



# Planning and Programming in Basketball

*Associate Prof. Nenad Trunić, Ph. D.  
FIBA Europe coaching clinic lecturer  
Dean of Faculty of Physical Education and  
Management in Sport,  
Singidunum University, Belgrade*



# TOPICS

Basketball coach

Testing and performance control

Periodization

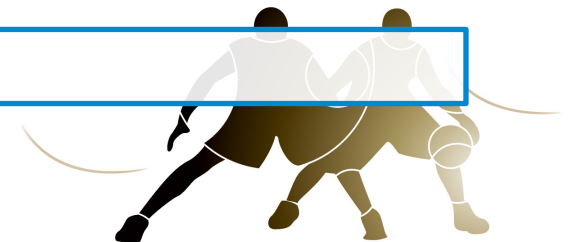
Teaching BB skills

Planning practice

Running practice

Post practice activities

BB career planning





# Basketball coach?

Chapter 1

# Basketball Coach

Coach should be teacher, psychologist and pedagogue:

- Finding talented players
- Selection (club, region, national team).
- Players' diagnostics
- PRACTICE PLANNING
- PRACTICE PROGRAMMING
- CORRECTION
- Transfer coach's knowledge to players.
- Building players' competence.
- Teaching players individual practice importance and methods.
- **HELP ME "TO DO IT ALONE" APPROACH.**

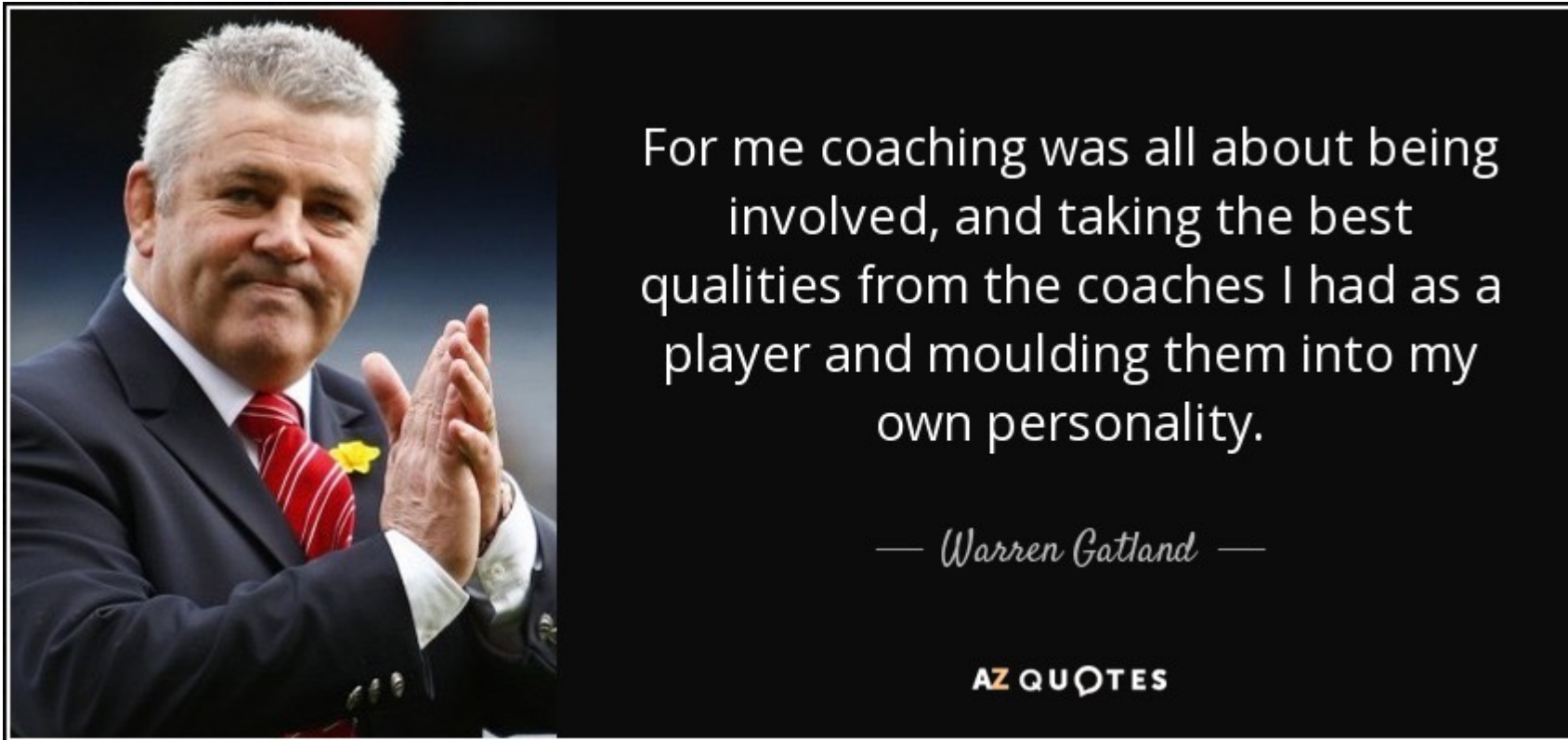


**UNDERSTAND THE PAST,  
SEE THE PRESENT AND  
LOOK INTO THE FUTURE**

**The coach is an expert who knows more and more about smaller and smaller.**



# Being A Good Coach Has The Power To Change Lives



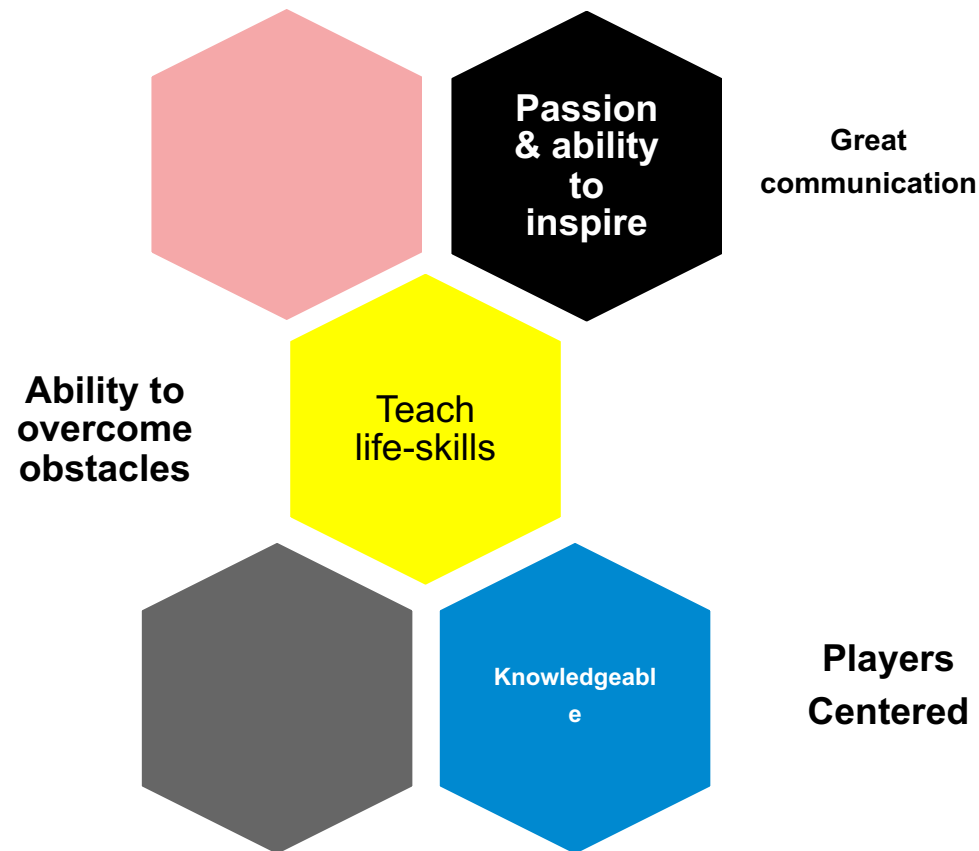
# MAIN ROLE OF A COACH IS TO:

- TEACH
- GUIDE
- SUPPORT
- REINFORCE
- MOTIVATE
- INSPIRE
- EMPOWER



# Responsibility of **Being** a Coach

To be a positive influence to your athletes',  
by being an **Excellent Role Model**



“No one cares how much you know, until they know how much you care.”

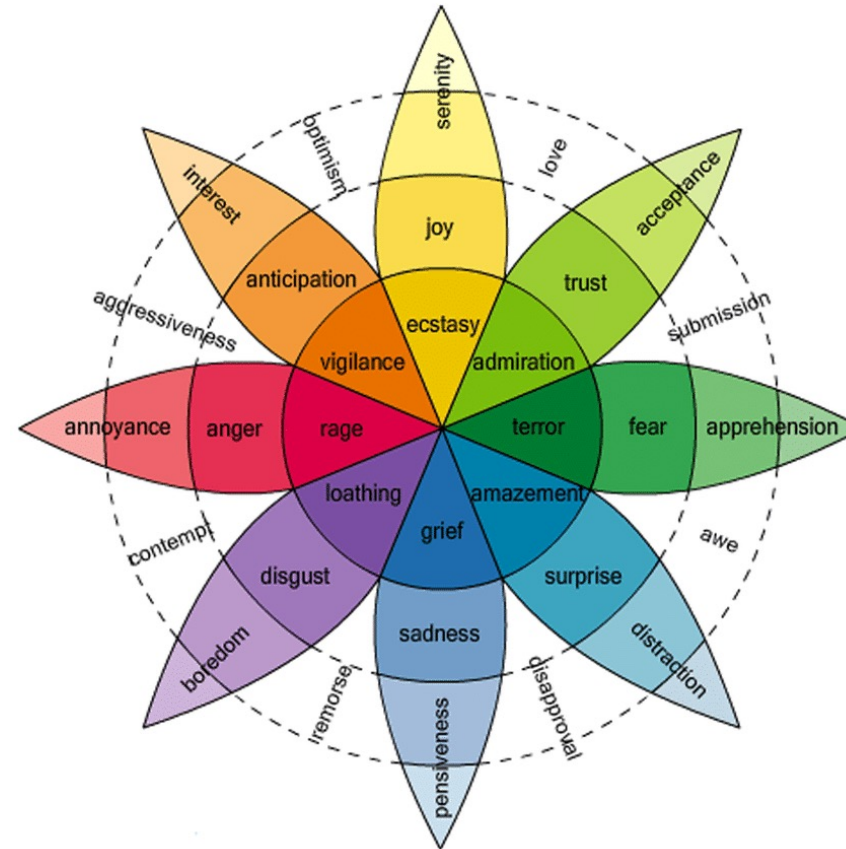
Theodore Roosevelt





# TYPES OF COACHES STYLES & EMOTIONS TRIGGERED

- Democratic
- Autocratic
- Holistic
- Mindful
- Developmental coaching
- Laissez-faire
- Bureaucratic



# What Talented Athletes Want From Their Coach?

- Makes things easy to understand
- Sets clear and understandable goals
- Understands what support is needed and when
- Gives a good balance of criticism and praise
- Can explain things in detail
- Listens and asks the right questions
- Uses lots of scenarios to develop the same skill
- Knowledgeable of what is he/she is talking about
- Passionate about helping realise the potential
- Keeps players motivated even when things get hard
- Makes things flow nicely
- Knows how to push, in a positive way
- Can change things up to make it right for the individuality
- Has athletes best interests in heart
- Takes the stress out of things
- Committed to self-growth learning new things to develop athletes
- Always being reliable



# Required Skills for Effective Coaching

- Strong Communication
- Decision making skills
- Leadership skills
- Interpersonal skills
- Enthusiasm and dedication
- Patience
- Physical stamina



# The 4 C's- Qualities Coaches Need In Order For Athletes To Grow And Develop

To have a positive view of themselves in specific contexts

Competence

Confidence

To have a positive sense of self-worth and self-efficacy

To have sense of belonging

Connection

Character & Caring

To have moral character and integrity





**“WE ARE WHAT WE  
REPEATEDLY DO.  
EXCELLENCE THEN, IS NOT AN  
ACT, BUT A HABIT.”**

- ARISTOTLE





# Testing and performance control

## Chapter 2

# WIDE TESTING BATTERY FOR BASKETBALL PLAYERS

Subject of measurement	Measuring instruments
<b>Anthropometry</b>	<b>Test</b>
Longitudinal dimension of the skeleton	Body height and reach with left, right and both hands
Body mass	Body mass measuring
Skin folds	Skin folds measurement (3-7 points)
<b>Functional abilities</b>	<b>Test</b>
Aerobic endurance	Cooper test or ergospirometry
Anaerobic short endurance	„Suicide“ – with or without ball
Anaerobic long endurance	Shuttle run
<b>Motor abilities</b>	<b>Test</b>
Agility	Illinois test
	T-test (sec)
Explosive power / sprint type	Sprint 10 i 20 m – with or without ball (sec)
Explosive power / throwing type	Medicine ball throwing form seated position (m)
Explosive power / jumpingtype	Vertical jump Sargeant test(cm)
Elastic reactive power	Counter movement jump test
Flexibility	Seat and reach (cm)
Maximum power of the upper body	Bench press – 1 RM (kg)
Maximum power of the lower body	Back squat – 1 RM (kg)
Repetitive torsional force	Abdominal cranches
Repetitive power of the arms and shoulders	Push ups 60 sec (maximum number of correct repetitions)
Relative strength of the arms and upper back	Hangs (maximum number of correct repetitions)

# TESTING BATTERY FOR YOUNG BASKETBALL PLAYERS

CODE	TEST	ABILITY	UNIT
CMJ	Counter movement jump	Speed strength and elasticity	cm
BBT	Basketball throw	Speed strength and acyclic speed	dm
MBT	Medicine ball throw	Explosive strength	dm
DJ25	Drop jump – height 25 cm	Explosive strength and elasticity	cm
S20	20 m sprint – high start	Acceleration and cyclic speed	sec
TT5	T-test (5 + 5 m)	Agility and take-off reaction time	sec
S6x5	6 x 5 m sprint run	Agility (changing of direction by 180°)	sec
D20	20 m sprint dribbling	Acceleration and cyclic speed with a ball	sec
D6x5	6 x 5 m sprint dribbling	Agility in dribbling (changing of direction by 180°)	sec





# THE SIGNIFICANCE OF GENETIC FACTOR

The high influence of genotype	Middle genotype influence	Small genotype influence
Morphology	Body mass	Motor skills
Speed	Repetitive power	Specific habits
Explosive power	Functional ability	Specific knowledge
Precizion	Balance	Opinion and attitude
Coordination	Flexibility	Static power
Cognitive ability	Conative characteristics	The normal mode of behavior
The pathological mode of behavior		



## Performance control

Talent X Athlete Management System (AMS) and  
LPS performance monitoring



TALENT X

KINEXON  
precision technologies



CATAPULT



# LPS- real time monitoring systems

Aims of monitoring players' performance:

- To be able to set the training loads on the score of exact data (it is particularly important after returning to play from COVID19)
- Mapping the week links of each player
- Detecting team loads
- Preventing overload and injury
- Making return from injury objective
- Comparing our players to each other or with top players



## KINEXON Sports & Media

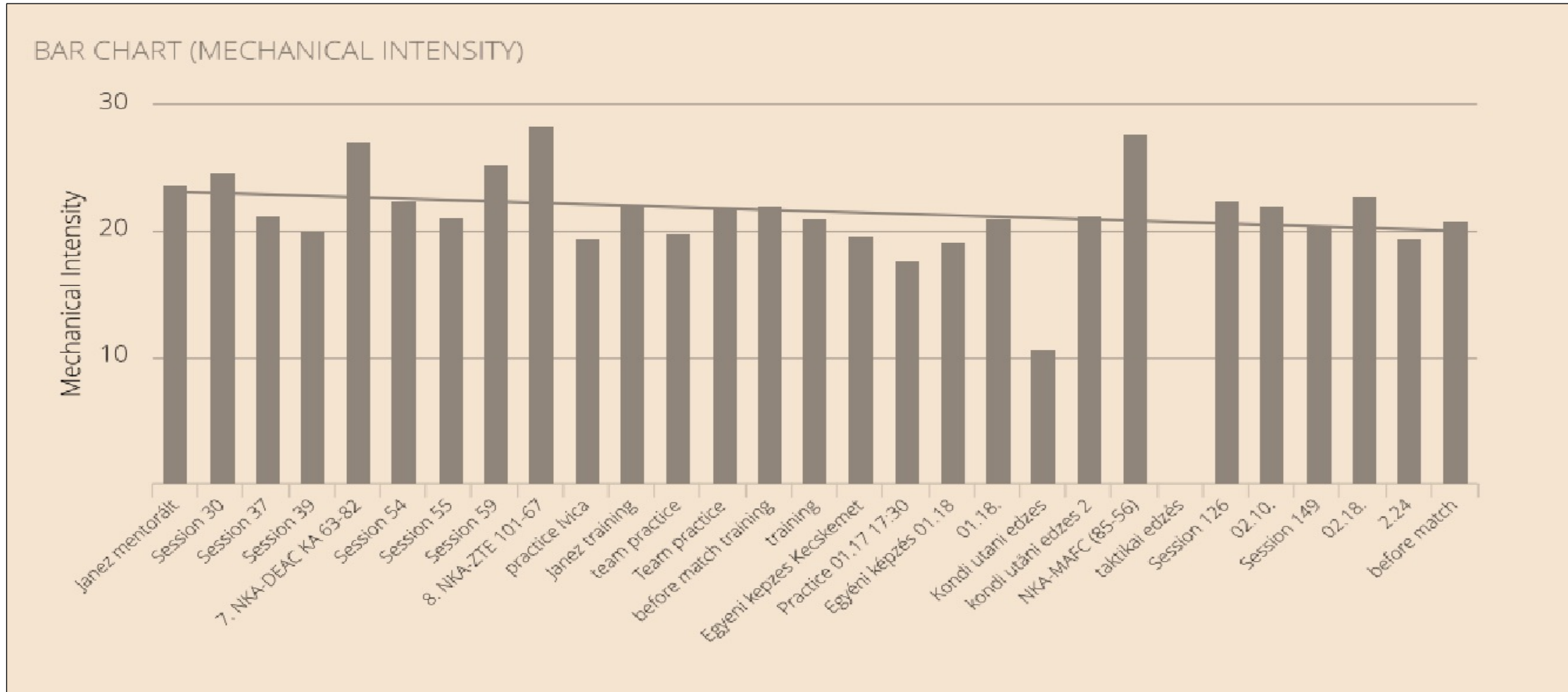
- One of the world's leading analytics products for professional sports.
- Most precise tracking, real-time data processing, and innovative analytics for sport-specific use in Basketball, American Football, Football, Handball, Ice Hockey.

### Measured metrics:

- ✓ Time (on field, time in different speed, or heartrate zones)
- ✓ Distance (max, avarege, per minute)
- ✓ Speed (max, avarege, in different zones)
- ✓ Accelerations, decelerations (max, events, in different zones)
- ✓ Jumps (max heighth, event, in different zones)
- ✓ Heart rate with suunto device (max, avarege, in zones)



# KINEXON TRENDLINE REPORTS



29 sessions' average mechanical intensity of the basketball team. The line is the trend-line. Decreasing tendency can be seen, because we set the load of the team to avoid overload, based on the Kinexon measurements.

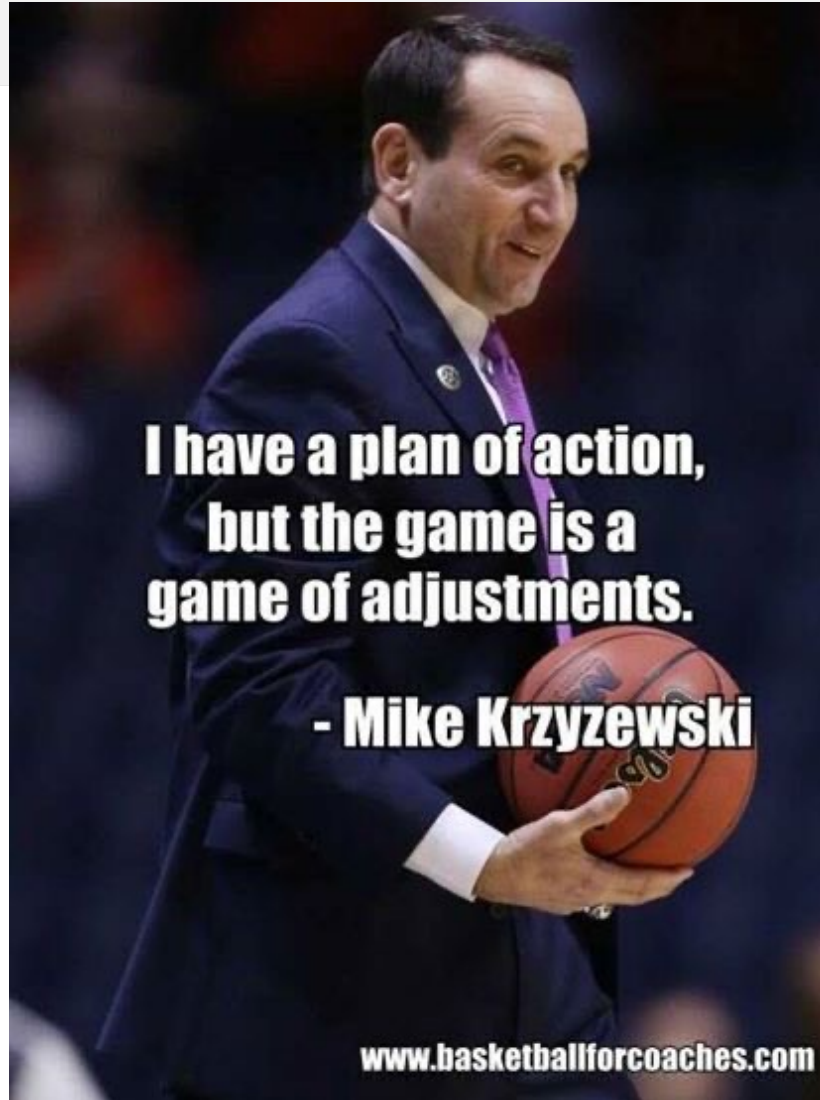




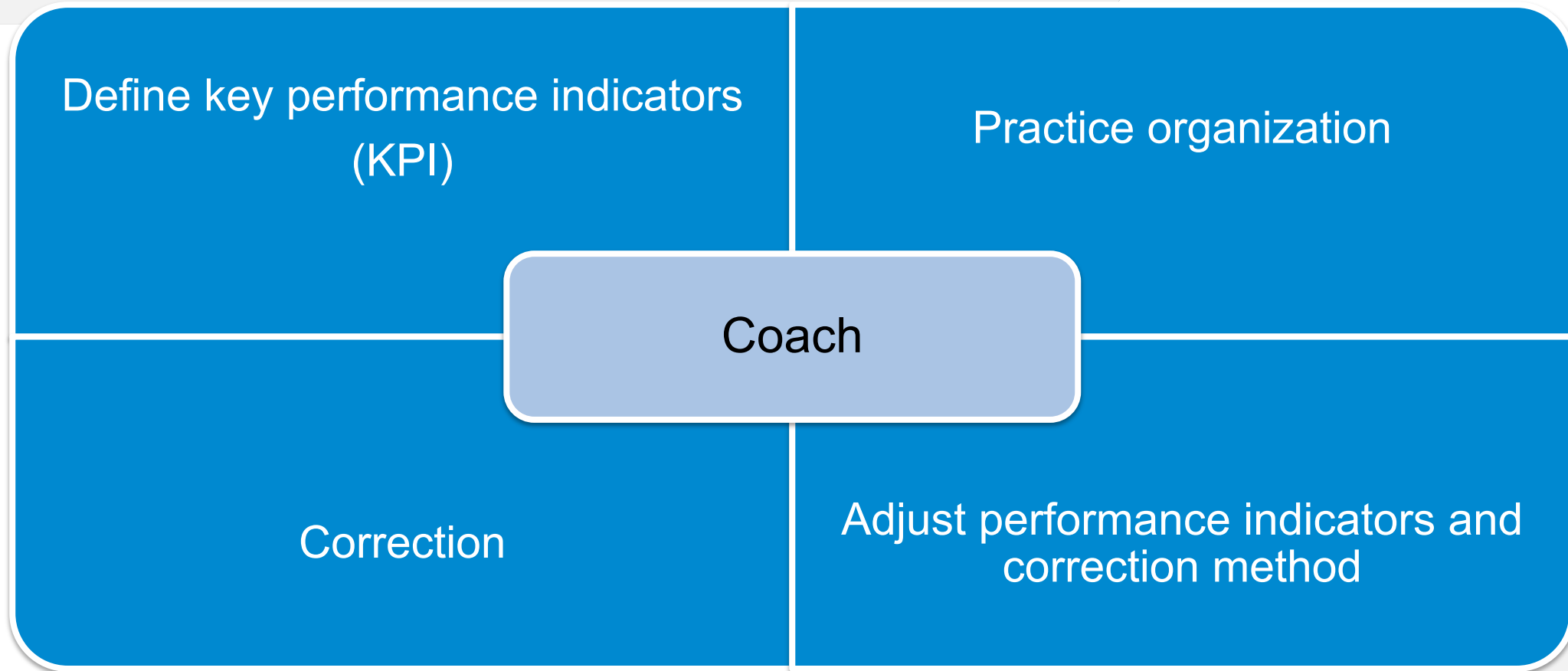
# Periodization

## Chapter 3

# Periodization: from theory to practice



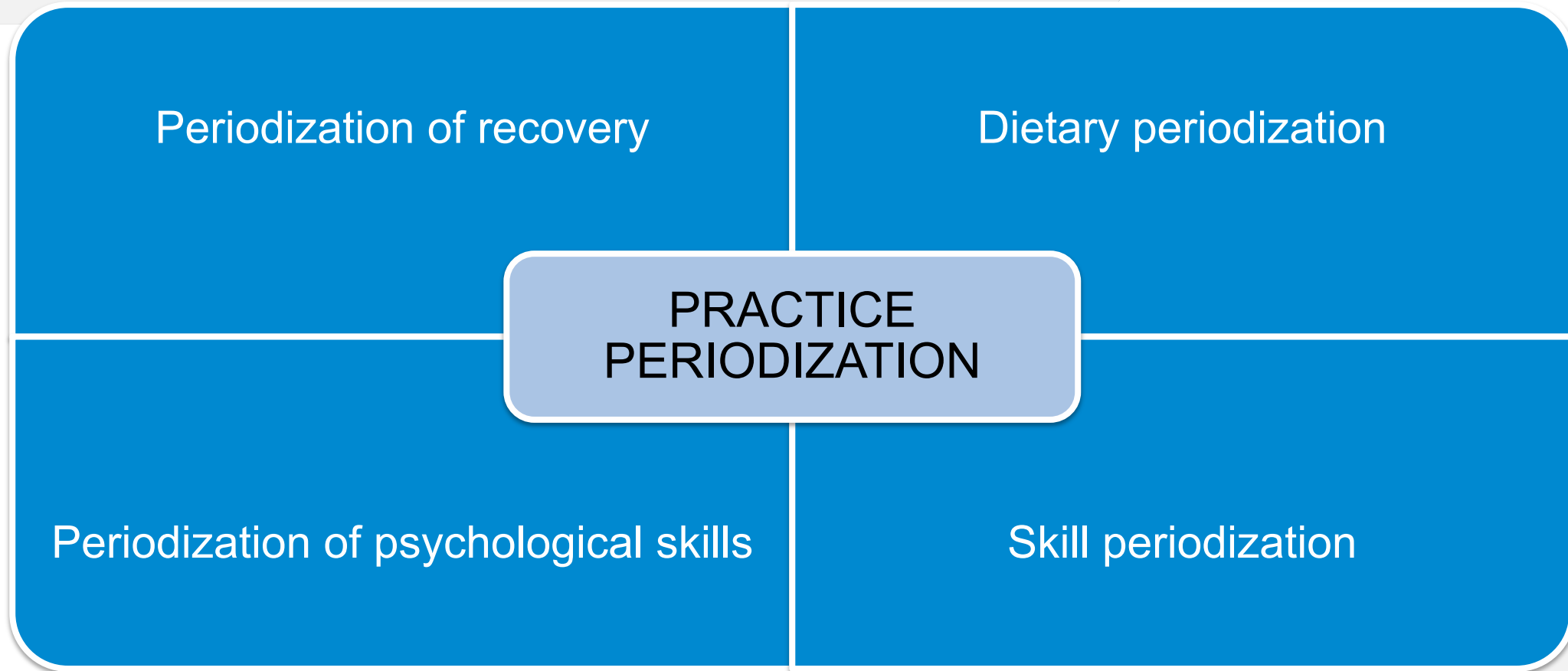
# Coaching basketball



Source: Mujika *et al.* (2018). [An Integrated, Multifactorial Approach to Periodization for Optimal Performance in Individual and Team Sports](#), *International Journal of Sports Physiology and Performance*, 13, 538-561.



# Periodization of training: simplified



Source: Mujika *et al.* (2018). [An Integrated, Multifactorial Approach to Periodization for Optimal Performance in Individual and Team Sports](#), *International Journal of Sports Physiology and Performance*, 13, 538-561.

# Periodization vs uncertainty



COVID 19



Logistics



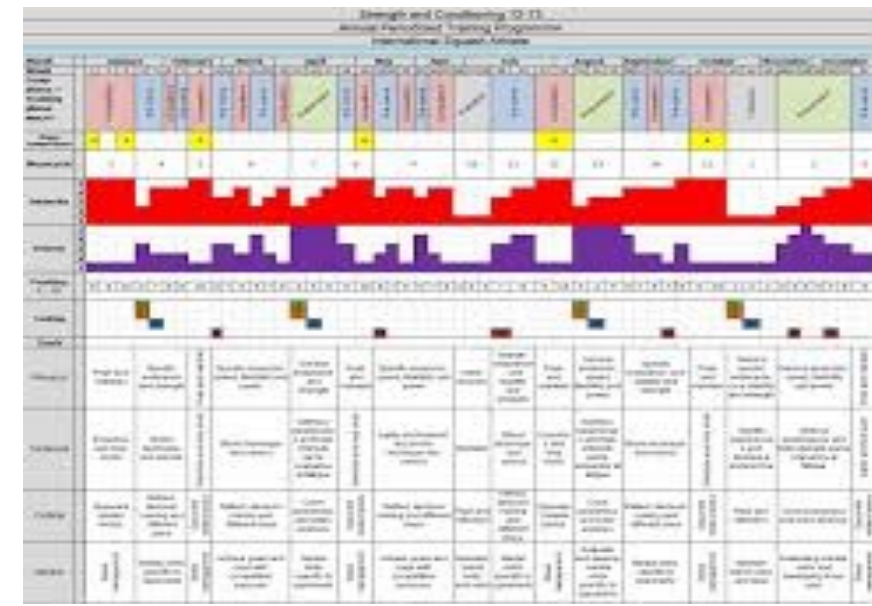
Injury



Competition

# PERIODIZATION

- Annual plan utilizes Periodization concepts
- **Conditioning, Lifting, Plyometric and Agility Programs are developed / integrated together in specific phases, consisting of 2-4 week cycles**
- **Provides environment for optimal adaptations to occur without overtraining.**
- High competitive demands are placed on players ... (High intensity and long duration of the season).
- Helps prevent injuries
- **Achieve peak performance during playoffs.**



## MACRO-CYCLE plan includes

- Complex mental activity aimed at identifying all the relevant factors affecting the development of the player's capacity.

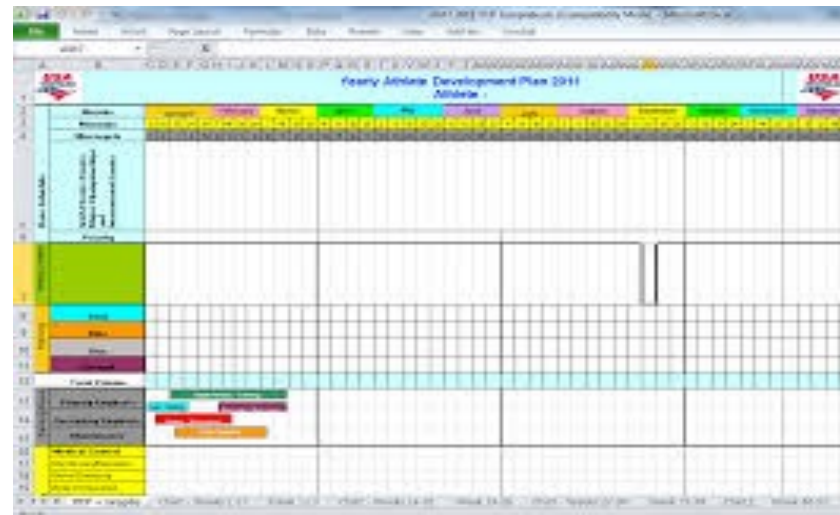
The program should provide an answer to the question:

- **PLANNING**- What to do (defining the content of work)?
- **PROGRAMING** - How to work (choice of training methods and organization of work)?
- **IMPLEMENTATION** - When to do (defining dynamic load)?
- **The training load can cause the following types of fatigue: physical, intellectual, sensory, emotional and physiological.**
- Macrocycle covers a period of several months to 4 years.
- With young people is the goal of creating the conditions for future top basketball results.

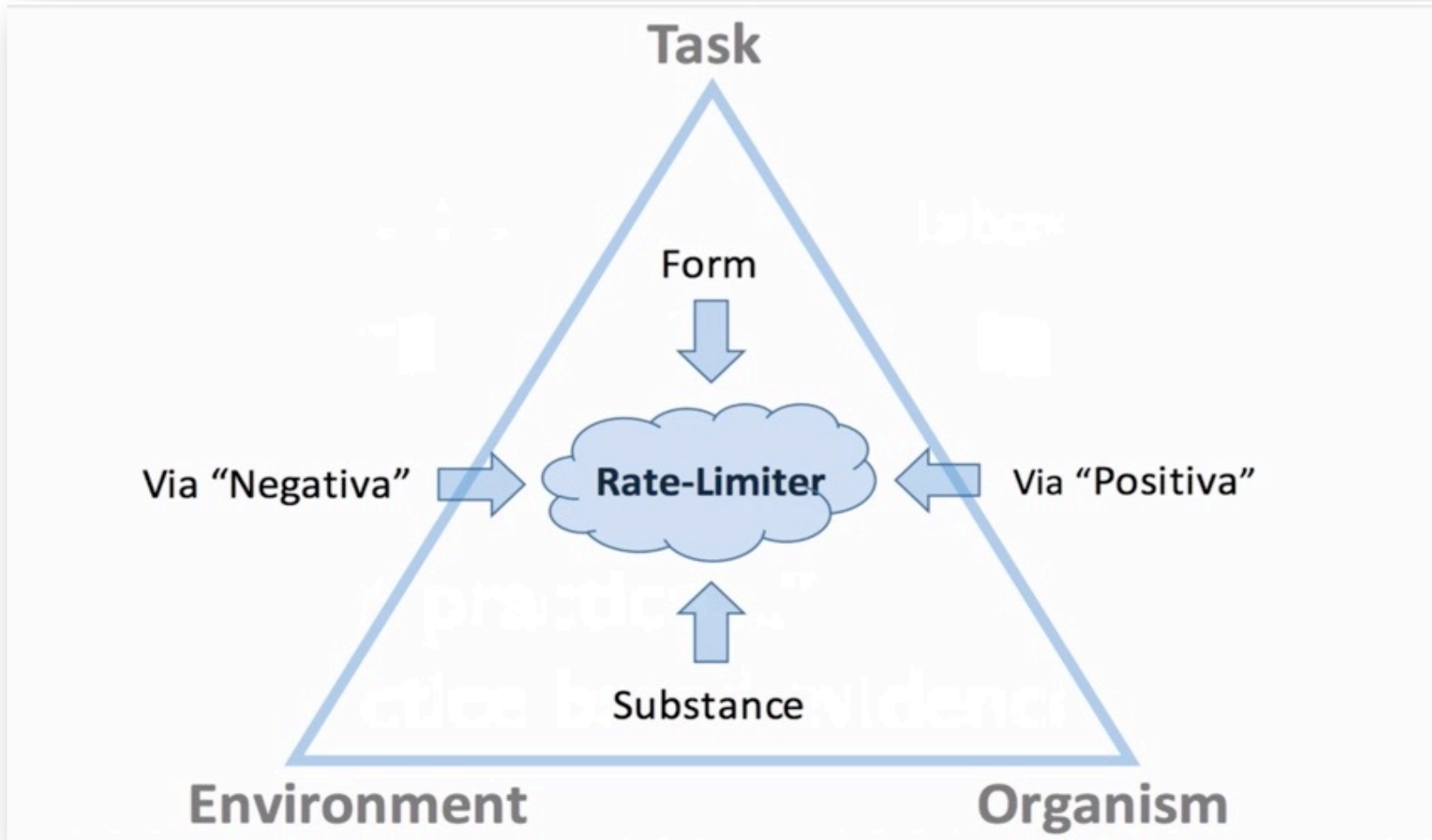


## MACRO-CYCLE plan includes

- Macrostructure is extremely complex.
- Duration and structure of the macrocycle are conditioned by:
- Specificity of basketball as a sport.
- Variants of annual training are: single-cycle, two-cycle, three-cycle...
- **The rule is that each macrocycle contains three periods of training: preparation or off-season, competition or in-season and transition or post-season.**



# Decision-making in complexity and uncertainty



# VIA Negativa & VIA Positiva

## *VIA Negativa*: avoiding the downsides

- Knowledge re-things that don't work and are probably harmful
- Succeeding by not going bust or improving by not injuring someone

## *VIA Positiva*: pursuing the upsides

- Knowledge re-things that work

Source: Jovanovic, M. (2017). Complementary training, The Agile Periodization Approach

*“Sometimes the easiest way to solve a problem is to stop participating in the problem”*

Albert Einstein







# Teaching basketball skills

Chapter 4

# The formula of success



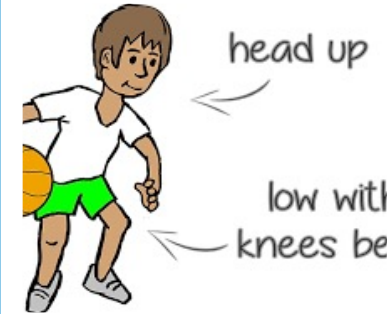
**Admit mistakes or ignorance**



**Begin learning with questions**



**Bring your knowledge to life**



**Be responsible for your own and the learning of others (children, parents, other coaches)**



**Learn from experience**



**Discover weaknesses that can be improved w/drills on specific skills**



**Learn by teaching**



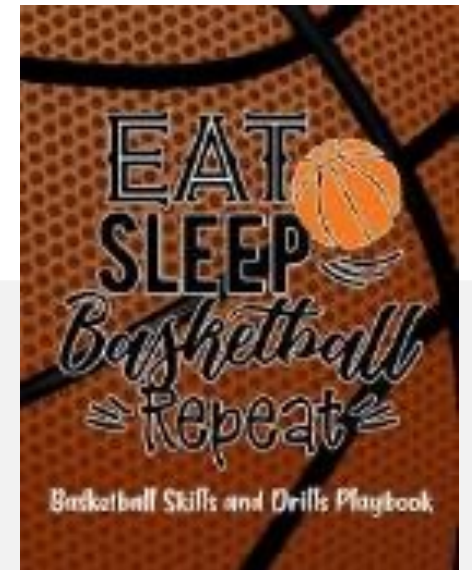
**Never stop learning!**

# A process, not an event

- **Concentrate on the process** more than the product (aka single performance)
- Don't use drills as tools to enhance skills learning: **the focus should be always on the desired skills, not on the drills**

## **CRITICAL CUE**

- Movement skills are learned over time – patience is essential
- Focus on skills, not drills



# 3 stages of basketball skills

## COGNITIVE stage

- The player forms a mental picture of the skill, usually by using a demonstration and explanation from the coach

## PRACTICAL stage

- The player imitates the demonstration, the imitations are corrected and reinforced, and the skills are repeated

## AUTOMATIC stage

- Players can perform skills without thinking; movements become habits performed as game moves at game speed

# Communication and learning

**CRITICAL CUE**  The primary measure is what players learn not what coaches know

## ***Credibility***

- w/players based on respect

## ***Positivity***

- *what to do* rather than *what not to do*

## ***Information over emotion***

- reducing judgment and increasing information


## ***Consistency***

## ***Listening skills***

## ***Nonverbal communication***

- body gestures, touching behaviour, voice quality...

# Communication and learning

CRITICAL CUE  Feedback increases the learning rate



Consistent correction

Specific information

Feedback ASAP

Feedback sandwich

# The 7 wonders of teaching basketball skills

## NUMBER 1: Coaching is teaching

- Know why you teach a skill
- **Focus on the skills 1<sup>st</sup> (not on the drill or strategy)**
- Focus on **how well you do something rather than what you do** (execution over repetition; quality over quantity)
- Preview 1<sup>st</sup> (tell what you are going to teach), view it (teach it) and then review (tell what you taught)
- Help players remove their blocks of fear, doubt and worry



# The 7 wonders of teaching basketball skills

## NUMBER 2: Demonstrate and explain clearly

- Make sure that all players can see and hear you
- Do it correctly, to show the big mental picture
- Repeat demonstration - two angles, two repetitions, or more
- Use precise and concise explanations
- Use only critical cues (don't talk too much)
- Practice immediately
- Emphasize practice to make the behaviour permanent





# The 7 wonders of teaching basketball skills

## NUMBER 3: Using teaching progressions

- Slow to fast
- Simple to complex
- Teach in sequence and reverse it



# The 7 wonders of teaching basketball skills

## NUMBER 4: Players and coaches remain open to learning

- Adopt (the whole skill) as a beginner
- Improve every day of the year
- Look for the lesson
- Learn from others
- Communicate and encourage teammates
- Control what you can and let go of the rest



# The 7 wonders of teaching basketball skills

## NUMBER 5: Know how each player learns best

- **Visual (see the skill):** read about it or see a demonstration; learning through pictures, shapes, patterns or watching
- **Auditory (hear the skill):** get more explanation or listen to sounds and rhythms to learn movement patterns along with verbal direction
- **Kinesthetic (feel the skill):** walk through the skill; experience what a certain movement feels and prefer a dynamic environment
- **Read/write:** descriptions and instructions in written form



# The 7 wonders of teaching basketball skills

## NUMBER 6: Useful tools

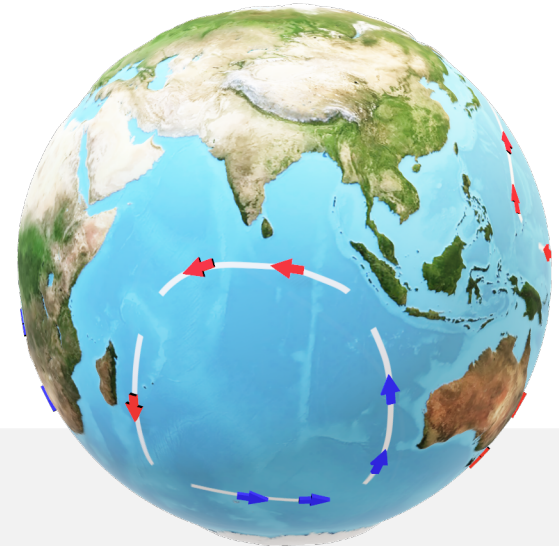
- The power of visual storytelling (e.g., foot fire for moving the feet)
- Analogies and metaphors (e.g., quick start like a sprinter)
- Critical cues (e.g., full follow-through)



# The 7 wonders of teaching basketball skills

## NUMBER 7: Teach above fundamental skills

- Conditioning
- Toughness and effort
- Life and character lessons
- Communication
- How to compete
- Competitive greatness



# Teaching individual tactic

WHEN AND HOW TO USE  
SKILLS

INDIVIDUAL TACTIC OR  
DECISION MAKING





# Planning practice

Chapter 5

# The roadmap to planning practice





# Planning practice

## 1<sup>st</sup> consideration: PRACTICE GOAL(S) AND DRILLS AS A TOOL

DEFINE GOAL(S)

TYPE OF PRACTICE  
(LEARNING, IMPROVING,  
DECISION MAKING)

PRACTICE LOAD (VOLUME,  
INTENSITY, WORK:REST  
RATIO, COMPLEXITY OF  
DRILLS)

DRILLS SELECTION

# Planning activities: practice sessions and games

## 2<sup>nd</sup> consideration: what resources do I have?

Courts,  
basketballs, hoops,  
etc.

Off-court area,  
whiteboard

Reversible  
uniforms to divide  
players into  
“teams”

Session duration

Half court or full  
court drill

Drills work-rest  
ratio

Number of players  
attending (by  
position)

Number of  
coaches at the  
session

Other training aids  
(e.g., cones, bibs,  
“bump bags”)

# Finding additional practice time-“micro-dosing”

**3<sup>rd</sup> consideration: Pre-practice (10-15 min), side-practice, post-practice (10-15 min)**

Supervised by coach

Enthusiastic

Concentrated effort- no  
poor execution

Quick drills

Change drills weekly

Read situation and be  
flexible

Set tone for next day  
practice

# 3 Rs of organisation



**ROLES**


**RULES**

**RESPONSIBILITIES**

# CHECKING OUT PLAYERS

STATUS							
0	Practice			no injury			
1	Practice			with therapies or specific exercises, taping			
2	Practice			under drugs or medications			
3	Partially practicing			Stop decided			
4	Partially practicing			Stop not decided			
5	Practicing individually			Return to Train			
6	No practicing			Injury	Rehab		
7	No practicing			Sick			
E	Under evaluation			Need a more specific evaluation			
A	No practicing			for a taken or unknown decision			

# CHECKING OUT PLAYERS

	<b>Day</b>	Mon					
	<b>Time (0:00)</b>	10:30					
	<b>Duration (min)</b>	90					
	<b>Date</b>	14/11					
	<b>Location</b>	Milan					
	<b>Game DD</b>	4					
	<b>1st Goal</b>						
	<b>2nd Goal</b>						
	<b>3rd Goal</b>						
	<b>Coach RPE</b>	5					

#	Player	Status	Session		PLoad	Ind-BB	Ind-SC	Coach	Status
			IN	RPE					
0	DAVIES Brandon	1	7	622	60	60	0	1	
1	THOMAS Deshaun	1	7	461	30	60	0	0	
2	LUWAWU CABARR Timothe Baptiste	0	0	0	0	0	0	0	
3	MITROU-LONG Naz	1	5	545	30	60	0	1	
5	PANGOS Kevin	1	4	495	30	60	0	1	
7	TONUT Stefano	6	0	0	0	0	0	6	
9	MELLI Nicolò	1	6	475	30	60	0	0	
12	BARON Billy	6	3	135	0	45	0	6	
17	RICCI Gianpaolo	A	0	0	0	0	0	A	
19	BILIGHA Paul	A	0	0	0	0	0	A	
22	HALL Devon	1	5	537	30	60	0	1	
25	BALDASSO Tommaso	A	0	0	0	0	0	A	
31	SHIELDS Shavon	6	0	0	0	0	0	6	
40	ALVITI Davide	1	7	481	30	60	0	0	
42	HINES Kyle	1	4	491	30	60	0	1	
70	DATOME Luigi	7	0	0	0	0	0	7	
77	VOIGTMANN Johannes	1	5	445	30	60	0	1	
	Mean		5,6	506	33	60			
	S-RPE		500						
	ACWR-Team								

# PLANNED PRACTICE

<b>BASKETBALL</b>	
HC 1v0	Half Court, any 1vs 0 drill
HC 2-3v0	Half Court, any 2 or 3vs0 drill
HC 4-5v0	Half Court, any 4-5v0 drill
FC 2-3-4-5v0	Full Court, any 2-3-4-5vs0 drill
HC 1vs1 2v2	Half Court, 1vs1 or 2vs2
HC Tran. w 3-4	Half Court, collaborations with 3 or 4 players
FC in adv/disav	Full Court, any drill with advantageous or disadvantageous number of players
HC 234v234	Half Court, 2vs2, 3vs3, 4vs4;
FC 234v234	Full Court, 2vs2, 3vs3, 4vs4;
HC 5v5	Half Court, 5vs5;
FC 5v5 make&take	Full Court 5vs, make&take;
FC 5v5	Full Court
Shooting	Shooting Drills
Walk-Through	Walk Through
Scrimmage	
GAME	
<b>CONDITIONING</b>	
Weight Training	
S.A.Q.	
Dynamic Stability	
Circuit Training	
HIIT	
Static Cardio	
Running	
Pre-Hab	
Stretching	
Recovery	
Test	

# Establishing training rules

## Communicating rules to players/parents:

- How early should the players get to practice? When should they be dressed and ready to start training?
- What should the players wear to practice? Is there a designated practice uniform?
- How does the practice start? Will the coach meet with the players in the locker room before going out on the court? Should the players go out when they are ready and start to train by themselves until the coach calls them?
- Who oversees the equipment needed for the practice? And who the balls? Who picks them up after practice? Who has the key to the locker room?
- What happens if a player gets injured during practice? Who takes care of them? What should be done?






# How far ahead should you plan?

- A coach should have a plan for the month
- A coach should have a plan for the week
- A coach should have a plan for the day
- A coach should have a plan for each practice

**WEEKLY BASKETBALL**  
**Practice Plan**



DATE	
REMINDERS	OBJECTIVES
TIME	FOCUS OF THE DAY
REMARKS	DRILL

# Types of goals

## OUTCOME goals

- Collective or individual results (making a certain number of shots, taking a certain amount of time to complete an activity, scoring a certain number of points)
- Intra-subject or intra-group results by an individual player or group (make 10 shots)
- Inter-subject or inter-group results of an individual group compared to another individual or group (who first makes 10 shots)

## PERFORMANCE goals

- Focus on the desired steps towards an outcome rather than the outcome itself (improving a chest pass, shooting more often from specific positions on the court, blocking out or passing the ball to the low post)
- Help players to develop confidence in the execution of skills

# SMART goals

**S**pecific Clearly numerically defined, rather than general and vague.

**M**easurable Setting criteria for how to measure the goal

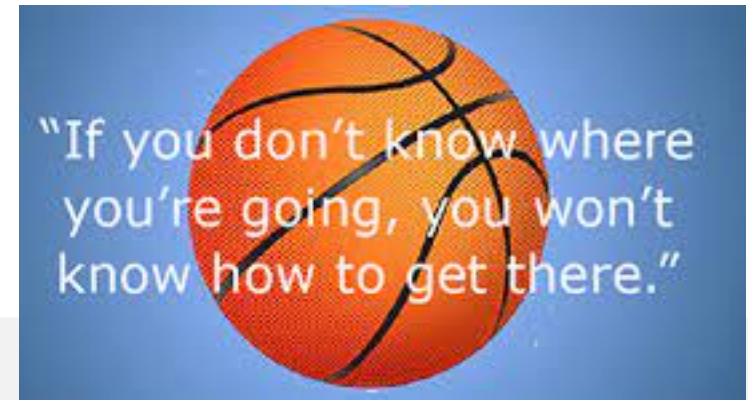
**A**chievable Goals should be challenging for the players to motivate them. Goals that require little effort or too much effort are not suitable.

**R**ealistic Showing the progress that a player or a team will make. Sometimes you will set a series of micro-goals toward achieving a final goal, e.g., for a 10-year-old having a goal of dunking the ball is not realistic, but having a series of micro-goals such as the height they can jump, will push them realistically towards the final goal.

**T**imely Each goal should have a time frame set to it (end of season, end of year, next week), thus providing a sense of “urgency” and being able to track progress.

# Setting goals in practice

- The coach needs to identify 2-3 key goals for each training session, related to the overall goals for the season or linked to the previous/next game
- **Individual and collective performance goals are highly recommended for all teams and age groups**
- Common mistakes
  - No planning!
  - Trying to do too much in a single practice/activity!

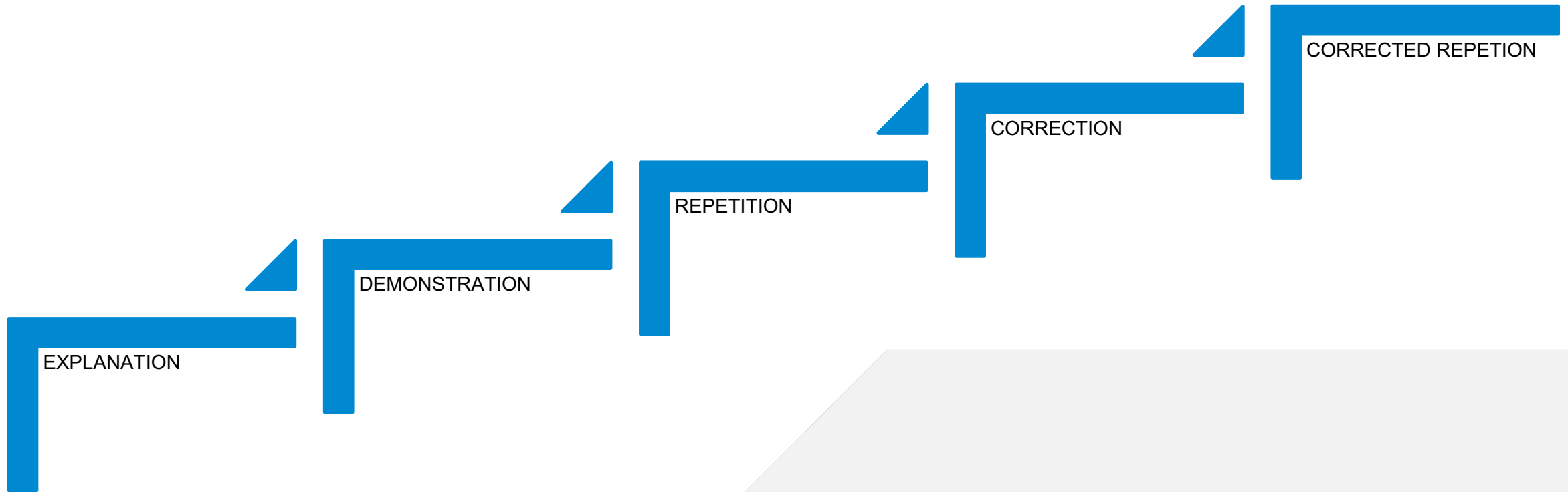


# Determinants of practical sessions

- Coaches should be realistic in determining the practice session activities, by keeping in mind:
  - The **skills level** of the players
  - The amount of **time available** for each activity
  - The specific **“teaching points”** to emphasize in each activity
  - The **simplicity of the activity**; the simplest activity precedence over complex activities
  - The **integration of the activity** into the overall framework of the session; the activity that fits in best should take precedence



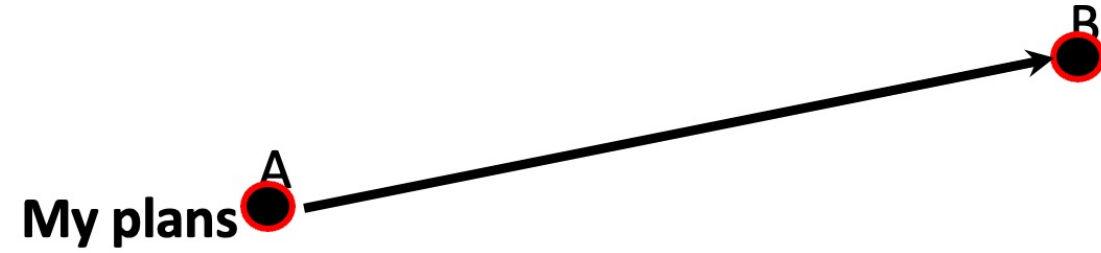
# 5 stages of teaching basketball skills



# Performance in elite basketball

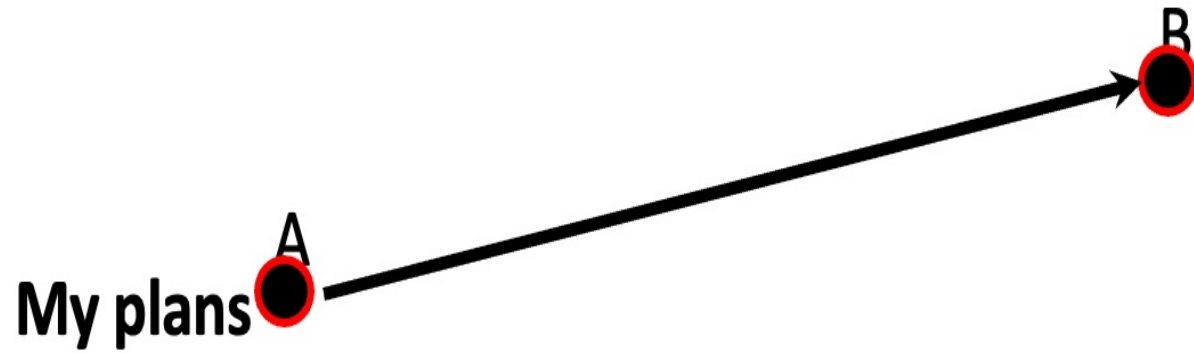


EXPECTATIONS  
Vs  
REALITY



# Performance in elite basketball

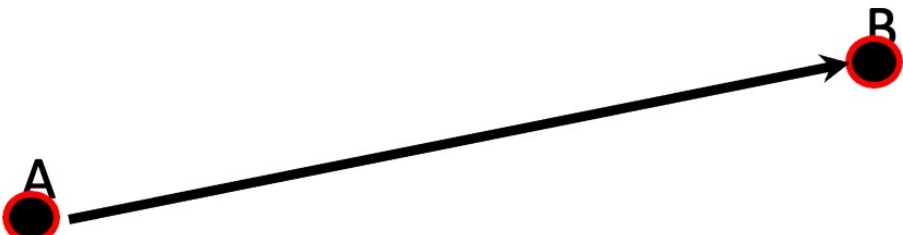
EXPECTATIONS  
Vs  
REALITY





# Performance in elite basketball

EXPECTATIONS  
Vs  
REALITY

My plans 

My worst expectations 

My reality 




# Running practice


Chapter 6

# Using stations and group work


- Keep players active
- Form small groups
- Establishing specific goals for each group
- The players should never be standing around



## Station Plan 1



30 Minutes  
5 Stations x 6 Mins Each




2 Baskets Required

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**Station A: Plyometrics**  
Ladder Jumps & Line Hops




**Station B: Tennis Ball Toss**

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**Station C: Free Throw Blockouts**

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**Station D: Two Ball Dribbling**  
Synchronized, Piston and Crossover



**Station E: Shot Builder**

## Conducting the session: organizing players into groups

- Create maximum participation opportunities (a planning principle)
- Encourage players to become responsible for their efforts and performance
- Allow social interaction
- Consider aspects of ability, gender and friendship
- Use clear and consistent commands, to form the groups as quickly as possible



# The psychological load



## The degree of attention

- **Different drills for the same skills**
- The variety and complexity of the tasks set during a session
- Players participation

# Creating a positive environment

- Players' mistakes are a part of their training
- Each young player learns at their own pace
- Always have a realistic perspective
- Appreciate and emphasize the efforts made by players over results
- Focus on what the players are doing right
- Be patient



# 5 steps in applying drills

Gain  
attention

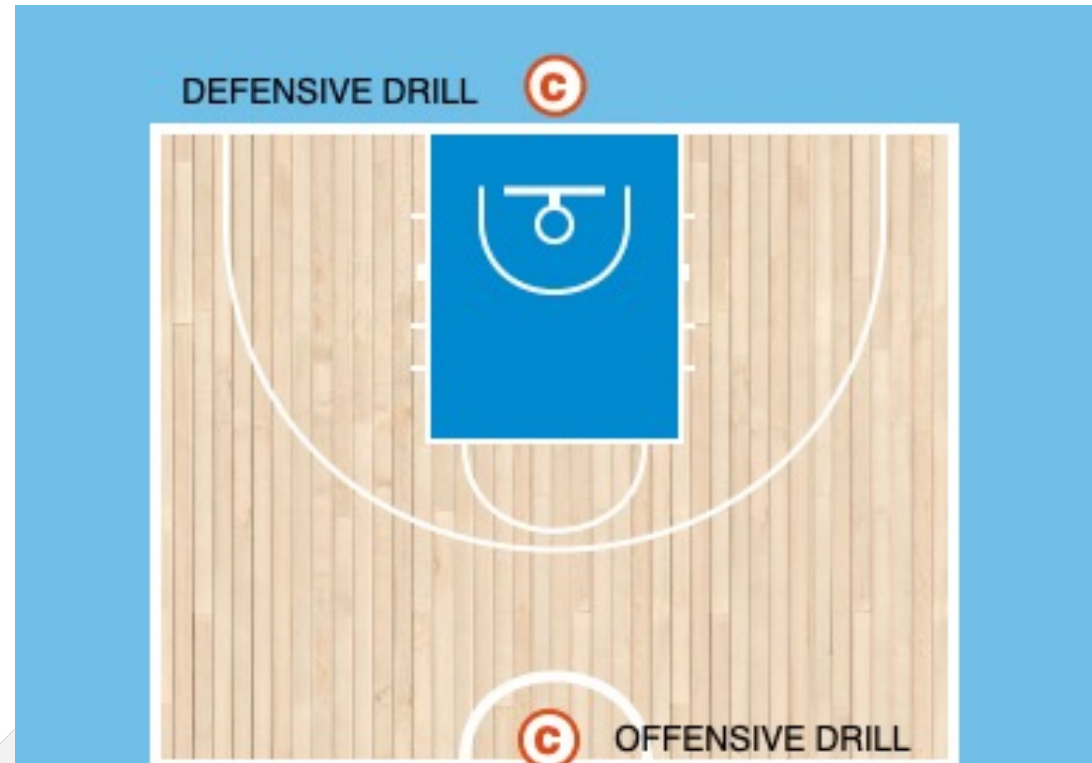
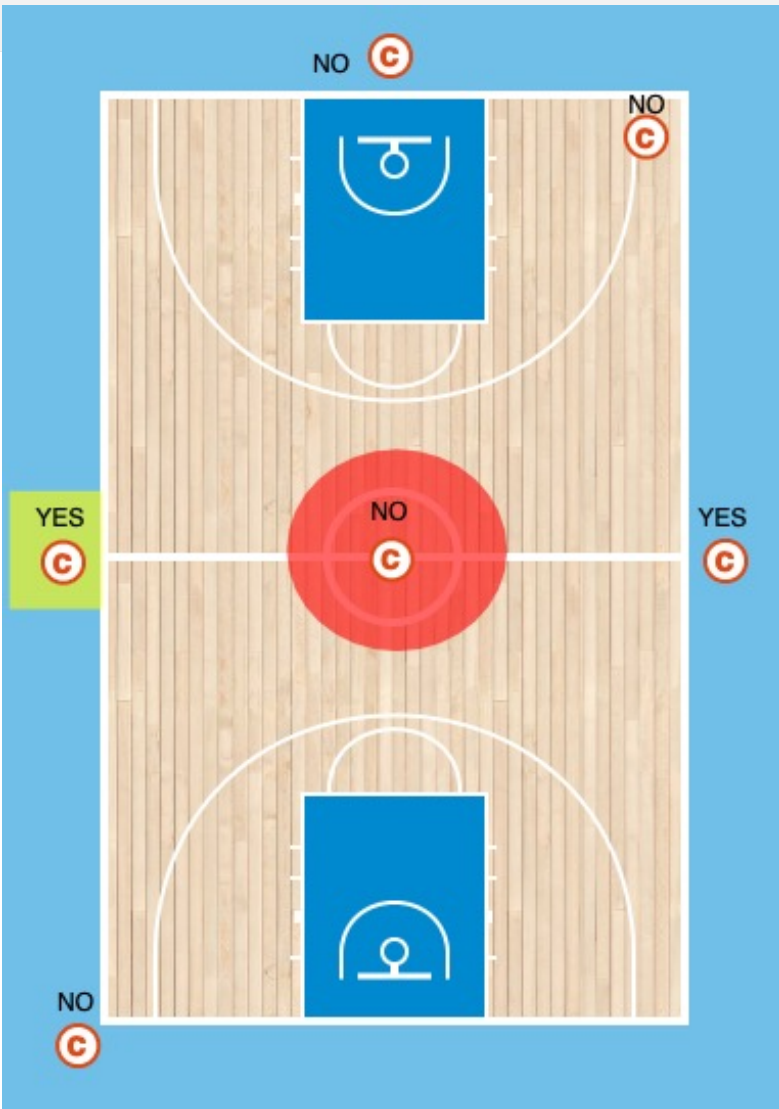
Name the  
drill

Explain and  
demonstrate  
the drill

One or two  
teaching  
points

Let them do  
it

# An appropriate position on the basketball court





# “Coaching on the run” technique

Repetition is important for learning any skill, and the “coaching on the run” technique is one of the coach’s most important tools to ensure repetitions!

- Give the feedback to players during the activity
- Athletes won’t associate it as closely to their own performance
- Speaks to an individual athlete when they have completed a task in the activity
- The coach’s feedback must be precise and quick; use key or cue words



# Providing feedback



The essence of coaching is not defined by the coach's knowledge



The essence of coaching is defined by how well the coach can cause a change in the athlete's behavior



# Providing feedback



**NEW  
INFORMATION**  
EXPLANATION OF A  
CONCEPT

**FEEDBACK**

PERFORMANCE  
EVALUATION

# Feedback changes behavior

- **The feedback should be provided ASAP after the player makes an attempt**
- If the feedback is given immediately, the player will have a good memory of what he/she did



# Understanding rewards and punishments



Reward for strengthening desired behavior



Punishment to eliminate undesired behavior

**Honesty is the best policy**



**DO**  
what you  
**say**  
you're going to  
**DO**

# How to use a game-based approach?

- Get players to participate in the activity as quickly as possible: set out the basic rules and let them play!
- After players have been active for 4-5 minutes, ask questions to guide the conceptual and tactical requirements of the game
- Make any modifications to the activity
- Stop the whole activity to ask questions to the group or take a player from the activity to work with him/her specifically (“coaching on the run technique”)



# Game-based approach: example

## Ask questions and provides technical instructions

- What do you need to look at to make a successful pass? (position of all players on the court)
- Where do you throw the ball? (in front of the teammate)
- What do you need to get the ball? (move to the ball, hands up, call for the ball)

## Some variations of the activity

- Only one ball and the team without the ball tries to intercept the pass
- If the ball hits the floor or is intercepted, the other team immediately make passes

## At the end of the activity, ask additional questions

- What can you do to avoid someone pressuring the player with the ball? (pivot, fake a pass, move towards a teammate or behind them)
- What is the best position to try and intercept the pass? (distance from the opponent, staying between them and the ball)



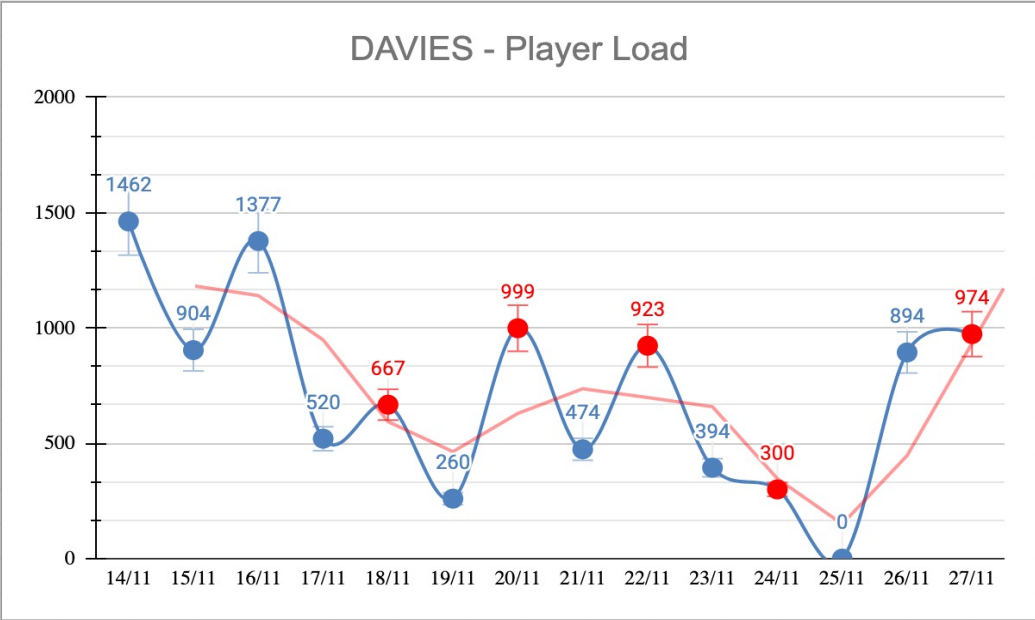


# Post-practice activities

Chapter 7

# Data analysis

Player	14/11	KAUNAS				TRIESTE				EFES			FENER			TREVISO												
	14/11	15/11	16/11	17/11	18/11	19/11	20/11	21/11	22/11	23/11	24/11	25/11	26/11	27/11														
<b>DAVIES</b>	622	804	424	586	607	795	300	360	355	0	80	0	511	0	274	264	459	0	174	317	150	0	0	0	469	632	494	0
		840		480		770		220		312		180		488		200		464		220		150		0		425		480
	118		-15		26		-53		-37		-82		41		-22		54		-41		-57		-100		71		55	
<b>TRAINING LOAD PL+TRIMP</b>	1426		1010		1402		660		355		80		511		538		459		491		150		0		1101		494	
<b>TRAINING LOAD PL+S-RPE</b>	1462		904		1.377		520		667		260		999		474		923		394		300		0		894		974	
<b>PL MEAN - Measured</b>	374	<b>EXTERNAL LOAD</b>		314																								
<b>TRIMP MEAN - Measured</b>	528	<b>INTERNAL LOAD</b>		463																								
<b>S-RPE MEAN - Declared</b>	396	<b>INTERNAL LOAD</b>		311																								
<b>TRAIING LOAD MEAN</b>	772			664																								
<b>ACWR - ANALYSIS</b>	55	%	628	670																								
<b>TREND</b>																												
<b>ROLLING AVG</b>																												
			<b>ON-TREND</b>																									
			<b>OFF-TREND</b>																									
			<b>OFF</b>																									



# Review and reflect on practice

Any injuries that occurred or other incidents



Any activities that were planned but that were not done



Scores achieved in any activities



Any skills or concepts that the coach wants to work on at future practices



Any activities that worked particularly well

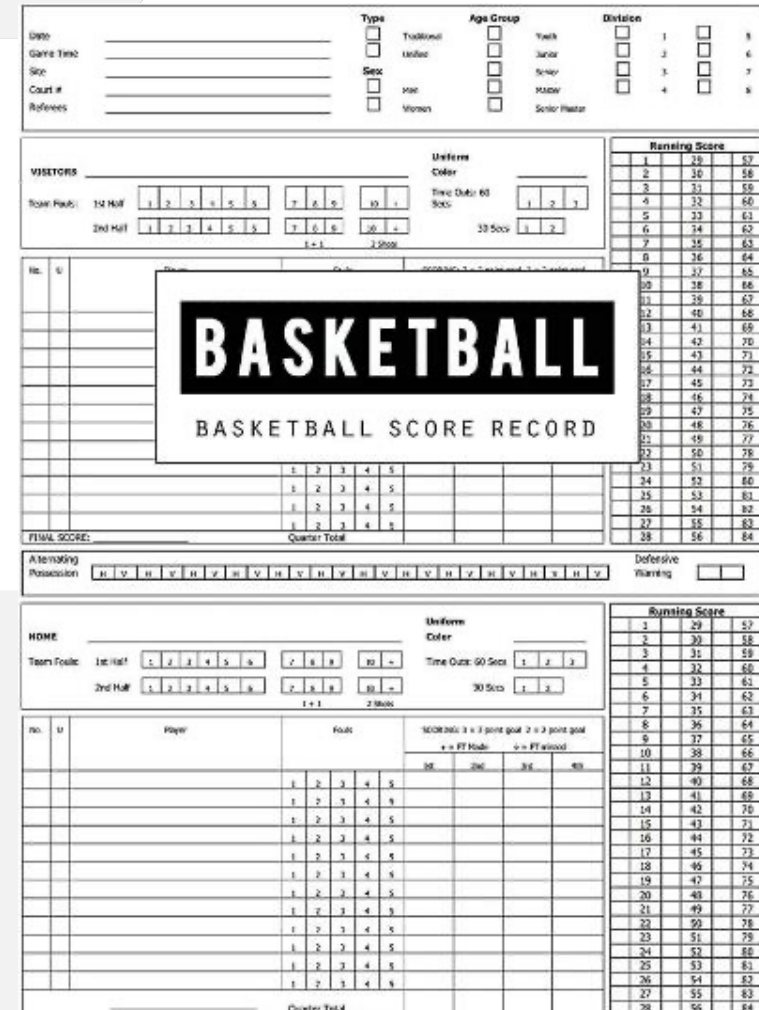


Any activities that did not work well

# Administration – report card

Coaches may choose to provide parents and the player with a “report card”, like school teachers provide, by addressing:

- Training attendance
- Attitude at training
- Attendance at games
- Attitude at games
- Individual skills: key areas for improvement (offence and defense)
- Team concepts: levels of understanding and key improvement areas



The form is a detailed basketball score record. It includes sections for game details (Date, Game Time, Site, Court #, Referees), game type (Traditional, Outdoor, Indoor, Men, Women), age group (Twink, Junior, Senior, Master, Senior Player), and division (1-4). It features a 'VISITORS' section with team fouls, time out, and score, and a 'HOME' section with similar details. A central 'BASKETBALL BASKETBALL SCORE RECORD' box is overlaid on the form. The form includes a 'Running Score' table on the right side, a 'FINAL SCORE' section, and a 'Player' table for recording individual performance. The 'Player' table has columns for Player, Fouls, and a scoring system (3 = 3 point goal, 2 = 2 point goal, + = FT Made, o = FT missed). The 'Running Score' table has columns for time (1-28) and score (29-64).

# Coach development

- Like players, coaches need to learn through their experiences
- **Reflection is at the heart of any learning process, and it is what links experience with knowledge**
- “Reflective practice”: the process of identifying whether there is a better way to do something
- To be of value, self-reflection needs to systematically link back to your practical coaching



# Improvement ideas for coaches



Interaction and relationship with players



Transition between activities



Analysis and correction



Communication



Group management



# Basketball career planning

Chapter 8

# Strategic goals

- Deliver results today.
- Prepare for better performance tomorrow.

## TO CONSIDER:

- Timescale? 1, 2, 4 years
- Championship? Medal? Placing?
- Date? Time?
- Venue – Altitude, Temperature, Humidity, Time zone, Travel?



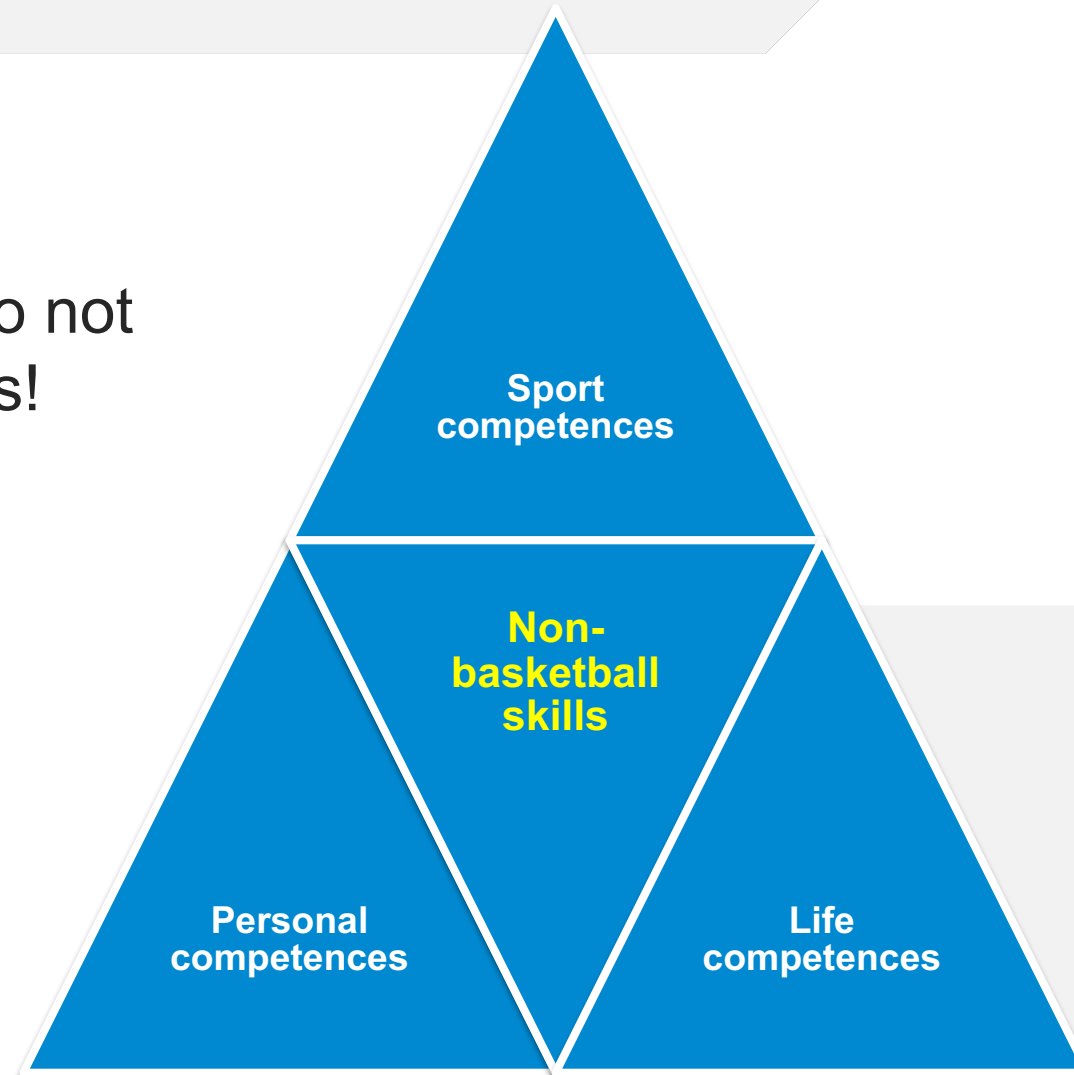
OUR  
**STRATEGIC  
GOALS**



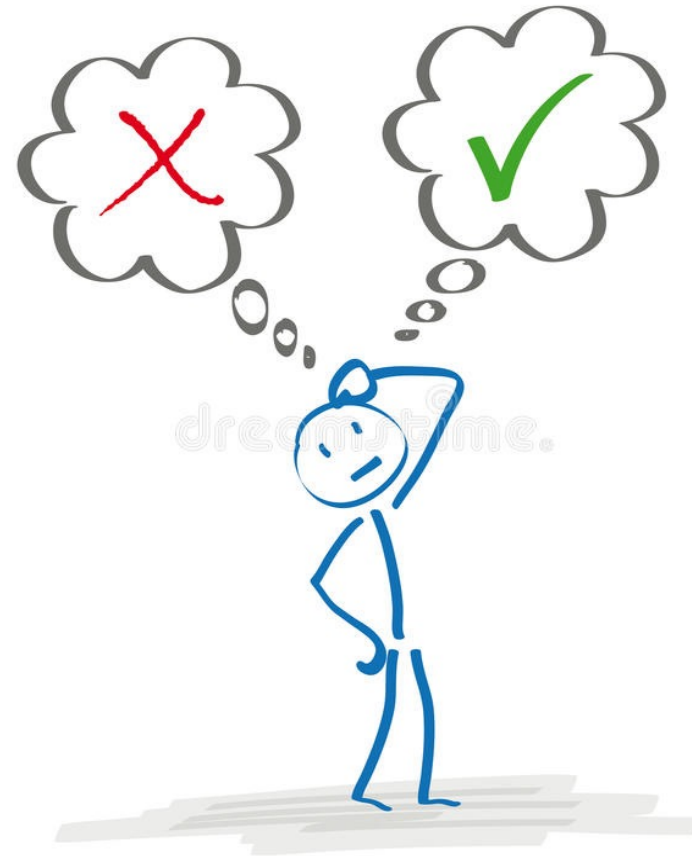


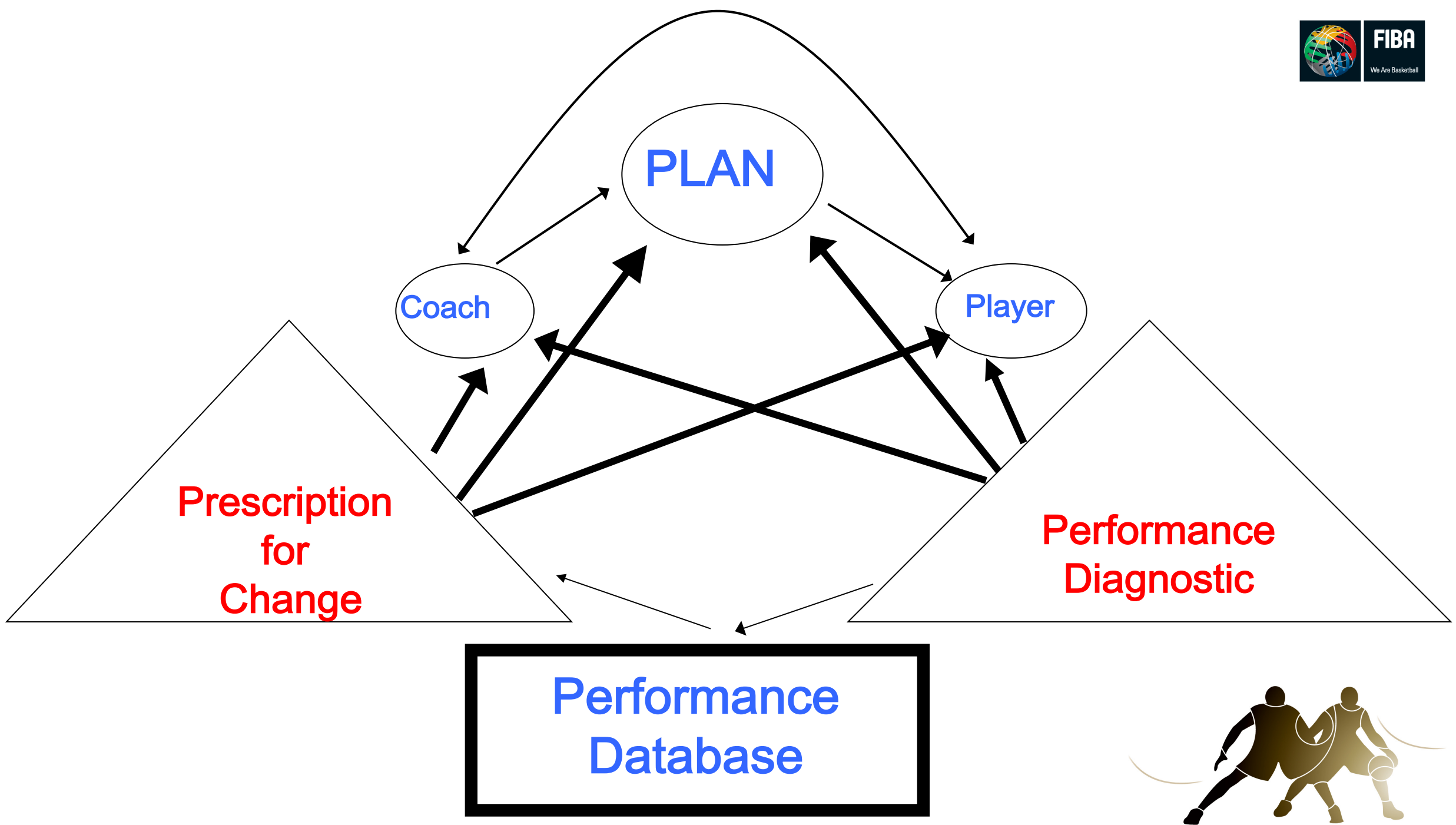
# Long-term player development

Children have the right to not become top-level players!



# What performance will get the result?



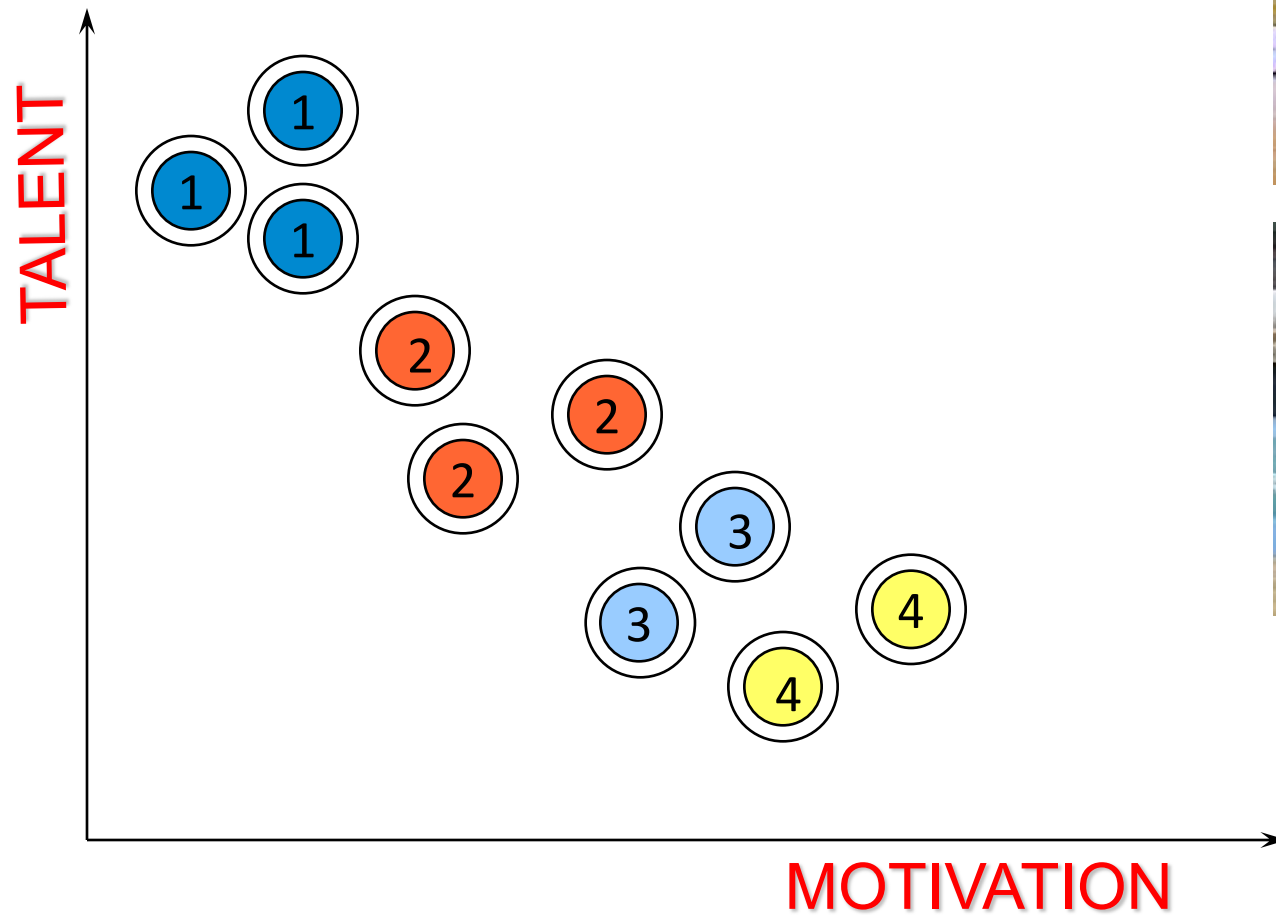


# Can we plan a basketball career?

**KNOWLEDGE OBJECTIVE IS TO REDUCE THE PROBABILITY TO MAKE MISTAKE, NOT TO ELIMINATE “X” FACTOR.**



# Winners Are Made Not Born



## Long term goals and time to reach

According to players' potential, actual quality and prospective define major long term goals:

- Olympic Games (12-16 years)
- NBA career (12-16 years).
- Reach the senior National team (8-12 years).
- Reach the senior club team (6-10 years).
- Reach the U18 National team (6-8 years).
- Reach U16 national team (4-6 years).



Clarify and agree on the other major longer term goals on the way to the main goal:

- Achieve a starting 5 in the club (4-6 years).
- Reach selection for the national team (4-6 years).
- Starting 5 in the national team etc.



# Factors affecting individual performance of players

- **Health** (health status check-in minimum 2 per year).
- **Family** (triangle player-coach-parents; ask for support; be informed about goals; duties; problem solving situations; provide conditions and “service” - practice equipment, proper sport nutrition, live conditions, supplementation, transfer to/from practice...).
- **School and academic education**: understand players’ basketball duties; classes duration and schedule (best option is to have practice-school-practice schedule).
- **Living conditions**; provided by family, club or national federation.
- **Nutrition**; subjects are: player, team doctor, coach, parents, experts for special situation (provide 5 high quality meals, 3 main meals, 2 carbohydrate or fruit snacks after practice, specific nutrition for off-season program, on-season program, special case nutrition).



## PERSONAL DISCIPLINE

- Players must begin as soon as possible ready to master the aspects of: warm-up, cool down, hydration, nutrition, personal health, injury prevention, recovery and regeneration, integrated pre and post competition routines, environmental awareness, health awareness, socio-cultural.
- **Sleep 8 hours during the night (23 to 07).**
- **If is possible 1 hour sleep after the lunch.**
- **Time management (mobile phone, Facebook, Instagram...).**
- Players must also begin to master the effects of, management of media, public speaking, balance of sport and academics, and organizational skills must be introduced and refined.





## OTHER FACTORS

- **Travel;** house-practice-school-house-practice-house.
- **Cost;** transport, equipment, supplementation, nutrition, medical, free time (should be provided by family, club, federation).
- **Mental ability;** mental training comes from the beginning of basketball career (define long and short term goals; use experts knowledge).
- **Concentration or lack of it;** create specific habits for basketball.
- **Friends and other social factors.**



# COACH MUST CONTROL INFLUENCE OF OTHER PEOPLE



# Patience

- Developing a young player takes patience and commitment from the coach.
- Reading players potential early.
- A tall player with great vision on court should not be forced to play inside
- Talented players should be minimum 25 minutes on the court
- **Provide to project players minutes on the court at the beginning of the senior games.**



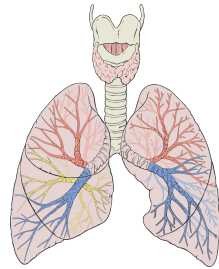
## The key to develop a young player is to keep them motivated

- They need to have a long term goal and desire to achieve it.
- It is the coach's responsibility to build up this desire and motivate the player to commit 100%.
- Show to them test results.
- Talk about great players live and basketball experience.
- Set reachable and real short term goals in basketball and out of practice activities.
- Teach players to make proper time management.
- Support them in W and L.
- “I can see the future because I'm making it” message.
- Teach them to win daily workout and routine in order to both do & be a little better than



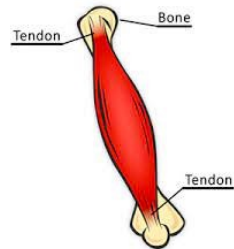
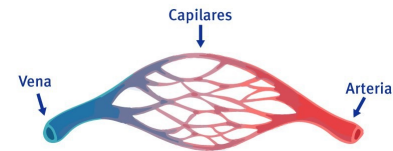
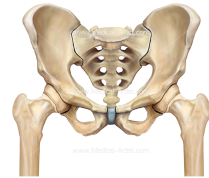
# Mind

**PROVOKE**



# Body

**PROTECT**



# Movement

**PREPARE**



# How do you feel now?





# 11 Questions your attention!

