

NATIONAL COACHING INSTITUTE

Task 16

Long Term Athlete Development

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WHERE WE STAND AT THE MOMENT

PROGRAM INTRODUCTION

The Midget Development Program (M.D.P.) is designed to develop athletes in preparation for the next level of competition including the provincial and national team programs. The program is run as a four stage process.

Stage 1

Open tryouts will be held in the region in which the athletes live.

Stage 2

A number of athletes selected from the open tryouts will be invited to a final tryout. At the conclusion of this tryout, fifteen elite athletes will be selected to represent their region

Stage 3

The fifteen athletes selected to represent their region will train together for 20-30 hours leading up to the final stage. At some point within this period three athletes will be identified as alternates. All training will also take place within the region the athletes live.

Stage 4

The final stage of the Elite Development Program consists of all regions coming together for the final camp where the athletes will receive exposure to elite coaching drills and team concepts. In addition to some game play, the athletes are exposed to guest sessions performed by keynote speakers from the basketball community, ranging from National team coaches to strength and conditioning specialists (Ontario Basketball, 2010).

PROGRAM LOCATION

The province is divided into twelve regions. The Central East region is defined as Toronto, North York, Markham, Aurora, Newmarket, and Etobicoke. The boundaries are:

- east of Highways 400 and 11
- south of Highway 60
- west of Highways 127,62, 28
- north of Highways 7 and 7A
- west of the Don Valley Parkway (404)
- east of Highway 427
- south of Highway 407 (Ontario Basketball, 2010)

Workouts will occur at Forest Hill Collegiate Institute (Bathurst Street and Eglinton Avenue West) and Loretto College (Dufferin Street and St. Clair Avenue West). Exhibition competitions will occur throughout the Greater Toronto Area and the season will culminate with the Ontario Summer Games in Sudbury, Ontario.

PROGRAM LENGTH

M.D.P. will run from the conclusion of the club basketball season in the middle of May to the Ontario Summer Games in the middle of August. The program is thirteen weeks long, which permits for eleven weeks of player development, a week of tapering, and a week of peaking for the main competition.

ATHLETE DESCRIPTION

CHRONOLOGICAL AGE

Athletes must be fifteen and under as of 1 January 2010. The players will be in Grade 8 and 9. Four members of the squad must be Grade 8 students.

DEVELOPMENTAL AGE

This program completes the **Training to Train** stage and introduces athletes to the **Train to Compete** stage. Some athletes, such as Grade 9s will have a great deal of playing experience or athletes born in the first three months of 1995, may be further along than others, especially the Grade 8s, so individualized improvement plans will be required. Athletes are in a period of Peak Height Velocity (P.H.V.) (Canada Basketball, 2008, p. 51).

Due to the brevity of the program, M.D.P. endeavours to teach the basics of high performance sport so that participants can continue their development and inspire peers when they return to their club and school teams.

SPORT AGE

Sport age will vary tremendously from region to region and year to year, particularly for the Central East team. Some years, there may be terrifically talented players who have played competitively for six or seven years because of the popularity of basketball in Toronto. At other times, the best players may be recruited for the provincial team or travelling teams. The \$500.00 participation fee can also discourage skilled players although Ontario Basketball tries to avoid these situations.

The Grade 9s will have played on the Bantam or Junior Varsity teams at their schools in addition to club basketball on weekends. The Grade 8s will have played elementary school basketball plus club basketball.

Most players will have four to five years of serious basketball experience. Some may have M.D.P. experience from the previous summer and many players graduated from the Bantam Development Program, which is for athletes thirteen and under.

Ontario Basketball is trying to further promote the program to a wider audience so that each year, some athletes may enroll in M.D.P. for their first elite basketball experience.

ATHLETE SKILLS

FUNDAMENTAL BASKETBALL SKILLS

The players are good but because of excessive competition are not as skilled as they could be. Wayne Dawkins believes that parents are devoting far too much time and money to competition instead of training and that this has adversely affected their children (MacKay, F.I.T.S. Toronto, 2010).

Most are strong dribblers with their dominant hand although their movements are not as explosive as they could be. Off-hand dribbling is weak and an area for improvement. Shooting range is accurate from fifteen to twenty feet. Not all shooters employ a fundamentally sound shooting motion.

Due to the influence of the National Basketball Association, there is more emphasis placed on highlight reel ball movements instead of simple but effective moves like shot-fakes, change of pace dribbles, and pull-up jumpshots. The temptation to perform more difficult maneuvers may be due to social pressures or a feeling of omnipotence (Straub, 1993, p. 76).

Athletes may struggle when a guest clinician teaches advanced skills, such as a ninety minute session at the 2009 M.D.P. Camp where Chris Oliver had to break down correct screen and roll tactics into basic and manageable chunks.

Basketball has been guilty of picking “big kids” and placing them close to the basket in order to collect rebounds and make easy baskets. This creates a bias towards those born early in the year, who are bigger than those born later in an age group system based on the calendar year, and early bloomers.

These taller youth may be coached based on outcomes (i.e. made baskets) instead of process (i.e. learning new skills) and may not receive the training that they deserve. They may have more playing experience than smaller peers without having developed the same skills. Even college coaches tend to recruit players based on size or frame rather than skill (Thamel, 2010). Ontario Basketball aims to avoid this by picking athletes based on skill and potential and playing all players equally in all positions on the court.

FITNESS AND PHYSICAL PERFORMANCE FACTORS

Athletes have a wide range of physical fitness. Players are undergoing significant changes in their body as more muscle mass is added and smaller muscle groups become more developed (Canada Basketball, 2008, p. 51). Some have attempted some strength training, such as a resistance or plyometric workout, but others may be complete novices.

Some may have strong energy systems because they play many sports or recently competed for the school track and field team but others may need extra recovery time early in the program. Now is an excellent time to train the aerobic energy system because of the onset of P.H.V. (Canada Basketball, 2008, p. 51).

As a result of insufficient training and too much competition, athletes may be overworked and suffering from lower back, shoulders, or ankle weakness (MacKay, F.I.T.S. Toronto, 2010). It is unlikely that the athletes have done much sport-specific fitness training but the physical performance factors are fully trainable (Canada Basketball, 2008, p. 51). Some of the activities during M.D.P. may shock the participants but they must do their best, follow correct form, and try to increase their benchmarks as the summer progresses.

TACTICS

Tactics can vary among M.D.P. participants, depending on the school and club systems where they play most of the time. Some of these coaches may focus extensively on a system option whereas others allow more freedom. Players may execute a skill a certain way but not understand the reason for doing so. Many recently experienced their first serious competitive experience at the U15 Club Championships or during the Grade 9 season at high school.

LEADERSHIP AND LIFE SKILLS

All of the players in M.D.P. were the key players on their school and club teams but they may not have been positive leaders. A great deal of personal growth occurs during the summers between Grade 8 and 9 and Grade 9 and 10 respectively. Coaches understand we are coaching players aged fourteen and fifteen who may make the occasional mistake.

This year, I evaluated a player during a Grade 9 game. I was very impressed with his performance as he was by far the most skilled and athletic player on the court. Unfortunately, at the next game that I witnessed, he spoke derogatively towards his coach and was benched for the entire game.

Mike MacKay says “that was your tryout” (MacKay, That Was Your Tryout, 2010) meaning that although player selection is based on skill, negative behaviour in a tryout can swing a decision between two equally skilled competitors. The evaluation process is continual and one never knows who is in the gym watching.

However, some players want to challenge authority and test limits (Straub, 1993, p. 77). For example, last year one player repeatedly exhibited negative behaviour (angry reaction to adversity on the court, negative criticism of other players, sulking body language, sitting apart from other team members). Both coaches had to sit this player down and explain that he was down to his chance. Any further outbursts and he would be dismissed from the program.

We want to encourage players but these actions had reached the point where it was necessary to take a firm stand. Fortunately, the player significantly changed his behaviour and became an important contributor.

For some, the role models who they see at M.D.P. inspire them to take leadership more seriously or change how they behave in a team setting. Coaches usually use praise and encouragement to empower players to make positive decisions.

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Tomorrow

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TAKING THE NEXT STEP...

The next step for these players is preparing them for the **Training to Compete** stage. The athletes are eager to improve and develop themselves, on and off the court. M.D.P. seeks to provide the expert skill training and the opportunities for personal growth to do this. Coaches emphasize performing well rather than winning.

FUNDAMENTAL BASKETBALL SKILLS

The P.H.V. period is not a time to teach refined skills (Taha, 2009). M.D.P. tries to teach how to do simple skills well. Coaches aim to teach the correct technique, accelerate to game speed, and introduce decision making. Skills cannot exist in a vacuum so when form reaches a certain level, game intensity situations enables players to improve.

Skills will be both individual and team in nature. Individual skills include high-speed ballhandling between tightly spaced pylons, competitive shooting, passing and catching, and rebounding. Team skills require two to three players, such as screening and rolling, penetrating and kicking to the open man, and moving without the ball to get open. These team skills introduce decision making into skill development (Canada Basketball, 2008, p. 53).

FITNESS AND PHYSICAL PERFORMANCE FACTORS

Speed and athleticism development are important components of M.D.P.. The high-intensity sport-specific movements will increase the athletes' capacities. Athletes in this stage are able to set short and medium-term goals (Canada Basketball, 2008, p. 51). Reaching these personal goals over the course of the program will improve self-esteem.

Objective testing, like the 20m Leger Test and sport-specific agility tests, will inform athletes where they stand at the beginning of the program. This assessment will allow for individualized improvement plans. There will not be absolute standards but the goal is for every student to make relative improvements. Coaches will emphasize hard work and persistence, which are as highly correlated with achievement as any other variable (Gladwell, 2009, p. 249).

Adolescents may not want to follow a fitness regime at home because they have not yet developed a long-term work ethic or are concerned about what their peers will think. Asking athletes about their training regime and requesting that they repeat or show what they have just learned will make it easier for them to remember it. Individual Workout Logs or Training Worksheets improve compliance (Straub, 1993, p. 78).

TACTICS

According to Canada Basketball: "The major objective of this stage is to learn to compete under any kind of circumstance. Athletes, who are now proficient at performing both basic and sport-specific skills, learn to perform these skills under a variety of competitive conditions during training" (Canada Basketball, 2008, p. 52).

The M.D.P. offensive system is very open and emphasizes spacing and movement. There is some structure but it is designed to give players the chance to read and make decisions. Coaches will inform athletes what skills are appropriate for what situations and where and when they should be employed. Coaches allow players to make decisions in order to learn (Way, 2009, p. 27).

Fourteen and fifteen year old players are becoming accustomed to abstract thought and taking a wider perspective (Straub, 1993, p. 78). It is no longer solely about getting to the basket no matter what but working as a team to get a quality shot. Defence will become more team-oriented. Communication and positioning enables team members to help and support each other. Coaches want defence to be a 5-on-5 team activity, rather than a 1-on-1 individual effort.

During stressful situations, such as the Ontario Games, athletes may revert to their concrete knowledge and display bad habits (Straub, 1993, p. 76). The environment will be unfamiliar and may trigger some “strangeness” mistakes (Halden-Brown, 2003, p. 166). Coaches endeavour to preempt this behavior by teaching mental training skills and organizing realistic simulations. Video will show how the defence reacted to certain plays; constructive criticism will show what factors contributed to positive outcomes as much as negative situations which require some improvement or change.

LEADERSHIP AND LIFE SKILLS

Teenagers want to achieve independence, form their own identities, and create a personal value system. These Grade 8 and 9 students are balancing their own feelings with pressure from peers and family members (Straub, 1993, p. 76). In addition to many physical changes, fourteen and fifteen year old athletes experience countless mental and psychological changes.

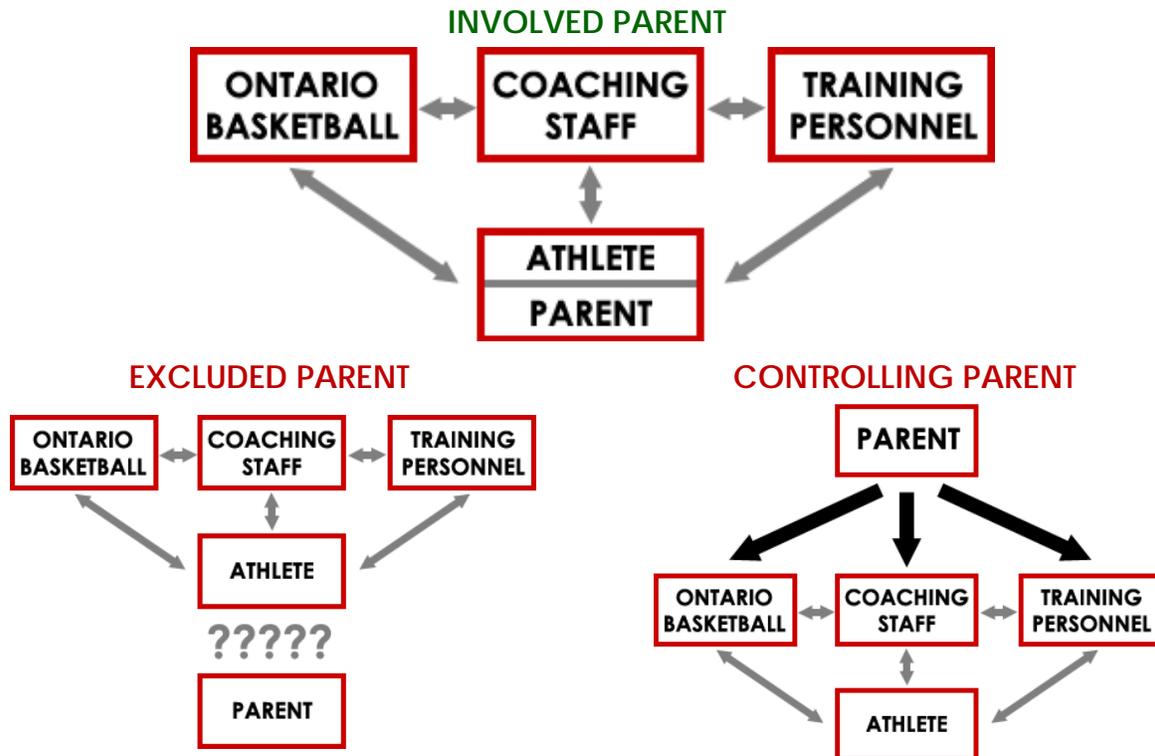
Players have begun to recognize their competitive spirit and leadership skills. Coaches should provide opportunities for players to exercise these abilities, followed by encouraging feedback. Every participant should have a chance to lead and grow (Canada Basketball, 2008, p. 54). Some may be team leaders, others mentors to less experienced players.

The team will also establish rules and routines for conduct during training, competition, and travelling. These standards, such as sportsmanship, will be determined in conjunction with the team so that players feel engaged and responsible.

Socialization through sport offers a number of positive results (Hall, Slack, Smith, & Whitson, 1991, p. 190). These teenagers value their self-image highly and peer pressure can be a significant influence (Straub, 1993, p. 76). To deal with this, there will be many team building activities throughout the thirteen week program. The main characteristic of the Central East team will be a positive atmosphere. Hopefully, athletes will choose to learn and have fun -- for themselves.

Teenage athletes are minors and parents will play a large part in their lives. M.D.P. wishes to include parents in our program in a positive fashion. Parents are part of a relationship with the player, coaches, medical personnel, and Ontario Basketball staff. They should not be neither

excluded nor permit to dominate the program (Straub, 1993, p. 78). A parent who encourages their child and other team members can be a positive motivator.



It is imperative to keep channels of communication open between coaches and players. If there are any questions, concerns, or comments, the coaches will be available for discussion.

LATE ENTRY ATHLETES

When selecting participants for the program, coaches should not let size cloud their judgment. A study of American collegiate players by Dave Telep showed that the size (both height and bulk) of guards is not correlated with success. For forwards, one of the size attributes is sufficient if skill is present (Thamel, 2010). Tryout exercises should be controlled situations that focus on skill, rather than a chaotic scrimmage which may obscure individual ability.

Assembling a team based on reputation is not appropriate. Information about the level of competition or how each player was used may not be available. Players should be selected based on skills, not statistics such as playing time, points, or rebounds.

Basketball success is based on a combination of domain-specific traits (such as height and coordination) and generic characteristics (such as general intelligence). A player may not perform to their full potential until all of the components have developed (Simonton, 2001, p. 42). When evaluating composite skill. For example a player who is technically skilled should not be excluded because they are a step slow. "Talent" development is dynamic so that speed

deficiency can be addressed or a lack of height can be eliminated by a growth spurt. Coaches must understand this that talent is not measured on a single scale but along multiple dimensions.

Physical training should be organized so that early, average, and late maturing athletes have their own training groups (Canada Basketball, 2008, p. 51). This may not always be possible with a small group of twelve to fifteen athletes but each athlete should follow their own unique training plan and receive individualized feedback from coaches.

Late entry athletes should undergo the same testing (physical performance factors and sport-specific skills) as the rest of the team. Deficiencies should be addressed, especially in movement skills (Taha, 2009). When the team is separated into small groups, players should be paired according to their ability so they can receive appropriate technical instruction.

Obviously, the Grade 8s will not have developed their abilities as much as their older teammates but they will not be excluded. Coaches will address certain movement and skill deficiencies in a discreet and positive way so that the younger players will fit in with the team during competitions.

RESPONSIBILITY & SELF-ACTUALIZATION

Teams are owned by the players. Successful teams self-evaluate and push each other to get better throughout the season. Coaches can motivate players but extrinsic motivation is a fossil fuel that cannot be sustained. The intrinsic motivation that is generated when every player comes to practice focused and ready to work hard is a renewable resource.

Occasionally, there are times when the team must be picked up by the coaches although the key word is “occasionally”. The teams that pick themselves up are the teams that play for national titles year after year.

Intrinsic motivation, supplemented by the extrinsic encouragement from team-mates and coaches, drives athletes to set new personal bests more effectively than any other system. To a certain degree, players improve when they take responsibility for their performance and work ethic, regardless of what the coach does.

MOTIVATION

One may argue that a coach employing this approach abdicates a duty they have to their team. It is definitely a stark contrast to the coach who micro-manages all that falls within their fiefdom. In that case, when a team’s efforts are directed towards something that falls within the coach’s Ideal Quality World, where do the athletes find significance?

Supporting players as they self-evaluate and follow their own path creates long-term motivation throughout a four or five year university career. When players choose their goals, they will assume greater responsibility towards their accomplishment. In addition, they will develop skills that can be used off the court during the rest of their lives.

It would be conceited and ultimately flawed for a coach to expect a group of student-athletes to automatically adopt this mindset. Making a commitment to never settle is very challenging because the work never stops. However, since behaviour is incentive based (according to choice theory, economics, etc.), coaches can create incentives for their athletes to adopt this point of view.

HANDLING PRESSURE

"Truth is knowing that your character is shaped by your everyday choices."
- Vince Lombardi

When a crisis occurs during the year, the players are ultimately responsible for the resolution. Coaches can recommend actions but players must execute these actions. Sometimes, the players must pull themselves together and move forward on their own. Adversity occurs during every minute of every game and practice: there are always battles between you and an opponent (or you and yourself) that present opportunities to set a personal best. Adversity also occurs every day of your life.

Choices made under pressure in sport will recur under pressure in daily life. Quitting on the pitch leads to quitting off the pitch. Losing one's composure when thrown a curve leads to losing one's composure when life throws a curve and actions have meaningful consequences. As Queen said: "This is our last dance, this is ourselves: under pressure."

PERSONAL BESTS

The goal of life is self-actualization; the goal of sport is to set a personal best every performance. Setting frequent PBs will result in self-actualization over the long run. Personal bests during games are the culmination of a week's worth of good decisions on and off the court. Coaches are demanding because they want to see student-athletes develop. The season is fleeting but hopefully the lessons learnt will last much longer. Players' actions during games and practices comprise the evidence that they have learnt these lessons.

Incorporating 360° Assessment when evaluating players helps engender this attitude. When coaches ask the team for their input, players are forced to reflect critically, honestly, frankly, and pragmatically. If they take the exercise lightly, players do not improve and their position on the team does not change.

REPITITION

Actions become habits when performed repeatedly. Coaches hope that players develop positive habits, such as work ethic, teamwork, and initiative, by making good choices about how they act. Part of the attraction of sport is that it is a forum to practice decisions under pressure, decisions that players must make for the next fifty years.

CONSEQUENCES

Sports teach decision-making; every choice has a consequence. The choice of action or inaction includes the consequence of being accountable or abdicating responsibility. In life, everyone

must work for their goals; nothing is handed to anyone. In sports, there are teams that survive due to the help of the coaching staff. However, like the game of **Life**, there is a time when student-athletes must decide what they want and make it happen.

"I learned early that if I wanted to achieve anything in life, I'd have to do it myself. I learnt that I had to be accountable."

- Lenny Wilkens

Sports exist so that student-athletes can play and coaches can coach as hard as possible. Improvement (however incremental) is essential. Athletes begin the season at a certain level and the goal is to become a better player/student/person by the end of the year. Athletes become better people by behaving like a better person as often as possible.

If you choose not to push yourself to get better and decide not to demand that others do the same, you are missing a valuable opportunity. Opportunities to practice in life are rare; a good team practices at least thrice for every game

EXPLOSIVENESS

THE FIRST STEP

"In basketball, everything is first step" said Jasmin Repeša, coach of the Croatian Senior Men's National Team (Repeša, 2009). A quick first step is paramount on the basketball court and it can be developed by proper technique and athleticism training. The first step is a point of emphasis of the M.D.P. training regime.

READY POSITION

Repeša espouses excellent position and balance, arguing that the initial component of movement is being ready to move (Repeša, 2009). Athletes should be on the balls of their feet with their knees bent, heads up to read the play and hands up to catch the ball or play defence.

ATHLETICISM

To body must be able to perform the movement without injury. Strengthening the ankles and core allows the athlete to place greater stress on the body. Sport-specific plyometric workouts and the Quickness 6-Pack, a six minute workout that features high-speed basketball skills, are part of the Central East training program. Once the skill is developed to a certain point, repetitions are performed at high-speed game intensity.

SHORT, QUICK MOVEMENTS

The average time of a movement in youth basketball is about two seconds. A one dribble sprint and a pull-up, a two-second cut and a jump-shot, jumping for a rebound and tipping it in. During a forty-minute game, athletes may perform well over a thousand distinct movements (Abdelkrim, El Fazaa, & El Ati, 2007, p. 72). These are the movements that should be trained in well-structured, focused drills.

ANAEROBIC ALACTIC ENERGY SYSTEM

About sixteen percent of game time is spent on high intensity movements, like sprinting, jumping, and sport-specific movements. However, this is not consistent throughout the competition. Early in the game, eighteen percent of movements are classified as high intensity. This ratio decreases gradually to about thirteen percent during the final quarter (Abdelkrim, El Fazaa, & El Ati, 2007, p. 72). Training this system will provide our athletes will greater endurance and enable better performance in late-game competitive situations.

BUILDING CONNECTIONS

While we can build speed, quickness, and agility during training sessions, we also have to build the connections in the brain that tell the body to move. Running the length of the court, accelerating to maximum speed, taking two strides, and decelerating is enough to train these connections (Balyi, 2009). Speed should be part of every training session.

DECISION MAKING

Athletes aged fourteen to fifteen can be introduced to more sophisticated decision making through the instruction of more complex skills and systems. The training should be structured and specific, supplemented by individual instruction (Canada Basketball, 2008, p. 53).

DECISION MAKING IN BASKETBALL

Decision making in basketball is highly inconsistent. Some players are not able to correctly perceive what is happening on the court, some are unable to process the information correctly, and others based their decisions on faulty logic.

For example, many basketball players believe that shooters can become hot and make several shots in a row. However, in the National Basketball Association, the probability of making a shot after making three in a row is only forty-six percent, relative to a fifty-eight percent probability after three consecutive misses (Gilovich, Vallone, & Tversky, 1985, p. 299). It is thought that the lower percentage during shooting streaks is due to shot attempts that might be more advanced than the athlete's capabilities whereas during slumps, athletes take safer shots.

One of the best methods to combat this fallacious conventional wisdom is to provide information, illustrated with statistics and video.

DECISION MAKING AMONG ADOLESCENTS

Adolescents are highly irrational. The area of the brain associated with the processing of rewards (the nucleus accumbens) is much more active than the area that makes thinks rationally, (the prefrontal cortex) (Lehrer, 2010, p. 114). This doesn't mean that student-athletes are pleasure-crazed maniacs but that youth coaches must understand why the athletes they coach make decisions. Repeatedly rewarding good decisions with praise and encouragement will turn a unique event into a habit. Youth who are moving from the first stage of adolescence (11 to 15

years old) to the second (15 to 17 years old) become more able to control their impulses and learn to forgo instant gratification for long term goals (Straub, 1993, p. 76).

PHYSICAL AND MENTAL REQUIREMENTS

Irrespective of any coaching regarding how to make efficient decisions on the court, coaches must ensure that players are properly hydrated, well-rested and free of anxiety.

Dehydration: In a study of male basketball players aged 17 to 28, dehydration led to impaired vigilance related attentional performance. Also, when dehydration passes a threshold of two percent, a progressive decline in basketball skills may occur (Ziv & Lidor, 2009, p. 561).

Sleep Deprivation: Most adolescents require 8.5 to 9.25 hours of sleep per night but many do not get that much rest. A thirty to thirty-six hour sleep deficit decreases cardiovascular endurance by eleven percent and mental performance and information processing decreases twice as quickly as physical performance (National Sleep Foundation, n.d.).

Under Pressure: Individuals in a stressful situation (in a pressure chamber) are more than twice as likely to miss stimuli in their peripheral vision (Lehrer, 2010, p. 99). This is important because excellent basketball players can read the entire court and make good decisions.

LEARNING BY EXPERIENCE

The anterior cingulate cortex (A.C.C.) helps detect bad choices and avoid future mistakes. When the brain learns - consciously or subconsciously - that it had made an error, the A.C.C. takes note. When a future situation occurs, the A.C.C. reminds the person not to repeat the same mistake (Lehrer, 2010, p. 39).

Youth coaches have to make it clear what defines a good decision and tell athletes the right way to do things. This constructive criticism should be clear, consistent, but not too frequent or overwhelming, and concise. 360° Assessment and Evaluation, which provides feedback from a variety of perspectives, enables athletes to learn continually during the season.

PREPARATION

A pre-competition routine can help athletes feel rested and relaxed before a performance. Coaches should prepare the team for any unusual tactics that may be employed by the opponent and ensure athletes can handle the additional pressure of spectators (both friendly and hostile). These sessions could include the entire team or particular individuals who need extra help. Rainer Martens' Competitive States Anxiety Inventory is an excellent tool to identify which athletes have confidence and anxiety issues.

TEACHING THE CORRECT CUES

Coaches need to teach athletes the cues that they need to know to make near instantaneous decisions. A stimulus, such as seeing a defender moving or hearing a teammate calling for the ball, must instinctively inspire a player to understand what is happening and make a decision.

It is a tough balance to teach the correct form to perform a skill and the cues and criteria for making good decisions (such as a how to do a pull-up jumshot compared to when to pull-up instead of taking it all the way). Coaches should never ignore a mistake but they should not provide too much feedback during the beginner stages of the activity. Instead, coaches should teach athletes to recover, refocus, and retry the skill (Halden-Brown, 2003, p. 123).

BALL MOVEMENT

In 2009-10, Toronto was a great location for young athletes to learn about the game. The Toronto Raptors, who receive plenty of media coverage, experienced a season with several winning and losing streaks, usually correlated with their defensive intensity and ability to move the ball. Coaches should emphasize quick ball movement to the open player, rather than specific patterns, and must teach young players how to read the defence and find the best quality shot.

LEVEL OF COMPETITION

Some athletes may have succeeded to this point because of weak competition and lax defence. Under pressure, they may rush and make poor decisions (MacKay, F.I.T.S. Toronto, 2010). To building habits, every practice drill should have an element of competition that simulates the cues that will occur during a game, such as a part-method 3-on-3 drill emphasizing help defence. “No Limits Excellence” is a method to simulate competition and raise team intensity.

GROUPTHINK

Although coaches want the team to be close, we do not want “Groupthink” to develop. This occurs when members overestimate the group and become close-minded. There may be an illusion of invulnerability or pressure towards uniformity (Baron, 2000, pp. 216-8). We want to encourage and value multiple perspectives and emphasize to each player that their individual feelings are more important than any social pressures from the group.

LOSS AVERSION

People who rely on their emotions when making decisions tend to fear a loss more than they desire a gain (Lehrer, 2010, p. 238). On the basketball court, this may lead to a player holding the ball too long if they perceive the pass to be overly risking or shooting the ball if they do not have confidence in their teammates.

These avoidable mistakes can be reduced by building trust among team members, encouraging all players during training, and showing how the right decision leads to success. Creating positive relationships between guards and post players is time consuming but worthwhile because a good two person units can display excellent chemistry on the court.

FEAR OF FAILURE

There is also a fear of failure among this age group (Canada Basketball, 2008, p. 53). This fear may manifest itself in several fashions. It may lead to mistakes caused by inaction, such as a pass not made or a shot not taken. David McClelland theorized that youth with low achievement motivation will attempt greater risks to provide an excuse for failure (Klein, Quarter, & Laxer,

1969, p. 418). The equivalent on the basketball court is taking an outside shot that is beyond the capabilities of the athlete.

Some athletes may always incur minor injuries before big competitions (Straub, 1993, p. 77). Coaches can combat this fear by giving praise and encouragement throughout the season and creating situations in training where athletes can succeed. Parental support - compared to punitive or controlling behaviour - reduces fear of failure (Sagar & Lavallee, 2010, p. 186).

DECISION MAKING DURING COMPETITION

In competition, coaches should focus on training and instruction instead of game management and winning. Development could occur when all players are substituted freely and players are allowed to make their own choices on the court (Way, 2009, p. 27). Coaches should rarely call for specific plays and should limit the use of timeouts so that players can resolve stressful situations themselves. After some time has passed and the athletes have calmed down, feedback can be provided, perhaps with the aid of video technology. Debriefing is infinitely more productive once the emotional “degriefing” period has occurred (Halden-Brown, 2003, p. 183).

Basketball coaches are often guilty of pulling a player immediately after a mistake or calling them out on the court, which can make an athlete self-conscious and less confident. It could take several training sessions to build the athlete back up to that previous level. O.F.S.A.A. champion coach and current official Lou Sialstis said that many Toronto basketball players “have had enough tough breaks and don’t need your help feeling bad.” Sialstis imparted how he would always wait for a few moments to pass before making a substitution and ensured to debrief the player privately and discreetly (Sialstis, 2009).

METACOGNITION

Thinking about thinking helps improve decision making by developing the pre-frontal cortex part of the brain (Lehrer, 2010, p. 64). Mental visualization can help athletes prepare for competition, imagining future performances and reviewing past ones. M.D.P. also incorporates emotional and attentional control exercises.

CHOICE THEORY

Decisions made during a game are a microcosm for life choices. Choice Theory is a key tenant of my coaching philosophy. I believe that we always face choices. Like in life, players must come to their own decision and accept the consequences. Freedom to make informed decisions plays an important role in the development of analytical thinking among young people. On or off the court, players must live with the consequences of their actions.

Choice Theory is an internal control psychology that seeks to explain why and how we make choices (Glasser, 1999). By taking control of their choices during training, competition, and life, players learn to become more responsible and make better decisions. During M.D.P., coaches, along with parents and peers, help teach the meaning and values associated with different processes and outcomes in order to empower the athlete (Sagar & Lavallee, 2010, p. 186).

3

Elite Development Program

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M.D.P. CENTRAL EAST TEAM

MISSION STATEMENT

The Midget Development Program (M.D.P.) Central East Training Program is designed to take motivated student-athletes to the next level. High intensity repetitions will enable participants to increase both physical and mental performance factors. Players will push each other to be better and pull together as a team.



PROGRAM GOALS

- To introduce elite basketball players to Long Term Athlete Development
- To grow as individuals and as a team, culminating at the Ontario Summer Games
- To provide players the tools to take their performance to the next level

PROGRAM OBJECTIVES

1) LONG TERM ATHLETE DEVELOPMENT

M.D.P. is part of the “Introduction to Competition” stage in the Canadian Sport for Life system. The focus of the program is training highly skilled basketball players how to train.

On the Court:

- To improve athleticism
- To develop fundamental basketball skills with high intensity repetitions
- To understand age-appropriate tactics and make good decisions
- To participate in a variety of meaningful and enjoyable competitions
 - Training:Competition Ratio: 3:1

Off the Court:

- To prevent and care for injuries
- To inform players of appropriate training and nutrition techniques
- To inspire a shared vision for individual and team success
- To foster a positive atmosphere among team members
- To teach leadership and life skills

2) NO LIMITS EXCELLENCE

“No Limits Excellence” means that the program emphasizes player self-actualization. Success is defined specifically for each individual and combines goals on and off the court. Expert coaches will provide elite training in fundamental basketball skills at game intensity. Sport-specific conditioning will build physical performance factors, such as agility, balance, power, quickness, speed, and strength (plyometrics and resistance). M.D.P. will also include mental training, game management, and decision-making to improve performance under pressure.

This vision will be shared with all team members because everyone is accountable for pushing each other to get better. Players will set their own goals and share responsibility for reaching them during the training period.

3) 360° ASSESSMENT AND EVALUATION

Players will receive personal feedback from team coaches, guest clinicians, and other basketball experts. The constructive feedback will be related to player goals and will be a combination of verbal, written, and multimedia formats. Coaches will emphasize encouragement and praise to build self-confidence. Players will evaluate themselves and their peers. Although the emphasis will be training, meaningful competitions will provide benchmarks relative to other elite athletes.

4) LEADERSHIP AND LIFE SKILLS

M.D.P. seeks to empower participants, to expose them to the tools to take their performance to the next level. Short-term goals comprise physical and mental training but Long Term goals are based on the personal growth of each individual at school, in the community, and on the court. Players will become more confident and more assertive. Coaches will foster a positive environment among team members and inspire each player to reach their full potential.

PARTICIPANTS

All players aged fourteen and fifteen are welcome to try out for the team. The criteria for participation are:

- Excellent Attendance and Punctuality
- Following Team Safety Rules and Procedures
- Working at Game Intensity during Sessions
- Taking Initiative to Improve outside of Sessions

Personal Isolation Devices (P.I.D.s) - including cell phones, mp3 players, and text messaging devices - are not permitted during team activities and should be out of sight and turned off.

KEY DATES

- U15 Midget Boys Provincial Championships (May 14th to 16th) • Mississauga, Ontario
- Central East Tryouts • Toronto, Ontario
 - First Round (Week of May 17th)
 - Final Cuts (Week of May 24th)
- First Team Competition (Middle of June)
- Second Team Competition (Middle of July)
- Ontario Summer Games (August 10th to 13th) • Sudbury, Ontario

NOTE

At the time that this task was submitted, this plan had not been formally adopted for use with the Central East M.D.P. Team. It had been proposed and discussed but no official decision had been made.

AGILITY

- Stairs Circuit
 - Single Foot Jumps
 - Double Foot Jumps
 - Bounding
 - Rapid Fire

BALANCE

- Ankle Strength Speed Series
 - Calf Raises and Rotations
 - Bounding (30m)
 - Two-Inch Runs (Forward and Backwards) (20m)
 - Cone Agility Drills (Single Length Strength) (20m)
- Ankle Strength Stability Series
 - Single Leg Stability
 - Lateral Bounding
 - Two Foot Jumps
 - Ankle Resiliency

ENERGY SYSTEMS

- Time Breakdown
 - Work:Pause Ratio: 2.0:1
 - ATP-PC System: 16.1%
 - Anaerobic Lactic System: 28.1%
 - Aerobic System: 25.8%
 - Recovery: 29.9%

POWER

- Plyometrics Series I
 - Legs:
 - Power Ball Box Jumps
 - Three Speed Hurdles
 - Box Step-Ups
 - Chest:
 - Inverse Power Ball Push-Ups
 - Arms:
 - Triple Threat Quick Slams
 - Tricep Press
 - Shoulders:
 - Shoulder Press Squats
 - Sport-Specific:
 - Big Step Power Ball Slams
- Plyometrics Series II
 - Legs:
 - Bounding
 - Explosive Split Squats
 - Walking Lunges
 - Chest:
 - Prison Push-Ups
 - Arms:
 - One-Arm Jacks
 - Power Ball Push-Ups
 - Shoulders:
 - Hip-Hip-Shoulder-Shoulder
 - Sport-Specific:
 - Power Ball Rebounds

Elite Development Program

PHYSICAL PERFORMANCE FACTORS

STRENGTH

- Core Strength Circuit I
 - Russian Twists
 - Plank (15 seconds each circuit for front, right and left sides)
 - Wood Chopper with Power Ball
- Core Strength Circuit II
 - Superman Stretches/Knee to Chest Lifts
 - Power Ball Tornado Tosses
 - V-Ups
- Core Strength Circuit III
 - Sit-Up Tosses
 - Squat Chest Passes
 - Bicycle Sit-Ups
- Resistance Training I (*Optional*)
 - Chest:
 - Bench Press
 - Cable Cross Over
 - Pectoral Fly
 - Bent-Over Row
 - Arms:
 - Bicep Curl
 - Tricep Lift
 - Tricep Pull-Down
 - Overhead Skull-Crusher

Resistance Training II (*Optional*)

- Legs:
 - Box Squats
 - Leg Extension
 - Hip Flexor
 - Standing Calf Raise
- Back and Shoulders:
 - Seated Row
 - Lateral Pull-Down
 - Shoulder Presses
 - Good Morning

QUICKNESS

- Quickness 6-Pack
 - Halfcourt Corners
 - Steve Nash Diagonals
 - Closeout Drill
 - Knife Drill
 - Adrian Dantley Drill
 - Tipping

WARM-UP ROUTINE

- Practices and Workouts
 - Footwork
 - Skipping
 - Speed
 - Ballhandling
 - 1-on-1 Work



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Energy Systems
WEEK OF May 17th 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 30 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes ankle strengthening series
- 10 minutes core training
- 10 minutes stairs circuit
- 60 minutes high intensity individual skills

Aerobic:

- 30 minutes transition drills
- 30 minutes part-method breakdowns

Active Recovery:

- 10 minutes cool-down
- 10 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Remaining Balanced
- Footwork

Injury Prevention and Long Term Athlete Development

- Introduction to Elite Development Program
- First Aid: Prevention of Common Basketball Injuries
- Team Warm-Up

No Limits Excellence

- Push Each Other to Get Better: Playing at Game Intensity

Significant Competitive Activities

- Part-Method Drills

STRENGTH TRAINING

Ankle Speed Series (x1):

- 3 circuits x 4 exercises
- Build Capacity

Core Strength Circuit I (x1):

- 3 circuits x 3 exercises x 15-20 reps (rest: 30 seconds between sets)

Stairs Circuit (x1)

- 3 circuits

Plyometrics I (x1)

- 3 sets x 8-10 reps (rest: 2-3 minutes between sets)

SPORT-SPECIFIC COMPONENTS

Individual Skills

- First Step
- Basic Ballhandling Drills
- Competitive Shooting Drills

Team Systems

- Transition (Primary Break)
- Screen and Roll
- Penetrate and Kick

EVALUATION AND ASSESSMENT

- First Round of Cuts
- Individual Constructive Feedback

TIME COMMITMENT

Workouts **2** Games **0** Time **240min**



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Energy Systems
WEEK OF May 24th 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 30 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes core training
- 10 minutes stairs circuit
- 10 minutes Quickness 6-Pack
- 60 minutes high intensity individual skills

Aerobic:

- 20 minutes transition drills
- 20 minutes part-method breakdowns
- 20 minutes controlled scrimmage

Active Recovery:

- 10 minutes cool-down
- 10 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Explosiveness

Injury Prevention and Long Term Athlete Development

- Empower Athletes to Develop a Shared Vision
- Team Cool Down

No Limits Excellence

- Push Each Other to Get Better: Doing the “Little Things”

Significant Competitive Activities

- Part-Method Drills
- Controlled Scrimmage

STRENGTH TRAINING

Core Strength Circuit II (x1):

- 3 x 3 x 15-20 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics II (x1):

- 3 sets x 8-10 reps (rest: 2-3 minutes)

Quickness 6-Pack (x1):

- 3 sets

SPORT-SPECIFIC COMPONENTS

Individual Skills

- Single Leg Strength in Basketball
- Basic Ballhandling Drills
 - 1-on-1 Drills
- Position Specific Stations
 - *All players play all positions*
- Competitive Shooting Drills

Team Systems

- Transition (Secondary Break)
- Getting the Ball Inside
 - 2-on-2 Drills

EVALUATION AND ASSESSMENT

- Final Round of Cuts

TIME COMMITMENT

Workouts **2** Games **0** **Time 240min**



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Energy Systems
WEEK OF May 31st 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 30 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes ankle strengthening series
- 10 minutes core training
- 10 minutes stairs circuit
- 40 minutes high intensity individual skills

Aerobic:

- 20 minutes transition drills
- 20 minutes 20m Leger Test
- 20 minutes part-method breakdowns
- 20 minutes 3-on-3 competition

Active Recovery:

- 10 minutes cool-down
- 10 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Ballhandling under Pressure

Injury Prevention and Long Term Athlete Development

- Team Standards: Emphasizing Ethical Behaviour
- Hydration and Pre and Post Practice Nutrition

No Limits Excellence

- Pull Together: Team Communication

Significant Competitive Activities

- Part-Method Drills
- 3-on-3 Competition

STRENGTH TRAINING

Ankle Stability Series (x1):

- 3 circuits x 4 exercises
- Build capacity

Core Strength Circuit III (x1):

- 3 x 3 x 15-20 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics I (x1):

- 3 sets x 8-10 reps (rest: 2-3 minutes)

SPORT-SPECIFIC COMPONENTS

Individual Skills

- Catching and Pivoting
- Advanced Ballhandling Drills
 - 1-on-1 Drills
- Moving without the Ball
- Competitive Shooting Drills

Team Systems

- Early Offence
- Passing and Cutting
- Screening

EVALUATION AND ASSESSMENT

- Aerobic Energy System (20m Leger Test)

TIME COMMITMENT

Workouts **2** Games **0** Time **240min**



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Strength
WEEK OF June 7th 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 30 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes ankle strengthening series
- 10 minutes core training
- 10 minutes stairs circuit
- 40 minutes high intensity individual skills
- 20 minutes sport-specific agility test

Aerobic:

- 20 minutes transition drills
- 20 minutes part-method breakdowns
- 20 minutes controlled scrimmage

Active Recovery:

- 10 minutes cool-down
- 10 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Influencing with Defence

Injury Prevention and Long Term Athlete Development

- Team Pregame Warm-up Routine
- Introduction to Resistance Training (Optional)

No Limits Excellence

- Mental Training and Visualization

Significant Competitive Activities

- Part-Method Drills
- Controlled Scrimmage

STRENGTH TRAINING

Ankle Speed Series (x1):

- 3 circuits x 4 exercises
- Increase complexity of movements

Core Strength Circuit I (x1):

- 3 x 3 x 25-35 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics II (x1):

- 3 sets x 12 reps (rest: 2-3 minutes between sets)

Resistance Training I (x1 • *optional*):

- 3 x 10 x (60-75% of Relative Max)

SPORT-SPECIFIC COMPONENTS

Individual Skills

- Change of Pace Ballhandling Drills
- Post Moves
- Competitive Shooting Drills

Team Systems

- Motion Offence
- 3-on-3 and 4-on-4 Shell drills

EVALUATION AND ASSESSMENT

- Sport-Specific Agility Test
- Competitive States Anxiety Inventory (C.S.A.I.-II)
- Resistance Training Initial Benchmarks

TIME COMMITMENT

Workouts **2** Games **0** Time **240min**



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Strength
WEEK OF June 14th 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 30 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes core training
- 10 minutes stairs circuit
- 10 minutes Quickness 6-Pack
- 30 minutes high intensity individual skills

Aerobic:

- 30 minutes transition drills
- 30 minutes part-method breakdowns
- 30 minutes whole-method breakdowns

Active Recovery:

- 10 minutes cool-down
- 10 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Rebounding

Injury Prevention and Long Term Athlete Development

- Alcohol and Drug Use among Competitive Athletes

No Limits Excellence

- Short and Long Term Goal Setting
- “Next Play” Training

Significant Competitive Activities

- Whole and Part-Method Drills
- Exhibition Game

STRENGTH TRAINING

Core Strength Circuit II (x1):

- 3 x 3 x 25-35 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics I (x1):

- 3 sets x 12 reps (rest: 2-3 minutes between sets)

Resistance Training II (x1 • *optional*):

- 3 x 10 x (60-75% of Relative Max)

Quickness 6-Pack (x1):

- 3 sets

SPORT-SPECIFIC COMPONENTS

Individual Skills

- Boxing Out
- Competitive Shooting Drills

Team Systems

- Motion Offence
- 3-on-3 and 4-on-4 Shell Drills

EVALUATION AND ASSESSMENT

- Individual Conference with Coaches
- 360° Assessment
 - Self Assessment
 - Peer Assessment

TIME COMMITMENT

Workouts **2** Games **1** **Time 360min**



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Strength
WEEK OF June 21st 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 30 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes ankle strengthening series
- 10 minutes core training
- 10 minutes stairs circuit
- 30 minutes high intensity individual skills

Aerobic:

- 30 minutes transition drills
- 30 minutes part-method breakdowns
- 30 minutes whole-method breakdowns

Active Recovery:

- 10 minutes cool-down
- 10 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Passing and Catching

Injury Prevention and Long Term Athlete Development

- Preparing for Competition

No Limits Excellence

- Pull Together: Creating Team Energy and Confidence

Significant Competitive Activities

- Part-Method Drills
- Exhibition Tournament

STRENGTH TRAINING

Ankle Stability Series (x1):

- 3 circuits x 4 exercises
- Increase complexity of movements

Core Strength Circuit II (x1):

- 3 x 3 x 25-35 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics II (x1):

- 3 sets x 12 reps (rest: 2-3 minutes between sets)

SPORT-SPECIFIC COMPONENTS

Individual Skills

- Passing and Catching the Ball Ready to Shoot
- 1-on-1 Drills
- Competitive Shooting Drills

Team Systems

- Motion Offence
- 3-on-3 and 4-on-4 Shell Drills
- Low Shot Clock Situations

EVALUATION AND ASSESSMENT

- Training Self-Assessment
- Basketball Skills Report Card
- Leadership Report Card

TIME COMMITMENT

Workouts 2 Games 3 Time 450min



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Power
WEEK OF June 28th 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 40 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes ankle strengthening series
- 10 minutes core training
- 10 minutes stairs circuit
- 30 minutes high intensity individual skills

Aerobic:

- 20 minutes transition drills
- 20 minutes press attack situations
- 20 minutes part-method breakdowns
- 20 minutes whole-method out-of-bounds

Active Recovery:

- 10 minutes cool-down
- 10 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Screening

Injury Prevention and Long Term Athlete Development

- Healthy Choices Improvement Log

No Limits Excellence

- Hidden Stats that Make a Difference

Significant Competitive Activities

- Whole and Part-Method Drills
- Exhibition Game

STRENGTH TRAINING

Ankle Speed Series (x1):

- 3 circuits x 4 exercises

Core Strength Circuit I (x1):

- 4 x 3 x 25 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics I and II (x1 each):

- 3 sets x 12 reps (rest: 2-3 minutes between sets)

Resistance Training I (x1 • *optional*):

- 3 x 12 x (70-80% of Relative Max)

SPORT-SPECIFIC COMPONENTS

Individual Skills

- Position Specific Stations
- Competitive Shooting Drills

Team Systems

- Motion Offence
- Out-of-Bounds Plays
- Press Attack
- 3-on-3 and Screening Drills

EVALUATION AND ASSESSMENT

- Hidden Stats Breakdown
- Team Chemistry Statistics Sheet
- Player Questionnaire
- Video Analysis

TIME COMMITMENT

Workouts 2 Games 1 Time 360min



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Power
WEEK OF July 5th 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 40 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes core training
- 10 minutes stairs circuit
- 10 minutes Quickness 6-Pack
- 20 minutes high intensity individual skills
- 30 minutes Pairs Challenge

Aerobic:

- 20 minutes transition drills
- 30 minutes part-method breakdowns
- 20 minutes controlled scrimmage

Active Recovery:

- 10 minutes cool-down
- 30 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Free Throw Shooting

Injury Prevention and Long Term Athlete Development

- Sleeping and Insomnia

No Limits Excellence

- Self-Reflection and Post-Game Debriefing

Significant Competitive Activities

- Whole and Part-Method Drills
- Pairs Challenge
- Controlled Scrimmage

STRENGTH TRAINING

Core Strength Circuit II (x1):

- 4 x 3 x 25 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics I and II (x1 each):

- 3 sets x 12 reps (rest: 2-3 minutes between sets)

Quickness 6-Pack (x1):

- 3 sets

Resistance Training II (x1 • *optional*):

- 3 x 12 x (70-80% of Relative Max)

SPORT-SPECIFIC COMPONENTS

Individual Skills

- 1-on-1 Drills
- Competitive Shooting Drills

Team Systems

- Transition Offence
- Motion Offence

Pairs Challenge:

- Complete in Randomly Assigned Groups of Two

Elbow Jumpshots (AL)

Two Man Shooting (AE)

1 Dribble Pull-Ups (AL)

Long Pass Drill (AL)

45s Transition (AL)

Defensive Relays (AG)

Three Spot Shooting (AG)

Pressure Free Throws (AE)

EVALUATION AND ASSESSMENT

- Pairs Challenge

TIME COMMITMENT

Workouts **2** Games **0** Time **270min**



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Power
WEEK OF July 12^h 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 20 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes ankle strengthening series
- 10 minutes core training
- 10 minutes stairs circuit
- 30 minutes high intensity individual skills

Aerobic:

- 20 minutes transition drills
- 40 minutes part-method breakdowns
- 30 minutes whole-method breakdowns

Active Recovery:

- 10 minutes cool-down
- 20 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Reading the Defence

Injury Prevention and Long Term Athlete Development

- Develop Team Sportmanship Routines

No Limits Excellence

- Attentional Control
- Scouting the Opposition

Significant Competitive Activities

- Whole and Part-Method Drills
- Exhibition Tournament

STRENGTH TRAINING

Ankle Stability Series (x1):

- 3 circuits x 4 exercises

Core Strength Circuit III (x1):

- 4 x 3 x 25 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics I (x1):

- 3 sets x 12 reps (rest: 2-3 minutes between sets)

SPORT-SPECIFIC COMPONENTS

Individual Skills

- Moving without the Ball
- 1-on-1 Drills (Deception and Feints)
- Post Moves
- Competitive Shooting Drills

Team Systems

- Transition Offence
- Motion Offence vs. Help Defence
- 2-on-2 Situations
- Low Shot Clock Situations

EVALUATION AND ASSESSMENT

- 360° Assessment
- Personal Short-Term Goals for the Remainder of the Program

TIME COMMITMENT

Workouts **2** Games **3** Time **450min**



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Skills
WEEK OF July 19th 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 20 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes ankle strengthening series
- 10 minutes core training
- 10 minutes stairs circuit
- 50 minutes high intensity individual skills
- 20 minutes sport-specific agility test

Aerobic:

- 20 minutes transition drills
- 20 minutes whole and part-method breakdowns
- 20 minutes 20m Leger Test
- 20 minutes controlled scrimmage

Active Recovery:

- 10 minutes cool-down
- 20 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Ball Movement

Injury Prevention and Long Term Athlete Development

- Caffeine and Stimulants (including Rules and Regulations)

No Limits Excellence

- Emotional Control

Significant Competitive Activities

- Whole and Part-Method Drills
- Controlled Scrimmage

STRENGTH TRAINING

Ankle Speed Series (x1):

- 3 circuits x 4 exercises

Core Strength Circuit I (x1):

- 4 x 3 x 25 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics II (x1):

- 3 sets x 12 reps (rest: 2-3 minutes between sets)

Resistance Training I and II (x1 each • *optional*):

- 3 x 6 x (70-80% of Relative Max)

SPORT-SPECIFIC COMPONENTS

Individual Skills

- 1-on-1 Drills
- Seeing the Court
- Position Specific Stations
- Competitive Shooting Drills

Team Systems

- Transition Offence
- Motion Offence
- Low Shot Clock Situations
- Special Situations

EVALUATION AND ASSESSMENT

- Aerobic Energy System (20m Leger Test)
- Sport-Specific Agility Test
- Competitive States Anxiety Inventory (C.S.A.I.-II)

TIME COMMITMENT

Workouts 2 Games 0 Time 270min



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

LOADING Skills
WEEK OF July 26th 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 20 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes core training
- 10 minutes stairs circuit
- 10 minutes Quickness 6-Pack
- 60 minutes high intensity individual skills

Aerobic:

- 20 minutes transition drills
- 20 minutes whole and part-method breakdowns
- 20 minutes out-of-bounds breakdowns

Active Recovery:

- 10 minutes cool-down
- 20 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Challenge Yourself with Advanced Skills

Injury Prevention and Long Term Athlete Development

- First Aid: Basic Wrapping and Taping
- Self-Confidence

No Limits Excellence

- Ideal Performance State
- Reacting to Adversity on the Court

Significant Competitive Activities

- Whole and Part-Method Drills
- Exhibition Game

STRENGTH TRAINING

Core Strength Circuit II (x1):

- 4 x 3 x 25 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics II (x1):

- 3 sets x 12 reps (rest: 2-3 minutes between sets)

Quickness 6-Pack (x1):

- 3 sets

Resistance Training I and II (x1 each • *optional*):

- 3 x 6 x (70-80% of Relative Max)

SPORT-SPECIFIC COMPONENTS

Individual Skills

- 1-on-1 Drills
- Famous N.B.A. Ball Moves
- Competitive Shooting Drills

Team Systems

- Transition Offence
- Motion Offence
- Press Attack
- Out-of-Bounds Plays

EVALUATION AND ASSESSMENT

- Basketball Skills Report Card
- Leadership Report Card
- Player Questionnaire
- Video Analysis

TIME COMMITMENT

Workouts 2 Games 1 Time 360min



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

TAPER Period
WEEK OF August 2nd 2010

WORKOUTS BREAKDOWN BY ENERGY SYSTEMS

ATC-PC: 20 minutes plyometrics workout

Anaerobic Lactic:

- 30 minutes warm-up sequences
- 10 minutes ankle strengthening series
- 10 minutes core training
- 10 minutes stairs circuit
- 30 minutes high intensity individual skills

Aerobic:

- 20 minutes transition drills
- 40 minutes whole and part-method breakdowns
- 30 minutes team skills competition

Active Recovery:

- 10 minutes cool-down
- 20 minutes free throw shooting
- 10 minutes flexibility afterwards

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Becoming a Complete Player

Injury Prevention and Long Term Athlete Development

- Preparing for Travel
- Tapering and Peaking
- Why Do Athletes Play Sports?

No Limits Excellence

- Anxiety Reduction Strategies
- Building Self-Confidence

Significant Competitive Activities

- Whole and Part-Method Drills
- Skills Competition

STRENGTH TRAINING

Ankle Stability Series (x1):

- 3 circuits x 4 exercises

Core Strength Circuit I (x1):

- 4 x 3 x 25 (rest: 30 seconds)

Stairs Circuit (x1):

- 3 circuits

Plyometrics I (x1):

- 3 sets x 12 reps (rest: 2-3 minutes between sets)

SPORT-SPECIFIC COMPONENTS

Individual Skills

- 1-on-1 Drills
- Position Specific Stations
- Competitive Shooting Drills

Team Systems

- Transition Offence
- Motion Offence
- Special Situations
- Review

EVALUATION AND ASSESSMENT

- Individual Conference with Coaches
- 360° Assessment
- Training Self-Assessment
- Skills Competition

TIME COMMITMENT

Workouts **2** Games **0** Time **240min**



Dates	May			June				July				August		
	17	24	31	7	14	21	28	5	12	19	26	2	9	
Period	LOADING Energy			LOADING Strength				LOADING Power				LOADING Skills	Taper	Peak

PEAK Period
WEEK OF August 9th 2010

ONTARIO SUMMER GAMES

Sudbury, Ontario • August 10th to 13th

Monday, August 9th 2010:

- Travel to Sudbury
- Move into Athlete Accommodations

Tuesday, August 10th 2010:

- Shoot-around and Walkthrough (60 min)
- Opening Ceremonies

Wednesday, August 11th 2010:

- Shoot-around and Walkthrough (60 min)
- Preliminary Rounds of Competition

Thursday, August 12th 2010:

- Shoot-around and Walkthrough (60 min)
- Preliminary Rounds of Competition and Semi-Finals

Friday, August 13th 2010:

- Shoot-around and Walkthrough (60 min)
- Medal Rounds of Competition
- Closing Ceremonies

Saturday, August 14th 2010:

- Move out of Athlete Accommodations
- Return to Toronto

Week of August 16th 2010:

- Final Team Meeting
- Individual Player Conferences with Coaches

SPORT-SPECIFIC COMPONENTS

Individual Skills

- Game Day Shoot-around

Team Systems

- Review of All Systems
- Pre-Game Walkthroughs
- Game Plans for Specific Opponents

EVALUATION AND ASSESSMENT (AFTER COMPETITION)

- Individual Conference with Coaches
- Training Self-Assessment
- Basketball Skills Report Card
- Leadership Report Card
- Healthy Choices Improvement Log

POINTS OF EMPHASIS

Fundamental Basketball Skills Development

- Setting Personal Bests

Injury Prevention and Long Term Athlete Development

- Staying Confident, Positive, and Resilient
- Making Friends for Life

No Limits Excellence

- Leaving Everything on the Court

Significant Competitive Activities

- Ontario Summer Games

TIME COMMITMENT

Workouts 4 Games 5

Time 840min

EQUAL PLAYING TIME

Ontario Basketball wants all players to learn all aspects of the game and play all positions on the court. Training workouts and exhibition competitions will permit each participant to develop various aspects of their game. Nevertheless, some players will be more adept in certain areas than others and it is necessary to field balanced lineups at all times.

CORE PRINCIPLES

The rotation will also be based on the following:

Player Chemistry

- Some players will work better in specific combinations
- Repetition will build familiarity and facility decision-making among those players

Critical Skills

- Some skills will be required in order to create quality shots for the team and reduce quality shots for the opponents
- All lineups should have a balance of ballhandling and rebounding at all times
- **Ballhandling...**
 - ...creates quality shots with dribble penetration and assists
 - ...prevents quality shots by reducing turnovers and overcoming pressure
- **Rebounding...**
 - ...creates quality shots with offensive putbacks and post play
 - ...prevents quality shots by boxing out

Coach Discretion

- All lineups should give each player multiple shifts per half but the coach should have freedom to distribute the additional shifts to the players performing the best during that game

ROTATION

Half • Time	1	2	3	4	5
1 20:00	BALLHANDLER 1	BALLHANDLER 3	GUARD 1	REBOUNDER 1	FORWARD 2
1 16:00	BALLHANDLER 2	GUARD 3	REBOUNDER 2	REBOUNDER 3	FORWARD 1
1 12:00	BALLHANDLER 3	GUARD 1	GUARD 2	REBOUNDER 1	FORWARD 3
1 8:00	BALLHANDLER 1	GUARD 3	REBOUNDER 2	FORWARD 1	FORWARD 2
1 4:00	BALLHANDLER 2	GUARD 2	REBOUNDER 1	REBOUNDER 3	FORWARD 3
2 20:00	BALLHANDLER 1	BALLHANDLER 3	REBOUNDER 2	FORWARD 1	FORWARD 2
2 16:00	BALLHANDLER 2	GUARD 2	GUARD 3	REBOUNDER 1	REBOUNDER 3
2 12:00	BALLHANDLER 1	BALLHANDLER 3	GUARD 1	REBOUNDER 2	FORWARD 3
2 8:00	BALLHANDLER 2	GUARD 3	REBOUNDER 3	FORWARD 1	FORWARD 2
2 4:00	BALLHANDLER ★	GUARD 1	GUARD 2	REBOUNDER ★	FORWARD 3

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360° Assessment

- Introduction... page 1
- Self and Peer Evaluation... page 2
- Skills and Leadership Report Cards... page 4
- Healthy Choices Improvement Log... page 6
- Individual Training Self-Assessment... page 7
- Player Questionnaire... page 8
- Accurate Self-Evaluation... page 9

INTRODUCTION

360° Assessment allows all stakeholders to receive feedback from multiple perspectives. Players can self-evaluate themselves, receive comments from their teammates, and be trained and coached as they would on a normal team. 360° Assessment can enhance communication and performance because it recognizes that change is ongoing (London & Beatty, 1993, p. 354).

Multi-perspective assessment is complex but it can become a plentiful source of information that is used for organized improvement (Tornow, 1993, p. 228). M.D.P. Players are expected to continuously take steps towards their individual goals. This system of assessment is designed to go beyond a typical performance appraisal and inspire improvement (London & Beatty, 1993, p. 359).

MEASURING THE RIGHT DATA

The feedback tools list overall and specific expectations that can be easily measured. Criteria that any player can improve include communication, leadership, and intensity. Several specific skill expectations are also listed. Once the right information is evaluated, leaders need to promptly collate and distribute the results (London & Beatty, 1993, p. 356).

ACCURATE SELF-EVALUATION

It is true that individuals tend to incorrectly rate their performance, on both sides of the spectrum. The initial self-perception is most likely to be biased. Self-aware individuals are best able to accurately assess their performance (Yammarino & Atwater, 1993). Unfortunately, teenagers are not necessarily self-aware as they may have illusions of invulnerability of self-esteem issues (Straub, 1993, p. 77). Positive feedback, along with training and instruction can coach players to better evaluate themselves and each other. As the self-evaluation progresses, coaches can better gauge the accuracy of self-evaluation with their own judgment and peer comments (Yammarino & Atwater, 1993, p. 236).

According to K. Anders Ericsson, mastery is the result of “deliberate practice” which he defines as setting specific goals, obtaining immediate feedback, and concentrating as much on technique as outcome. In M.D.P., coaches must deal with late entry and younger athletes in addition to prodigal ones. Praising effort more than skill is more likely to keep all athletes equally motivated (Levitt & Dubner, 2009, p. 61). Accurate self-achievers are more likely to make accurate decisions under pressure. This may include appropriate goal setting and self-standards that enable athletes to reach their targets (Yammarino & Atwater, 1993, p. 241).

EVALUATION OF COACHES

Coaches and players may have different perspectives of the leadership ability of the coach. Areas such as social support, training and instruction, and positive feedback are most important for players, although each athlete is unique (Chelladurai, 1990, p. 344). Accurate evaluation - for example on the Player Questionnaire - can lead to enhanced outcomes for individuals, managers, and the organizations involved (Yammarino & Atwater, 1993, p. 244).

SELF EVALUATION

NAME:

DATE:

Practice Attendance Attends practices on time • Rarely absent • Communicates absences ahead of time	5 <input type="checkbox"/> Excellent	4 <input type="checkbox"/> Superior	3 <input type="checkbox"/> Good	2 <input type="checkbox"/> Needs Improvement	1 <input type="checkbox"/> Poor
Teamwork Encourages team-mates • Works for the best shot for the team • Executes plays correctly	5 <input type="checkbox"/> Excellent	4 <input type="checkbox"/> Superior	3 <input type="checkbox"/> Good	2 <input type="checkbox"/> Needs Improvement	1 <input type="checkbox"/> Poor
Communication Verbal: shot, screens, help-side defense • Non-verbal: fist, thumbs up, points to thank passer	5 <input type="checkbox"/> Excellent	4 <input type="checkbox"/> Superior	3 <input type="checkbox"/> Good	2 <input type="checkbox"/> Needs Improvement	1 <input type="checkbox"/> Poor
Intensity Always works hard • Pushes team-mates to get better • Plays to win every competition	5 <input type="checkbox"/> Excellent	4 <input type="checkbox"/> Superior	3 <input type="checkbox"/> Good	2 <input type="checkbox"/> Needs Improvement	1 <input type="checkbox"/> Poor
Performance Factors Strength • Speed • Agility • Aerobic/Anaerobic Fitness	5 <input type="checkbox"/> Excellent	4 <input type="checkbox"/> Superior	3 <input type="checkbox"/> Good	2 <input type="checkbox"/> Needs Improvement	1 <input type="checkbox"/> Poor
Movement Takes initiative to move without ball • Cuts backdoor when denied • Makes contact to get open	5 <input type="checkbox"/> Excellent	4 <input type="checkbox"/> Superior	3 <input type="checkbox"/> Good	2 <input type="checkbox"/> Needs Improvement	1 <input type="checkbox"/> Poor
Defense Applies pressure on the ball • Strong-side deny • Weak-side help • Helps early • Helps the helper	5 <input type="checkbox"/> Excellent	4 <input type="checkbox"/> Superior	3 <input type="checkbox"/> Good	2 <input type="checkbox"/> Needs Improvement	1 <input type="checkbox"/> Poor
Mental Training Pre-plays and replays games • Employed a game day routine	5 <input type="checkbox"/> Always	4 <input type="checkbox"/> Usually	3 <input type="checkbox"/> Often	2 <input type="checkbox"/> Rarely	1 <input type="checkbox"/> Never
Personal Practice Worked on skills outside practice • Played pick-up at game intensity	5 <input type="checkbox"/> Always	4 <input type="checkbox"/> Usually	3 <input type="checkbox"/> Often	2 <input type="checkbox"/> Rarely	1 <input type="checkbox"/> Never
Percentages <ul style="list-style-type: none"> • FTs • 2pts • 3pts In practice	<input type="checkbox"/> ≤75% <input type="checkbox"/> ≤50% <input type="checkbox"/> ≤40%	<input type="checkbox"/> 70% <input type="checkbox"/> 45% <input type="checkbox"/> 35%	<input type="checkbox"/> 65% <input type="checkbox"/> 40% <input type="checkbox"/> 30%	<input type="checkbox"/> 60% <input type="checkbox"/> 35% <input type="checkbox"/> 25%	<input type="checkbox"/> 55%≥ <input type="checkbox"/> 30%≥ <input type="checkbox"/> 20%≥
Self-Satisfaction <ul style="list-style-type: none"> • Happy about personal performance • Happy about team performance 	5 <input type="checkbox"/> <input type="checkbox"/>	4 <input type="checkbox"/> <input type="checkbox"/>	3 <input type="checkbox"/> <input type="checkbox"/>	2 <input type="checkbox"/> <input type="checkbox"/>	1 <input type="checkbox"/> <input type="checkbox"/>

PEER EVALUATION

NAME:

DATE:

BALLHANDLING	Dribbling Executes ball moves equally well with both hands • Pounds ball off the court	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
	Dribbling Stance Head up • Low centre of gravity • Protects ball	<input type="checkbox"/> Outstanding	<input type="checkbox"/> Good	<input type="checkbox"/> Needs improvement
	Attacks the Tin Explodes with first step • Always moves towards basket	<input type="checkbox"/> Outstanding	<input type="checkbox"/> Good	<input type="checkbox"/> Needs improvement
	Pivoting Protects ball with two hands & elbows • Sweeps through • Uses ball-fakes	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
	Passing Steps towards pass • Presents target away from defense	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
SHOOTING	Feet Squared-up to basket • Starting position is ending position	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
	Hands Elbow in at right angle • Shoots quickly	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
	Shooting Motion Begins with knees • Follows-through	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
	Catch and shoot Presents a target and sets feet before receiving pass	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
DEFENSE	Stance Hands up • Knees bent • One foot pushes the other • Active "snake hands"	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
	Physical Play Fights for position • Bumps cutters	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
	Rebounding Makes contact • Boxes out	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
MISC.	Moving Without the Ball Cuts hard • Runs in transition	<input type="checkbox"/> Always	<input type="checkbox"/> Most of the time	<input type="checkbox"/> Sometimes
	Teamwork Helps ballhandler • Sets screens • Talks	<input type="checkbox"/> Outstanding	<input type="checkbox"/> Good	<input type="checkbox"/> Needs improvement
COMMENTS		EVALUATOR:		
 				

SKILLS REPORT CARD

NAME:

DATE:

Ballhandling		COMMENTS	
Pounds the ball off the court • Explodes with first step • Attacks basket • Sweeps through • Stays low and balanced • Uses ball fakes and jab steps			
Defense		COMMENTS	
Hands up • One foot pushes the other • Forces the ball away from the middle • Bumps cutters • Rotates and helps teammates			
Moving without the Ball		COMMENTS	
Cuts hard • Steps towards pass • Sets up defender • Runs in transition • Sees the entire court and anticipates			
Shooting		COMMENTS	
Catches the ball ready to shoot • Squares up to the basket • Starting position is ending position • Keeps body centered			
Passing		COMMENTS	
Uses pivot and ball-fakes • Protects ball with two hands & elbows • Passes away from the defense • Steps into the pass			
Rebounding		COMMENTS	
Makes contact boxing out • Goes up with two hands • Reads angles			
Team Play		COMMENTS	
Talks • Helps ballhandler • Sets screens • Makes good decisions to get the best shot for the team • Practices at game intensity			
BIGGEST IMPROVEMENT IN THE LAST MONTH		➔	
IMRPOVEMENT TARGET FOR THE NEXT MONTH		➔	

COACH SIGNATURE

LEADERSHIP REPORT CARD

NAME:

DATE:

Modelling		COMMENTS
Leads by example • Works hard to improve • Set goals on and off the court • Embodies commitment to the team and teammates • Reacts calmly to adversity and stays focused		
Communication		COMMENTS
Talks offensively and defensively • Speaks openly with teammates and coaches • Listens attentively • Asks questions when unsure		
Initiative		COMMENTS
Takes charge of the situation • Challenges the status quo • Assumes a vocal leadership role • Huddles the team during games		
Encouragement		COMMENTS
Acknowledges the accomplishments of others • Provides positive feedback • Helps teammates throughout the year		
Motivation		COMMENTS
Pushes others to get better • Inspires the team to reach its goals • Rallies teammates during adversity • Provides energy on the bench		
Respect		COMMENTS
Treats all others with respect • Behaves courteously towards referees and minor officials • Represents the school professionally		
BIGGEST IMPROVEMENT IN THE LAST MONTH		➔
IMPROVEMENT TARGET FOR THE NEXT MONTH		➔

COACH SIGNATURE

HEALTHY CHOICES IMPROVEMENT LOG

In order to succeed on the basketball court, all team members must perform at their best. Healthy personal habits (i.e. nutrition, sleep habits, stress, and exercise) are an important component of high level performance.



I commit to making the following change (_____) to my lifestyle during the next three weeks. I am making this change in order to improve my _____ .

NAME _____	DATE _____ / _____ / _____	SIGNATURE _____
------------	----------------------------	-----------------

WHAT STRATEGIES WILL YOU EMPLOY TO MAKE THIS CHANGE?

1

2

3

PROGRESS LOG:

✓ WEEK 1

✓ WEEK 2

✓ WEEK 3

MID-SEASON SELF-EVALUATION

- ★ What grade would you give yourself for making this change?
- ➔ What is the next step in maintaining this progress?

END OF SEASON SELF-EVALUATION

- ★ Since the first assessment, have you improved, regressed, or stayed the same?
- ➔ What are your plans for the rest of the summer to continue this progress?

INDIVIDUAL TRAINING SELF-ASSESSMENT			Initial	Goals			Date			Date			Date			Date					
			Start of M.D.P.	End of M.D.P.	H.S. Season																
NAME:			May 2010	Aug.2010	Oct. 2010	S	R	W	S	R	W	S	R	W	S	R	W	S	R	W	
Resistance Training	Chest	Bench Press																			
		Bent-Over Row																			
		Cable Cross Over																			
		Pectoral Fly																			
	Arms	Bicep Curl																			
		Overhead Skull-Crusher																			
		Tricep Lift																			
		Tricep Pull-Down																			
	Legs	Box Squats																			
		Hip Flexor																			
		Leg Extension																			
		Standing Calf Raise																			
	Back & Shoulders	Good Morning																			
Lateral Pull-Down																					
Seated Row																					
Shoulder Presses																					
Athleticism	Balance (Ankle Series)																				
	Flexibility																				
	Power (Plyometric Series)																				
	Quickness (6-Pack)																				
	Speed																				
	Sport-Specific Agility																				
Energy	Strength (Core Circuit)																				
	Anaerobic Alactic (ATP-PC)																				
	Aerobic Energy System																				
Skills	Anaerobic Lactic																				
	Dribbling																				
	Shooting																				
	Passing																				
	Catching																				
	Rebounding																				
Moving without Ball																					

Resistance Training • S: Number of Sets • R: Repetitions • W: Weight

Other Fields • Record Time, Intensity, and Quality of Workout

[Type text]

PLAYER QUESTIONNAIRE

OBJECTIVE: 360° Assessment focuses on the process, not the outcome. M.D.P. aims to help each participant - players and coaches alike – achieve their individual goals. The focus is on the **HOW** and **WHY** of improvement. *Feedback is confidential.*

COACH FEEDBACK:

➔ *Please rate how each coach has provided the following:*

- Social Support
- Training and Instruction
- Positive Encouragement

	COACH A:					COACH B:				
	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5
	1	2	3	4	5	1	2	3	4	5

COMMENTS:

LEADERSHIP STYLE:

AUTOCRATIC

Coaches make decisions independently of team members



➔ *Select a point on the scale that defines the coaches' leadership style*

DEMOCRATIC

Participation by athletes in group goals and training choices

COMMENTS:

PROGRAM BREAKDOWN:

➔ *Please rate whether the time devoted to each activity is appropriate*

Physical Performance Factors Training	TOO LITTLE	JUST RIGHT	TOO MUCH
Skill Development	TOO LITTLE	JUST RIGHT	TOO MUCH
Part-Method Breakdowns (2-on-2, 3-on-3)	TOO LITTLE	JUST RIGHT	TOO MUCH
Whole-Method Situations (5-on-5)	TOO LITTLE	JUST RIGHT	TOO MUCH
Competition	TOO LITTLE	JUST RIGHT	TOO MUCH

COMMENTS:

➔ *What is one change that you would make to M.D.P. at this time?*

ACCURATE SELF-EVALUATION

After a competition, players (and coaches) have difficulty assessing their performances.

- **How did they do?**
- **Did they do their best?**
- **Can they do better?**

In order to improve, athletes need to accurately understand how they performed - without letting the outcome get in the way.

Although it remains pertinent, the outcome (especially the outcome of short-term goals) should not be central to an athlete’s self-evaluation. In order to succeed and reach their long term goals, athletes should find two or three skills that they can develop in the next week of practices before the next competition.

A mentally mature athlete can usually separate the outcome from their evaluation and identify areas of improvement. Immature athletes may be blinded by the result and unable to seriously better themselves. Athletes should focus on their performance, not the outcome.

Following a tough competition, athletes may experience the following feelings:

SELF-EVALUATION MATRIX

		OUTCOME		
		GOOD	Feelings	BAD
PERFORMANCE	GOOD	Ecstatic	Physical	Frustrated
		Successful	Mental	Discouraged
	BAD	Relieved	Physical	Exhausted
		Deluded	Mental	Disheartened

Each situation requires different coaching points:

1) GOOD PERFORMANCE/GOOD OUTCOME

The coach should congratulate the athlete for a successful performance. Not only did they reach John Wooden’s definition of success (*“Success is the peace of minds that comes from the self-satisfaction of knowing you did your best to be the best you are capable of becoming.”*) but they won the game. Since the athlete is performing well, there is not so much of a danger of over-confidence but coaches should be mindful and prepare for future performances in a matter of fact way.

2) GOOD PERFORMANCE/BAD OUTCOME

Athletes may look at this situation in two different ways. The experience athlete may have a positive outlook and understand that they did well and deserved better. Coaches should focus on what was done well and remind athletes to keep executing well. The next week of practices could include work on skills or systems that contributed to the negative outcome.

Some athletes may feel frustrated and tempted to give up. They may not understand that by practicing the correct fundamentals or good team play that they will win most of the time and want to change their training methods. Coaches should calm the athlete down and focus on specific areas for improvement. Coaching techniques such as a story of an athlete in a similar situation or a motivational speech may be inspiring.

3) BAD PERFORMANCE/GOOD OUTCOME

A possible danger area for some athletes as some may focus entirely on the scoreboard. They may not understand that the opposition was weak and that they still need to improve before the year-end championships. These athletes may hold a false sense of confidence and ignore key information about their weaknesses. Coaches should be subtle about motivating athletes to improve. A dramatic event, like tearing a strip of the athlete in practice might backfire because they don't believe the coach is right. The athlete-coach relationship will prove useful as the coach shows the athlete how to better evaluate themselves and consistently provides little tips for gradual improvement.

Some athletes may feel that they could have done better and the victory provides no solace. The coach should help the athlete to look on the bright side and celebrate the win. The athletes' feelings about their performance will spur their improvement throughout the next week and the coach should have no trouble running an intense week of practices in order to develop a specific set of skills or systems.

4) BAD PERFORMANCE/BAD OUTCOME

Everyone may feel negative at this time and with good reason. Hopefully it was only a mid-season performance and after some time for recovery, both the coach and the athlete can return to practice and begin building for the playoffs. There should be lots of areas for improvement so planning a schedule with weekly goals will break up the large task into smaller chunks.

It may be that the athlete is so bad that they will be totally outclassed for the rest of the season; the coach should put more emphasis on player development instead of winning and ensure that the athlete comprehends the reasons for this shift. If this occurred at a major competition, the athlete may need serious counseling before returning to training.

Effort is highly correlated with improvement: not only in absolute terms but in relative self-evaluation. The athlete who continues to work hard and continues to focus will improve more and feel more satisfied about themselves than the athlete who gives up easily (Leonardelli, Hermann, Lynch, & Arkin, 2003, p. 162). People praised for their effort, instead of their skill, tend to persevere and improve more (Lehrer, 2010, p. 52). The coach should be a constant source of encouragement during this time.

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Conclusion

- **How Will We Know We Have Succeeded?...** page 1
 - Criteria... page 1
 - Physical Development of Players... page 1
 - Mental Development of Players... page 2
 - Self-Actualization, Personal Satisfaction, and Enjoyment of Players... page 3
 - Competitive Success... page 5
 - Coaches' Professional Development... page 6
- **Works Cited...** page 7

HOW WILL WE KNOW WE HAVE SUCCEEDED?

CRITERIA

We will evaluate our success based on the following factors:

- 1) **Physical Development of Players**
 - a. Long Term Athlete Development Training
 - b. Improvement in Fundamental Skills at Game Intensity
- 2) **Mental Development of Players**
 - a. Increased Leadership Skills
 - b. Decision Making under Pressure
- 3) **Self-Actualization, Personal Satisfaction, and Enjoyment of Players**
- 4) **Competitive Success (Ontario Summer Games 2010)**
- 5) **Coaches' Professional Development**

There is no magic formula that defines “success” but we endeavour to make progress in all five domains. As John Wooden said in a recent N.C.A.A. television commercial: *“What you gained as a student will be just as important to you as what you did as a player. So long as you know it, there is no failure.”* Although we will keep score of games, there is no intent to overemphasize winning. Instead, M.D.P. will focus on the positive physical, social, and development powers of sport (Hall, Slack, Smith, & Whitson, 1991, p. 202).

1) PHYSICAL DEVELOPMENT OF PLAYERS

- a. Long Term Athlete Development Training

All athletes should be further along Canada Basketball’s Athlete Development Model after the thirteen weeks of training. Should they choose to take the new knowledge they have received back home and continue to train, Grade 9s should be ready to end the **Train to Compete** stage by the time the next high school season begins in October. Grade 8s will be solidly in the **Train to Train** stage and motivated to progress further.

The coaches should not only inspire the players to achieve the short-term personal goals of the summer but motivate them to adopt a long-term vision of athlete development and personal growth (Vallée & Bloom, 2005, p. 181). M.D.P. is the first step in what could be a long - but fulfilling path - for the participants.

*"I was always more of a practice coach than a game coach.
A player who practices well plays well."*

- John Wooden

b. Improvement in Fundamental Skills at Game Intensity

Players will learn new skills, then accelerate the speed, then apply them in game situations. After completing their M.D.P. training, players should be more complete basketball players, able to combine aggressive physical play with thoughtful mental decisions at game speed. Repetitions will have high **Intensity** and **Quality**. Early evaluations will enable coaches to create individualized goals for each player. 360° Assessment will provide multiple perspectives and written records will catalogue progress in detail.

Assessment Tools:

- 360° Assessment
- Individual Training Self-Assessment
- Pairs Skills Challenge
- Skills Report Cards
- Testing
 - 20m Leger Test
 - Resistance Training Benchmarks
 - Sport-Specific Agility Test
- Video Analysis

2) MENTAL DEVELOPMENT OF PLAYERS

a. Increased Leadership Skills

Every player should have a chance to lead (Canada Basketball, 2008, p. 54) and develop their identity (Straub, 1993, p. 77). This personal development could assume the form of a player who is named team captain for a game, a mentorship relationship between an older and younger athlete, or simply a coach who provides plenty of kind words throughout the M.D.P. season.

In order to develop the leadership skills necessary to enter the **Train to Compete** stage, athletes must make consistent progress. There is not one event that will transform someone from a follower into a leader. Discovering leadership and other life skills is a season-long process.

The Leadership Report Card lists specific expectations in the areas of Modelling, Communication, Initiative, Encouragement, Motivation, and Respect so that players can see their exact progress over the course of the M.D.P. season.

*"Be more concerned with your character than your reputation,
because your character is what you really are, while your reputation is
merely what others think you are."*

- John Wooden

b. Decision Making under Pressure

We want to analyze decisions according to scholarly measures. Decisions will be judged to be appropriate if they are composed, conscientious, and consistent. Good decisions are calm, impartial (free of biases), and rational (not impulsive behavior). Calm decisions are based on training, not performance anxiety. Impartial decisions are based on a logical evaluation of the circumstances, not sentiments of omnipotence, loss aversion, or group think. Rational decisions weigh all of the evidence and balance risk with probability (Baron, 2000, p. 355).

We want mistakes to be errors of commission, not omission. For example, it is better for a player to try their best and fall short rather than become paralyzed by a fear of failure. We want players to think on the court. It is better to consider all relevant alternatives (in a timely fashion) than rush into the first available option. Obviously, the decisions should be timely and prompt

Personal biases, such as peer pressure, a lack of self-confidence, or preconceptions have no place in our program (Baron, 2000, p. 468). Coaches seek to combat this by enabling and empowering players for the duration of the thirteen week program.

Athletes should understand the cause(s) of their mistakes and make corrections. Coaches should instruct the players so that mistakes are not repeated (Halden-Brown, 2003, p. 117).

Assessment Tools:

- Competitive States Anxiety Inventory
- Healthy Choices Improvement Log
- Individual Debriefing Sessions with Players
- Leadership Report Cards
- Stopping Practice to Highlight Both Good and Bad Decisions
- Video Analysis

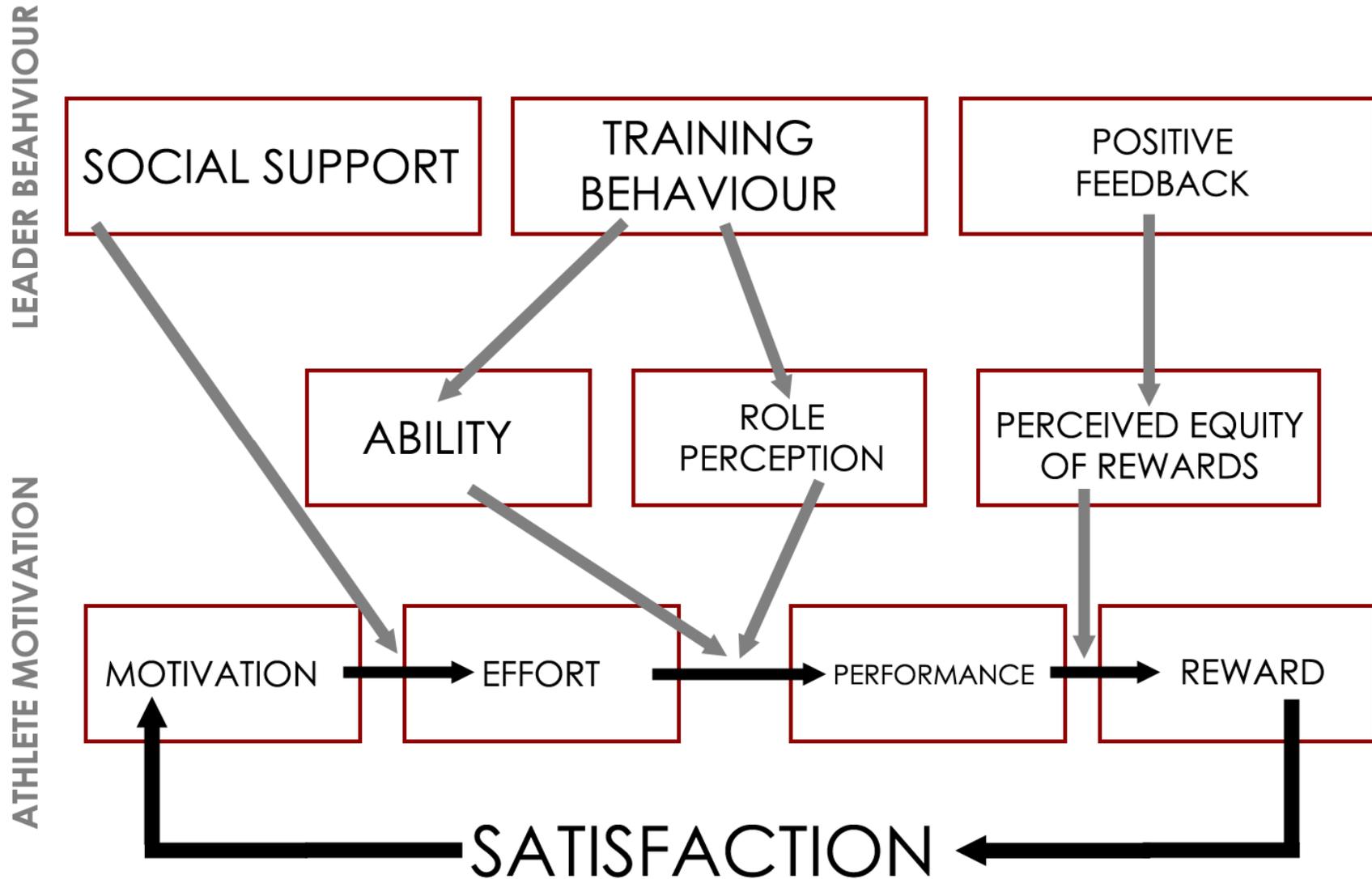
3) SELF-ACTUALIZATION, PERSONAL SATISFACTION, AND ENJOYMENT OF PLAYERS

Successful leaders adapt their style to the needs of team members and the tasks that they must accomplish (Armstrong, 2001, p. 44). Coaches may not accurately perceive their own leadership style and its effects on players so it is necessary to seek feedback from players in order to refine the training program (Chelladurai, 1990, p. 328).

Packianathan Chelladurai proposed a Multi-Dimensional Model of Leadership that shows the interconnectedness of the Situation, the Characteristics of the Leader, and Member Characteristics. Adapting to the Situation and the Member Characteristics is paramount to achieving team success and individual satisfaction. All three fields lead to Required Behaviour (what is needed by the situation), Preferred Behaviour (what the members desire), and Actual Behaviour (the combination of behaviour that truly transpires).

Chelladurai reported that Actual Behaviour is optimized when it incorporates the appropriate mix of social support, training and instruction, and positive feedback (Chelladurai, 1990, p. 330).

LEADERSHIP BEHAVIOUR DIMENSIONS AND INDIVIDUAL MOTIVATION



(Chelladurai, 1990, p. 344)

“Don't measure yourself by what you have accomplished, but by what you should have accomplished with your ability.”

- John Wooden

Social Support: Over the course of the season, coaches must get to know each player in order to tailor their leadership style. It is a slow process but can benefit the team when it encounters adversity along the way. This social support leads to individual growth, especially in terms of players' leadership and responsibility on and off the court (Vallée & Bloom, 2005, p. 193).

Day to day contact can be paramount in establishing that rapport. Even a hello in the hallway can improve the relationship between a high school coach and a varsity player (Triano, 2009). M.D.P. coaches see players two to three times per week but there are still plenty of opportunities for contact before and after practices and games. Trustworthiness and confidence inspire the holistic development of the entire player (Vallée & Bloom, 2005, p. 189).

Training and Instruction: Any high performance coach should provide elite skill training at game speed in realistic situations. The coach does not need to perform the skills themselves - other players, expert clinicians, and video can illustrate the technical points - but they must be able to communicate well to different players. Communicating to each player individually enables coaches to maximize individual satisfaction, which leads to greater motivation.

Positive Feedback: Recognizing small victories and improvement enhances an athlete's self-esteem and can increase the motivation of young athletes (Armstrong, 2001, p. 47). One of the best messages that a coach can provide to players is how to react to events on the court in a calm and professional manner (Vallée & Bloom, 2005, p. 188). Teams often reflect the personalities of their coaches so M.D.P. coaches should always be positive.

Assessment Tools:

- 360° Assessment
- Competitive States Anxiety Inventory
- Individual Debriefing Sessions with Players
- Individual Goal Setting
- Player Questionnaire

4) COMPETITIVE SUCCESS (ONTARIO SUMMER GAMES 2010)

Based on the previous performances of the Central East region at the Ontario Summer Games, the level of talent in the boundaries, and the performance of the team in exhibition games at the M.D.P. Camp in 2009, it would be a disappointment not to medal. Performance during competition is the least important dimension for evaluating success but it would be a surprise not to perform well. Irrespective of the result, the emphasis will be on process (performing skills correctly under pressure) rather than the outcome (wins and losses).

“You can lose when you outscore someone in a game and you can win when you are outscored.”

- John Wooden

Assessment Tools:

- Judgment of Coaching Staff and Ontario Basketball Personnel
- Statistics
 - Official Box Score
 - Hidden Stats Breakdown
 - Team Chemistry Sheet
- Video Analysis

5) COACHES' PROFESSIONAL DEVELOPMENT

The coaching staff should consistently follow the five practices of exemplary leadership, as outlined by James Kouzes and Barry Posner (Kouzes & Posner, 2003, pp. 3-7).

Model the Way: Coaches should be the change that they want to see in the players. During the course of maximizing the players' success, coaches will experience a great deal of self-actualization. Coaches must be excellent examples of the ethics, positivity, and leadership that they want to see from players (Armstrong, 2001, p. 44).

"Young people need models, not critics."

- John Wooden

Inspire a Shared Vision: Effectiveness is determined by whether the coaches and players become one in their mission. Coaches can open the eyes of players and encourage them to reach their full potential (Armstrong, 2001, p. 45).

Challenge the Process: Canada Basketball defines the term "Kaizen" in the Athlete Development Model as meaning that all members - including players, coaches, training staff, and support personnel - should learn continuously. Coaches should feel free to share information with each other during M.D.P. for the benefit of themselves and the players who they coach (Canada Basketball, 2008, p. 24). An ongoing quest for personal growth and knowledge acquisition is a key attribute of effective coaches and teachers (Vallée & Bloom, 2005, p. 180).

Enable Others to Act: Coaches should develop effective leadership characteristics throughout the program: training and instruction, positive feedback, social support, and a judicious balance between democratic and autocratic leadership styles. (Chelladurai, 1990, p. 333).

Encourage the Heart: As the coaches and players become more familiar with each other, everyone will learn how to appreciate and understand each other's emotions. Coaches will build positive relationships with players - getting to know them personally - and will be able to motivate better as a result (Vallée & Bloom, 2005, p. 186).

Assessment Tools:

- Judgment of Coaching Staff and Ontario Basketball Personnel
- Personal Journal
- Player Questionnaire

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"Success is the peace of minds that comes from the self-satisfaction of knowing you did your best to be the best you are capable of becoming."

- John Wooden