

TLC

In order for a coaching staff to running more effective practice coaches need to apply a little TLC.

T- Teaching activity – the intensity will be low, the concentration will be high on the chosen **key performance factors** (KPF). There needs to be an agreement among the coaching staff as to **what** those KPF will be and **how** they will be emphasized. One problem that occurs during the teach time is that different coaches will load the athlete differently and cause confusion or frustration for the athlete. Discussions also need to be held prior to training as to how the **“loading”** of the drill will occur. Will the load be physical, mental or emotional or a combination? Roles should be designated as to what each coach will observe during the activity. In teaching activities coaches should feel free to stop the activity when a teachable moment presents itself.

Example: Players are being introduced to the jump shot for the first time. The following have been discussed by the staff as performance factors for the jump shot of the dribble

- Proper grip
- A high release point
- Eyes on target
- Freeze the follow through
- Load the legs
- Quick feet (1-2)
- Diagonal lifting of the ball
- Jump (pop the hips)
- Hard last dribble
- Get under the ball, don't reach
- One piece motion

For the introductory drill the coaches have agreed that the KPF will be:

- A high release point
- Load the legs
- Jump (pop the hips)

These are the areas that the coaches give feedback on. All coaches can make feedback on these areas. Each coach has been assigned a couple of athletes to work with. The head coaches oversee all of the athletes. Later on the coaches may agree as to what areas each individual can concentrate on as shooting is very individual.

L- Learning activity – In a learning activity the intensity is approaching game like. The concentration is on the application of the skill. **When** to use this skill now enters the activity. There may be guided defence/offence involved which forces the athlete to make a decision. Feedback is given on the fly. Ensure that the athletes get multiple repetitions. Agree on the KPF. Also each coach should know what he/she is watching. One problem that occurs is that coaches will be coaching little details that are not KPF. For example; if we are working on the decision to drive right or left based on the position of the defence it is the decision that we should be focusing on not the footwork. The only time the drill should be stopped is when the majority of the athletes are struggling with a concept. If an individual is having problems pull him/or her to the side to correct. Keep the activity flowing.

C – Competition activity – In a competition activity the intensity and concentration are game like. The players need to treat the activity like the game. Coaches should not stop the activity except at the designated time. For example; start at one basket and play out two transitions. Feedback would be similar to the type given in the game. It is very important to debrief the activity to draw from the athletes any key learning's. Coaches may act as officials to simulate the game.