

# **Albert Switzer Coaching Clinic**

## **Manheim, Germany**

### **Patrick Hunt**

#### **Australian National ITCP Head Coach**

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#### **Patrick Hunt**

How has Australia increased its ability as a basketball country.

#### **Planned success**

1) **Study tours** - every two years interested coaches go on a study tour to different countries. In general he finds young coaches are interested in drills middle age coaches are interested in systems and old coaches are interested in communication. Took coaches out of their comfort zone. When you only see what goes on in your local area very often coaches do not develop.

2) **Developed principles of play** - motion with no screens  
motion vs. zone  
full court pressure defense. They thought that these were areas where their country could gain a competitive advantage. It fits the cultural and biological make up of their players.  
We want to be in the top three internationally.

#### **Can we play at an international standard not run a national team offense?**

System we play as a national is based on our style of play. Based on defense. It fits the Australian people. By our very nature we love defense.

Also try to work on developing common terms. We have too many words that mean the same thing.

Start to teach the principles of play to the 10 -12 year olds. It is stage of development appropriate.

3) **Skill development** - In the late 1970's needed to find a way to accelerate development. many of the best young players were playing in adult competition (pro leagues). They did develop but not always at the rest required to compete at the highest levels. Also did not always develop the skills needed to compete internationally.  
They interviewed the best players. Found they were playing as many as 5 times a week with only 1 practice.

4) **National Intensive Training Program - (NITP)** Selected 10 qualified coaches around the country. Trained players ages 14-17. 75% of the work is on individual fundamentals. 25% on offensive principles of play. The players should be able to come out of this system and play any style of play.

Problem: coaches have different ways to coach the game. We wanted to have a national approach so that at 17 years old the player can go and play an international caliber.

- National shooting competition - players shoot on their own.
- National physical testing
- Introduction to the sport sciences
- Over seas tours- every second year the players go and play over seas. We test our theories and concepts. How does what we are doing relate to a junior and senior level.

There is a network of 200 coaches involved. Only 10 are paid. the rest are volunteers. We need to constantly develop this network of volunteers. Need to teach them how to coach.

5) **Competency based learning** - It is easiest to describe with an example: A player must be able to defend a pass and cut. How you defend it is not part of the curriculum.

Have a concept - does the player show competency not demonstrate a specific technique. Does the player understand what the concept is about?

What are our competencies?

a) shoot 50%

b) 3 moves for the perimeter - shot, baseline , middle

c) 3 moves for the post - shot baseline , middle

By making it competency based it removed the natural competition from the coaches . It became an advantage to have your players in the system because you knew they would improve individual skills.

Review

1) Evaluate the coaches by debriefing their practices. Did the players improve in some aspect of their individual skills?

2) Evaluate the players on their competency to complete a concept to a pre-set standard.

6) **Player evaluation** - Our evaluation system encourages the coaches to learn how to teach. The player is taught an offensive concept and then how to defend the concept. can the coach team the skill to the individual to meet an international standard of play. Coaches need to understand that it is not good enough to have the players only be bale to execute a skill at a standard required to compete at a local level.

7) **Coach development / coach education** - Coach education is a formal; course on coaching. Coach development is where the coach is exposed to different ideas. Coaches need to be able to transfer theory into practice. There are many good theory coaches who can't "coach a wheel to roll down hill". Players need to improve.

We are mostly interested in coach development. After each training session the players should improve. Improvement in running your system does not necessarily mean the players improve their individual skills.

Visit each program two times a year. Conduct coaching clinics on each visit. Main task is to evaluate the coaches. Give feedback on the sessions. Why was it a successful or poor session? There must be clearly defined roles for each coach. How can the coaches be more effective? Does the practice flow?

Learning is change in behavior due to some experience. can't change individual behavior during a game. You can only do things that change individual behavior in practice.

8) **POD work** - This is the key to individual improvement. Players in the NITP work out at 6:00 AM three times a week. This is the only time they can get in the gym. The workouts are 1 - 1 1/2 hours long. This still allows the players to practice with the school or clubs after school.

## **Motion**

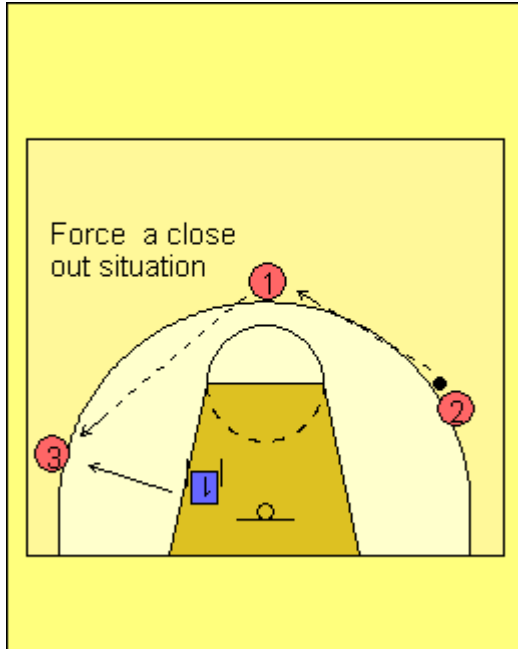
It is a style of play that forces all players to use all fundamentals. That is why it is the system of play used to teach the game during the developmental stages.

## **Rule #1 - Catch the ball**



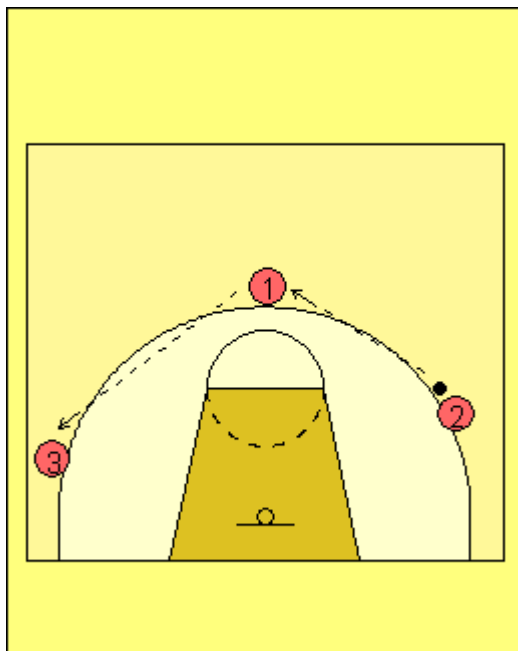
### Ball reversal

This is one of the most difficult defensive concepts. You force the defense into close out forcing recovery situations. The defense must be able to influence the shot but also stop penetration. These are two difficult things to do at the same time. The more you force teams to close out the more you have the chance for an open shot and penetration.



### Three types of ball reversal

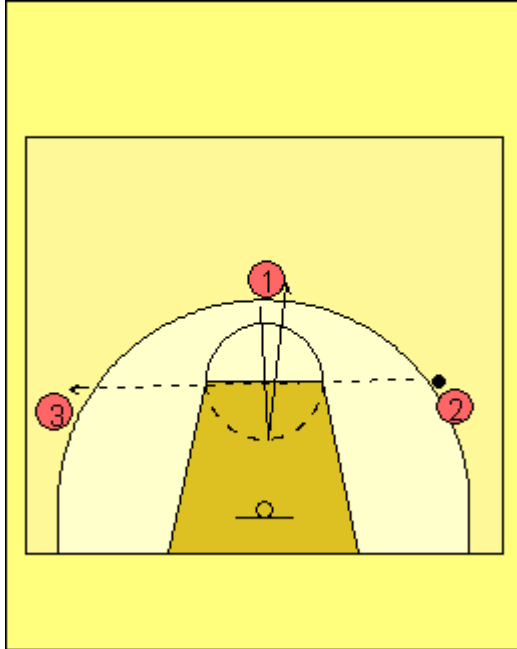
1) Reversal through the top



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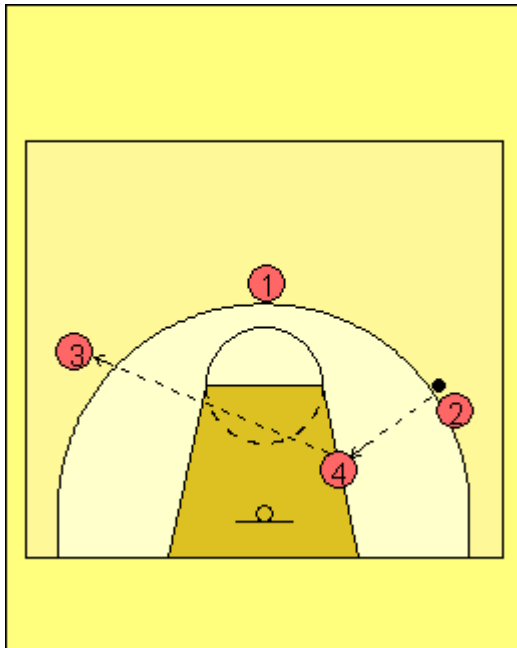
### 2) Skip pass

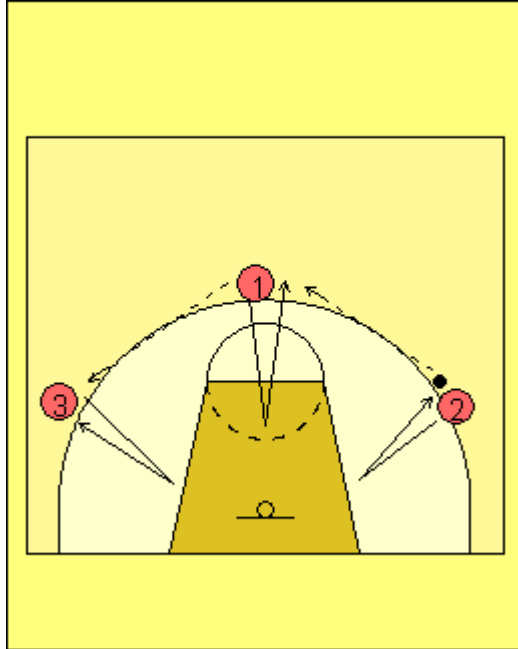
It is important to have good core strength to make this pass. Don't bend like a soccer throw in.



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### 3) Through the post





### Pass and replace yourself

The perimeter players run a hard back door cuts then return to their original spots. We want to give the players the mind set that it is a back door cut to "**score**", not a **v-cut** to get open.

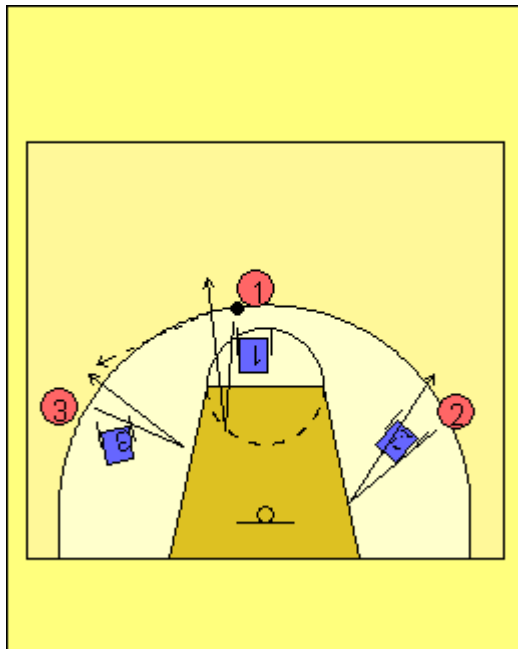
This is an excellent drill to work on movement with purpose. Can be used in shooting drills. players can also work on other type of movement

- indirect cut away from ball
- react to dribbles
- react to penetration

### Load the drill

- Add guided defense

**Key:** Each time the ball is passed move with purpose. Ask the players; "What was the purpose of your movement?"



### 3 on 3 with no dribbles (games approach)

The defense is denying the ball, no sagging. By using a games approach the defense is your instructor. If you fight the defense it wins the control of the situation.

Avoid pressure by back cutting to score. See where and how the defense is playing you. Too many players watch the ball and not their defender.

**"The defense is your instructor"**

### Receiver principles

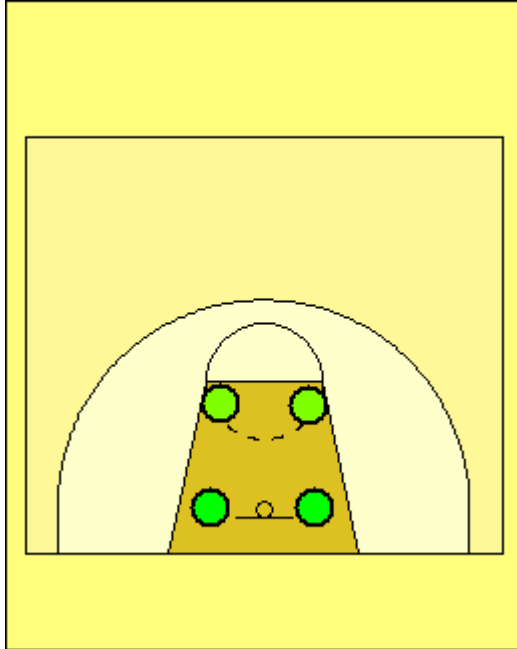
When the ball is dribbled inside the key where do the players go.

Play inside /out.

Four receiver spots inside the key:  
Edge of the board and inside the elbows

Every time the ball is driven in the key two of the four spots must be filled.

Be a big target; be ready to explode to the hoop.

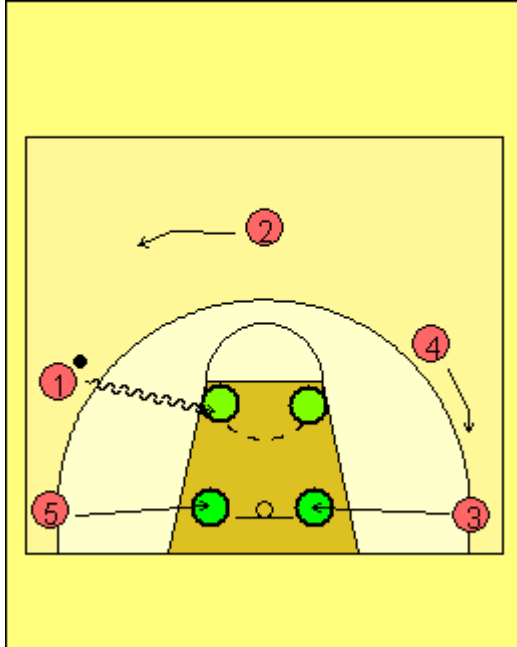


The receiver needs to have the foot, knee, hip, shoulder and hand pointed at the rim in an explosive bent position. The player needs to be able to explode quickly to score with an inside pivot. The time it takes to gather and then raise is all the defense needs to recover.



Pointed at the rim

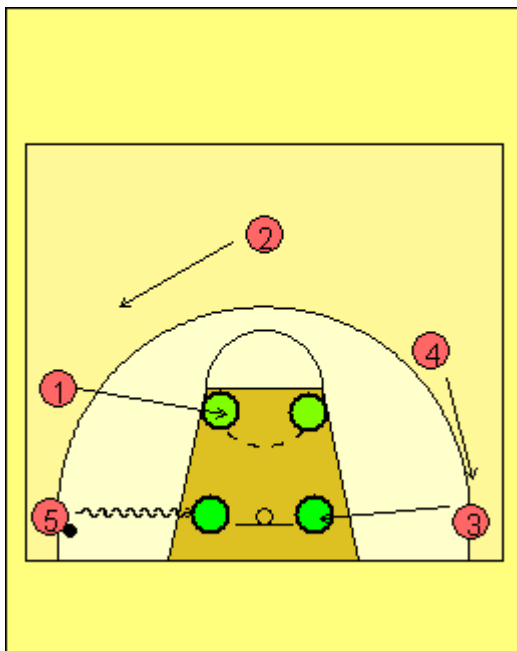
### Receiver spots out of 5 out offense



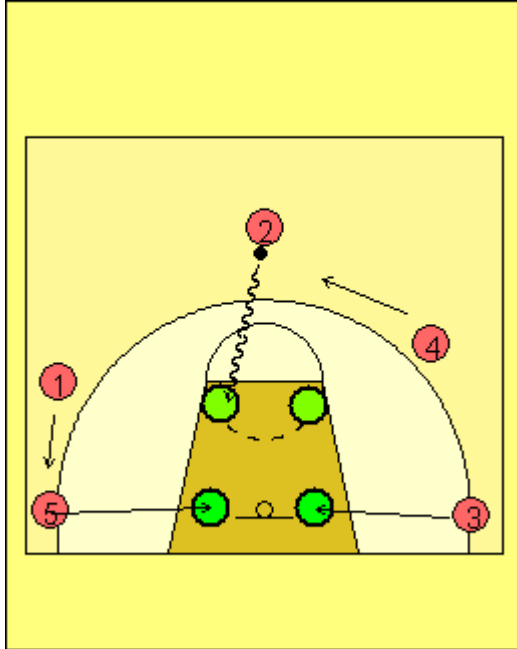
Note: When teaching at the developmental stages they use the 5 out offense. it allows all players to learn all skills. Also it was stressed that we need to teach receiver spots globally with 5 players at first. When the break downs are done first, players are often confuse when you move to 5 on 5.

In this example the wing player drives to the middle. The two bottom players fill the two bottom receiver spots. The other two players work on being a safety and work in space.

### Player drives baseline



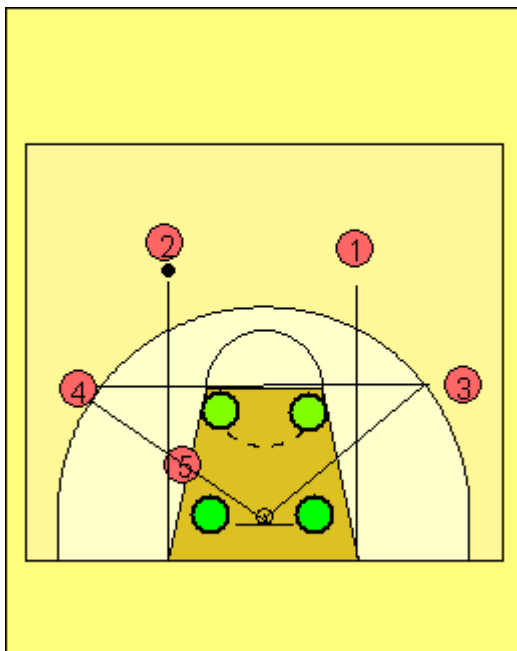
Note: these are not absolutes. As long as two of the spots are filled competency has been shown in the concept.

**Top penetration****4 out 1 in****Landmarks for spacing**

Wing players - foul line extended and in a straight line to the rim

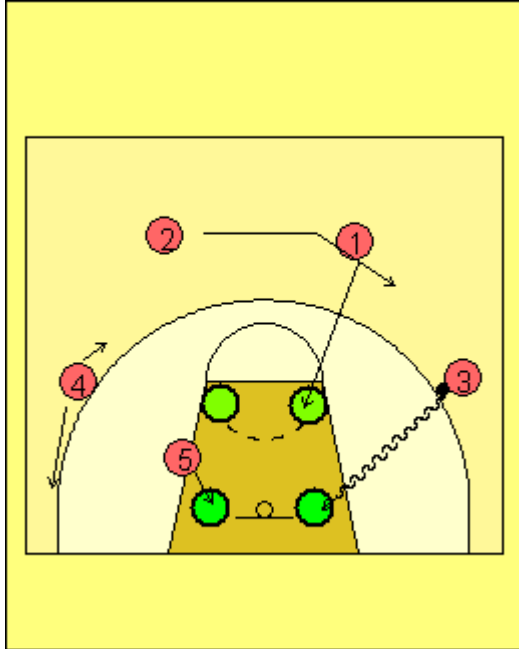
Swing spots - straight line from where the key meets the baseline

Post - On the line between the wing spot and the wing.



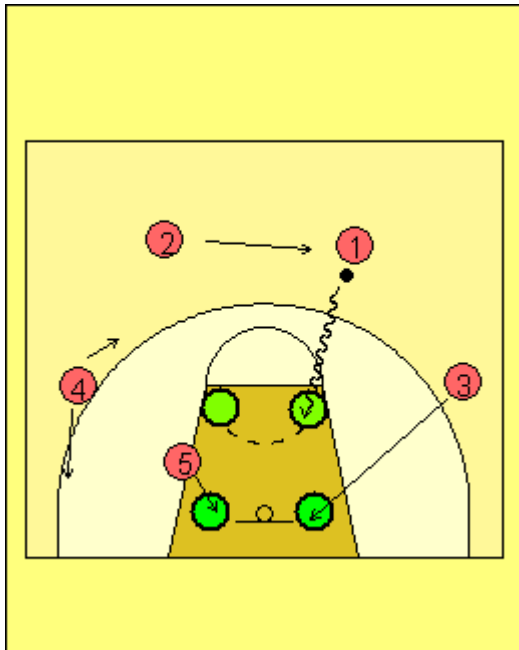
**Baseline (away from post)**

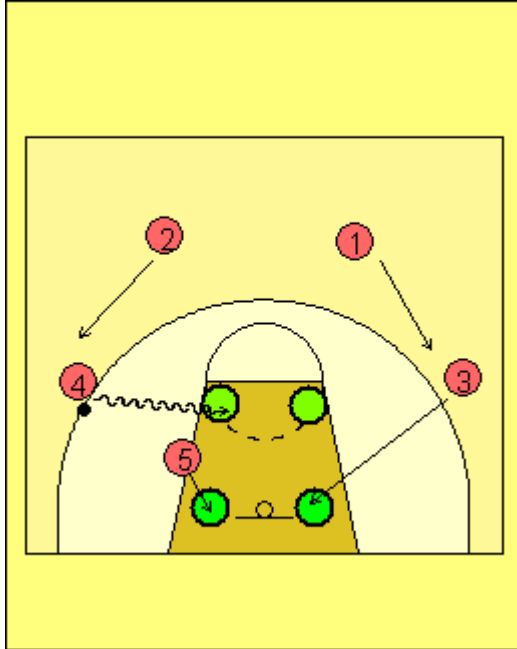
Note that the wing player works in space. Be in the eyes of the pentatrator.



**Swing drives middle (away from post)**

Note that the wing player works in space. Be in the eyes of the pentatrator.

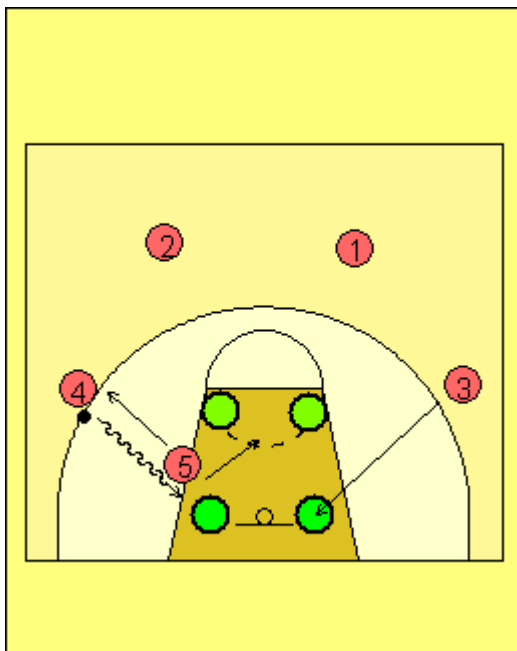


**Wing drives middle****Drive at post**

The post has options depending on his/her abilities. If #5 is a shooter he/she can "I" cut behind the drive.

If not a shooter it is best to go to the dotted circle.

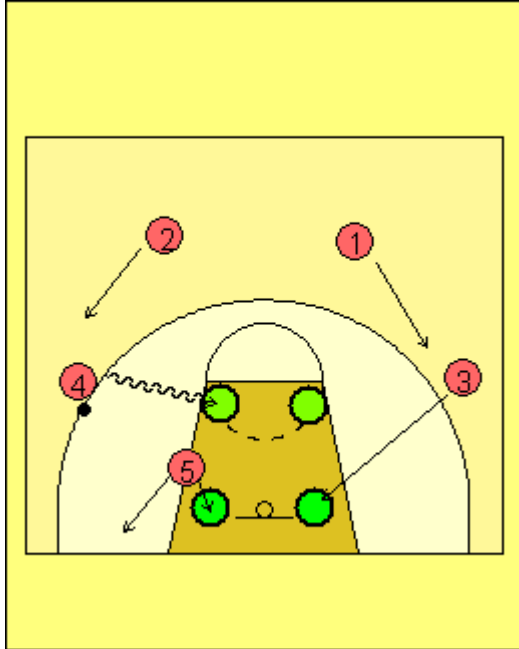
Another player must fill a receiver spot. If the "I" cut was executed two perimeter players must fill the receiver spots.



**Wing drives middle at the post**

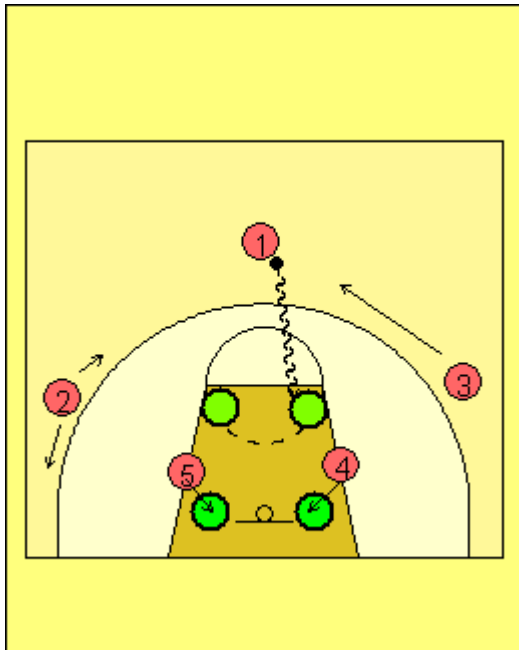
The post again has options based on his/her shooting ability. If a shooter go to the short corner, if not go to the low receiver spot.

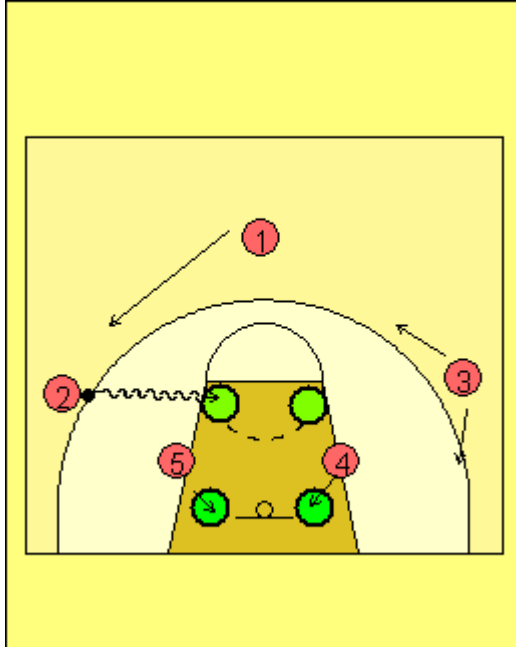
If the post goes to the short corner they would not send another player into the receiver spots. This is the one exception.



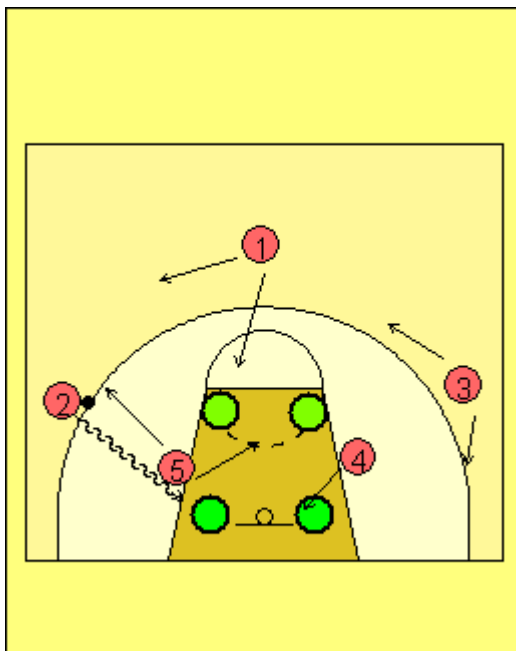
**3 out 2 in**

**Top penetration.**



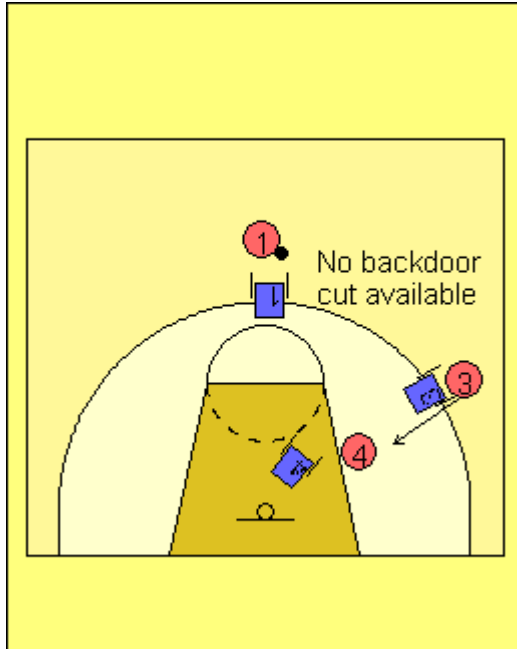
**Wing middle penetration****Wing baseline penetration**

Again as in the 4 out 1 in the post player has options based on his/her shooting ability. Also note that the perimeter players must find space and stay in the eyes of the penetrator. Do not bury behind a defender.



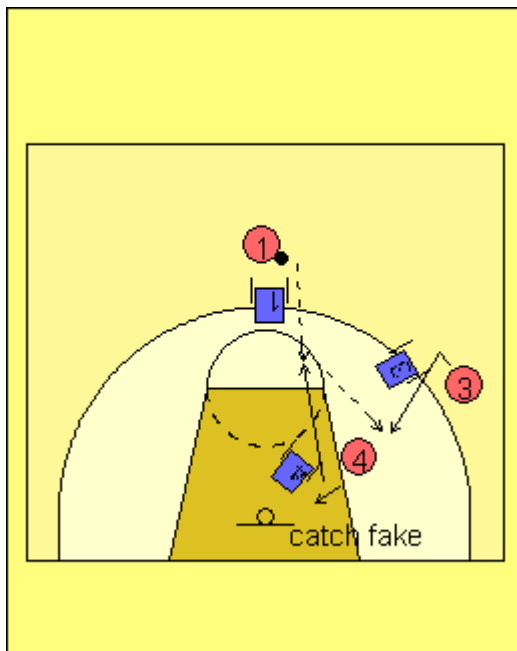
Effective movement on penetration requires receivers inside, outside and defensive balance.

### Pressure release on perimeter passes



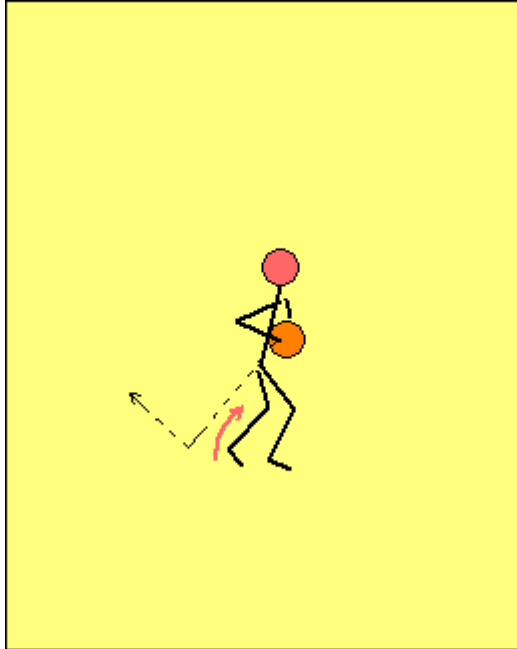
For the offense to be effective there must be coordination between the movement of the players. One area that is often lacking is the movement between the post player and the perimeter. It is paramount that the post player recognize when the wing player is being denied with heavy overplay denial defense. The wing cannot effectively go back door to score because the post player is in the line to the basket.

When the post recognizes the overplay he/she shows a catch fake at the rim (this freezes the post defender) and then cuts to the high post for the pass from the guard. On the catch the wing goes backdoor for the pass from the high post.



### Drop pivot

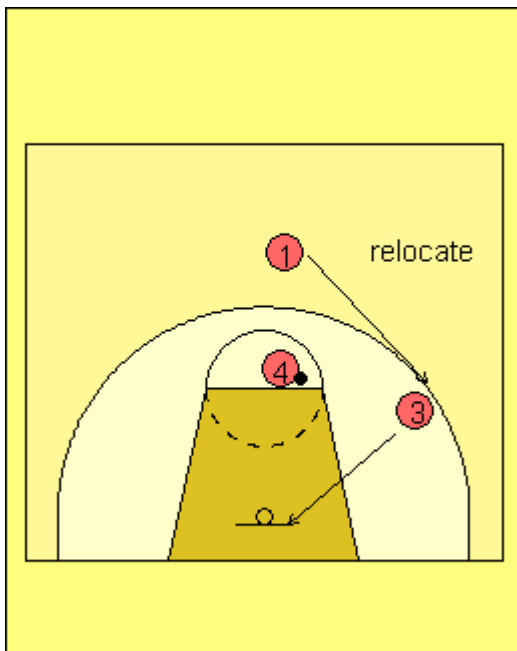
They like to see the post player make a drop pivot when catching the ball in the high post. It creates separation from the defender and the post can see the wing player more clearly.



### Relocate

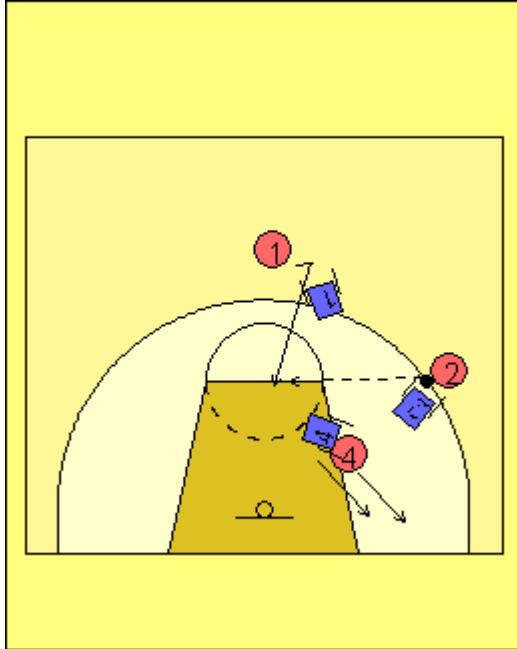
It is very important the other players continue to move to fill the spot that someone just left. The players must recognize that they are either pushed or pulled by the movement of the other players.

In this example #1 relocates to the spot vacated by #3. This is especially important when the pass is not made on the back cut. It keeps the spacing and therefore other options available.



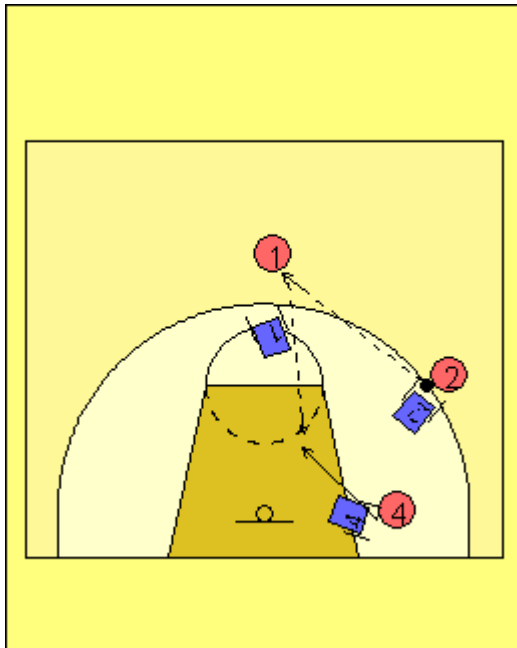
**Ball reversal to the top denied**

The post player can also assist the perimeter players in ball reversal when the ball is being passed from the wing to the top. In this case the post sees the overplay and exit cuts to the short corner. This creates the space into which #1 can back cut to score.



If the pass does go back to the top, #4 has created space that he/she can now relocate into to score.

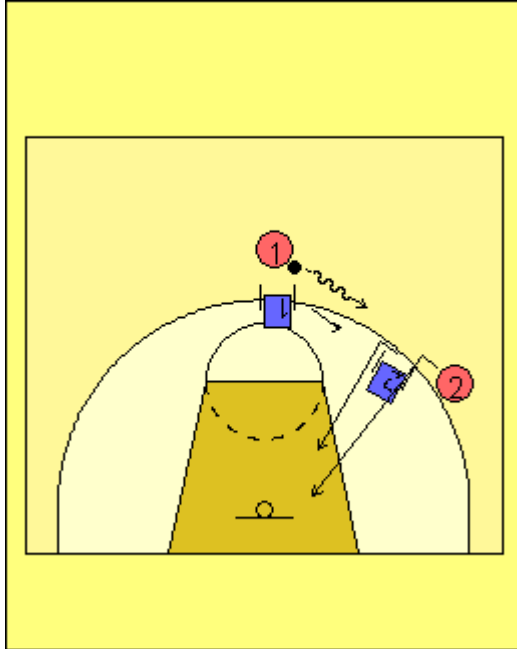
Note: This area of the game is one in which we have done in teaching. We have often done too many break downs where the post is not involved. When we do work with the post little time has been spent on these little movements that are so important for the overall effectiveness of the offense.



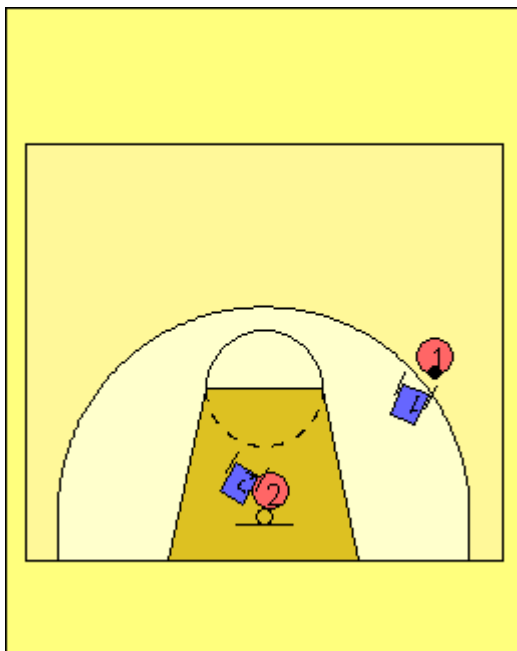
### Dribble entries

Note: As the level of complexity of the defense improves you need to add more concepts to the offense to counter these defensive actions.

As the ball is dribbled at the wing the offensive player back cuts to score.

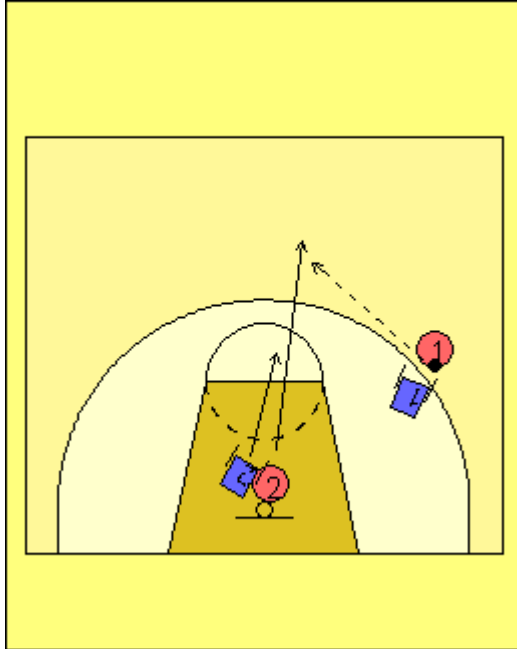


Stop at the basket and put your head in the rim. This is a great place to post up if you have the advantage.

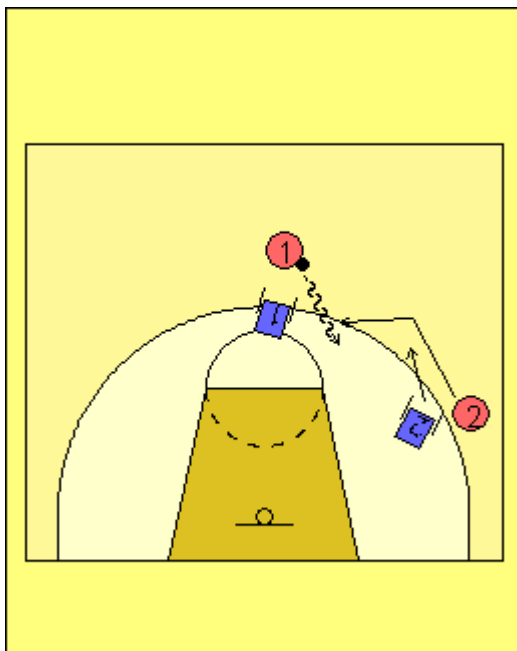


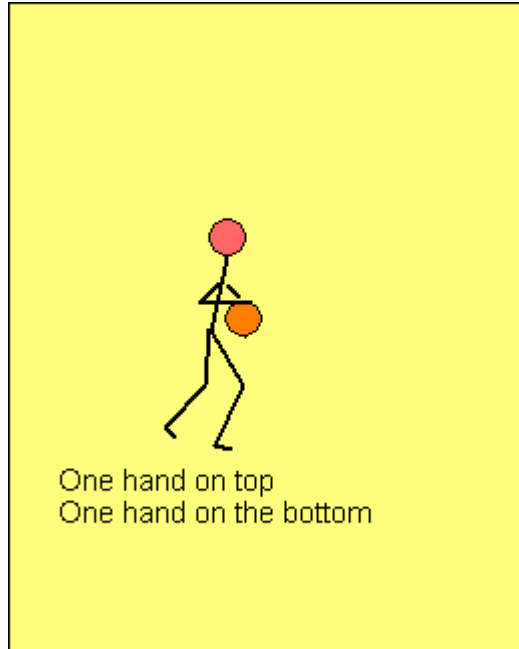
**Shallow cut**

If you do not have the post up cut hard to the top looking for the reversal pass.

**Dribble hand off**

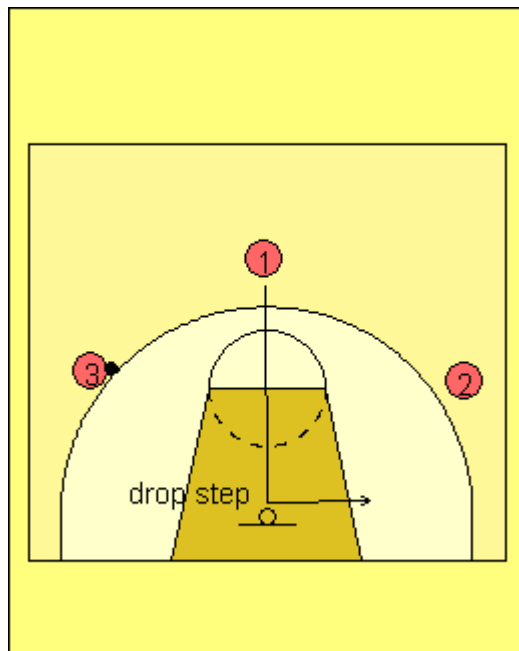
Another option when dribbled at is the dribble hand off. The ball handler takes two dribbles at the elbow and stops.





It is very important that the player making the hand off hold the ball correctly. By having one hand on top and one on the bottom it allows the players receiving the hand off to have clean access to the ball. If the hands are on the side very often the players arms become entwined.

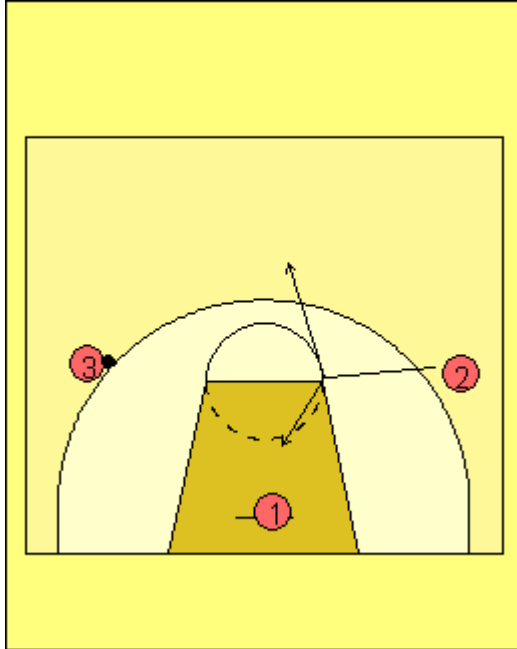
### 3 on 3 cutting



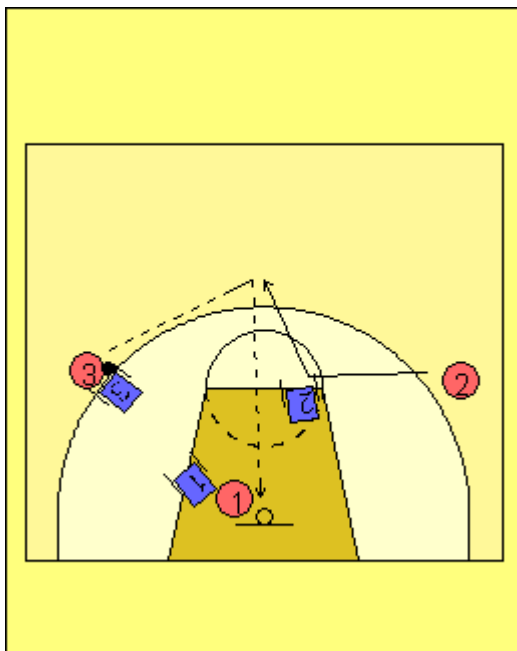
Keep your vision on the ball. Finish your cut at the rim. Drop step at the rim. This will help the player in making a decision. He/she can see if to post or cut to the open space.

**Relocate cut**

#2 starts to relocate by cutting to the elbow. The player can now decide what to do based on the read.

**High / low**

This is an excellent way to lead into high /low action. #1 cuts to the rim and opens up. Seeing his/her defender is fronting the read is to stay and post. #2 reads this actions and pops for the reversal pass to relay the ball into the post.

**How players become better learners**

As a coach we want to give them information that they can react too.

Poor example:

"You're not concentrating. Now I want you to concentrate harder. Really

concentrate".

What does this mean? Detail should be such that the players know exactly what you want them to do. Be specific!!! The player should be able to understand and repeat the instructions to someone else.

Good example:

Be on balance. Feet shoulder width apart with the knees bent. We call this a stance. It has to be short and to the point. We often in times of pressure do not have time to give long drawn out explanations.

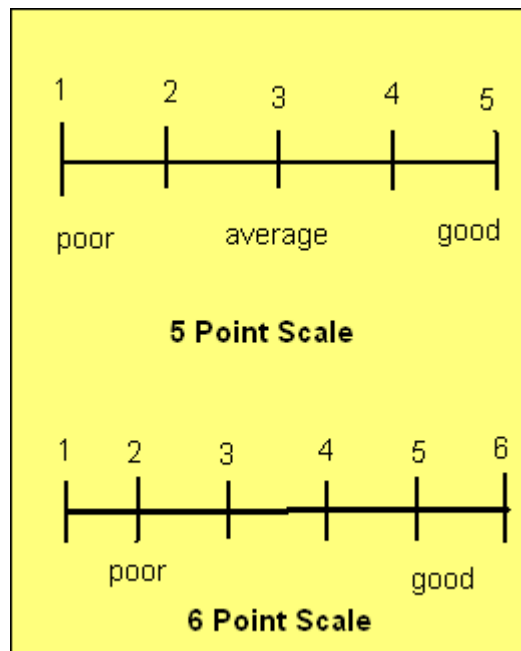
### Coaching on the run

Players learn by repetition. Give players succinct coaching points on the fly. Only stop them when absolutely necessary.

Too much time thinking. Reinforce the detail with keys. Players learn from activity.

Yoda philosophy of coaching - "Either do or don't do, there is no such thing as try".

Patrick did an activity where he asked a player to try and take the ball from him. When he took the ball he told him no, I only told you to try and take the ball, not to take it. Confusing for the player. But this is exactly what we do when we give instructions like; "Try and stop the ball from getting into the post." No, stop the ball from getting into the post.



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### Evaluation

Use a 6 point scale. Changed from a 5 point scale because when people were unsure they always picked the 3 in the middle. By using a scale with an even number it forces people to make a decision. Do I fall on the side of good or poor Player now have to rate themselves on all skills as good or poor. .

**International scale**

- 1 - Can perform the skill 1 on 0
- 2 - Can do the skill 1 on 1
- 3 - Do the skill at practice - 2 on 2, 3 on 3, 4 on 4, 5 on 5
- 4 - Can perform the skill in games at a local level
- 5 - Can perform the skill at a national level
- 6 - Can perform the skill at the international level

This use of this scale helps the players and coaches to better understand the skill. Not just good enough to be able to perform the skill. Demonstrate competency and gives the players something to aim for in the future.

**Man to man defense**

Players will always revert back to there old habits when under pressure. Many coaches take a lay back approach in practice. Players will always be like Jeckle and Hyde. It works best to be demanding in practice and more lay back in games.

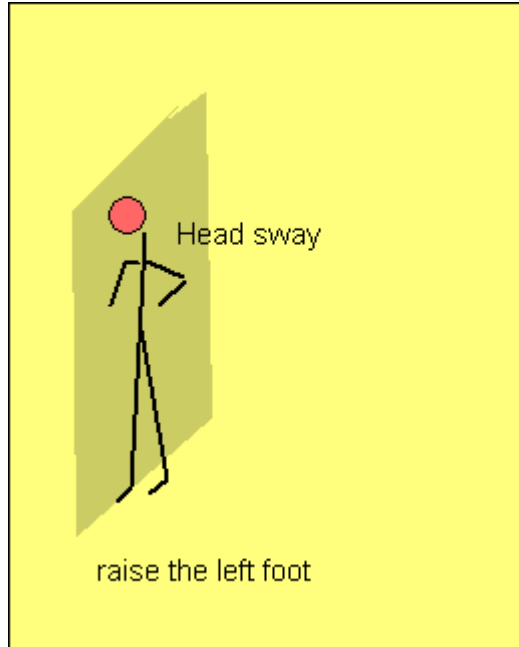
**Individual skills**

Australia is not blessed with a lot of big players. We need to spend a lot of time on defense, individual and team. Like to play a disruptive style of play. create confusion in the opponent. As the skill level of the offense improves the more you have to be able to confuse them.

**Individual stance**

Patrick showed what not to do. Told the players to stand straight with legs locked. Now move. Taught the players that they must bend their knees. It helped convince the players on the reason for bending knees.

### Head position is vital to a strong stance

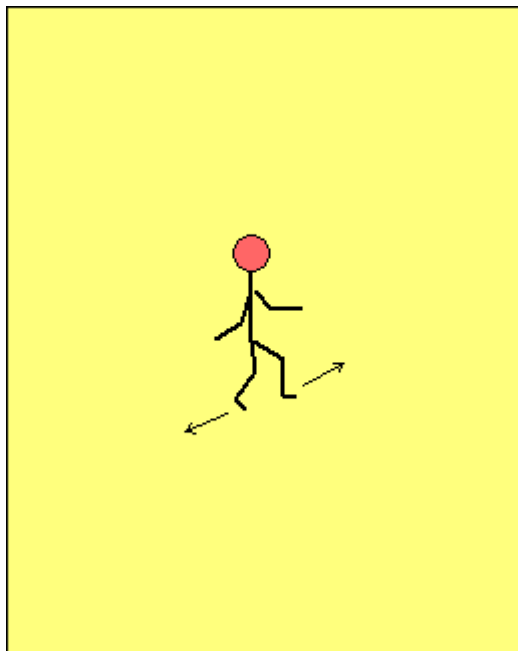


Bet I can make you not raise your left foot. Stand at a wall put your right foot, knee, hip shoulder touching the wall. Now sway your head to the right until it is now touching the wall. Raise your left foot!!! It is impossible. head sway causes postural, balance and movement problems.

Two of the main problems in individual defense;  
 a) poor initial stance  
 b) move the wrong foot first - players have a dominate foot they like to move first

In Australia they do not allow zone until 14 years old. Have people called zone busters who go to games and watch for the improper use of zones.

### Wave stance



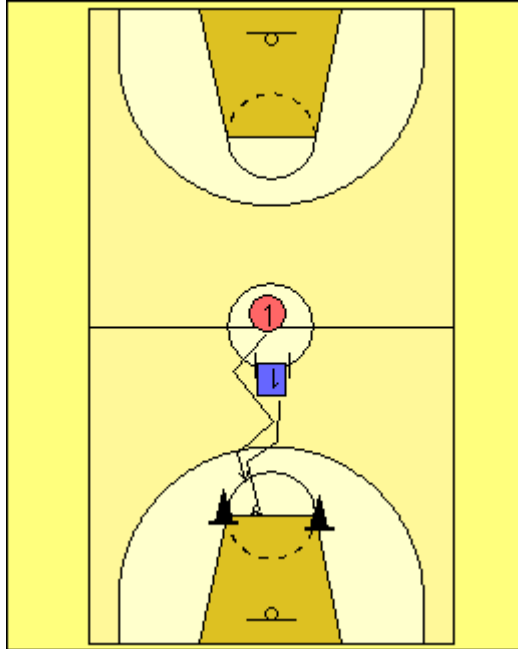
The players are in a good defensive stance. The coach points in the direction he/she wishes the players to move. You only need to go 3 slides before you change direction.

Load the drill

- drop steps
- slide - run - slide.

#### Things to observe

- Play close attention to the foot movement. Which foot moves first?
- Does the head sway, especially when changing direction?
- Does the core stay strong?



### Games approach to teaching defense

Player #1 is asked to run between the pylons at the foul line. The defender's role is to prevent the offensive player from running between the pylons. This is discovery learning. Ask questions to help guide the player in his/her learning. Don't tell them what to do.

Ask questions for three reasons:

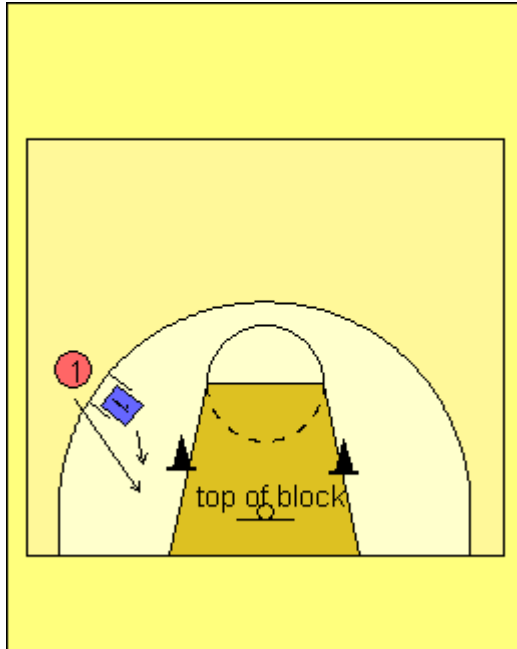
- evaluate what you did
- check what you did
- understand what you said

### Load the drill

- Make the defender grab his/shorts - this makes the movement even tougher. Don't play with hands behind the back. Players have a tendency to lean forward and put themselves off balance.
- Add a basketball
- The offense is only allowed three moves
- Cannot spin at the foul line

### Keep the ball below the foul line

The same concept to teach defense is used on the wing position. The defender is tasked with keeping the offense below the pylon. The pylon is placed on the top of the block.



- Start with no ball
- Hands on shorts
- Add the ball

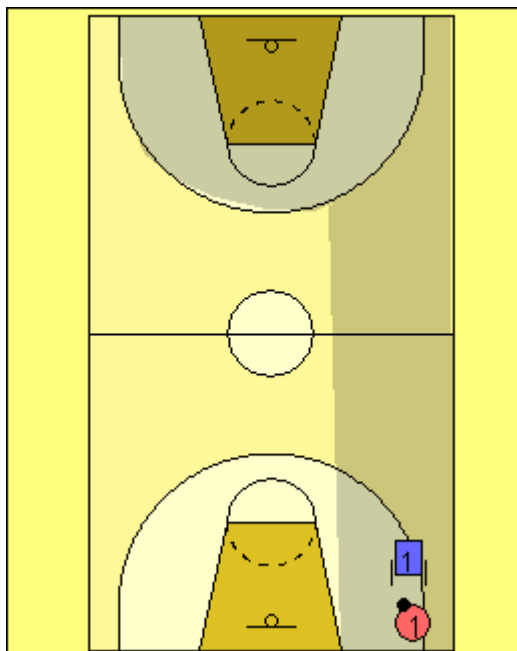
We always want to worry the dribbler. Always aware that some one is their to bother the ball handler

### Contain the dribbler

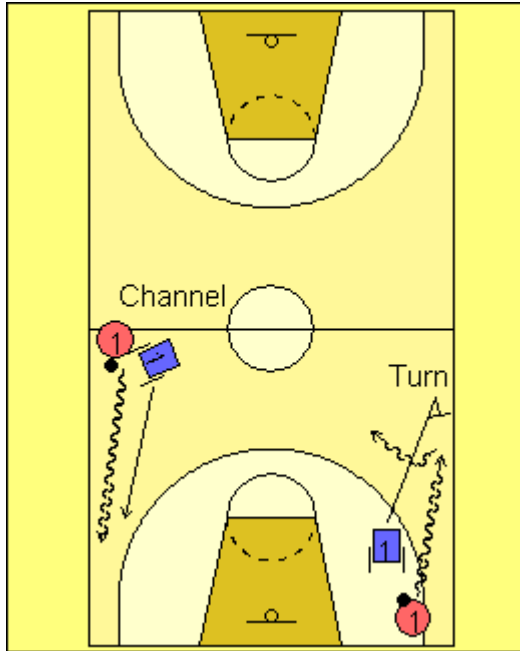
There are two things that the defender can do to the ball handler;

- Turn the ball
- Channel the ball

Restrict the court for teaching purposes. The players play in the outside lane in the back court. Once you reach the 3 point line you have the whole court.



In Australia they want to turn in the back court and channel in the front court. The 8 second back court count really influences this strategy. You can choose as a coach. all players need to learn the two techniques.



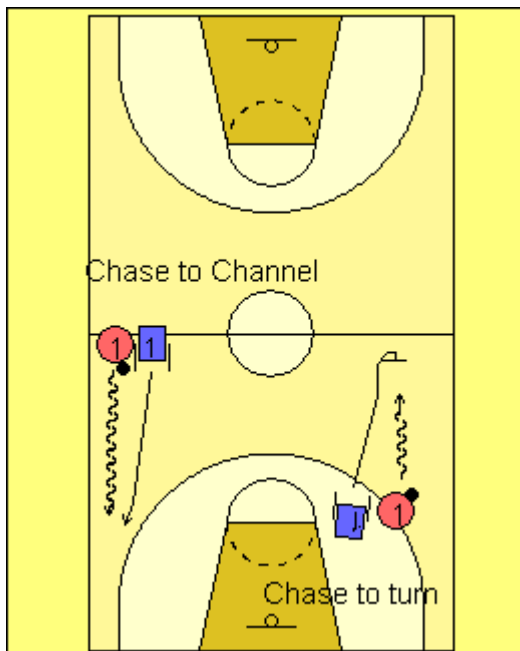
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### Turn

Run with the ball handler. You need to get your chest in the line of the dribbler. Jam your foot on the out of bounds line. Keep your head on the ball. Your hands should try to prevent the crossover dribble and the passing lane up the side.

### Channel

Your head is on the inside hip and shoulder.



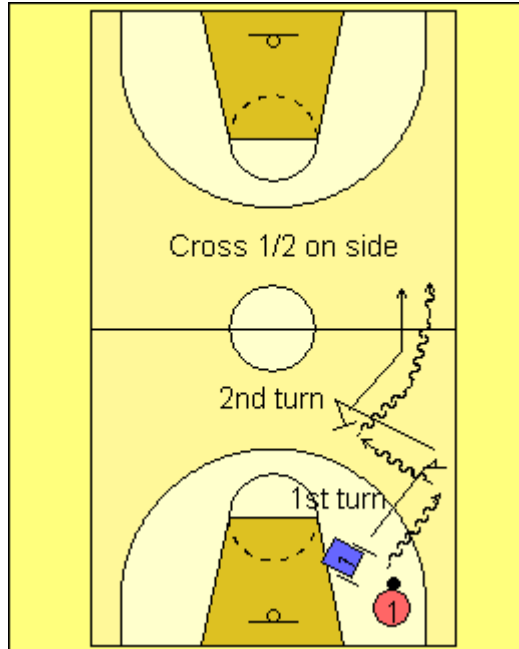
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### Chasing

Get shoulder to shoulder with the ball handler. Now you have to decide if you are going to turn or channel.

**Channel** - turn with a front pivot and slide at the front hip

**Turn** - turn with a front pivot and get your chest in front



### Cross 1/2 on side

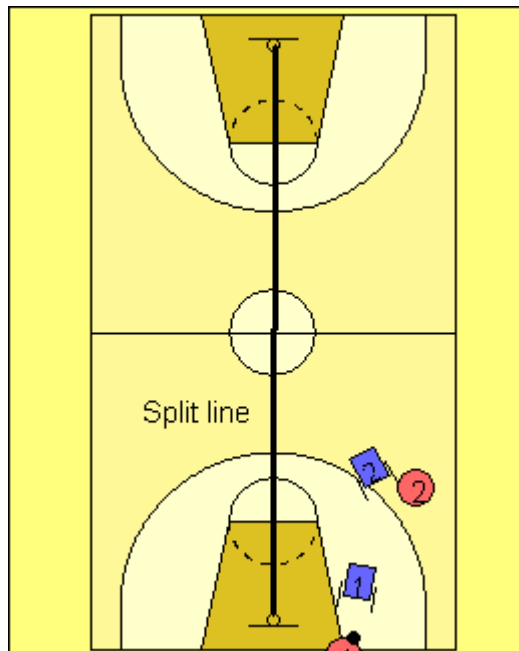
Once the ball gets to half court we want the ball to cross at the sideline:

- allows for traps
- have established ball side help side
- fewer pass options for the ball handler

In drill want the offense to turn the ball twice and then make it cross half on the side.

It is all about keeping the dribbler contained or under control:

- body position
- foot position
- hand position



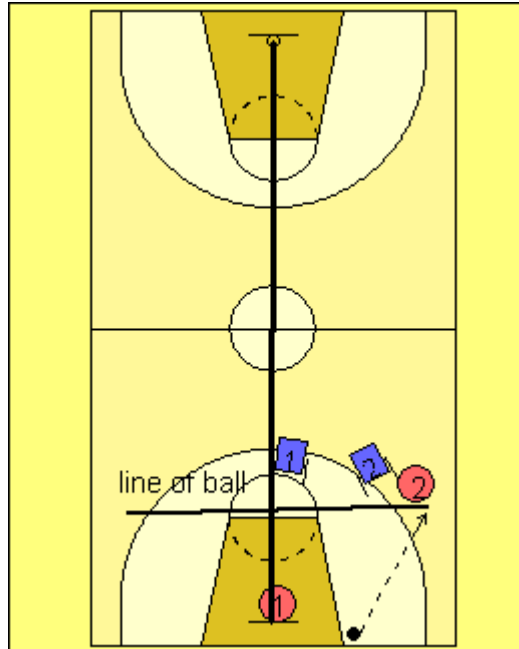
### 2 on 2

The court is divided by the split line. A line that goes from rim to rim. Only help from the help side. pressure from the ball side.

The second offensive player cannot go higher than the 3 point line to start. This prevents throwing long for this drill.

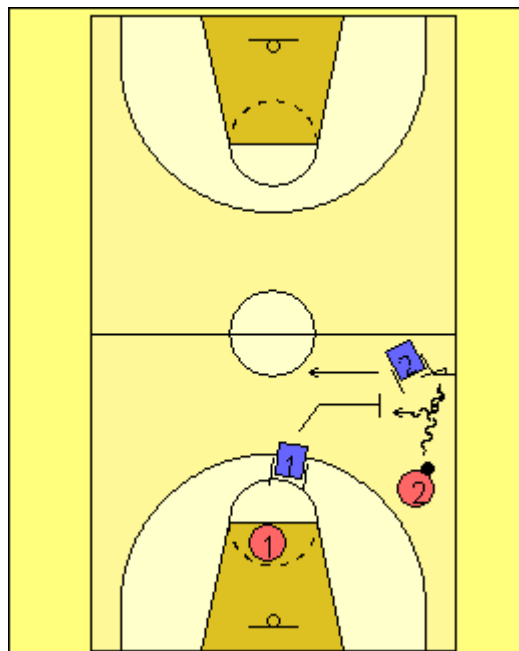
### Line of the ball

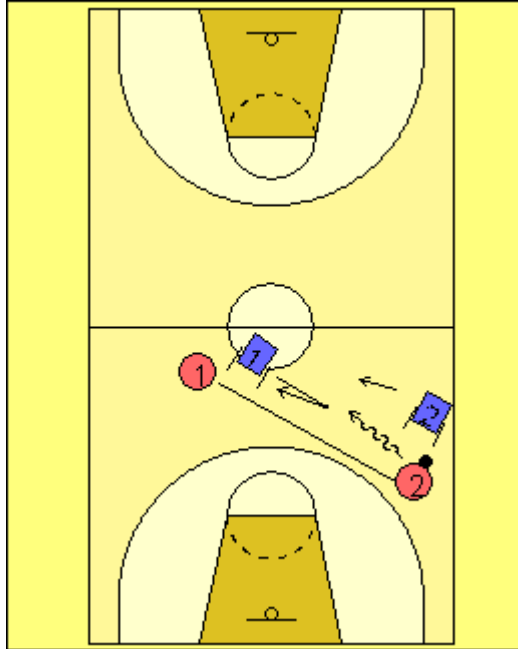
Once the ball is inbounded the defender of the inbounder must drop to one step below the line of the ball. We ask the players to point one hand at the ball and one hand at the player he/she is defending.



### Jump switch

As the ball handler heads to the sideline the defender makes the player turn. The second defender calls switch and comes when the player is blind to the defender. The original defender sprints out to the proper position on defense.





### Fake recover

When the ball is in the middle they do not like to jump switch. They like to help recover to slow down the dribbler.

The feet should stay parallel to the passing lane of the ball. Don't turn your back.

Don't worry about the backward pass. the 8 second count is in your favor.

The key is to lift the tempo of the offense above the skill levels of the players.

### Wear them down

- ball pressure
- turn or channel
- 1 step behind the line of the ball
- jump switch
- fake recover

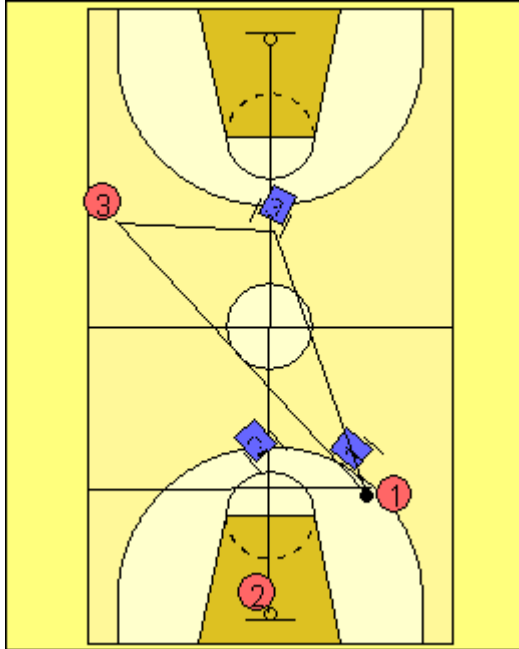
### Communication

Two types:

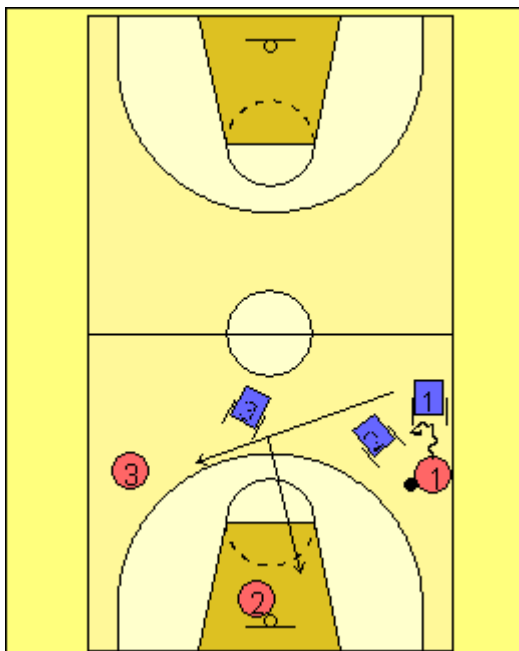
- direct - reinforce what we want - keep pressure
- Supportive - I am here to help

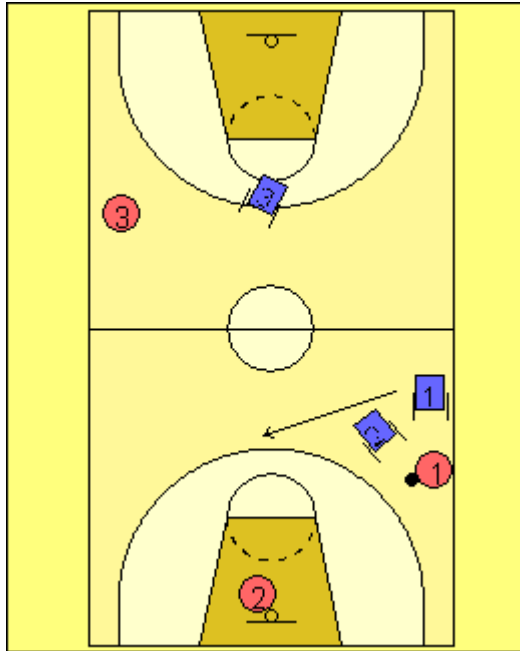
**3 on 3****1/3, 2/3 rule**

Player #3 is to pass away from the ball. 1/3 off man and 2/3 away from the ball. It is very important to work on position with this player.

**Shoot the gap**

If it is crowded in the back court player #3 can shoot the gap looking for the steal or to apply ball pressure. #1 would rotate out to assume #3's defensive position. This must be clearly communicated to the player coming out of the trap.



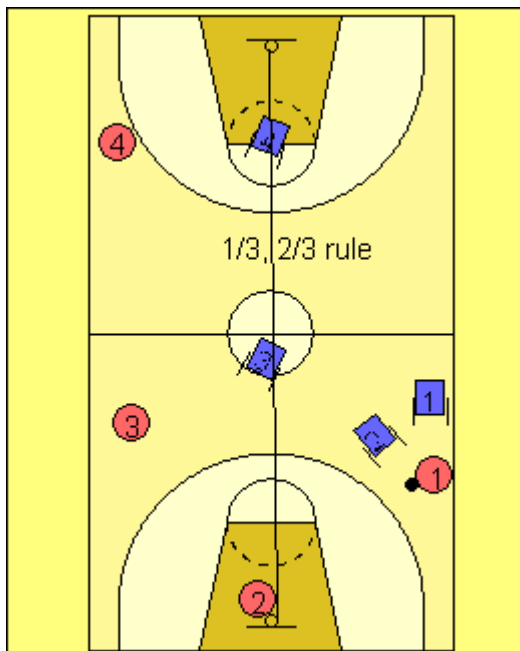


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### Stay

If there is too much distance to cover the defender stays. Especially when the jump occurs in the back court and his/her check is in the front court. Clearly communicate to the player coming out of the trap. Be direct.

Sprint out of all traps!

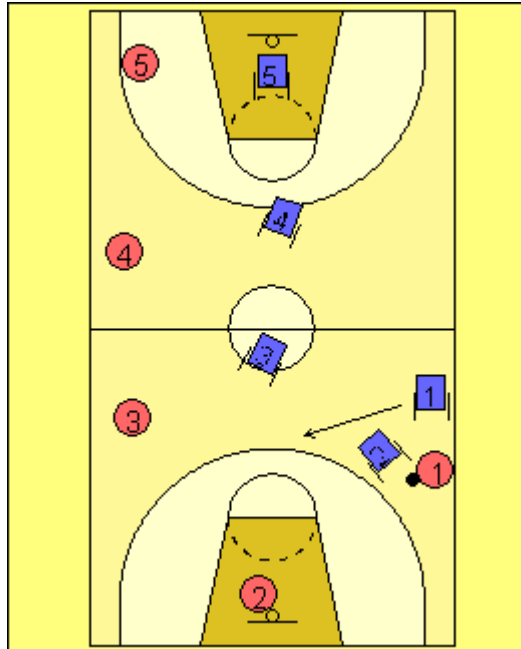


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### 4 on 4

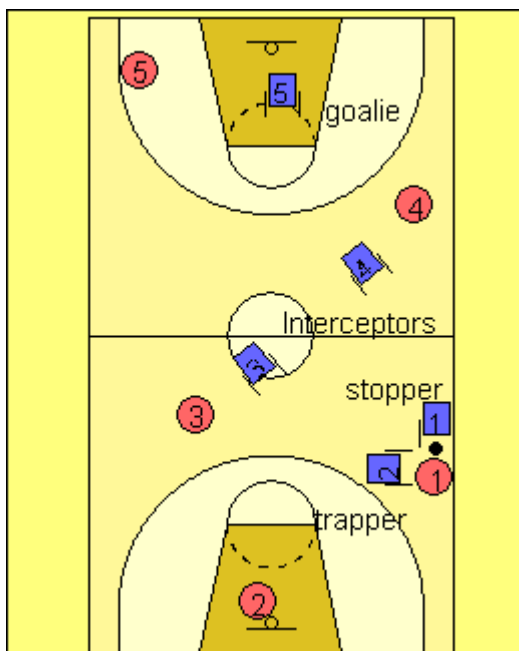
This is now tougher for the offense since the spacing is reduced. When do we run and jump? the head is down out of control and on the spin dribble. If in doubt fake recover.

Players need to learn to take calculated risks. Communicate who has the ball and who has the man.



### 5 on 5

The last player does not become involved in the rotation. He/she is the goalie, last line of defense.



### Trap

Can also now look to trap the ball  
Once the trap is set by the stopper; we now have two interceptors and a goalie.  
Read the eyes and shoulder of the passer in the trap.

#### Keys:

- No middle dribbles
- No sideline split dribbles
- No foul

Most important concepts to practice:

- ball pressure
- positioning of players - split line / line of ball
- communication
- sprint out of all traps
- take calculated risks

When first teaching the players have to be the coaches helper. Guided offense.  
Once the defense learns the concepts take the restrictions away.