

Coaching Induction Module “Programme Management”

This resource will help you with:

- Preparing a seasonal plan
- Setting goals for your team
- Establishing a player profile
- Creating and using progress charts
- Managing equipment and the training environment
- Managing player behaviour
- Managing the involvement of parents
- Managing injury situations
- Guidelines for returning to basketball after an injury

Basketball specific skill areas covered in this section are;

- ✓ *Shooting.*
- ✓ *Defensive rebounding.*
- ✓ *Stopping and turning.*
- ✓ *Dribbling change of direction.*
- ✓ *Passing.*



SEASONAL PLANNING

It is important to develop a framework of the season's activities on which to base your training sessions. This framework will outline what is required for the season, and help to ensure players are developing their skills and enjoying their involvement in the game.

Priorities may change as the season progresses, so the seasonal plan should be treated as a flexible document. If a good job is done preparing the seasonal plan, it may be used as the base for next years planning.

The following items may be included in your seasonal plan;

- *Goals and objectives.*
- *Training dates.*
- *When skills are to be developed.*
- *Competition dates.*
- *Training camps.*
- *Meetings and events.*
- *Fundraising.*
- *Training workshops.*

The following illustrates a basic style of seasonal plan;

***** Hillside U15 Girls - Seasonal Plan *****

Vision: *To develop a fundamentally sound group of girls to feed into the U17 programme. Creating an ongoing structure that will grow from strength to strength.*

Objectives: *Develop a fun introductory programme to get the girls interested and playing games in the first term. Select and enter a competitive team in the twelve week zone competition. Make the finals of the zone competition. Win entry into the inter zone tournament.*

Trainings: Pre-season / *Tuesday and Thursday lunchtimes*
In-season / *Monday and Wednesday after school*

Competitions: Zone / *12 weeks commencing Friday 23rd May*
Inter Zone / *28th to 31st August*

cont. . .

Programme Management

MONTH	ACTIVITY	NOTES
March	Schoolyard Competition	<ul style="list-style-type: none"> - Establish mixed teams, years 8, 9, 10. - Two ten minute games each team for each lunchtime. - Movie vouchers for overall winning team.
April	Holiday Skills Camp Team Trials	<ul style="list-style-type: none"> - Three one day sessions, total of 12 hours. - Guest coach on second day. - Open trials during lunchtime. - Three opportunities, Wed. Fri. Mon. - Set fees for the season. - Meet the parents.
May	Team Practices Competition starts	<ul style="list-style-type: none"> - 3.15pm to 4.30pm, Mon. and Wed. - Conditioning. - Team defense & offensive structure. - Organise uniforms. - Travel logistics & team duties.
June	Team Practices Competition	<ul style="list-style-type: none"> - Transitions. - Out of bounds plays. - Game targets.
July	Team Practices Competition	<ul style="list-style-type: none"> - Pressure defenses. - Scoring strengths. - Performance goals.
August	Team Practices Competition	<ul style="list-style-type: none"> - Execution. - Pressure situations. - Scouting. - Tournament preparation.
September	Debrief	<ul style="list-style-type: none"> - Return uniforms. - Team BBQ. - Player & Parents reflection.

Planning the season is a very important process, however achieving the outcomes will be most effective if you have buy in from the players. Does your team have the same goals that you do? Involve them in the goal setting process, sell them on the idea of how you want to approach the season.



SETTING GOALS

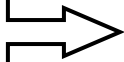
The Coach and players should mutually establish goals for the season. These goals will help to guide the training program and provide a reference point to monitor progress. The seasonal goals can then be used to set performance goals and objectives for each training session.

An example would be that the team want to make the finals. That is, finish in the top two of the local competition. To do that they realize they need to improve their rebounding, so a second seasonal goal is established "to be the top rebounding team in the competition". A performance goal is now set, that the team will aim to "secure four offensive rebounds in every game".

Setting SMART goals will help focus on meaningful planning;

Specific
Measurable
Achievable
Realistic
Time bound

Coaching Tip



"Make a habit of goal setting."

- Use goal setting on a daily basis, players will get used to focusing on achieving small goals that are set during the practice session.
- Achieving goals set for practice drills will help players relate to the longer term goals set for the team.

The following table lists specific skill areas, seasonal goals and performance goals. Using the samples given to guide you, think of what could be filled in the gaps. The goals you think of should relate to the level of team you are coaching. Seasonal goals can be more conceptual in nature, the performance goals however should be very precise.

Skill Area	Seasonal Goal	Performance Goal	
<i>Shooting</i>	<ul style="list-style-type: none"> • Create scoring opportunities inside, by developing a confident perimeter shooting team. • 	<ul style="list-style-type: none"> • • 	
<i>Dribbling</i>	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • No more than three 'team turnovers' per game that come off the dribble. • 	
<i>Passing</i>	<ul style="list-style-type: none"> • Pass effectively in transition, leading to easy scoring opportunities. • 	<ul style="list-style-type: none"> • • 	
<i>Rebounding</i>	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • • 	
<i>Defending</i>	<ul style="list-style-type: none"> • • 	<ul style="list-style-type: none"> • Take fifteen more shots than the opposition. • 	

- Using the end column, put a tick beside the performance goals if they can be easily measured. If they don't have a tick beside them, redefine the goal!
- Now look through the seasonal goals. If they can't be easily measured, think of some simple drills or tests that can help you measure the progress of these goals.

For example, the passing goal written in the table, "pass effectively in transition, leading to easy scoring opportunities". A coach could regularly time the team doing the 'four man outlet drill,' a continuous, rotational transition drill that develops full court passing and lay ups. An elite team able to make 33 lay ups in two and a half minutes, means they can effectively move the ball up the court on the pass and convert all their shots.



PLAYER PROFILING

A simple player profile can be completed at the start of the season as part of the registration process. This profile will provide necessary information for the Coach and should be kept in confidentiality. The detail of the profile will vary depending on the level of the team and the extent of the activity and training you will be asking of them.

Profiles may ask for information such as; personal details, next of kin, medical history, past injuries, activities and other commitments the players are involved in.

Collect only information that you feel is important or will be of value to you. A sample of a basic profile follows. You may copy this form to use with your own team if you wish.

PLAYER PROFILING

TEAM NAME:
YEAR:

PERSONAL DETAILS

Name: _____

Address: _____

Email: _____ Date of birth: ____ / ____ / ____

Phone: _____ Mobile: _____

NEXT OF KIN (EMERGENCY PURPOSES ONLY)

Name: _____

Address: _____

Relationship: _____

Phone: _____ Mobile: _____

MEDICAL HISTORY

Are there any medical conditions we need to be aware of? Any medications you are taking?

Condition (eg. asthma, allergies, epilepsy, diabetes)	Medication (eg. inhalers, tablets – specify names)	Frequency (eg. twice a day, only with symptoms)

INJURY HISTORY

List any injuries you have had in the past two years, treatment and current status of the injury.

What was the injury? <i>(eg. strained ankle)</i>	When did it happen?	What treatment did you get? <i>(eg. RICED, physio)</i>	Current status of the injury? <i>(eg. recovered, 80%)</i>

OTHER SPORTS OR ACTIVITIES.

What other sports or activities are you involved in?

Activity / Sport	Practice / Game <i>(eg. 3 times per week)</i>	Weekly time commitment <i>(e.g. 6 hours)</i>

TRAVEL

How will you get to and from training? _____

GOALS FOR THE SEASON

List two things you want to improve on for the season. _____



PROGRESS CHARTS

You may also wish to collate a progress chart to follow players' development for the season. With this you can measure players progress relative to the goals they have set and the role you see them in the team. The chart could be divided into three sections to review progress, early, mid and late season.

Name:	Early Season	Mid Season	Late Season
<i>Technical</i>	For example; <ul style="list-style-type: none"> • Shooting technique. • Dribbling ability with weak hand. • Boxing out on defensive rebounds. • Ball protection while under pressure. 		
<i>Tactical</i>	For example; <ul style="list-style-type: none"> • Shot selection. • Court vision. • Execution of team patterns. • Decision making with ball in hand. 		
<i>Fitness</i>	For example; <ul style="list-style-type: none"> • Foot speed. • Accelerations. • Muscular endurance. • Upper body strength. 		
<i>Psychological</i>	For example; <ul style="list-style-type: none"> • Game preparation. • Pressure plays (like foul shots . . .) • Reaction to referees calls. • Practice intensity. 		



EQUIPMENT AND THE TRAINING ENVIRONMENT

Part of the role of the Coach involves managing equipment and the facility. Access to the courts is required, often the courts, especially indoors, are locked. Once you're at the court, in what condition is the court surface? Is it slippery (dirt, moisture or moss, surface water), do you have access to items that will solve these problems (broom, towels)? Take a look at the hoops, are they at the correct height and angle, do they have a net on them? A net provides a visual reference point and valuable feedback to the players. So many courts don't have nets up, but it doesn't take a lot of effort to maintain nets. Also be aware of the need for a ball pump. It's no good thinking you have enough basketballs for practicing dribbling, when half of them are flat.

The first column describes the condition of your training facility. Next skills are listed that you want your players to perform. Reflect on the performance keys listed, then fill in the last column with what you might expect to observe, given the condition stated?

Training Condition	Practiced Skill	Possible Observation
Wooden floor covered with a light film of dust and dirt	<p>Stopping and turning</p> <ul style="list-style-type: none"> • Hard sprint to catch ball • Catch ball with a jump stop, (both feet contacting ground, bent knees, on balance). • Pivot to line up next pass to team mate (ball of one foot must stay on the same spot). 	
Wooden floor covered with a light film of dust and dirt	<p>Dribbling, change of direction</p> <ul style="list-style-type: none"> • Dribblers use a three metre lane down the court. • When the ball is swapped between hands, keep the dribble height below the knees. • Accelerate by pushing hard off the outside foot as soon as you have swapped hands. 	
No net on hoop	<p>Shooting technique (follow through)</p> <ul style="list-style-type: none"> • Extend the shooting arm up to get a high arc to the flight of the ball. • Flick the ball off the finger tips to create backspin on the ball. • Competition between two teams, points only counted if the ball goes through the hoop without touching any part of the ring. 	

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When planning the practice session, available equipment will affect the way activities are run. A Coach may have to modify the set up of the activities to match what equipment is available. Equipment such as markers, cones, training singlets or bibs will aid in the organization of activities. Basketballs are a key item, having plenty of them will ensure maximum time on task with ball skill development activities. Additional equipment such as reaction balls, medicine balls, skipping ropes, can provide variety to the training.

<p><i>Each row represents a different number of balls available to the same number of players. There is a column each for the two skill tasks. Think of an activity that will effectively work on the skill, utilising the number of balls available.</i></p> <p><i>Write your suggestions down to fill in each of the blank boxes.</i></p>		
Player to Ball Ratio	Dribbling (changing direction)	Passing (vision)
<i>Twelve players: One ball</i>		Passing Tag, two teams of six, one tagging team.
<i>Twelve players: Two balls</i>		
<i>Twelve players: Six balls</i>	Dribbling the lanes; one dribbler with one defender.	
<i>Twelve players: Twelve balls</i>		Paired passing with a ball each; right hand push passes or left hand push passes, or one bounce one chest pass.

Even well prepared coaches may run into problems with running a training session. Have a contingency plan available should you not be able to run the training session as planned. Make the most of your time with the players, regardless of the numbers or the available facilities.

Some contingency session ideas are;

- Individual ball skill development.
- Individual competitions.
- Structure / systems walk through.

- Video session.
- Fitness development.



MANAGING PLAYER BEHAVIOUR

What are some causes of disruptive behaviour?

A lack of interest and attention may be created by;

- Coach talking too much.
- Continuing activities for a long period of time.
- Having players waiting too long between turns.
- Using activities that are boring and not providing sufficient challenge to the players.
- Activities that are too difficult.
- Lack of energy (hunger and thirst).
- Outside influences.

Tips for managing behaviour;

- Use rewards, praise and acknowledgement to reinforce desired behaviour.
- Deal with the problem by focusing on the behaviour – don't get personal. Do not publicly insult or embarrass the player. If team rules are created by the players (with coach input), the players will take ownership of them and coaches may be surprised at how well players monitor each other.
- Avoid punishing a group for the poor behaviour of one player.
- Maintain eye contact with as many players as possible – especially the trouble makers.
- Make sure players are rewarded for attentiveness rather than just singling them out when inattentive.
- Take a firm, fair, consistent approach to managing behaviour. Apply consequences quickly and fairly. It may be necessary to exclude an individual from an activity. The exclusion should be brief and the coach should discuss the incident privately with the individual while they are excluded.
- Avoid using punishments such as running laps or push ups.
- Ensure design of the session caters to the players and that it is fun.



STRATEGIES FOR DEALING WITH INAPPROPRIATE BEHAVIOUR

One method of dealing with disruptive behaviour is to throw the onus back on the player before any further action is taken. If players create the rules, they will know the boundaries for their behaviour.

Some strategies to use when dealing with inappropriate behaviour include;

- Draw their attention to the fact that it has been noticed. Do this as soon as possible after the inappropriate behaviour occurs.
- Use non-verbal cues where possible – move closer, nod, frown slightly, stare.
- Join in and partner the problem player, without commenting.
- Divert his / her attention by asking a question – *“Sarah, can you organise this activity with your group please?”*
- Praise a good aspect of his / her involvement.
- Ask the player if he / she is having difficulty.
- Remind the player of the group rules and inappropriate behaviour (privately).
- Address the behaviour, not the character of the player – *“that’s a silly thing to do Andrew,”* not *“you are silly Andrew.”*
- Find out why he / she is misbehaving and ask if it is helpful to the group (privately).

If the behaviour is not corrected, then relate the problem back to the group rules;

- The coach might ask the player – *“what are you doing? Is this against our rules?”* then ask what they should be doing.
- Politely ask the player to change his / her behaviour, reminding him / her of the consequence if they do not.

If the inappropriate behaviour continues;

- Politely and calmly issue the consequence, or loss of privileges.
- Be respectful but firm and specific.
- Do not use punishment, blame, shame, pain, ignoring or sarcasm.
- Be consistent and fair.
- Be brief – do not nag, lecture or interrogate.
- Remain calm – do not show anger, keep a ‘cool head.’
- Forgive and forget, move on quickly.

One way of dealing with inappropriate behaviour is to withdraw the player from the activity;

- Place the player in ‘time out’ for a period before inviting him / her to rejoin the group. Rejoining the group occurs only if the player agrees to abide by the team rules.
- The ‘time out’ area should be somewhere away from other players but still located close enough, so that the coach is able to supervise the player.
- On the players return, find an early opportunity to praise him / her or involve him / her in leading a group.
- Be patient as some inappropriate behaviour may need time to correct.

Acknowledgement http://www.ausport.gov.au/coachofficial/tools/survivalpackcoaches/managing_behaviour.asp



MANAGING THE INVOLVEMENT OF PARENTS

It is important to establish open communication with parents and caregivers of your players from the beginning of the season. Sharing information early in the season can increase the support for the team and avoid any conflicts or confusion.

Parents are considered influential and provide a source of either support or stress for young players. Therefore, the coach should endeavour to develop and maintain positive and meaningful relationships with them.

We often hear stories of how parents behave on the sideline and these behaviours can have a positive or negative effect on the players' experiences in the sport. The common question asked after a game is "*did you win?*" and player mistakes are often discussed putting a lot of unnecessary pressure on players. It is important that we educate parents to support and encourage player development.

An effective way to communicate and enable the information to be shared is to hold a parents' meeting at the start of the season. To encourage player responsibility, it would be valuable to get the players to organise and run the meeting. They could discuss their own expectations as well as share the direction and purpose of the season.

A parents' meeting at the start of the season should;

1. Establish clear communication lines.
2. Reinforce team philosophies, objectives and direction of the team.
3. Provide an avenue for parents to speak.
4. Keep parents informed.
5. Explain team rules, expectations, values and procedures.
6. Provide an understanding of parents concerns.
7. Offer discussion on differing views, e.g. athlete development and winning.
8. Inform parents about basketball and potential risks – protective equipment.
9. Find out who can assist, e.g. fund raising and other forms of assistance.
10. Discuss expectations of parents on the sideline.

Keep parents informed throughout the season through newsletters, phone calls and meetings.



MANAGING INJURIES

It is important to treat all injuries. Effective treatment allows a more rapid return to sport and helps prevent recurrence of the injury. Before any injury occurs we should take the time to prevent situations where an injury is likely to happen. For example, shoes tied firmly, obstacles removed from around the court, watches and jewellery off. The Coach should also ensure they are prepared to handle an injury, with basic first aid equipment available, and reasonable access to ice if required.

Follow R.I.C.E.D. protocol for all soft tissue injuries;
(strains, sprains and bruises – for the first 48 hours)

REST – the injured area, this helps to prevent further damage.

ICE – the affected area. Apply an ice pack (or crushed ice wrapped in a damp towel) for approximately 20 minutes. Repeat every 2 hours for 48-72 hours, depending on severity.

COMPRESSION – of the injured area will help to prevent swelling. Use a compression bandage on the injury between ice applications.

ELEVATION – of the injured area will help prevent swelling from increasing.

DIAGNOSIS – correct diagnosis is important. Get professional medical help if the pain or swelling hasn't gone down in 48 hours.

Players should also avoid H.A.R.M. ful factors for the first three days;

HEAT

ALCOHOL

RUNNING (or stressing the affected part)

MASSAGE

Players should seek professional advice if;

- There is a lot of swelling and / or they are unable to weight-bear (walk), a deformation or an odd angle or a particularly reddened area. These symptoms may indicate a severe injury.
- An injury lasts longer than a week and they are not back playing.
- The player is suffering from recurrent injuries.

What's your community?

Very few teams or clubs are lucky enough to have the services of their own health professionals like sports doctors or sports physiotherapists. However we can all establish contacts and know where to refer players to for specialist advice.

Be aware of:

- The process of referring players to medical advice.
- The specialised field of sports medicine as opposed to general medicine.
- Expected costs of treatment.



GUIDELINES FOR RETURNING TO BASKETBALL AFTER AN INJURY

As a coach, it can be difficult to know whether or not your player is ready to return to basketball after an injury. The player or even their parent may quite confidently tell you they are fine to play. However as a coach, you need to be sure that the player is well enough to return to the court safely and is confident enough to contribute fully to the game. The guidelines below may help you when dealing with this situation.

Your player should not return to basketball until they;

1. Can pass a simple fitness test (like the one that follows).
2. Have gained strength and movement in the injured area.
3. Had one full training with no problems.

Fitness testing after injury

Lower Limb Injury (e.g. lower back, hip, knee, ankle, foot).

- Check the player can do all of these confidently and without pain;
- Run the full length of the court x 4
- Run, jump and land on two feet x 10
- Hop off the injured leg x 10
- Run shuttles x 2 (e.g. run and turn quickly at 4 cones spread in a line, 2m apart).

Upper Body Injury (e.g. neck, shoulder, elbow, hand, finger).

- Check the player can do all of these confidently and without pain;
- Overhead passes in pair x 10.
- Passing off each hand x 10 each side.
- Run and receive the ball on the run and pass back x 10.
- Shoot 10 consecutive mid to long range shot (game pace).

As a coach you may have your own routine to test the player, which is absolutely fine, so long as you are confident they are well enough to return to the pace of the game! Remember that they are much more likely to re-injure themselves if they have gone back to basketball too early. They may then be 'out' for another 6-8 weeks, rather than the one extra week of rehabilitation which they initially needed, because they returned just a few days too soon.

If after the fitness test, you are still unsure if the player is ready to return to sport, or if they are not getting better after a week, get them to see a Physiotherapist to help them get on track quickly.