



Coaches,

Please find below some collated learnings from masters of practice efficiency and self-improvement in Mike Dunlap, Peter Lonergan and Damian Cotter.

- **Time must have relationship with drill**
  - More time for a new drill
  - Less as player understands and masters existing drill
- **Score**
  - Be competitive! Establishing effort for success is a positive life skill
  - Use score to teach/reinforce effort related habits. E.g., Offensive rebounds are worth an extra point, or clean defensive stops are worth an extra 2 points
  - Use a targeted score in relation to time to create habits of hustle/pace
- **Rotations**
  - Be efficient with clarity and purpose
  - Focus on how many full rotations achieved per time allowed. This evaluation may lead you to increase/decrease time or change/delete drill
  - Develop both sides of body/floor. Evaluate which is best for drill: changing sides halfway through time block vs right side today, left side tomorrow
  - Repetition is key. More is better
- **Element of confusion or chaos**
  - Games are messy. Decision making wins/loses games. Be game like as much as possible
  - Drill to allow opportunities to play through mistakes
  - Encourage players to be successful with dealing with mistakes
  - 3 mistakes to respond to: “Your own, your teammate’s and the opposition’s”
  - Progressively overload. E.g., Play 3 offensive vs 4 defensive players for repetition of decision making and footwork, or 4 offensive vs 3 defensive players to create repetition of defensive rotation
  - Addition through subtraction. Take away elements to focus on chosen requirements. E.g, No Dribble. Focus will be on footwork and stance to create better passing angles, overloaded pressure
- **When to teach**
  - Be disciplined in focusing on your points of emphasis
  - Have rules of when to correct. E.g., After 3 mistakes or if your best player struggles with completing task
  - Limit stoppage time as much as possible. Grab players as they exit rotation to minimise need to stop drill to communicate
- **Coaching cues and or Language**
  - Court position is important, be in best spot to teach points of emphasis. E.g., baseline might be best for low help, foul line extended for side on ball coverage
  - Keep it simple and relatable to drill
  - Have a strategy of communication plan. E.g., “Talk to everyone, Coach the best”
  - Simulate effort. Coach it before decision making
  - Dunlap: “Praise, Prompt and Leave.” Be disciplined in delivery to players