

Believe in the
ACT WAY

Coaches and program officials must adopt, believe in and deliver the concepts of the
ACT WAY

Players must be shown, converted to and internalize the concepts of **The ACT WAY**

1. **ACT Coaches should take advantage of our “geographical advantage”** over other states by ensuring:
 - a. Effective practice and competition programs are planned in addition to ensuring players attendance for all Program activities.
 - b. Trainings should have an equitable balance between north-side and south-side venues depending upon the team composition (including Coaches and Team Manager), venue availability, venue suitability and cost.
 - c. Players are expected to regularly participate in the respective age group of the BACT Division 1/Premier competition in addition to making a regular commitment to their respective Club trainings.
 - d. Players must not gravitate to strong teams or to Club Teams coached by their Representative Coaches (See BACT By-Law).
 - e. Coaches should be cognizant of each player’s total workload and support the management and prioritization of each individual’s academic and sporting activities.

2. **ACT Coaches must ensure their athletes’ physical capabilities are developed** and that players are physically well conditioned and prepared for the physical demands of National Competition. This includes;
 - a. Incorporating basic body resistance programs into pre-training warm-ups and/or within team trainings. In addition, coaches must incorporate & reinforce correct fundamental body movement patterns to ensure players are developing the necessary movement skills (running, jumping, landing, agility etc.) to effectively play the sport at the higher levels.
 - b. Ensuring older athletes (15+ years) have access and are provided with appropriate strength and conditioning programs that are age specific.
 - c. Testing ACT players periodically to ensure minimum standards are met and there is athlete accountability.

3. **ACT Players must be fundamentally sound.** ACT Coaches must ensure the majority of their athlete and team preparation is centred on teaching and reinforcing the fundamental skills of the game. Coaches must teach the “what”, “how” and “why” of skill acquisition. We want ACT players to have good basketball skill proficiencies and the understanding of “when” to use those skills in the game. Coaches should;
 - a. Ensure the ACT Skills Competency Matrix is followed; players need to be proficient in the skills required at each successive age group.
 - b. Consistently demand the correct execution of the skills of the sport including the development of non-preferred hand skill proficiencies. Attention to Detail!
 - c. Provide age appropriate “at home” programs i.e. Shooting and ball-handling skill development programs.

4. **ACT Players must possess a positive attitude** and be mentally strong both on and off the court. We want players that;
 - a. Are proud to play for the ACT.
 - b. Have a genuine passion for the game.
 - c. Want to play hard for their team-mates by putting team performance ahead of their own and are willing to help others to be successful.
 - d. Are willing to embrace any role given to them by their Coach.
 - e. Are resilient and able to handle adversity and continue to contribute when things are not going well.
 - f. Are accountable and accept responsibility rather than giving excuses or alibis; they find solutions rather than complaining of problems and accept the consequences of their actions.
 - g. Play to succeed (which is not solely about winning but more importantly includes how we play and behave as a Team) by being pro-active, assertive and self-confident.
 - h. Communicate confidently, both on and off the court, with Coaches, team-mates and other team officials. We encourage ACT players to communicate directly and effectively with team officials and not have their parents speak on their behalf (unless there are special circumstances).
 - i. Show respect, tolerance & understanding towards all individuals involved in ACT Programs.
 - j. Strive for improvement at all times; work outside practice and at game pace; can evaluate their performance and will seek and act upon feedback.
 - k. Are committed, competitive, unselfish and play hard at all times.

5. **To be successful ACT Teams must be well prepared** to meet the inevitable challenges of being competitive at the National level. ACT teams must **PLAY HARD, PLAY SMART & PLAY TOGETHER** and adhere to the 'ACT Style of Play'. Regardless of the depth and relative physical talent level of our athletes there is an expectation that ACT players and Teams will play on balance, demonstrate solid basketball skill proficiencies and have an understanding of how to play the game effectively (i.e. good decision makers). To achieve these outcomes our programs must have alignment and that there is a clear athlete pathway through our age groups to the senior elite programs in the ACT. Technical strategies to attain these outcomes include;
- a. Transition Offense – Ideally, we want ACT players and teams to be up-tempo, to have a full court running mentality & to attack our opponents in transition in the first 8 seconds of the shot clock. Our players must have the necessary conditioning and open court skills to be successful in the “running game”.
 - b. Half Court Offensive System – The development of motion offense or a basic continuity offense that Coaches can add further structure or entries to as players become more proficient. True Motion Offense will greatly assist our talented junior players to develop their individual and team skills playing with the ball and also off the ball. Motion Offense promotes young players’ ability to cut, screen (on and off the ball), penetrate the ball off the dribble and pass; and to move with purpose away from the ball. It also accentuates players abilities to “read and react” according to defenders and their team-mates positioning on the floor and is a great system in developing young players’ understanding of the concepts and principles of the game.
 - c. Motion Offense complimented with some ‘sets’, ‘quick-hitters’, different ‘entries’ into motion or a couple of isolation plays will assist coaches, particularly in tournament play. A couple of simple isolation plays specifically designed for the talented shooter, the good 1 on 1 or post player will be of significant benefit.
 - d. Man to man defense is the foundation to any effective defensive system. ACT players/teams must have solid technical abilities and understanding in playing man to man defense well. The ability to contain dribble penetration, jump to the ball and defend cuts, effectively defend the low post in addition to defending all types of screens must be taught and consistently drilled to our players. In addition, team defensive techniques, such as “stunting” and basic defensive rotations out of dribble penetration, ball screens and trapping the post need to be emphasized to develop our man to man competencies.
 - e. A “change-up” to a zone defense and/or a half-court trap or zone press can be most beneficial as it can instill confidence, assertiveness and an “attack mentality”

with our players. In addition, it can be disruptive to our opponents and change the tempo of the game. However, success in these defenses will largely be dependent on our players' man-to-man capabilities; therefore, we want to limit our use of quarter court zones to focus primarily on our developing our player's man-to-man defensive techniques.

6. **Coaches and other team officials are expected to be professional** in all their behaviours and actions. At all times we want to project a positive and professional image to athletes, parents and other stakeholders and outsiders. To assist with this please;
 - a. Wear appropriate attire e.g. BACT polo or tracksuit top to games/trainings.
 - b. Be organized – Short and long term periodized preparation plans need to be prepared and documented which revolve around the preparation for the numerous activities/events/competitions contained within the program.
 - c. Communicate effectively and in a timely manner to all stakeholders. For example, local clubs with players in representative programs need regular communication from Program Coaches regarding upcoming representative commitments.
 - d. Maintain a training attendance record. The expectation is that representative athletes make a full commitment to the ACT High Performance Program they are selected for.
 - e. Bring a positive energy to your trainings, games and other team activities – it is infectious!
 - f. Don't use profanity at trainings and games – we must set the example here to our young players (in particular) that self-discipline is an essential element to success.
 - g. Create a challenging, demanding but positive training environment. Make trainings fun, challenging and competitive and a great learning environment. Make your players accountable for their actions. Be as consistent as possible in reinforcing your "expectations of behaviour".
 - h. Regularly provide individual feedback to your players – honest specific feedback. Ask questions or discuss with them their progress and key focus areas for improvement. Assist your players with goal setting and provide them with two or three specific areas to develop/improve further over the next couple of months.
 - i. Prepare for Competition – wherever possible undertake some scouting of your opponent – for example, opponent's strengths and weakness', key players to limit, opponent's primary plays or methods to score, types of defenses they utilize, keys to win etc. If possible, use technology i.e. video, to assist in preparing your team for games and in providing feedback to them from your own teams' performances

i.e. self-scout (to be determined based upon available resources, both human and equipment).

- j. Provide, where appropriate, fun team activities or cultural experiences to help develop the complete person and build team unity. We also want to promote the importance of their academics and vocational opportunities and development in addition to their athletic endeavours. In summary, we want to have a holistic approach in developing our young players.

7. Coaches Creed

- a. Readiness – be a role model for team; be knowledgeable; be enthusiastic; be consistent and be fair. Coach what you know, know what you coach!
- b. Presentation – show/tell players what is going to take place during drill-work; describe clearly and efficiently the key points of execution (not giving too little or too much to handle at one time). Stick with one or two points of emphasis on each drill – don't stray or "waffle on".
- c. Explanation (Replication) – after the demonstration (or explanation) allow enough replication/trials to ensure players pick up the emphasis being presented. Alternatively ask them to explain back to you the key points of the drill.
- d. Correction – this is more about giving and receiving constructive criticism in a manner that is not harmful to either the coach or athlete. The Coach needs to engage the players' attention and make them accountable for them to address any faults.
- e. Repetition – perfect practice makes perfect. Vary drills/training methods to provide repetition of skills at a speed and error rate commensurate with successful execution in a game.
- f. Mentoring – seek out assistance for personal/professional development from whatever sources are available. The BACT HP Manager can assist in this planning.

8. ACT High Performance Programs need be aligned, supported, coordinated and well planned to ensure there is a logical & progressive pathway for our talented players and coaches. To this end,

- a. In particular, there is a strong and effective alignment with the U12 & U14 Development Programs.
- b. All stakeholders need to be included in the efforts and success of the development and performance programs including BA, BACT, Clubs/Schools and the teams themselves.
- c. Each team program should receive regular and visible support from programs underpinning them or where players will graduate into; a genuine connection

between programs is essential to fully utilize available resources and to develop all players & coaches effectively.

- d. The primary purpose for each program is to prepare athletes/coaches for the next age group and/or next level within the basketball system.
- e. Set realistic goals to achieve at each stage of preparation and at National Championships.

***** We want to work hard and enjoy the process with our fellow coaches, team officials and players. Enjoy watching the improvement of our players and team's and take pride in representing Canberra or the Australian Capital Territory in our Development and Performance Programs. *****