not taking a shot from outside the key unless the ball has first been inside the key (either by a pass or dribble) – this tends to slow the tempo of the game;
- Using a certain offensive structure or play if the opponent has scored three unanswered baskets – this is often used to slow the tempo;
- Designating who is to inbound the ball after a score – this can quicken the tempo as that player will move straight to the ball;

- Team rule as to which players can shoot quickly in transition (e.g. a 3 point shot) – this may quicken the tempo when they are on the floor and slow the tempo when other players are on the floor;
- Using full court pressure after taking free throws – this can quicken the tempo.

Substitutions can also affect the tempo if the game style is changed according to which players are on the floor. For example, a team may prefer a half court offence (slower tempo) when their starting centre is on the floor but play a quicker up-tempo game when a substitution is made (if the replacement centre is quicker).

Similarly, one point guard on the team may be stronger at pushing the ball and playing up-tempo, where another is better suited to a half court game.

FOLLOW-UP

1. What are the key principles for offence against a zone?
2. Discuss with a coaching colleague what you would teach when initially introducing a team to offence against a zone? What activities would you use to teach it?

LEVEL 2



TEAM

CHAPTER 3

MANAGEMENT

CHAPTER 3

MANAGEMENT

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3.1 TEAM RULES AND DISCIPLINE

3.1.1 ENHANCING TEAM CULTURE THROUGH TEAM RULES

The “culture” of a team is a major factor in whatever level of success the team may enjoy. “Culture” can be a strong foundation that ultimately creates peak performance on a consistent basis, thus placing the team in the best position to perform. The success of winning a championship, in this context, is almost a byproduct of that “championship culture”.

The foundations of a strong culture are:

- Commitment – to a higher cause or purpose – beyond simply the performance of the individual;
- Responsibility – each team member (not just the players) accepting, and performing, a role within a team;
- Accountability – being accountable to perform their own role and holding others accountable to perform their role. Accepting and giving constructive critique is important within any team;
- Integrity – there being no gap between what you say and what you do;
- Respect – demonstrating respect for self, team mates, opponents and the game itself;
- Trust – between team mates that each will act to achieve the broader goal;
- Leadership – everyone must be involved;
- Humility – acknowledging contributions of others, gratitude and gratitude;
- Courage & Sacrifice – doing what is required not what is preferred;
- Compassion – empathy and support, understanding what impact their actions have on others.

Team rules can enhance the development of habits, which may become part of a strong culture. However, where the coach dictates all team rules they often become responsible for the enforcement of those rules, with players taking little responsibility for them.

What is preferable is for the players to be involved in setting of team rules and it is the discussion that often sets the cultures moreso than the “rules” that may result. When developed by the coach and the players, the “rules” become reminders of the expectations for behaviour. The culture is the “enforcement” of those behaviours by the players holding each other accountable to acting in accordance with the culture.

The most effective enforcement of team rules is not the coach standing the team on the baseline and making them run sprints. What is effective is players holding each other accountable. With junior players in particular, the coach needs to monitor how that is done to make sure that players do not ridicule or bully team mates particularly if they are less skilled.

3.2 GAME PREPARATION

3.2.1 TEAM GOALS FOR JUNIOR PLAYERS (UNDER 20)

PLAYERS AGED 15-18 YEARS OLD

At this age group, the results of the competition are important without losing sight of the educational perspective that should still be present. Therefore, there are two types of games:

- games in which the main objective is to win. This should generally not be more than 25% for 15/16-year-olds nor more than 40% for 17/18-year-olds;
- games in which the main objective is to consolidate the formative work carried out during training.

Games in which the main objective is to win, if used well, are also part of the formative work of young players, because they must learn to face the stress of such games. And they also need to learn to deal with adversity of losing and the importance of sportsmanship when winning.

However, the existence of these games does not mean that the main priority of the training plan should be to prepare the team to win them (contrary to what happens with professional teams).

When preparing for practice it is important that the coach take into consideration the opposing team and:

- If these are games in which the main objective is winning, the coach must prepare the players so that they have a better chance of achieving that goal and so that they can get used to such a situation.
- And for all other games, the coach must prepare the players so that they learn from them.

For example: if the coach knows that an upcoming opponent uses full-court man-to-man defense, even if their main objective is not to win this game, it provides an excellent opportunity to work on contents related with offense against this type of defense.

Therefore, when planning the training sessions, they should keep this in mind.

The reality is with many junior teams, the coach will have limited information about the opponent, so often the focus will be on the strengths of their own team and how they want the game played (tempo etc.)

For those weeks in which games to win are to be played, the coach can devote one or two practice sessions to preparing specifically for those games. The rest of the time, the coach should not use practice time for preparing for games.

Whatever the main objective of the game, the coach should establish performance goals for all of them. For those games in which the main objective is winning, performance goals increase the probability of achieving this result. And for other games, performance goals related with the players' individual or collective progress, help to achieve improvement.

FOLLOW-UP

1. Discuss with a coaching colleague the extent to which they involve players in determining and enforcing team rules? Identify any difference to what you do.
2. How do goals that you set for an U20 Junior Team differ from goals you might use with a young team (e.g. U12)?

3.3 COACHING IN A (SHORT) TOURNAMENT

3.3.1 CHARACTERISTICS OF SHORT TOURNAMENT PLAY

Many teams, particularly at junior level, will enjoy playing in short tournaments that are typically played over 3 or 4 days.

Representative teams with players chosen from a range of other teams may also play short tournaments, which is often part of their preparation for a longer tournament, for example national teams may play in tournaments such as the Albert Schweitzer tournament or William Jones Cup in preparation for playing a zone championship. Representative teams may also play in friendlies, where 4 or 6 teams arrange to play against each other.

CHARACTERISTICS OF "SHORT TOURNAMENT PLAY"

Playing in a "short tournament" is characterized by:

- playing more than one game each day
- losing a game in the early stage often means a team is out of the tournament (e.g. in some tournaments only the top team in each pool progress to finals)
- limited opportunity to "scout" other teams as there may be more than one game played at a time
- limited time between games, possibly as little as 2-3 hours
- game timings may be adjusted to allow for multiple games per day
- fatigue has more effect on player performance than perhaps any other competition format.

REST AND NUTRITION ARE KEY!

Because of the short time frame between games and the number of games played in a small number of days, it is vital that coaches allow for the players to get appropriate rest. It may be easiest to do

this by staying at the stadium, rather than driving back and forth to a hotel and players should be encouraged to take shoes and socks off between games. Having a new pair of socks for each game is also important.

Similarly, hydration and nutrition are particularly important in the context of a "short tournament". Teams may need to arrange to take food to the stadium, rather than rely upon what a canteen may have for sale. In addition to drinking water, it may be worthwhile for athletes to have some sports drink during the day, however water should still be the primary source for hydration.

It is worthwhile for the coach (or team manager) to plan for when and how meals will be taken prior to the tournament starting. Often the tournament organisers are able to provide information about local places to eat, accommodation etc.

SETTING OBJECTIVES FOR THE TOURNAMENT

The objectives that a coach sets for the tournament will be influenced by the nature of the team. If it is a representative team (e.g. a national team) playing as part of their preparation for another tournament, the coach may:

- focus on playing all players, so that they can see what combinations work well and the level of understanding players have of the style of play the coach wishes to play. This would be particularly so if the team was still at "squad" stage and a final team had not yet been selected.

- use a variety of tactics in order to work through the team's "playbook". This may mean changing tactics at a time in the game where if winning was the sole focus, they would not make the change.

Where it is a club team, the coach should set objectives that are also related to what they have been regularly doing in practice and in other competitions that they are playing.

ROTATION OF PLAYERS

Again, because they players will be playing a number of games in a short space of time, all players should have an opportunity to play in each of the games ensuring that all players are rested.

Indeed, one of the benefits from having teams play in such tournaments is to give players that may not play as much in league play the opportunity to play a greater role.

Playing only a small number of players will greatly increase fatigue, which also increases the likelihood of injury to the player. It may also impair their performance, particularly in the latter games of the tournament.

UNDERSTANDING THE TOURNAMENT FORMAT AND RULES

There are many formats that tournament organisers may use and the coach must familiarize themselves with:

- any variations to game rules: e.g. reduced game time, reduced number of time-outs, restrictions on when substitutions/time-outs can be called
- how progression to the finals is determined.

USING ASSISTANT COACHES

A short tournament may provide an opportunity to give an assistant coach different roles than during normal league play, which can be good for their development. For example, the coach may let the assistant coach take charge of the team whilst the head coach scouts a game that is being played at the same time. Equally, the assistant coach could scout the game.

SCOUTING OTHER TEAMS

There may be limited opportunity to scout other opponents and, even if coaches have been able to do so, there are limited opportunities to provide information to their own team.

Typically in a short tournament, the coach's focus should be on what their team will do, making tactical adjustments during the game (as they

would in any game) but without attempting to specifically prepare for an opponent.

If the coach has not been able to watch an upcoming opponent they may at least be able to get a copy of the scoresheet and statistics if they are available. Particularly if they are able to see scoresheets from a number of games, it will provide information on:

- the opponent's likely starters (starters are marked with an "X" next to their name)
- distribution of scoring
- identifying players that may be foul prone

Again, if the coach has not been able to watch an upcoming opponent, the warm-up provides an opportunity to scout the team, particularly enabling the coach to identify:

- the preferred hand of each player
- likely position each player plays (particularly important to allocating defensive roles at the start of the game)
- whether or not the player is a good perimeter shooter.

FOLLOW-UP

1. What factors are different between coaching a team in a short tournament and coaching a team in league play? What do you do differently in preparing for games, having regard to those differences?
2. Discuss with a coaching colleague how you would act in the following scenario:
 - a. Your team loses its first game in a short tournament, by a large margin;
 - b. Your team's next game is 4 hours away;
 - c. Your team did not achieve any of its pre-game objectives in the first game;
 - d. One of your starting players sustained a minor injury and the first aid officers at the tournament suggest that they do not play until the following day.

LEVEL 2



TEAM

CHAPTER 4

GAME REVIEW AND ANALYSIS

CHAPTER 4

GAME REVIEW AND ANALYSIS

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4.1 PRACTICE PREPARATION

4.1.1 INCORPORATING GAME PERFORMANCE INTO NEXT PRACTICE

After each game the coach should take time to reflect upon the team's performance, comparing it to the goals that were set before the game. The coach's reflection should also consider more generally any identified areas of improvement.

The coach should resist any immediate temptation to address aspects of the game in which the team struggled. For example, the opponent may have successfully used ball screens in the game and so the coach believes that their team needs to improve how they defend ball screens. However, the coach needs to consider this in regard to the overall priorities they had identified for the season.

The coach may have identified that defence on ball screens was something to be done later in the year and, if so, the fact that one opponent used them to good effect may not mean that the coach now changes their overall priorities. Instead, the coach should consider whether or not to change the development priorities.

If the coach does want to focus on aspects at practice because of how they were performed in the game

(e.g. the team may have been poor in "blocking out" offensive rebounders), the coach should not dwell on what happened. The next practice session may be a number of days after the game (particularly with junior teams) and the team may not recall with the same clarity as the coach what happened in the game. It will usually be enough to simply do the activity, focusing on what they want the team to do rather than referring back to the game.

There may be specific contexts from the game that prompt the coach to want to work on something at the next practice. For example, rebounding in zone defence may have been poor, or players may not have cut effectively when the opponent double teamed the low post player. However, the coach still does not need to spend time talking about what went wrong and can simply use activities with those scenarios.

If the coach does want to refer particularly to aspects of the game, then they could:

- Use video of the game at the start of practice (to remind players of how they performed);
- Provide information to the players (e.g. a written report) prior to practice, which highlight the aspects of play upon which they want to focus;
- Have the players discuss the game and identify areas that they believe need improvement.

Senior players may be more interested to specifically review aspects of the game and within a professional team there is more scope to specifically review games (because the coach has more time with the players). However, with junior teams the focus generally should be on what you want the players to do. If individual players seek more information the coach should certainly provide that.

4.2 REVIEWING TEAM PERFORMANCE

4.2.1 TEAM PERFORMANCE - STATISTICAL REVIEW

Any analysis of a game should start with the goals and objectives that the coach set out for that game. If those goals were achieved then the game should be regarded as a “success” regardless of the final score.

START WITH PRE-GAME GOALS

If the coach does not review whether the pre-game goals and objectives were met, the team will quickly come to see those goals and objectives as irrelevant. It also means that the coach must have a method to enable them to review performance, which may mean collecting “statistics” that are not recorded on the scoresheet or in game statistics.

This may require having an assistant coach, a colleague or a parent recording “statistics”, which the coach should make as objective as possible. For example, a statistic such as how many times a team went three possessions without scoring, is easy to identify. Whereas a statistic such as how many “good” passes the team made (irrespective of whether a shot was made) is much more subjective.

If a subjective measure is being used it may be better if that is collected by one of the coaches to avoid any dispute about whether or not they are correct.

FACTS NOT IMPRESSIONS

As much as possible the coach’s review of the game should be based upon statistics collected, not just the impression that the coach has after the game. The coach’s immediate

impression after a game will often be influenced by how the game finished, rather than what happened throughout the game.

In collecting statistics it is good to identify the performance each quarter, so that a comparison can be made of performance during the game. If possible, noting when time-outs were called can also be useful as this will enable the coach to see how performance changed at the various times in the game.

The coach will no doubt have impressions about the game that are not related specifically to statistics being or to the specific pre-game objectives and goals.

For example, during the game a coach may notice that their players are not “jumping to the ball” in defence and identifies this as something that they need to work on in practice. As soon as they identify this the coach should note it down (often asking an assistant coach to make a note).

These notes are useful both for planning the next practice as well as giving feedback to the team.

ALLOW TIME

It is preferable for coaches to set aside time for reviewing the game with the players, rather than making lengthy speeches immediately after the game. Immediately after the game, the players need to focus on physical recovery, re-hydration and time for their own reflection.

The coach should also take time to review any notes taken, statistics kept and (if available) video of the game, before providing too much feedback.

STATISTICS DON'T TELL THE FULL STORY

Whatever statistics are taken give only an indication of what happened in the game. Factors such as the tempo of the game (and who "dictated it"), substitution patterns (whether as the result of coaching decisions, injury or foul trouble), patterns of play being used etc. may not be reflected in any specific statistics.

Accordingly, coaches need to reflect upon the team's performance and to encourage the players and assistant coaches to do the same. Letting the athletes lead a discussion about the performance of their team can be very useful.

Athletes may be overly negative (in which case the coach can highlight positive aspects) or the players may focus only on the score (in which case the coach can direct their attention to other things). Through using open ended questions, the coach can generate discussions amongst the team, particularly when the athletes are older.

4.2.2 TEAM PERFORMANCE - VIDEO REVIEW

If a video of a game is available it can provide a coach with a very good tool for reviewing the team's performance, however, it can also be very time consuming.

GENERAL APPROACH

As with a statistical review, the coach should start by reviewing the pre-game goals and objectives before watching the game to see how effectively they were met. This may involve recording some "statistics" while they watch.

They should also consider:

- Tempo of the game - Which team was "dictating" the tempo? Was the coach able to change tempo through substitutions or time-outs?
- Defensive structures – What worked to stop their opponent? Was there any common area "breaking down"?
- Offensive structures – Did the team get "good shots"? Did they react to any changes their opponent made to defence?
- Individual match-ups – Identify where they had an advantage in a match-up. Did the team exploit that advantage? How did they "cover" for a match-up where the team was at a disadvantage?
- Was the scout correct? - were the tactics of their opponent as they expected? What did the opponent do in response to tactics the team used?

USING TECHNOLOGY

There is a wide range of technology available to assist coaches to review performance. Broadly, these fall into the following categories:

- Game analysis
- Skill analysis
- Organisation

GAME ANALYSIS

Various software and "apps" are available to will help the coach record what happened during the game. Simply, these enable the coach to "code" or identify what has happened in the game. For example, when a particular play was run, the type of defence that was played etc can be identified.

This coding can include multiple classifications, depending upon the detail the coach wishes to capture. For example, a play may include the following classifications:

- "Horns Play"
- 3 point shot attempted (but missed)
- Opposition takes defensive rebound
- Shot taken by #5
- Defence in ½ court "man to man"
- Play went to the right hand side of the court
- Shot taken in the last 10 seconds of "shot clock"
- Coach classified it as a "good shot option"

The level of classification is limitless, however, the more complexity a coach wants to capture, the longer it will take.

As a simple method, the coach pre-defines the characteristics they which to record and then as they watch the game (on a computer) they identify (through key-strokes or mouse clicks) what is happening.

The software will then enable the coach to recall portions of the game based on those characteristics. For example, enabling a coach to see each instance where #5 shot the ball.

Some of the software will then let the coach edit these video sequences (to add highlights, freeze frame etc.), which can also be done in generic video editors.

SKILLS ANALYSIS

Skills analysis software is designed to show either a picture, series of pictures or video of an athlete performing a skill (e.g. free throw). The software will enable:

- Comparison – putting two videos side-by-side, which might be used to compare a player's technique with an expert, or to compare two examples of the player's technique.
- Analysis – recording angles (e.g. elbow relative to the ball, or shoulder relative to the elbow) that can help to show where improvement is required.
- Freeze frame – stopping the video at points to identify the cause of problems (e.g. "flat" shooting technique).

This analysis is best suited to closed skills (such as "free throw" shooting), although the functionality could also be used with team skills. For example, the coach could show the team running the same play on two different occasions, comparing floor positions between the two examples.

ORGANISATIONAL

Much of coaching is collecting information, whether that is video of games, video clips or statistical information on players, amongst many other things. There are various software programs that will help to organise this information and it is possible, for example, to upload it "to the cloud" so that the coach can access it from wherever they are in the world.

Some of these are specifically related to sports but many are generic and would require some customisation by the coach.

COST OF TECHNOLOGY

Coaches can literally spend as much, or as little time, as they wish on these types of technology. There are free apps available for video analysis, and even generic video editing software can be used to prepare clips for the coach to use.

The more dedicated the functions of the programme, the more likely it comes at a cost, with some systems costing thousands of dollars and out of reach for many coaches.

Some clubs or federations will have access to software and the coach should familiarise themselves with what might be available through that avenue.

Regardless of the technology used, the most important thing is for the coach to provide constructive feedback, with a focus on how to progress. Showing players lengthy clips of what was done wrong can drastically reduce their confidence.

4.3 SCOUTING

4.3.1 WATCHING GAMES

Watching games is a good way for coaches to prepare to play upcoming opponents and is also a good way to learn and get ideas from what other teams and coaches are doing. Watching games with a colleague (e.g. an assistant coach) can also be beneficial as coaches can discuss the game. Invariably, different coaches will notice different things during a game.

It is certainly useful to make notes when watching games, however, wherever possible make them during breaks in play (e.g. during time-outs, free throws or periods between quarters) so that you can focus on the game while it is playing.

It can also be useful to have a coaching whiteboard so that you can quickly diagram what teams are doing – it is often useful to focus on one team at a time, rather than try and capture everything that is happening. If watching with a colleague, each pick a team that you are watching and then compare and discuss the game.

Many coaches like to sit away from courtside if possible, as an elevated view allows you to see all the action. An advantage of being courtside though (particularly when scouting an upcoming opponent) is that you may be able to hear what the players say (e.g. what calls are used to designate particular offences and defences).

In addition to watching for the offensive and defensive tendencies of the team and individual players, coaches may wish to watch for:

- Temperament of players – how well do they cope with adversity (e.g. bad calls or mistakes) or physical play?
- Referee tendencies (as a group and as individual referees) – what level of contact do they allow, how do they manage conflict (are they quick to call technical fouls)?
- Who controls their offence – often, but not necessarily, the point guard - what role do other players play?
- What tempo do they prefer to play – does this change with different player combinations?
- Which player takes shots when the shot clock is running out?
- Do they tend to change tactics after a time-out – do they tend to run particular structure after a time-out?
- What are the substitution rotations?

- What tendencies does their offensive play have (e.g. “screen the screener”, “on ball screen”, “back door” cuts)?
- Do they rotate defensively to “help the helper”?
- Which players are prone to fouling – in what circumstances do they tend to foul (reaching for the ball, rebounding contests, post contest)?

It is often better to obtain video of teams if a coach wants to see what specific offensive sets they use. Many sets that teams use are complex, having a number of options. Accordingly, it can be difficult to discern whether a team is running different options of one offensive set or varying sets. Watching on video can help to identify this.

4.3.2 TEAM PERFORMANCE - PRESENTING INFORMATION TO THE TEAM

After reviewing the game, the coach is likely to have a lot of information about the team's performance. The essence of being a coach is to "filter" this information and determine what needs to be presented to the team.

HOW MUCH INFORMATION TO PROVIDE TO THE TEAM?

The coach needs to present as little information as possible and to ensure that the information is directed at specific teaching points or actions.

The coaches should always refer to any pre-game goals or objectives and then identify three or four key things about the game.

PROVIDE A CURE NOT A DIAGNOSIS

The feedback after a game should be focused on what the team is going to do, rather than listing each negative thing that the coach observed or that the statistics show. The past cannot be changed but referring to it can change a player's level of self-confidence.

Particularly junior players may be prone to thinking negatively about their performance, and the coach giving a long list of what was done wrong will quickly overshadow any positive comments that the coach may make.

The most important information is what the coach wants the team to do, not the coach's reasons for choosing that course of action. For example, the team may have been outrebounded by their opponent, which the coach identifies was because of the team's failure to "block out".

Further, the coach may consider a number of tactical responses - changing defence (from zone to man to man), giving specific instructions (zone slides to emphasise defending rebounding coverage) or design contested activities for practice to emphasise the importance competing for rebounds.

All of this information is by and large irrelevant to the players. Instead, what they need to know from the coach is what action is being taken, perhaps with some supporting evidence.

For example:

- The coach may inform the team that their opponents had 22 offensive rebounds (supporting evidence);
- The coach may repeat the teaching points for blocking out ("this is what we need to do");
- The coach may then have them doing a physical, contested rebounding activity at practice, where points are awarded for blocking out (even if the rebound is not taken) and points are deducted if players do not block out (even if they got the rebound).

DON'T OVERRATE OPPONENT

Particularly in league play, the team may face the same opponent again. Accordingly, the coach's feedback after a game should not make the opponent seem unbeatable. The feedback should be balanced, presenting positive and constructive information.

DIFFERENT WAYS TO PRESENT THE INFORMATION

The coach must determine how they want to present the information to the team. This will be very much influenced by how much time they have and the athletes that they are coaching.

Some methods that can be used are (either separately or in conjunction with other methods):

- Written report
- "Chalk Talk"
- Individual meetings
- Team video sessions
- Video clips
- On court

WRITTEN REPORT

Coaches may provide the players with a written summary of the game, which can be particularly useful if there is a lot of statistical analysis. However, the coach should avoid just having a long list of statistics.

The coach should not assume that players understand all of the information. They should also discuss the information either formally or informally with the athletes.

Giving a written report can also be an effective method to educate the parents about the factors that are important for the development of the team. This may give the parents a basis (other than the final score) to see improvement in the team.

"CHALK TALK"

This is simply the coach speaking to the team, using a whiteboard to show diagrams or statistics. For a kinaesthetic learners (as many players are), such sessions can be excruciating!

Once a coach speaks for more than 5-10 minutes, many players will struggle to keep attention on what the coach is saying. The longer the coach speaks, the more likely that players will not retain the key information the coach wanted to deliver.

Giving the athletes diaries so that they can write their own notes in a session such as this may help to keep the players focused.

INDIVIDUAL FEEDBACK

Coaches may opt to provide specific information to each player, although this obviously requires significantly more time for both the athlete and the coach. This can be done in a meeting, in writing or by providing a video.

If a video is used it should still look to show the athlete what to do, rather than focus endlessly on what was done wrong. This might be a very specific technical instruction (e.g. the player may need to adjust stance to maintain position of their opponent) or it could be reinforcing specific teaching points.

With young players, their parents should also be given the opportunity to attend any individual meetings, or the meeting should be conducted in public view.

The coach should be careful with comparisons with other athletes in the team and should assume that whatever the coach says will be repeated at some stage to the other player.

Identifying a team mate as a positive role model can be very positive and lead to an improvement in performance by both players. However such comparisons can equally reduce the confidence of the player because they are not as "good" as their team mates.

VIDEO SESSION

Depending upon the resources available to the coach, video feedback is likely to require a lot of time to prepare. The video should not be a highlights package (showing only the good) nor should it be only negative (e.g. showing where the team made mistakes).

If possible, showing video footage of the team doing what is correct is more likely to help them to understand what they need to do, rather than showing it being done incorrectly and then explaining what should have occurred.

ON COURT

Sometimes the coach may just focus on getting on the court at practice and doing activities that highlight the various teaching points that the coach identified. The coach may briefly provide some statistical evidence of where improvement is needed but the focus must be on opportunities to develop the necessary skills.

WHEN TO PROVIDE INFORMATION

Immediately after the game is not the preferred time to provide feedback, although, particularly with young players, the coach may have limited contact. The coach's limited time should be used for either development of specific skills or work towards the team's goals.

The feedback does need to be provided in a relatively timely fashion, particularly if it does not include video. Each player will have their own feelings and thoughts about the game and recollections may differ to that of the coach.

If the coach is speaking about a particular play or moment in the game, the more time that has elapsed since the game, the more likely that recollections will differ. The coach's feedback, therefore, will be interpreted according to the memories of each player.

FOLLOW-UP

1. How do you present “scouting” information to your team? Ask your players how they prefer to receive “scouting” information – is there any difference between your approach and their preference?
2. Make detailed notes immediately after a game regarding your team’s performance and things that you want to improve through practice. A few days later, conduct a statistical review of the game and/or watch video of the game. Make notes regarding team performance and things to improve. Is there a difference between the two assessments?
3. Discuss with coaching colleagues the extent that they use video or statistical reviews to evaluate performance. Identify important differences between the different practices.

