



## Train to Compete Stage (T2C)

(Ages 15-18+/- females, 16-18+/- males)

During the Train to Compete stage, high intensity individual and sport-specific training is provided to athletes year round. The major objective of this stage is to learn to compete under any kind of circumstance. Athletes who are now proficient at performing both basic and sport-specific skills, learn to perform these skills under a variety of competitive conditions during training. Consideration must also be given to athletes who are late entering into the sport. A coach must be aware that these athletes may be at the Train to Compete stage in regards to physical skills but at lower stages in terms of basketball skills. With proper coaching these late entry athletes can be brought successfully into the basketball system. Special emphasis is placed on optimum preparation by modelling training and competition. Fitness programs, recovery programs, psychological preparation and technical development are now individually tailored to a greater degree. This emphasis on individual preparation addresses each athlete's individual strength and weaknesses.

At this stage of development the serious athlete will be focused and determined to be the best player he/she can become. Athletes need significant amounts of technical and tactical feedback if they are to properly develop skills. Athletes must train at a high level of intensity and must be challenged to improve by the coaching staff.

### FUNDAMENTAL SKILLS

#### Dribbling - Stationary and Moving

- Against disadvantage situations (2-on-1, 4-on-2, 4-on-3)

#### Passing and Catching

- Post entry passes (dribble and stationary)
- Skip passes

#### Shooting

- After a curl cut
- After a fade cut
- 3-point shot
- Jump shot off the dribble

#### Lay-up Skills

- Making shots with contact
- Creative finishes

#### 1-on-1

- Attacking one on one - sweeps, cross over
- Control one on one - jab series, shot fake
- One on one off the dribble
- Hop back
- Combination moves

#### Post Moves (taught towards end of the stage)

- Jump hook
- Up and under
- Double pivots
- Face up and go
- Short corner shots, cuts
- High post shots, cuts
- Crab dribble series

#### Perimeter - Movement without the Ball

- Pass into post and relocate
- Blast cut

#### Movement without the Ball - Post

- Make contact defender's body
- Feet active, arms high

#### Introduce Other Screening Situations

- Flare
- Staggered
- Double
- Pin

#### Defensive Stance on the Ball

- Closeouts
- Post defence - foot work (fronting, staying ball side, movement around offensive player)

#### Rebounding

- Breakout dribble

### PLAYING PRINCIPLES

#### Offensive Transition

- 1st post goes to front of the rim
- Trail post goes to the 3-point line

#### Defensive Transition

- Refinement of previous skill sets

### Conceptual Offence

- Spacing is paramount (3.5 metres to 4.5 metres) - allow for penetration
- Play off teammates penetration
- Look for cutting opportunities
- Look for screening opportunities
- Look for opportunities to improve passing angles and make use of relay passes
- After screening move in the opposite direction of the person being screened for (2nd cutter)
- Be patient
- Be quick but don't hurry

### Intelligent Movement is Based on:

- Players ability to read and react to defensive positioning
- Location of the ball
- Players should not watch ball until ready to receive it-they should watch their defender
- Movement of defence

### Penetration and Kick Principles

- Move and slide to an open area on penetration
- Baseline drive-baseline drift, or fill in behind driver
- Middle drive-slide to optimum position
- Penetrate pass pass
- Post movement off penetration

### Reading Screens

- Being patient and make correct reads (showing hands when ready for ball)
- Using of second cutter

### Press Break

- Spacing
- 3 passing options (middle, back, sideline)
- Working against double teams
- Vertical attack - throwing over the top

### Principles of Zone Offence

- Attacking GAPS of the zone
- Taking defence away from their positions
- Ball reversals
- Use of the high post
- Posts must look for screening, sealing and exit cut opportunities

### Defence in the Half Court - Player-to-Player

- Attack penetration (help principles)
- Keep the ball out of post (both low and high)
- Defend all screening situations
- Deny post position
- Deny ball reversal

### Principles of Zone Defence

- Communicate on every pass
- Everyone moves on every pass
- Hands up, take up space
- Keep ball out of high post
- Proper spacing (never 2 players guarding 1)





## STRATEGIC/TACTICAL SKILLS

### OFFENCE COMMUNICATE

#### 5-on-5

- What is the point of attack?
  - Mismatches - attack the weakness of a defender
  - Attack the weakness of the defence
  - Take advantage of the team's strengths
  - Isolation - take advantage of a player's strength
- Role identification
- Time/score
  - Specific end-of-game situations
  - Shot selection
- Special plays
  - Quick hitters
  - Sideline out of bounds (SLOB), baseline out of bounds (BLOB)
  - Foul line
- Zone attack concepts
- Prepare for junk defence
  - Box + 1, triangle + 2
- Offensive rebounding
  - Establish plan on who will rebound
  - Offensive block out, spin, etc.
- Emphasize possession of ball and value of it
- Flow and the awareness of the shot clock
  - Early clock
  - Mid clock
  - End of clock

#### Defence - "COMMUNICATE"

- Expansion and repetition of previous stage
- Recovery strategies
- Rebounding emphasis in all areas and defensive breakdown situations
- "Complete the defensive play" - that is, putting it all together
- Multiple defensive programs
  - Combo "D", zone presses

#### Transition - "COMMUNICATE"

##### Principles

- Decision making
  - Time/score situations
  - Player personnel
  - Advance ball
    - Advantages & disadvantages
    - Angles
  - Tempo
- Roles
  - Runners
  - 2nd outlet - new roles if 2nd outlet is used
  - Trailers - where do they go?

#### Transition - Offence

- Spacing/balancing out
- Post/perimeter into offensive positions
- Ball reversal - half court reversal

#### Transition - Defence

##### Communication

- More specifics
- Cue/action words - expand to full court
- Awareness of teammates - Where? Responsibilities?

##### Timing

- Knowing when to switch
- Depends on situation

##### Options within Transition

- Trapping - recovery
- Forcing
- Turning
- Run + jump
- Influencing - who has ball and where?
- Playing out of a scramble/disadvantage



## DEVELOPMENTAL CHARACTERISTICS

### Physical Characteristics

#### Basic Characteristics

- The circulatory and respiratory systems reach maturity;
- Increases in height and weight slow, and stabilization occurs in the muscular system;
- Skeletal maturation occurs in females and continues in males;
- By age 17 females have reached adult proportions whereas males do not reach such proportions until several years later.

#### Performance Capabilities

- Circulatory and respiratory systems are generally capable of giving maximum output;
- Muscles have grown to their mature size but strength continues to increase towards its peak in the late twenties;
- Connective tissues are still strengthening;
- Females generally gain more weight than males during this phase.

#### Implications for the Coach

- Aerobic and anaerobic systems can be trained for maximum output. Full sport specific energy system training should be implemented;
- Strength training can be maximized to improve overall strength development. Neuromuscular training should be optimized during this stage;
- Progressive overloading in training should be continued;
- Coaches should be aware how to deal with the subject of weight gain in an appropriate manner;
- Athletes should learn how to compete including all technical, tactical and ancillary components.

### Physical Capacities

#### The Five S's of Training and Performance during the Training to Compete Stage:

**Stamina** - 8-12 weeks of training are needed to induce a significant improvement of the aerobic system. This should be done during the General Preparatory Phase (GPP). Training should be done 3-4 times per week using a variety of training methods in addition to on court practices. These training methods are:

**Long Slow Distance:** When using this for improvement, the exercise should last between 30-60 minutes at 70% of maximum heart rate.

**Fartlek:** When using this method, the duration of the exercise should be 30-45 minutes, the whole time alternating 3 minutes of "slow jogging" with 3 minutes of intense training.

**Interval training:** This is work or training followed by a prescribed period of rest.

**Ultra-short interval training:** This form of training is based on the principle that sufficiently short intervals of intense work do not produce lactic acid accumulation. It is appropriate for developing alactacid and aerobic endurance and provides the opportunity for specific skill training at competition intensity.





**Strength** - Strength training at this stage should be monitored very closely as athletes' bodies are changing rapidly. Also for late maturing athletes, coaches should refer to the T2T stage strength training as these athletes are still the sensitive periods of strength trainability. Diagnostics/testing will determine the content and extent of the strength program. At this stage this should be fully individualized. 2-3 sessions should be conducted during the pre-season and 1 or 2 in-season for maintenance. Core and hamstring maintenance should be done 3 times a week. Core strength training should be a priority and should be adjusted to the athletes' needs.

**Speed** - Fatigue interferes with speed development. Speed should be trained at the end of the warm-up when there is no metabolic or nervous system fatigue present at every single training session. Speed training should be properly periodized within the annual training program.

The type of speed that is required in basketball involves acceleration, change of direction and faking or deceiving without the ball.

Short distances of 3-10 metres should be used when training speed including changing direction (linear and lateral) and chaotic speed.

Two important details of speed are proper running technique and speed dribbling with a basketball.

**Suppleness (Flexibility)** - Young athletes experience sudden increases in height and body mass, therefore it is important that flexibility be trained and monitored closely and regularly.

In principle, athletes are now fully trainable in all of the Five S's of training. It is helpful to use performance tests (performance, laboratory or field tests) to identify individual needs of athletes. Identifying the strengths and weaknesses of the athletes (physical, technical-tactical, mental and ancillary capacities) will help decision making regarding training priorities.

**Training Competition Ratios** - The training to competition and competition specific training ratio now changes to 3:1. 40% of training is devoted to the development of technical and tactical skills, and fitness improvements, and 60% is devoted to competitions and competition-specific training. These training to competition ratios will be further evaluated by the competition review working group.

## Performance Indicators

Athletes must have sport-specific training 6 times per week. The importance of individualized (this should include offensive and defensive skills) and small group work (by position and with players from different positions) is crucial to the continual development of the athlete. Individualized fitness and mental training must also be included.

There are a number of tests that can be used to measure an athlete's level of fitness. These include:

1. Vertical jump and standing long jump
2. Beep tester (Leger Boucher Test)
3. Bridges
4. Sit and reach
5. Speed and agility tests
6. Chin ups/push ups/bench press

Athletes also need to have their fundamental movements accessed before beginning strenuous training programs. Proper technique in single leg/double leg squats, lunging and balance for example, are crucial to prevent injuries; foot, ankle, knee, hip shoulder and spine alignment should be monitored and treated if necessary.

## Mental and Cognitive Development

### Basic Characteristics

- Generally by age 16, the brain has reached its maximum size but continues to mature neurologically for several more years;
- Critical thinking is well developed during this phase.

### Performance Capabilities

- Players can cope with multiple strategies and tactics, particularly during the end of this phase;
- The capacity of self-analysis, self-correction and correction by the coach are developing.

### Implications for Coach

- Coaches should encourage the refinement of all technical and tactical skills;
- Decision-making should be developed further through technical, tactical development.

## Psychological Skills

- Highly specific goal setting is recommended - on a team and individual basis;
- Goal setting should be reviewed and goals should be recommitted to at certain points during the season;
- Opportunities should be provided for athletes to develop and to apply effective mental management of imagery, focus control, attentional control, and activation arousal control;
- Athletes should begin to realize what their IPS (Ideal Performance State) is and how to achieve this;
- Athletes should begin to become very competitive and start to understand what this encompasses. Winning starts to become a goal but intensity and competitiveness is still the priority. Athletes begin to understand that they can compete hard against other players while maintaining friendly relationships;
- Players should be able to accept constructive criticism to improve abilities. Coaches should constantly provide feedback and help. From a female perspective, athletes will undergo physical changes. The coach can provide information and mental strategies to help deal with these changes;
- Encourage to develop self-control in highly demanding and pressure situations;
- Leaders should begin to emerge and opportunities should be provided for them to lead;
- This is the optimum time to introduce a sports psychologist.

## Performance Indicators of Psychological Skills

- Players begin to demonstrate the application of developing personal values and mental training to enhance basketball performance in both training and competitive activities;
- Players demonstrate the ability to apply the acquired mental management tools and skills to improve performance;
- Players demonstrate ability to understand the meanings of motivation, dedication and discipline;
- Players have the ability to set realistic short and long-term goals;
- Players demonstrate the ability to use independent thinking to problem solve;
- Players demonstrate the ability to compete hard, playing to win, but keep wins and losses introspective;
- Players demonstrate the ability to apply mental toughness strategies to overcome pressure situations;
- Players demonstrate the ability to accept and apply constructive criticism to improve performance;
- Players demonstrate ability to accept roles.





## Emotional Characteristics

### Basic Characteristics

- Peer group influence is still a powerful force;
- Players are searching for a stable, balanced self-image;
- Activities and interaction with the opposite sex are important during this phase and become a distracting influence.

### Performance Capabilities

- Independent decision-making and leadership skills are becoming more developed;
- Self-concept is still very much influenced by success and failure. Coping techniques are useful;
- Male players must be aware that female athletes now face a problem of femininity versus sport development. Female players must be aware that male athletes now face a problem of relating performance to masculinity.

### Implications for the Coach

- Athletes should be given the opportunity to develop through participation in appropriate leadership or responsible role (i.e. team captain), but strong dedication and discipline must be maintained;
- Positive evaluation of performance and positive reinforcement are imperative.

### Ancillary Capacities

- Players must refine knowledge learned in the Train to Train stage;
- Players must begin to master the aspects of:
  - Warm-up,
  - Cool down,
  - Hydration,
  - Nutrition,
  - Personal health,
  - Injury prevention,
  - Recovery and regeneration,
  - Taper and peak,
  - Integrated pre and post competition routines
  - Environmental awareness
  - Health awareness
  - Socio-cultural
- Players must also begin to master the effects of management of media, public speaking, balance of sport and academics, and organizational skills must be introduced and refined.

## PRACTICAL APPLICATIONS FOR THE TRAIN TO COMPETE PHASE

The **Train to Compete** Stage aims:

- To provide high intensity training and specificity of training all year round;
- To teach players to perform under stressful, competitive situations;
- To ensure that the athletes' training and competition programs and sport-specific technical-tactical activities are fully integrated with sport science and sport medicine programs;
- To provide training that is team and individual oriented. There will be a significant emphasis on skill development and refinement in this phase;
- Athletes begin to take ownership of their own training;
- To provide sport-specific training with both physical and mental skill emphasis. Specificity is the emphasis of this stage.

### PRACTICE/GAME MODIFICATIONS

- Position-specific training;
- Emphasis of concepts, zone principles, presses and a greater emphasis on strategies;
- Players should be encouraged to work on skill development on their own time;
- The off-season training of athletes should be emphasized;
- The use of appropriate questioning and games approach in training will enhance the decision making and understanding of the game by the players.

