



BRISBANE CAPITALS REPRESENTATIVE PROGRAM

Coach Application Guidelines

Considerations before making application:

1. Be sure to have a read and understand the Coach Selection Policy.
2. Have your Coach Accreditation and Blue Card information on hand.
3. Be mindful of the coaching context applying for and the considerations/commitment required.

VISION

Striving to Grow the Character and Performance of the Caps Community in Pursuit of the Next Championship.

AIM

Create an environment where High Character people are inevitable.

PURPOSE

To provide junior developing and senior elite representative players, coaches, and team staff the opportunity to compete at the highest level of competitive competition in Queensland.

CORE VALUES

Character: The foundation of who you are, especially in situations where you are both tested with a loss or acknowledged for a win. Above the Line Caps Behaviour, holding ourselves to a higher standard than what is required. How I behave is important especially when under-pressure (gracious) or being celebrated (humble)
Industrious | Trustworthy | Honest | Enthusiastic | Disciplined | Sportsmanship | Respect | Humility

Team First: Know who we are (Legacy). Input into and Share the vision of the Team, eager to Sacrifice for Team. Celebrate teammate's achievements. Understand your responsibility in the team for the team, and hold yourself accountable to your expectations and that of the team. Unity, nothing comes between our team. Focusing on the outcome as an indicator of how good you are considered by others takes you out of and away from your goals.

Never Give Up: Grow (Stretch and Challenge) our comfort zone towards the pursuit of your goals. This will expose us to being uncomfortable, and struggle; Struggle is a requirement of greatness. Effort Plays: Sprint the lanes, Recover when beat, rebounding contest. Consistent Effort: A-Level consistency, regardless of the perceived outcome.

Next Play: An attitude to approach each practice, game, championship as opportunities to continually improve; learn something new, figure things out. Don't miss the opportunity to improve by worrying about winning or losing the game - be in the moment and focus on what you can control (self) and how you can learn in the moment and from the results; whatever they may be. Focus: Distractions will take you away from your goals and the goals of the team. Knowing your responsibility in the moment is key, be better in the moment and learn from it, improve from it.

PERFORMANCE MODEL

The Brisbane Capitals Performance Model (refer Appendix A) informs critical Capitals governance mechanisms including the Coaching Strategy, and its associated policies. As a model it guides subsequent decision-making processes around the selection, deployment, and development of representative coaches with consideration of the coach (knowledge, skills, abilities, practice, performance, and experience), the coaching context, and athlete needs. The Performance Model integrates the developmentally appropriate training patterns and social influence considerations of the Development Model for Sports Participation (DMSP) with the physiological considerations of the Long-Term Athlete Development (LTAD) model.

PROGRAM PHILOSOPHY

PLAYER CENTRED	COACH/MANAGER FACILITATED	LEADERSHIP SUPPORTED
<ul style="list-style-type: none"> a. Character is developed as a priority, not a by-product b. Needs are supported c. Long term learning and development focused d. Be the best you can be with all that you've got 	<ul style="list-style-type: none"> a. Continual Improvement b. Valued, Recognised and Rewarded c. Teach and Correct focus 	<ul style="list-style-type: none"> a. Services b. Policy c. Administration d. Resources

CAPS STYLE OF PLAY

- **Offence:** Possession / Push Time / Poise / Percentage
 - Fast Break basketball and Constraint-led Motion Offensive Systems
- **Defence:** Percentage / Transition / Pressure / Possession
 - Player-to-Player pressure defence and ability to extend and adapt

SELECTION PROCESS

- Applications for Specific Age Groups open at the conclusion of the Age Groups State Championships:
 - I.e. U18 Coach Applications for coming season open at conclusion of current U18 State Championships.
 - Expressions of Interest are accepted throughout the year and advertised along with age group of focus.
- Applications close 1-2 weeks after opening.
- Applications reviewed by Selection Panel commencing 1-2 weeks after applications close.
- BBI Board for ratification 1-2 days after recommendations made by selection panel.
- Aim for appointments to be finalised approx. 1-month after applications open.

When considering making application be sure you have read the following examples of the skills and knowledge BBI is seeking as it relates to each of the identified coaching contexts.

COACHING CONTEXT

Age Group: **U12 ALL Teams & U14 SILVER/BRONZE (Talent Development) Teams**
Position
Advertised: Head & Assistant Participation Coach for Children

Example Coach Skills/Knowledge for age group

- Passion for “holistic” player development
 - Excellent teaching and communication skills
 - Ability to establish a fun, competitive and enjoyable learning environment with an inclusive development focus and attention to play.
 - Ability to teach basic offensive motion concepts (spacing, positioning, player and ball movement, and timing/synchronising of movement) and player-to-player defensive principles (Stance, Positioning, Ball Pressure, Stop Penetration, Movement, Communication and Vision)
 - Suitably planned and organised throughout season (each coach is required to prepare a session plan with session evaluation/review).
 - ***Enjoy collaborating with peers to improve talent development pathway***
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Age Group: **U14 GOLD (Talent Confirmation) Teams**
Position
Advertised: Head & Assistant Performance Coach for Children and Young Adolescents

Example Coach Skills/Knowledge for age group

- Ability to establish a fun, competitive and enjoyable learning environment with an inclusive development focus, balancing deliberate play and integrating free play.
- Encourage players to display sportsmanship and show respect to team mates and opposition through the demonstration of leadership and modelling appropriate behaviours
- Develop holistic basketball skills in ALL players (including decision making and game awareness skills) being mindful of each player’s long-term development – committed to holistic player development.
- Experience and skill in teaching the transition game, motion offensive systems (i.e. Read & React; Dribble Drive; Princeton Motion Offence; Pairs Motion Offence) and the development of pressure “player-to-player” defence (i.e. Capitals “Pack” Defence).
- Ability to give appropriate technical correction and prescriptive feedback
- ***Enjoy collaborating with peers to improve talent development pathway***

COACHING CONTEXT (Cont...)

Age Group: **U16 & U18 SILVER/BRONZE** (Talent Development) **Teams**

Position

Advertised: Head & Assistant Performance Coach for Adolescents

Example Coach Skills/Knowledge for age group

- Encourage players to display sportsmanship and show respect to team mates and opposition through the demonstration of leadership and modelling appropriate behaviours
 - Develop sport specific and certain positional skills in ALL players (including decision making and game awareness skills) being mindful of each player's long-term development – committed to holistic player development.
 - Experience and skill in teaching the transition game, motion offensive systems (i.e. Read & React; Dribble Drive; Princeton Motion Offence; Pairs Motion Offence) and the development of pressure “player-to-player” defence (i.e. Capitals “Pack” Defence).
 - Ability to give appropriate technical correction and prescriptive feedback
 - ***Enjoy collaborating with peers to improve talent development pathway***
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Age Group: **U16/U18 GOLD** (Talent Confirmation) **Teams**

Position

Advertised: Head & Assistant Performance Coach of Older Adolescents and Adults

Example Coach Skills/Knowledge for age group

- Demonstrate enthusiasm in practice and foster a training environment that nurtures athlete learning and motivation.
- Ability to structure practices purposefully, with well-defined learning goals to improve player performance levels
- Skilled at generating competitive situations to improve player performance with an emphasis on decision-making, skill execution and physical fitness.
- Expertise for teaching the transition game, motion offensive concepts (i.e. Read and React, Dribble Drive, Princeton Motion Offence, Pairs Motion Offence) and refinement of pressure player-to-player defence (i.e. Capitals “Pack” Defence).
- ***Enjoy collaborating with peers to improve talent development pathway***

PROGRAM CONSIDERATIONS AND COMMITMENTS

To ensure team success, applicants are required to make themselves available for the following dates/events. Please note that due to the size of the Brisbane Capitals program, access to practice sessions at Auchenflower Stadium are limited and prioritised during the week for the younger age groups (U12 and U14).

Under U18 Age Group (CAPITALS: ADVANCE & PERFORM)

	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov
	Summer Holidays	Term 1		Easter Holidays	Term 2		Winter Holidays	Term 3		Spring Holidays	Term 4	
U18	State Champs	Transition Coach Appointments			Academy Coach Induction		Perf. Camp	Trials & Prep Grading.		(CBSQ)	SQJBC	

Under U16 Age Group (CAPITALS: ADVANCE)

	Dec-Jan	Feb-Mar	Apr	Apr-June	Jun-Jul	Aug-Sept	Sept-Oct	Oct-Dec
	Summer Holidays	Term 1	Easter Holidays	Term 2	Winter Holidays	Term 3	Spring Holidays	Term 4
U16	Prep Cont.	SQJBC	State Championships	Transition Coach Appointment	Perf. Camp	Jr Academy Coach Induction	(CBSQ)	Trials & Prep Grading

Under U14 Age Group (CAPITALS: EXPLORE & DEVELOP)

	Dec-Jan	Feb-Mar	Apr	May-June	Jun-Jul	Aug-Sept	Sept-Oct	Oct-Dec
	Summer Holidays	Term 1	Easter Holidays	Term 2	Winter Holidays	Term 3	Spring Holidays	Term 4
U14	Dev. Camp	Trials & Prep Grading		SQJBC	State Championships	Transition Coach Appointments	Rep Ready Camps	Jr Academy Coach Induction

Under 12 Age Group (CAPITALS: EXPLORE)

	Dec-Jan	Jan-Mar	Apr	Apr-June	Jun-Jul	Jul-Sept	Sept-Oct	Oct-Dec
Cat	Summer Holidays	Term 1	Easter Holidays	Term 2	Winter Holidays	Term 3	Spring Holidays	Term 4
U12	Mini Caps Coach Induction		Rep Ready Camps	Trials & Prep Grading	Dev. Camp	SQJBC	State Championships	Transition Coach Appointments

Appendix A - Brisbane Capitals: Performance Model



Key:
LTAD – Long Term Athlete Development Model
DMSP – Development Model for Sport Participation
SEL – Selected players
Senior – 18 years and older
O.A. – Older Adolescents

L2T – Learn to Train
L2C – Learn to Compete
L2W – Learn to Win

T2T – Train to Train
T2C – Train to Compete
T2W – Train to Win

APPENDIX B: BRISBANE CAPITALS TEAM PERFORMANCE PLAN (GAME MODEL)

<h3 style="text-align: center;">Brisbane Capitals: Team Performance Plan</h3> <p style="text-align: center;">Vision: The beacon of leadership, innovation, growth, inclusion, and performance in QLD Community Sport Mission: To Develop and Grow ALL players, staff, and stakeholders in a competitive representative team competition environment. Our Values: CHARACTER TEAM FIRST NEVER GIVE UP NEXT PLAY</p>				
Brisbane Capitals Teams	U12's Gold, Silver & Bronze U14's Silver & Bronze	U14 Gold U16 Silver & Gold – ID'd Players U18 Silver – ID's Players	U16 & U18 Gold U21 & QSL	U18, U21 & QSL – ID's Players NBL1
Stages of Development	Learn to Train (L2T) Sampling	Train to Train (T2T) Sampling/Specializing	Train to Compete (T2C) Specializing/Investment	Train to Win (T2W) Investment
Age	8 – 11 yrs (Female) 9 – 12 yrs (Male)	11 – 15 yrs (Female) 12 – 16 yrs (Male)	15 – 19 yrs (Female) 16 – 20 yrs (Male)	18 and Over
Aim	<p><i>To intro a fun, challenging and enjoyable learning environment in a competitive sports participation environment. Teach foundational movement & basketball skills and intro tactics with an emphasis on "Play"</i></p> <p><i>"In still a lifelong love of play, physical activity and basketball".</i></p>	<p><i>To introduce the basic technical and strategic parts of basketball with a more structured approach Develop the desire to learn new skills</i></p> <p><i>Create an experience for players that will not only make them want to return the following season but also nurture in them a life-long passion for movement and play.</i></p>	<p><i>To introduce players to all aspects of the game, and begin to refine all technical aspects and most strategic components Motivate the athlete to want to continue to improve.</i></p>	<p><i>Emphasis on Mastery as refinement still exists. Improvements can always be made on all technical & tactical areas of an athlete's career.</i></p>
Objective	<ol style="list-style-type: none"> 1. Life Lessons – Capitals Values 2. Holistic Player Development 3. Sessions emphasis Fun, Competition and are Enjoyable 4. Intro/Dev: Fundamental Movement Skills – Use of Both Feet 5. Intro/Dev: Fundamental Basketball Skills – Use of Both Hands 6. Intro/Dev: Foundational Transition Plan – Find the Advantage 7. Intro/Dev: Foundational Defensive Plan & Principles 8. Intro/Dev: Foundational Offensive Plan & Principles 9. Intro/Dev: Foundational Mental Skills – Goal Setting 	<ol style="list-style-type: none"> 1. Life Lessons – Caps Values 2. Holistic player development 3. Implement Deliberate Practice 4. Dev/Master – Foundational Plans 5. Intro/Dev – Team Plans 6. 12-36mth progression to GOLD teams 7. 12-36mth progression to state and senior rep teams 	<ol style="list-style-type: none"> 1. U18/U21: 12-36mth progression of players to QSL 2. QSL: 12-36mth progression of players to NBL1 3. NBL1: Strive to win every contest. 	

Brisbane Capitals: Team Performance Plan (Continued)

Achieve	<p>1. Athlete Outcomes Character: Link sporting experiences into real life situations. Respect for the sport and others (morality), integrity, empathy and responsibility. Confidence: Build effective coach-athlete relationships and effective communication (linked with inter-personal knowledge). Prepare players to compete under pressure. Competence: Holistic skill and tactical development. Including developing the personal growth of players' integrity and values, personal growth Connection: Develop an effective sporting environment that supports the basic needs of every athlete to belong to the social group whose members are mutually supportive (Team Building).</p> <p>2. Team Outcomes Technical: Holistic Player Development (refer to Athlete Development Model) Tactical: As outlined in team defensive, offensive, and transition plans (below) Psychological: refer to Athlete Development Model (Appendix C) Physiological: refer to Athlete Development Model (Appendix C) Group Dynamics: Role Clarity, Acceptance and reduction in role conflict and ambiguity</p> <p>3. Improvement in Coaching Knowledge and Practice Employ Game Sense/Games for Understanding Methodology Professional Knowledge (including knowledge of players and self) Does Coaching Practice reflect Coaching Philosophy</p>	<p>1. Increase deliberate practice balanced with play and deliberate play (continued motivation for sport through play)</p> <p>2. Technical correction and feedback</p> <p>3. Integrated physiological training & cognitive skills training (decision making, memory)</p> <p>4. Develop position specific skills and individualise</p> <p>5. Develop competence in foundational mental skills</p> <p>6. Demonstrate leadership, model appropriate behaviours</p> <p>7. Openly teach capitals values</p> <p>8. Deliver special social events</p> <p>9. Est. player mentor program</p> <p>10. Facilitate positive growth opportunities (volunteering) Holiday camps</p> <p>11. Competitive situations are critical for the development of perceptual and decision making skills, skill execution and physical fitness</p>	<p>1. Grounded in deliberate practice, tailored program design to improve current skill level but to circumvent an arrested skill development</p> <p>2. Structure drills/activities with well-defined learning goals, provide regular feedback for skill improvement with ample opportunities for repetition</p> <p>3. Training activities should be carefully monitored and interventions should be aimed at correcting errors and improving athlete performances</p> <p>4. Know your athletes' skill sets (in tune) – individualise interventions</p> <p>5. Schedule program work to rest ratios (in session/week)</p> <p>6. Including supplementary training activities (weights/aerobic training) aimed at improving sports specific performance</p> <p>7. Surround each athlete with physical and social resources they will need to overcome the effort and motivational constraints associated with deliberate practice.</p> <p>8. Team cohesion, building and group dynamics are a large focus with role clarity, conflict and acceptance considerations</p>
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Brisbane Capitals: Team Performance Plan (Continued)

Practice Considerations	<ol style="list-style-type: none"> 1. Sessions are approx. 90-105mins in duration. 2. Usually scheduled one (1) weekly 4pm (NAB) or 4.30pm (external venue) practice session and one (1) Sunday (NAB) session. 3. Refer to Team Selection Policy and Parent Handbook for priority allocation considerations 4. Volume (session duration) should reduce as practice intensity progressively increases based on a single periodization model. 5. Provide access to player skill development workouts were appropriate 6. Plan time for player warm up/cool down 7. Plan time for team meetings before or after practice to maximise time on the floor 8. Refer to the session outline plan and elements of a good session for planning a session. 	<ol style="list-style-type: none"> 1. Sport specific technical and tactical fitness training 6-9 x per week. 2. Sessions should be 90-120mins in duration 3. Volume (session duration) should reduce as practice intensity progressively increases based on double or multiple periodization . 	<ol style="list-style-type: none"> 1. Sport specific technical and tactical fitness training 9-12 x per wk. 2. Sessions should be 90-120mins in duration 3. Volume (session duration) should reduce as practice intensity progressively increases based on a triple or multiple periodization models.
Game Considerations	<ol style="list-style-type: none"> 1. Balanced court time (12-20mins per player): U14 GOLD – court time is not guaranteed. 2. Every player has opportunity to start game/quarter/half, 3. Every player has opportunity to finish game/qtr/half 4. Every player has opportunity to play in tight situations. 5. Every player should play in each quarter within reason: U14 GOLD – every player should play in each half. 6. Every player learns all basketball skills. 7. Intro and teach Brisbane Capitals Values 8. If up by 20 or more in 4th Quarter, do not full court press – unless suitable constraints are in place (no steels on the ball, only certain traps etc.) 9. If up by 30 or more at any time, do not run any full or half court trapping defences – work on other areas of the teams' defence to improve areas of deficiency 10. Parent meetings should not be scheduled directly before or after a game 11. Intro and develop Brisbane Capitals Values 12. Emphasis on Full Court Pressure player to player defence and (constraint led) motion offences. 	<ol style="list-style-type: none"> 1. GOLD player court time is not guaranteed. 2. Consolidate and refine Brisbane Capitals Expected Proficiencies 3. NO ZONE DEFENCE until players can demonstrate competency in player to player defence. 	<ol style="list-style-type: none"> 1. Player court time is not guaranteed. 2. Master Brisbane Capitals Expected Proficiencies

Brisbane Capitals: Team Performance Plan (Continued)

Defensive Plan	<p>Refer Athlete Development Model and Defensive Principles</p> <ol style="list-style-type: none"> 1. Full Court Player to Player Defence (force sideline); progress to trapping UP/ACROSS lane. <i>This must be mastered before approval is sought from Performance Manager to implement a F/C Press of any kind.</i> 2. Half Court Player to Player Defence (force sideline). <i>Approval must be made to Performance Manager before implementing any H/C pressing defences.</i> 3. Assertive Driving Lane Pressure when Live (NO SAGGING Defences); Deny when Dead. 4. Off Ball Screens: Employ "Thru" Tactics (no switching or Lock & Chase until Thru is mastered) 5. Ball Screens: Employ "Show & Over" & "Squeeze & Under" (no switching, trapping, icing or mushing until mastered). 6. No Zone Defence – Rule 7. No Half Court Presses – Until Half Court Player to Player is mastered (recovery, primary & secondary, rotations and communication) 8. No Full Court Presses – Until Full Court P2P is mastered (including traps UP and ACROSS lane, recovery, primary & secondary rotations and communication). 	<ol style="list-style-type: none"> 1. Full court player to player defence (force sideline) 2. Encourage use of trapping defences in the full and half court 3. Half Court Player to Player Defence (force sideline). 4. NO SAGGING Defences 5. Off Ball Screens: Thru with Lock & Chase, and Switching introduced 6. Ball screens: Show/Over or Squeeze/Under with Trap & Switch introduced 7. No Zone Defence until after round 7 of BQJBC Permission required by performance manager 8. Once Zone is implemented, an aggressive zone is to be employed (again – NO SAGGING DEFENCES) 	<ol style="list-style-type: none"> 1. Game plan is suitable for player strengths, takes into considerations team weakness, and accounts for league and individual opposition team strengths 2. Governed by the rules of the game.
Transition Plan	<p>Refer Athlete Development Model</p> <ol style="list-style-type: none"> 1. Find the Advantage (who is open) 2. Pass the Advantage on (get the ball to the open player) 3. Sprint Ahead/Pass Ahead 4. Employ Receiver Principals once in adv/dis adv situation 5. Offence to Defence: Receiver Spots/Rebound Coverage/Rebound Contest/D.Trans (no lay ups; ball pressure) 6. Defence to Offence: Force Low % Shot/Contest all Shots/No Front Cuts/Don't be Screened/RECOVER/Rebound & PUSH (all players encouraged to push the fast break – wholistic skill development) 	<ol style="list-style-type: none"> 1. Engage all previous focus points. 2. Emphasis on Receiver Spots, rebound coverage, rebound contest and defensive transition spots (incl. defensive safety). 3. Defensive Transition applied on made or missed baskets 4. Emphasis on Recovery on defence and rebounding 5. Early recognition of ball position on defensive rebound and role in fast break 6. All players should be able to push the fast break (24sec shot clock) 7. Decision making in full, three quarter, half and quarter court for high % plays 8. Clock and game recognition 	<ol style="list-style-type: none"> 1. Game plan is suitable for player strengths, takes into considerations team weakness, and accounts for league and individual opposition team strengths 2. Governed by the rules of the game

Brisbane Capitals: Team Performance Plan (Continued)

Offensive Plan	<ol style="list-style-type: none"> 1. Foundational Elements – All 2. Offensive Principles – 1, 2 & 3 3. Emphasis on 1 on 1 without the ball (95%) as well as 1 on 1 with the ball 4. Players must be proficient at cutting before introducing screening. 5. Players must be proficient at screening before introducing ball screens and DHO's. 	<ol style="list-style-type: none"> 1. Game plan is tied to the National SOP with consideration for the foundational elements that support it. 2. Governed by the rules of the game 3. Consideration of supporting the holistic development of all players and staff. 	<ol style="list-style-type: none"> 4. Game plan is suitable for player strengths, takes into considerations team weakness, and accounts for league and individual opposition team strengths 5. Governed by the rules of the game
Summary	<ol style="list-style-type: none"> 1. Emphasis on Fundamental Movement & Basketball Skills 2. Ensure Acceleration Australia preparation & recovery protocols are implemented 3. Fundamental Basketball Skills (FBS) progressively more specific skills towards the end of the stage 4. Encourage & support participation in complementary sports 5. Individualization of training session (consider behavioural strategies) 6. Introduction to foundational mental skills 7. Emphasis on “Play” using Games for Understanding to teach skill in context, intro tactics (push points, give & go, sprint ahead/pass ahead) and game understanding (time/score awareness, foul discipline). 8. Teams must demonstrate competency in defending using the set defensive plan before team specific tactics are applied – approval is required to ensure quality control. 9. 	<ol style="list-style-type: none"> 1. Basketball and individual specific conditioning 2. Shoulder, elbow, core, spine and ankle stability 3. Basketball specific technical and playing skills under competitive conditions 4. Advanced tactical preparation 5. Individualization of technical – tactical skills 6. Advanced mental preparation 7. Basketball and individual specific ‘ancillary capacities’ 	<ol style="list-style-type: none"> 1. Maintenance (or possible improvement) of physical capacities 2. Shoulder, elbow, core, spine and ankle stability 3. Further development and mastery of technical and playing skills 4. Modelling all possible aspects of training and performance 5. Frequent prophylactic breaks 6. All aspects of training individualized 7. Develop further ‘ancillary capacities’

APPENDIX C: BRISBANE CAPITALS ATHLETE DEVELOPMENT MODEL (Version 3.1)

Brisbane Capitals: Athlete Development Model				
Stages of Development	Learn to Train (L2T) Sampling	Train to Train (T2T) Sampling/Specializing	Train to Compete (T2C) Specializing/Investment	Train to Win (T2W) Investment
Brisbane Capitals Teams	U12's Gold, Silver & Bronze U14's Silver & Bronze	U14 Gold U16 Silver & Gold – ID Players U18 Silver – ID's Players	U16 Gold U18 Gold U21 & NBL12	ID'd U18, U21 & QSL2 Players + QSL1 & NBL1
Fundamental Movement Skills (FMS)	<ol style="list-style-type: none"> As an early entry stage for many children, it is important that coaches ensure each player is introduced to and developed in FMS. 20% of time is used on movement skills (often integrated in warm up, technical skill work and warm downs). After skills have been acquired, coaches can use more basketball specific methods to consolidate and refine FMS. The coach can make use of fun games that hide the skills within the rules of play. For example; hopscotch makes use of single legged squats and jumping and landing. 	<ol style="list-style-type: none"> This is still an entry stage for many players to basketball, it is important that coaches do not assume every player is the same, and ensure each player is introduced to and developed in FMS. 25% of time used to warm up using the FMS and FBS. A games approach can still be used. Error detection and corrections are essential and needs to be done at this stage. Look to incorporate in Goal Setting/Perf Profiling. Close attention needs to be paid to flexibility. In general, boys may lack flexibility while females may require stability and control around some joints. 	<ol style="list-style-type: none"> 20% of instructional time is spent here. Work is done on refining the skills and in warming up. It can become more individualized. Plays important element in injury prevention as well as functional development and performance. 	<p><i>Grounded in deliberate practice.</i></p> <p><i>Practice should be constructed purposefully to improve current performance levels and to circumvent arrested skill development</i></p> <p><i>Activities should be carefully monitored, have well defined learning goals, provision of regular feedback for skill improvement, and create ample opportunities for game specific, variable and random repetition</i></p> <p><i>Coach interventions are aimed at correcting errors and improving athletes' performances</i></p>
FMS: Points of Emphasis	<ol style="list-style-type: none"> The most important FMS is the ability to squat. A balanced stable stance, which can be maintained for long periods of time, moved into and out of in multiple directions, is the foundation for all movement on the basketball court. All players must be introduced to, developed, with a view to master the ABCs – Agility, Balance, Coordination and Speed. . The greatest limitation in skill development is often problems with a fundamental movement skill. Developing players' athleticism is important for improving their performance as basketball players. 			

Brisbane Capitals: Athlete Development Model (Continued)

Stages of Development	Learn to Train (L2T) Sampling	Train to Train (T2T) Sampling/Specializing	Train to Compete (T2C) Specializing/Investment	Train to Win (T2W) Investment
Brisbane Capitals Teams	U12's Gold, Silver & Bronze U14's Silver & Bronze	U14 Gold U16 Silver & Gold – ID Players U18 Silver – ID's Players	U16 Gold U18 Gold U21 & QSL2	ID'd U18, U21 & QSL2 Players +QSL1 & NBL1
Fundamental Basketball Skills (FBS) & Position Specific Skills	<ol style="list-style-type: none"> 1. Introduce the basic skills. 2. Initiation and acquisition of the main fundamental skills of basketball: starts, stops and pivots, shot form (layups), pass form, dribble form and dynamic 1on1. 3. Wholistic player development approach, everyone learns all skills and positions. 4. 20% of teaching time is basketball fundamentals. 5. Contextual to the game – when do I use what. 	<ol style="list-style-type: none"> 1. Players should be taking the basic skills of basketball (starts, stops and pivots, shot form, layups, pass form, dribble form and dynamic 1on1) through consolidation and refinement. They will also be introduced to more complex variations of skills. 2. Note: Some players may still be introduced to the sport at this stage. 3. Players may be at different stages of their own personal skill development of the main fundamental skills of basketball. 4. Wholistic player development approach, everyone learns all skills and positions 	<ol style="list-style-type: none"> 1. Players should be able to perform basic skills in a competitive environment. 2. Begin to develop a more individualized skill package. 3. Players may take certain skills to the mastery stage. 4. Players are introduced to positional play but are not restricted in their wholistic skill development because of a position. 5. The position they play should not be a reason to restrict the use of the basic skills of the game. For example: a player playing the post-position should not be told to never dribble the ball, or not to shoot. 	<p><i>Coaches must be keenly in tune with each athlete's skill-set and, based on systematic task analyses, should be able to prescribe sport-specific activities and interventions accordingly.</i></p> <p><i>Schedule proper work-to-rest ratios</i></p> <p><i>Include supplementary training activities that are aimed at improving basketball performance</i></p>
FBS: Points of Emphasis	<ol style="list-style-type: none"> 1. The FBS are the basic building blocks of the game; these include: <ol style="list-style-type: none"> a. A balanced stance, b. The ability to start, stop and pivot (footwork), c. Shot form (which includes layups), Dribble & Passing form d. Defensive stance and movement (lateral, lateral slide to sprint, closeout, effective contact, open to closed stance) e. The ability to play 1on1 (with and without the ball) 2. As players progress in training age, they are introduced to, and develop position specific skills as outlined in the Basketball Australia Positional Proficiencies 			

Brisbane Capitals: Athlete Development Model (Continued)

Stages of Development	Learn to Train (L2T) Sampling	Train to Train (T2T) Sampling/Specializing	Train to Compete (T2C) Specializing/Investment	Train to Win (T2W) Investment
Brisbane Capitals Teams	U12's Gold, Silver & Bronze U14's Silver & Bronze	U14 Gold U16 Silver & Gold – ID Players U18 Silver – ID's Players	U16 Gold U18 Gold U21 & QSL2	ID'd U18, U21 & QSL2 Players +QSL1 & NBL1
Fundamental Mental Performance Skills (FMPS) Foundational Team Personal Performance	<p>Foundational Skills</p> <ol style="list-style-type: none"> 1. Achievement Drive <ul style="list-style-type: none"> - Goal Setting 2. Self-Awareness <ul style="list-style-type: none"> - Journaling 3. Productive Thinking <ul style="list-style-type: none"> - Self-Talk - Focus 4. Self-confidence <ul style="list-style-type: none"> - Visualisation <p>Team Skills</p> <ol style="list-style-type: none"> 1. Leadership <ul style="list-style-type: none"> - Values - Beliefs 2. Communication <ol style="list-style-type: none"> 1. Cohesion 	<p>Foundational Skills</p> <ol style="list-style-type: none"> 1. Achievement Drive 2. Self-Awareness 3. Productive Thinking 4. Self-confidence <p>Team Skills</p> <ol style="list-style-type: none"> 1. Leadership <ul style="list-style-type: none"> - Interpersonal - Intrapersonal - Organisational 2. Communication <ul style="list-style-type: none"> - Social & Team - Deal with Adversity 3. Cohesion <ul style="list-style-type: none"> - Social & Team - Deal with Adversity 4. Team Confidence <ul style="list-style-type: none"> - Belief 1. Team Abilities 	<p>Foundational Skills</p> <p>Team Skills</p> <p>Performance Skills</p> <ol style="list-style-type: none"> 1. Perceptual-cognitive skill <ul style="list-style-type: none"> - Decision Making 2. Attentional Focus <ul style="list-style-type: none"> - Task Oriented - Never Give Up 3. Energy Management <ul style="list-style-type: none"> - Arousal - Relaxation - Preparation 6. Focus 	<p>Foundational Skills</p> <p>Team Skills</p> <p>Performance Skills</p> <p>Personal Development Skills</p> <ol style="list-style-type: none"> 1. Identity Achievement <ul style="list-style-type: none"> - Sport Identity - Self Identity 2. Interpersonal Competencies <ul style="list-style-type: none"> - Emotional Intelligence - Self-Awareness - Self-Management - Social Awareness - Social Skill
FMPS: Points of Emphasis	<ol style="list-style-type: none"> 1. Lead by example: The coach who appears calm, confident, and in control during a competition or pressure situation usually has athletes who act the same way. 2. Monitor your behaviour: Athletes and coaches become more self-aware of their behaviour, thoughts and feelings through self-monitoring 3. Most desirable to implement mental skills training right between the team selection and grading tournament. 4. Allocate either the first or last 15 – 30mins of practice to mental skills training. 5. Should be integrated with physical practice e.g. goal setting and focus drills (team must make 10 bank shots in a row in 90sec). 3. Each player is required to have a basketball journal to reflect on competition and practice performance, and capitalize on the wealth of experiential knowledge gained from performance 			

Brisbane Capitals: Athlete Development Model (Continued)

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Brisbane Capitals Teams	U12's Gold, Silver & Bronze U14's Silver & Bronze	U14 Gold U16 Silver & Gold – ID Players U18 Silver – ID's Players	U16 Gold U18 Gold U21 & QSL2	ID'd U18, U21 & QSL2 Players +QSL1 & NBL1
Technical (Style of Play)	<ol style="list-style-type: none"> 1. 30% of instructional time is spent on individual skills. When should I dribble with my left hand/right hand? 2. 20% of time is spent on multi-player skills. When should I cut to get the ball? 3. Progression of Concepts: Attacking the open basket, Spacing, Penetration, Pass and cut 4. The defence is learning the three basic rules: Protect the basket, Pressure the ball, Defend 1 ½. 5. Teaching from transition or from dynamic starts. 	<ol style="list-style-type: none"> 1. 30% of instructional time on intro/acquisition of new skills & refinement of old. 2. Concepts: Attacking open basket, Spacing, Penetration, Pass & cut, Sealing, Screening (ball screens last to be added) 3. Reads on Defence: Space, Hands & Stance, 1st & 2nd line of defence 4. Consolidate Def. rules. 5. Additional rules are loaded: Denying position on the floor and Rebounding 6. Teaching from transition or dynamic starts. 	<ol style="list-style-type: none"> 1. 40% of the time is spent on the acquisition and consolidation of specialized skills, refinement and mastery of basic technical skills. 2. Concepts: Attacking the open basket, Spacing, Penetration, Pass and cut, Sealing, Screening 3. Refine basic defensive rules: Protect basket, Pressure ball, Def. 1 ½. 4. More positional specific defence rules must be applied. 5. Teaching is done in transition or from dynamic starts. 	<p style="text-align: center;"><i>Grounded in deliberate practice.</i></p> <p style="text-align: center;"><i>Practice should be constructed purposefully to improve current performance levels and to circumvent arrested skill development</i></p> <p style="text-align: center;"><i>Activities should be carefully monitored, have well defined learning goals, provision of regular feedback for skill improvement, and create ample opportunities for game specific, variable and random repetition</i></p> <p style="text-align: center;"><i>Coach interventions are aimed at correcting errors and improving athletes' performances</i></p>
Technical: Points of Emphasis	<ol style="list-style-type: none"> 1. The concepts of play that are applied in the base games (1on1, 2on2, 3on3). The players must learn the concepts from both the offensive and defensive point of view. Players are introduced to the following ideas: <ol style="list-style-type: none"> a. One-second advantage Offensively we want to create an advantage where the offensive player can take a high percentage shot. The defence is working to prevent this advantage and to force the offence to turn the ball over or take low percentage shots. b. Flow (Transition from Full to Half and Quarter Court; Offence to Defence & Defence to Offence) Teams flow through their early clock, mid-clock and late clock offence. Keep ball "alive". Link each action to the previous action. Defence is attempting to disrupt the flow of the offence. If it can force multiple disruptions in flow it will force the offence into poor shot selections. Even though younger players do not use a clock, it is imperative that they are taught the concept of flow in their play as it creates a seamless progression in their growth as players. c. Conceptual play Players are taught to play the game using the "technical concepts of play" rather than strategies first. The concepts allow the players to work together to create one-second advantages that give them an opportunity to score 			

Brisbane Capitals: Athlete Development Model (Continued)

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Decision Making General: Reading the offence/defence	<ol style="list-style-type: none"> 1. Decision making is taught through 2-1, 3-2 and 4-3. Offence is learning to SEE and FIND the open player. Example: In a 2-1 situation the player must decide if he/she has an open basket. If the answer is yes, attack with the dribble. If the answer is no, pass the ball to the player who is open to attack. This gives the offence success with their basic skills. 2. The defence is required to apply their three rules: protect the basket, ball pressure and defend 1 ½. 3. By playing straight 3on3, the offensive players do not have the skills to get to the point where they can use their decision-making ability. We need to allow the offence a chance to grow first. 	<ol style="list-style-type: none"> 1. In technical teaching the offence is given a one-second advantage. The object is for the player to USE the one-second advantage. For example, a 2on2 drill starts with the defender of the ball standing beside the offensive player. If the offensive player effectively uses his/her advantage he/she forces the help defender to defend. The offensive player must now see and then find the open player. 2. Defence is constantly applying the three defensive rules. 3. The player's decision making now begins to include more decisions involving other players. 	<p>In technical teaching the offence sees, finds, uses and CREATES a one-second advantage. Now the offensive player must make use of screens, fakes or dribble move to break down their initial defender. Once the advantage has been created, the player must use the advantage. If the defence helps, see and find the open player and pass your one-second advantage on to the next player.</p> <p>At this stage, players' decisions also need to include game situations such as: match ups, time and score.</p>	<p><i>Competitive situations are critical for the development of perceptual and decision-making skills, skill execution, and physical fitness.</i></p> <p><i>Competitive situations provide athletes opportunities to develop their 4C's by gaining social reinforcement and confidence, increasing their perceived competence, developing their character and relationships, and caring for others.</i></p>

Brisbane Capitals: Athlete Development Model (Continued)

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Decision Making Player specific: Who am I? Who is guarding me? Who is my teammate? Who is guarding my teammate?	1. This is done in very generic terms at this stage. 2. The coach should ensure that match ups reflect the player's abilities to provide meaningful competition and not be seen as a way to exploit poor match ups to win games. 3. Specific work on defensive elements – who am I guarding, who are my teammates guarding	1. Players need to begin to understand the strength and weaknesses of their teammates and opponents. 2. Major emphasis: learning to "read" on Def and Off. 3. Play to your teams' strengths and to your opponents weaknesses. 4. Further develop game understanding and awareness (clock,	1. In all competitive situations, players need to recognize this situation. It becomes more positional at this stage 2. Team Game Plan 3. Scout 4. In Game Tactics (adj to scout) 5. Reads in Game	<i>Under Development</i>
Decision Making: Points of Emphasis	1. Players need to be able to think for themselves on the floor. 2. In training, the coach must provide the players with problems and allow them to come up with the solution. 3. Too often coaches TELL the players the solutions without allowing the players the valuable experience of learning. There is no depth of understanding developed. With this in mind coaches need to go through the phases of teaching: <ol style="list-style-type: none"> a. Phase A – introduce the skill on air (1on0, 2on0 etc.) b. Phase B – the coach guides the decision making of the players by providing reads c. Phases C – the players use the skill in break down drills with live defence d. Phase D – the players use the skill in game like situations (2on2, 3on3, 4on4 and 5on5) 			

Brisbane Capitals: Athlete Development Model (Continued)

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Strategy Long term organizational plan of the players into a method of play	<ol style="list-style-type: none"> 1. Players participate equally in controlled games designed to enhance skill development. 2. Players learn a basic awareness of offence and defence. 3. Getting Great starts (3-4mins) 4. Finishing quarters (2-3mins) 5. 10% of the time is spent on basic offence/defence. 6. 3on3 progressing through 4on4 with limited 5on5 at the very end. 7. This allows for more touches of the ball. The basket is more open and provides opportunities for the players to use their basic concepts. 	<ol style="list-style-type: none"> 1. To use the basic skills for all positions in a competitive environment. Players learn basic team maneuvers that involve multi-player and multi-positional play. 2. Getting Great starts (3-4mins) 3. Finishing quarters (2-3mins) 4. Explore ATO scenario 5. Explore AFT scenario 6. What gets you on the court, what keeps you on the court 7. 30% of instructional time is spent here. 8. Basic offences and defences should be consolidated and refined before introducing more complex strategies such as zones and presses. 	<ol style="list-style-type: none"> 1. 40% of the instructional time is spent here. Acquisition and consolidation of specialized strategies, refinement and creativity of the basic strategies. 2. Emphasis on Impact and contribution (compete) 3. Getting Great starts 4. Finishing quarters/halves/games 5. Importance of coming off the bench – impact 6. ATO and ATF, in-game player strategic input 7. Players are exposed to an expanding array of team maneuvers and an increased knowledge of positional movement. 8. Early clock – players' time 9. Mid clock – coaches' time 10. Late clock – players' time 	<p><i>Detailed Team Game Plans</i></p> <p><i>Detailed Game Scouts</i></p> <p><i>IN Game tactics – Player feedback/input</i></p> <p><i>Monitoring or Decision-Making and emphasis on deliberate practice and play with review and reflection</i></p>
Strategy: Points of Emphasis	<ol style="list-style-type: none"> 1. What is your team going to do? 2. This is where the coach develops a plan for how the team will play in transition, on offence and defence. 3. The chosen strategy should not restrict player growth and development. 4. It should provide opportunities for ALLPLAYERS to make use of their skills and concepts of play. 			

Brisbane Capitals: Athlete Development Model (Continued)

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Tactical Short term adjustments to the plan, usually competition specific for specific opponents	1. Short-term adjustments are made to enhance the learning of the skills and concepts of the game and to allow the players to cooperate in a competitive environment. 2. This can mean changing the makeup of teams or adding modified rules to provide more meaningful competition rather than stacking teams so one team can win. 3. Coaches should not use tactical adjustments to trick young players so the coaches' team can score an easy basket.	1. Simple reminders about the strengths and weaknesses of an opponent. 2. Elaborating on scouting reports or having half your team walk through the opponent's sets is not recommended. 3. Preparation for an opponent is done through working on the concepts on offence and defence that will be used for the next competition. 4. Only 15% of the time should be spent here. 5. Players are encouraged in drills to understand an opponent's main strengths / weaknesses.	1. 20% of the time is spent on competition specific tactics. 2. It is still best to prepare for the opponent by practicing the required concepts and skills needed for the best competition. 3. Some team and player specific preparation can occur, but not at the detriment of continued development. Avoid spending the majority of practice time leading up competition, on having players learn opponents' sets and defences.	<i>Under Development</i>
Tactical: Points of Emphasis	1. Planning for your next opponent, consider the relationship between your offence/defence and your opponents' offence/defence; relationship between your players' strength/weaknesses and opponent players' strength/weaknesses; and where you are in your season? <ol style="list-style-type: none"> a. L2T: This does not apply at this stage. b. T2T: In planning for the next opponent the coach is aware of where his/her team will be able to see, find use and create one-second advantages. In training, the coach ensures that his/her team is working on the skills and concepts required to introduce, acquire, consolidate and refine these skills and concepts. This is done using a global approach. All players get to work on the skills and concepts. The coach uses the rules of defence to help the players prepare for how the opponent likes to score. c. T2C: The coach uses the same approach as in the T2T stage, but a more positional approach is used. The coach can make use of video, handouts, and meetings to prepare the team for the opponent. 			

APPENDIX D: EXPECTED PROFICIENCIES

BRISBANE CAPITALS Expected Proficiencies	Stages of Learning				
	Verbal-Cognitive Stage		Motor Stage		Autonomous Stage
	Introduce	Develop	Consolidate	Refine	Master (Continual Refinement and Consolidation)
Fundamental Movement Skills (FMS) <ul style="list-style-type: none"> • Running, Sliding, Skipping, Hopping, Changing direction and pace, • Stopping and Pivoting, • Jumping and Landing, • Balancing and Stability • Throwing, Catching & Aiming 	U12 U14 U16	U12 U14 U16	U14 U16 U18 U21	U16 U18 U21 QSL	U18 U21 QSL NBL1
Fundamental Basketball & Position Specific Skills (FSS & PSS) <ul style="list-style-type: none"> • Ball Mastery <ul style="list-style-type: none"> ○ Contested Shooting & Finishing Under Pressure ○ Passing & Receiving, Dribbling • Functional Athletic Development <ul style="list-style-type: none"> ○ Flexibility, ROM, Balance & Stability, Control of Movement and Strength ○ Speed, acceleration/deceleration & Agility, ○ Conditioning ○ Recovery (includes: Nutrition and Hydration) 	U12 U14 U16	U12 U14 U16 U18	U16 U18 U21	U16 U18 U21 QSL	U18 U21 QSL NBL1
1 on 1 with Ball <ul style="list-style-type: none"> • Make Plays off Dribble and Catch • Make Plays off Ball Screens • Make Plays from the Low and High Post • Overall Decision Making 	U12 U14 U16	U12 U14 U16 U18	U16 U18 U21	U18 U21 QSL	U18 U21 QSL NBL1

BRISBANE CAPITALS Expected Proficiencies	Stages of Learning				
	Verbal-Cognitive Stage		Motor Stage		Autonomous Stage
	Introduce	Develop	Consolidate	Refine	Master (Continual Refinement and Consolidation)
1 on 1 without Ball <ul style="list-style-type: none"> Sprint or Space Reading Defensive Cues Cutting & Screening (incl.: Ball Screens) Sealing and Posting Up Sprinting Lanes Receiver Spots Overall Decision Making 	U12 U14 U16	U12 U14 U16 U18	U16 U18 U21 QSL	U16 U18 U21 QSL NBL1	U18 U21 QSL NBL1
Exploit Advantage Situations <ul style="list-style-type: none"> 2 on 1, 3 on 2, 4 on 3, 5 on 4 (Full/Half) Recognises and Creates Advantage Situation. Finds the Advantage (Passes Advantage on) Decisive on the catch (Score/Assist, Reversal) Problem Solving and Decision Making 	U12 U14 U16	U12 U14 U16 U18	U16 U18 U21 QSL	U18 U21 QSL NBL1	U18 U21 QSL NBL1
Rebounding & Loose Ball Possession <ul style="list-style-type: none"> Offensive <ul style="list-style-type: none"> High % Shots; Receiver Spots, Rebound Coverage and Contest Leads into D. Trans Defensive <ul style="list-style-type: none"> Fight for defensive position, Box out and Rebound Contest Leads to Fast Break 	U12 U14 U16	U12 U14 U16 U18	U16 U18 U21 QSL	U18 U21 QSL NBL1	U18 U21 QSL NBL1

BRISBANE CAPITALS Expected Proficiencies	Stages of Learning				
	Verbal-Cognitive Stage		Motor Stage		Autonomous Stage
	Introduce	Develop	Consolidate	Refine	Master (Continual Refinement and Consolidation)
Defence <ul style="list-style-type: none"> Ball Pressure and Recovery (on and off ball) Defends: Cuts, screens, seals, post ups Movement, Positioning and Vision Help (rotation if required) Defensive Transition (roles and responsibilities) Overall Decision Making 	U12 U14 U16	U12 U14 U16 U18	U14 U16 U18 U21 QSL	U16 U18 U21 QSL NBL1	U18 U21 QSL NBL1
Communication <ul style="list-style-type: none"> Offensive, Defensive and Team (refer to terminology) 	U12 U14 U16	U14 U16 U18	U16 U18 U21	U18 U21 QSL	U18 U21/QSL NBL1
Transition Phases <ul style="list-style-type: none"> Offence to Defence Defence to Offence Full court to Quarter court Early, to mid, to late shot clock. Pattern Recognition, Anticipation 	U12 U14 U16	U14 U16 U18 U21	U16 U18 U21 QSL	U16 U18 U21 QSL NBL1	U18 U21 QSL NBL1
Game Understanding <ul style="list-style-type: none"> Understands TEAM offensive and defensive PLAN, and their INDIVIDUAL role and responsibilities within that PLAN 	U12 U14 U16	U16 U18	U18 U21 QSL	U18 U21 QSL	U21 QSL NBL1

BRISBANE CAPITLS Expected Proficiencies	Stages of Learning				
	Verbal-Cognitive Stage		Motor Stage		Autonomous Stage
	Introduce	Develop	Consolidate	Refine	Master (Continual Refinement and Consolidation)
Game Awareness <ul style="list-style-type: none"> Offensive/Defensive (Man/Zone) recognition Uses above Proficiencies tactically to Team Advantage Reads Tempo (Push, Poise, Payoff) Knows Score, Game Clock, Shot Clock, Foul Count, Hot Hand, Area of Scoring, Last Score, Defensive weak link & scout Read over-rules principles Understand "Scout" Principles 	U12 U14 U16	U14 U16 U18	U16 U18 U21 QSL	U16 U18 U21 QSL NBL1	U18 U21 QSL NBL1
Mental Skills <ul style="list-style-type: none"> Goal Setting Effort and Learning Focuses on process achievement Learning and improvement focus Visualisation Focus, Attention and Concentration Self-Talk Relaxation 	U12 U14 U16	U12 U14 U16 U18	U14 U16 U18 U21 QSL	U16 U18 U21 QSL NBL1	U18 U21 QSL NBL1

Defensive Style of Play

PERCENTAGE

Awareness (Score/Clock)
Take Care of the Ball
High % Plays
Understand What and How
Receiver Principles
Rebound Coverage
Rebound Contest

TRANSITION

Immediate Ball Pressure (Made or Miss)
Get Ball to Side Est. Weakside Early
Defend Kick Ahead Pass
No Fast Break Lay Ups.
Take Care of Ball (no Cheap Fouls or Missed Assignments)
DOGGER (Ball-Basket-Player)
FLOOD (Basket-Ball-Player)

PRESSURE

Stay in front of the Ball
Recover if Beat (no blow-bys)
Stay Between your Player and Basket
5 Act as 1 v the Ball
Help and Fly with the Ball
Destroy Cuts/Screens
Vision & Communication
Contest All Shots

POSSESSION

Force Low % Option
Defensive Rebound Coverage
Position/Stay on Ground/Box Out
2nd, 3rd, 4th Efforts
Contest/Desire
Loose Ball
Conversion

APPENDIX G: DEFENSIVE GUIDELINES

With the advent of the 24 second shot clock (and offensive rebound reset to 14 seconds), more and more emphasis is placed on athletes' ability to develop exceptional offensive skills and abilities. This naturally necessitates the need for defensive capabilities to improve. However, our focus on individual defensive fundamentals is not to keep up with offensive skill improvement, it is to surpass the offensive skill level of opponents and dictate the tempo of the game on the defensive end of the floor.

To achieve this ideal, we must have a mentality of TEAM Defence. Everything we do on defence is part of a strategically coordinated plan to restrict opposition offences from getting into their areas of strength; inevitably forcing them into low percentage options, which will key our fast break.

For this approach to be successful, we must be proficient in the following areas.

1. Technical - Individual defensive fundamentals which require an understanding of stance, positioning on the floor, push points (individual plan as it relates to the team plan) and effective communication to team mates.
2. Physiological – Flexibility to get into stance, strength to stay in stance, fitness to operate from stance and power to move in stance.
3. Psychological – Mental approach to defence as one of OFFENCE or ATTACK in a co-ordinated structure, forcing the offence to react to the defence in a passive, non-assertive manner.
4. Tactical – Team Plan, restriction of options, understanding of rotation & recovering, conversion of defence into possession (loose ball war, boxing out and rebounding the ball) and lastly our transition from defence to offence.

Consequently, the main technical and tactical focuses of defence are:

Technical Focuses:

1. Commitment to Stance (On & Off Ball; Full & Half Court; Perimeter & Interior).
2. Understanding of how our individual defensive plan relates to, and influences, the TEAM defensive PLAN.
3. Mentality of shutting down opposition opportunities (Driving, Passing and Shooting lanes)

Tactical focuses:

1. Understanding of TEAM Defensive PLAN
2. Ball Pressure (which includes On & Off ball defensive positioning)
3. Communication (to and with team mates)
4. Rotation & Recovery (Defending penetration)
5. Boxing Out (Win the Rebound and Loose Ball WAR).
6. Quick transition (defence to offence)

Brisbane Capitals athletes will be known for their aggressive man to man defence in the full and half court, their unrelenting defensive pressure, suffocating containment defence on the ball and for their discipline in the execution of their team's defensive plan. They will make teams earn their points.

The Magnificent "Defensive Eight" – the best type of defence is attack; as a team we attack the ball on defence through on-ball pressure, coordinated off-ball positioning and a focus of constraining the offence.

1. Work for high percentage baskets and committing to the offensive boards. By doing this we ensure we have immediate pressure on the ball as opposition teams have to either inbound due to a score, or they are put under immediate pressure on the rebound.
2. Effective transition from Offence to Defence to restrict fast break opportunities for opposition
3. Understand individual roles and responsibilities in the team defensive plan.
4. Commitment to stance/position/vision/communication
5. Restriction of offensive opportunities in the full and half court (ball hawking).
6. Force opposition to take ONE (if any) heavily contested perimeter shoots under pressure (make them make one extra pass); Contest (change) all shots – Take care of the ball.
7. Commitment to boxing out (everyone hits a body)
8. Win the loose ball possession war

Although we will not be focusing on the Brisbane Capitals "Pack" Defence during this program, we will be introducing our defensive transition plan. However, irrespective of our drill or activity, we must encourage and expect each player to be an exceptional trainer, therefore, when defence is part of any activity, we must encourage players to key into our defensive technical and tactical focus.

Things to be aware of, are we sacrificing valuable time we should be spending on teaching defence when we are preparing a press, and is our focus on short term gains as opposed to long term growth?

"Defence is our focus, our Offence flows from our Defence"

APPENDIX H: PLAYER TO PLAYER (P2P) DEFENCE

Pillars of Defence

- INDIVIDUAL DEFENSIVE DEVELOPMENT & FUNDAMENTALS (stance, movement, footwork, hands, vision)
- DECISION TRAINING (Understand the Team Plan, Game Plan, Player Scout, In-Game Adjustments Based on Moment to Moment)
- POSITIONING (Between ball and basket/player and basket)
- PRESSURE (apply on and off-ball pressure without fouling and getting blown-by)
- RECOVER (if beaten on a drive or a cut – player sprints to recover. Only Switch/Rotate if HELP defender Communicates the need)
- HELP (Can you help your team mate defending the ball? How?)
- SPACE (Driving Lane/Passing Lane)
- MOVEMENT (Push points, Fly with Ball, Close outs full and quarter court)
- CONTACT (Destroy cuts and screens, Bump/Check interior cuts)
- COMMUNICATION (organisation, encourage, what's coming, how to defend)

Components of Defence (Player to Player Full & Half Court; Full and Half Court Presses, Zone)

1. **DEFENSIVE TRANSITION:** Either Ball-Basket-Player (Dogger); or Basket-Ball-Player (Flood). Pressure Rebound and Outlet; Defend up the lane (kick ahead); Recover Deep; Safety (No-Lay Ups)
 - a. **Advanced:** TAG UP – If ALL players can defend ALL positions; denial in live-game situations;
2. **CONTAINMENT:** Control ball to the side line (push point); no blow byes
3. **PRESSURE:** Build On & Off Ball pressure once the Fast Break has been negated
4. **RECOVER** When Beat
 - a. Get back in front, beat offensive player to the spot (they are going to score)
 - b. Stay on players shoulder, channel them into the defender (NO VEER STEP). Only leave if help defender says “GO”
 - c. **Advanced:** Run Double Teams; Blitz, Run and Jump
5. **HELP**
 - a. One, two and three spaces away – how do I help my team-mate.
 - b. If Middle Penetration: Driving Lane (Attack Ball – NO HELP/HEDGE ONLY); High Split (Take Ball)
 - c. If Base Penetration: Low Split (Take Ball)
 - d. **Advanced:** Blitzing (Run and Jump) force ball carrier into drive – anticipate of the ball and quick rotation out.
6. **CUTS**
 - a. Jump and Bump, maintain position and vision, hand pressure in passing lane, maintain contact in key.
 - b. Interior Flash Cuts: Low foot advantage – force high and out or below behind back board.
 - c. **Advanced:** Destroy Cuts and send away from scoring threats

7. BALL SCREENS & DHO

- a. Starts with Principles of:
 - i. On-Ball Defender push wide; Off-Ball Defenders HIGH in the driving lane; Screener Defender Destroy cut i.e. no screen
- b. Show and Over (Squeeze/Lock & Chase)
- c. Trap: 2 player Traps and 3 player off ball zone principle (consider rotations on pass release)
- d. Switch: Aggressively either before or at point of screen; push ball away from basket; protect basket from rim-run
- e. Mush: Zone the ball (avoid sagging)
- f. ICE: Make them refuse the screen
- g. **Advanced:** Various scenarios including Nexting and advance rotations (Europe Switch).

8. OFF BALL SCREENS (Ball Side)

- a. Lock and Chase (Defender of Screener is High “too the ball”)
- b. Switch (As above)
- c. **Advanced:** European Switch (three player switch); Stagger and Horns Switch scenarios

9. OFF BALL SCREENS (Weak Side)

- a. Thru: Maintain defensive position, vision, and primary defensive responsibilities
- b. Switch (As above)
- c. **Advanced:** European Switch (three player switch); Stagger and Horns Switch scenarios

10. POST

- a. Early: Check cut and send away outside RED ZONE
- b. High-Post: Ball Above Foul line = Don't deny. Play as a perimeter catch (double from guard); Ball Below Foul Line = Fill driving Lane
- c. Low-Post: High-side; front; Low Side;
- d. Digging from perimeter onto Post (includes doubling – know scout on a shooter)
- e. **Advanced:** Double Teams from Weakside High Split.

11. ROTATION

- a. Middle Penetration: Ball passed out above foul line (high split gets); 3 player rotation
- b. Middle Penetration: Ball passed out below foul line (low split gets); 4 player rotation
- c. Baseline Penetration: Whole Team rotation
- d. **Advanced:** Straight Switches (2 players); European Switches and Nexting

12. SYNCHRONISE (tying the above components together)

13. INDIVIDUALISE/PERSONALISE (providing players with choice as to the reads on defence and what they do well).

IMPORTANT: It is preferable that the first six principles of P2P are introduced and understood by your playing group BEFORE you move on to Off-Ball Screens and Ball Screens

APPENDIX I: OFFENSIVE STYLE OF PLAY

Offensive Style of Play

POSSESSION

Force Low % Option
Defensive Rebound Coverage
Position/Stay on the Ground/Box Out
2nd, 3rd, 4th Efforts
Contest/Desire
Loose Ball
Conversion

PUSH TIME

First 6-8 Sec
Can Break of a Made or a Miss
Sprint Ahead | Pass Ahead
Space & Pace

POISE

Take Care of the Ball
Create Advantage
Create Space
Purposeful Ball & Player Movement
Decision-Making

PERCENTAGE

Awareness (Score/Clock)
High % Plays
Understand What and How
Receiver Principles
Rebound Coverage
Rebound Contest

APPENDIX J: OFFENSIVE GUIDELINES

Our offensive philosophy is based on three principle components.

1. Individual Offensive Fundamentals

With the onset of the 24 second shot clock (and 14 seconds on offensive rebounds), more emphasis has been placed on the individual to execute in game situations with less time. To take advantage of these opportunities we must recognise specific defensive cues that we will use to make informed decision as to what option(s) to take on offence: a) Space; b) Hands; and c) Stance/positioning. The emphasis is on introducing and/or revising the fundamental skills base athletes will be expected to execute in the program. Specifically, this relates to -

- Operating from stance (with/without ball and catching footwork)
- Vision to the lane to the basket
- Engaging the defence on and off the ball and Intent to score.
- Passing with the hand away from the defence, nearest the receiver
- Finishing Under Pressure
- Working at Maximum Pace
- Second Phase Play (Advantage Situations)
- Receiver spots and offensive rebounding

2. Assertive Offence

It is a mentality of putting immediate offensive pressure on the defence by always searching for a numbers advantage (second phase play) and then transitioning smoothly into the half court. We need to encourage our players to avoid getting caught in the A to B to C of offensive structure. Instead, we must instill in our athletes that a READ OVER-RULES & "PLAY".

3. Second Phase Play (Exploiting the Advantage Situation)

We always look to create a numbers advantage by shifting the defence with player and ball (pass/dribble/shot) movement. Other essential components of second phase play are spacing, positioning and timing of movement (player and ball). The basis of this offensive component is to get high % shots, these come from:

- Second Phase Play in the full and half court where we have a numbers advantage
- Shots inside the paint. & Free Throws.
- Open shots on the perimeter off second phase play
- Offensive rebounds.

Defensive to Offensive Transition - Fast Break

We want to run at every opportunity, create a numbers advantage, and take the high % shot. Get the ball out of the back-court as quickly as possible. Explore to the 3-point line, and apply receiver spots in the full court. Then get into ½ court play if no opportunity has presented itself. *To do this we must be able to rebound.*

Fast Break Principles

- Restrict the opposition to one low percentage contested/changed shot, BOX OUT and REBOUND.
- Quick inbound or outlet pass (look long, look short, punch dribble if necessary)
- Point guard get to outlet spot quickly (ball side), catch the ball on the move (sweep).
- Wings sprint out of the back-court, first 3 steps are head down. Beat your man to the ½ court then look for the ball.
- First player down the floor gets ball side.
- Second player down the floor fill opposite lane (unless a strong post player).
 - If a post player, rim run and empty to the weak side low post
- Ball carriers, pass the ball (over the halfway line if possible) ahead to the open player, or push it over the ½ court with minimum dribbles (stay out of middle lane and away from the sideline).
- Pass ahead, receiver attack the ring, or carry it below the FT line.
- Second big fill the vacant point guard spot (trailing)

High % Shots

- Minimum ONE High% opportunity per possession (Take care of the ball)
- Anyone open in the paint must get the ball. Interior shots lead to FT's
- The quality of the work you & your team mates do before you get the ball will determine whether you get a high percentage scoring opportunity.

Offensive Rebounding

- Offensive rebounding is key to our team's success in Second Phase Play.
- It also initiates our offensive to defensive transition.
- Offensive rebounding is about determination and getting your feet to the rebound
- We must have the attitude to contest every rebound opportunity.
- By preventing the opposition from gaining clean possession on the rebounds we reduce their effectiveness in transition.

APPENDIX K: MOTION OFFENCE

To support long term player learning and development, the Brisbane Capitals insist on a “Constraints-Led” Motion Offence philosophy that supports the holistic development of athletes in all of the necessary basketball skills that support their long term involvement with the sport. “Constraints-Led” Motion Offence is where the environment is managed to elicit certain practice responses that advocate for “deliberate play” as opposed to “running a play”. This is not to dissuade coaches from exploring certain “actions” in early or late offence that complement the personnel of the team, yet once broken down, flow into the motion offences rules or guidelines.

Pillars of Offence

- INDIVIDUAL OFFENSIVE DEVELOPMENT & FUNDAMENTALS (Stance, Vision, Footwork, Get Open, Dribble, Pass, Rebound and Score)
- DECISION TRAINING (Understand the Team Plan, Game Plan, Player Scout, In-Game Adjustments Based on Moment to Moment)
- WITH BALL (Look to Score – all options available/every possession; Zero Second Basketball)
- WITHOUT BALL (Look to Score – cut with intent to score, get ball open, get self-open, get team-mate open)
- PERCENTAGE (At the basket – High%; On the Perimeter - M-H%; Understand a Low% option)
- SPACE (Single–4m; Double–6m; and Triple–8m; How to Create it for ball, self (score/catch), teammate (score/catch); control (seal, fakes)
- PACE (Speed is key; Full Court Push-time; Sprint-Ahead/Pass-Ahead; With and Without the Ball)
- POSITIONING (Player alignment and court geography: 5 out; 4 out 1 in Open Post; 4 out 1 in Skewed Front),
- MOVEMENT Ball (passing and dribbling); Player (Sprint lanes, getting open for the ball, getting others open, sweep/swing thru, turnouts or slant cuts).
- TIMING (coordination and timing of ball and player movement to create advantage situations for high percentage shots)
- COMMUNICATION Organisation (calling for the ball, verbalize the cut, calling “one more pass” etc.); encourage (support); Instruction, Feedback,

Underpinning all of the above and following components of offence is the **INDIVIDUAL OFFENSIVE FUNDAMENTALS, ATHLETIC DEVELOPMENT and MENTAL SKILLS** each player requires to master in order to experience confidence in performance environments. Example: a player should be proficient with creating and making plays off the dribble before playing the Ball Screen, at the same time, players should be proficient with the execution and use of the screen before being a screener in a Ball Screen scenario (including: sprint to set, communication, back to space, rim runs and deep seals/re-screen scenarios/early and late slips/pop/flare).

Play over Plays

The Brisbane Capitals emphasize the concept of “PLAY” as opposed to “RUNNING PLAYS”. This is an important consideration with the proliferation of motion offensive systems now packaged as their own integrated system of offence “Running a Play”. Ultimately, in creating a basketball environment which supports athlete psychological needs such as autonomy, the Brisbane Capitals encourage “Constraints-Led” Motion Offences based on the following Principles of Motion that encourage individual player autonomy (based on the athlete needs and coaching context) in making “reads” on the defence to execute concepts within the Motion Offence.

Components of Offence (Motion in the Full & Half Court v Full & Half Court P2P & Zones)

1. **FAST BREAK** Push Time: First 6-8 secs off a Made or Miss – Sprint ahead/Pass ahead. Ball Reversal in Back Court. Secondary Break – First Person Ball Side/Rim Runner/Weakside lane/trail. Pass over half court or ball reversal. Motion in the full court – pass and cut/replace.
 - a. **Advanced:** Press Break Options and Counters
2. **RECEIVER SPOTS** Deep Corner/Dunker/Diagonal/Vacuum/Defensive Safety
 - a. **Advanced:** Fast Break wrinkles: Attacking space at High Split & Weakside Cutter (Adv)
3. **BALL REVERSAL**
 - a. Teach Back Cut or Speed Cut if denied. High and Low Catch option v P2P or Low Catch option v 2-3 Zone/High Catch option v 3-2/1-3-1 Zones
 - b. **Advanced:** Middle Ball Screen on ball reversal (Drag actions out of the fast break, or “Wooden” Ball Screens in the Half Court); Middle Ball Screen v Zone Defences.
4. Use of Low and High **POST PLAYERS** (incorporate player movement off the post, Roaming, Laker Cuts, Split Actions)
 - a. High post flash if guard-to-wing pass is denied on ball reversal or
 - b. Low post steps out to short corner if wing-to-guard pass is denied
 - c. **Advanced:** Weak side high post options (pinch post); Post options v Zone defences (Space – short corner, weakside low post seal, high post extension, screening back of zone and deep seals).
5. **DRIBBLE ENTRIES**
 - a. Dribble at and Shallow cut (can lead to Zipper actions or middle-lane back screens)
 - b. Dribble at and Deep cut (can lead to button hooks to post ups, middle-lane down screens, screen the screener actions, loops or elevator actions)
 - c. **Advanced:** Incorporate Dribble Hand Offs and counters; Shallow, Gap & Freeze Dribble v Zone Defences
6. **MIDDLE-LANE READS** (Passer – Cut/Screen/Replace based on the defensive read. Whether one or two guard front/alignment); point-guard “Hold” options v Zone
 - a. **Advanced:** Middle Ball Screens v Man (space) and Zone (coordinate with interior action and space)

7. **WEAKSIDE ACTION** (i.e. Up or Back screen v Denial Defence; Speed Cut or wide Pin-Down screen v Sagging defence. Players look to get open or get someone open on the weakside, engaging the weakside defence and creating space for drive or post action).
 - a. **Advanced:** Two and Three-player games (Gaggle options: Double and Staggered Screen Scenarios); Screening back of zone to release perimeter and create interior adv situations.
8. **INTERIOR ACTION** Flash cuts and screen options; How to get out of the post effectively; Screen and Sealing.
 - a. **Advanced:** Playing with Multiple Posts; Playing with posts v Zone Defences
9. **STRONGSIDE ACTION** (i.e. two-player games, inside-outside, incorporate movement off post)
 - a. **Advanced:** Side Ball Screen (and “hat” screens – ball screen set “up” the lane as opposed to across the lane).
10. **SYNCHRONISE** (tying the above six components together)
11. **INDIVIDUALISE/PERSONALISE** (providing players with choice as to the reads on defence and what they do well).

IMPORTANT: It is preferable that the first six principles of motion are introduced and understood by your playing group BEFORE you move on to Off-Ball Screens and Ball Screens.

TACTICS (Examples | Under-Development)

- Entries v Player to Player Defences – Consider Early Offence actions to flow into Motion.
- Entries v Zone Defences – Consider Motion flow into Late Offence actions.
- Against Teams Playing Zone – Consider pushing up full court P2P; push fast break; place scorer in high post; create match up ball-side and overload on weak-side.
- Dead-Ball consider different actions than from a live possession.
- Be Proficient at getting into Full Court P2P defence made or miss.

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