

## Candidate 2 evidence

To develop my ability to break the opposition's full court press as a point guard in Basketball.

### **Investigating Performance**

#### Coach Feedback Commentary

My coach completed this analysis from video footage of my performance rather than live. This allowed him to carry out the analysis on his own with no other distractions and this meant his full attention was on providing quality and accurate commentary on my performances. The lack of any distractions meant I could fully trust the commentary included with full focus of coach put towards this.

I have worked with my coach since I was 8 years old and he knows me better than anyone else in Basketball. He is exceptionally experienced in the game having coached for over 20 years and he also has some prior experiencing of supporting players through similar analysis process for educational studies.

My coach recorded the score and outcome of each scenario where I faced full court pressure from opposition as well additional commentary against some scenarios to give me a fuller picture of what he felt contributed most to these outcomes. This meant he was able to comment on any aspect of my performance which positively or negatively impacted on the outcome clearly identifying any strengths and weaknesses I had in performance.

#### Self-Devised Skills Test

I created a Self-Devised Skills Test to test my ability to break an opposition press on my own in different game-like scenarios against one and two opponents at a time. I carried out this test 20 times meaning I have a high volume of data to analyse once completed. Such high volume data reduces the impact of any 'rogue' results across testing and the ability to average my results across such high volume data ensures reliability of data recorded.

#### Illinois Agility Test

Agility is a key requirement in the role of Point Guard and in particular in breaking an aggressive press from the opposition. Comparing my times against two other Point Guards – my team-mate and who I'd consider the best in the role in my league – allows me to compare my times to players of a similar ability to me but also players I aim to outperform

in all aspects of the game. Knowledge of my own times and that of these players allows me to set challenging but achievable goals to work towards throughout my development stage.

The test has standardised procedures to follow when carrying out. This means that when repeating this method for monitoring purposes I will always complete in an identical manner meaning I can trust all sets of data for an accurate comparison at different stages of my development. This accurate comparison means I know when to adapt my Personal Development Plan once initial progress is known in relation to my levels of agility.

#### Self-Reflective Performance Indicator

I completed this method reflecting on the same match used for my Coach Feedback Commentary and the training context used for my Self-Devised Skills Test. This meant that all reflections were based on scenarios where I faced full court pressure from opposition defender(s). Both contexts included opposition of a similar ability to me meaning that information I recorded was a true reflection of my normal performance levels in comparison to any changing demands had these contexts been too demanding or too easy, both of which would have compromised my results significantly.

I completed all reflections during times I was off court in the game or between each attempt at my Self-Devised Skills Test. In both contexts, I was permitted to sit away from any teammates to avoid distractions and allow me to focus fully on reflecting accurately on my performance. Having no other distractions allowed me to fully consider performance at each of these recording opportunities and only record well-considered accurate information.

### **Analysis of Information**

In my Self-Reflective Performance Indicator (appendix 4), I scored myself in both training and match contexts as performing negatively on a consistent basis in relation to my inability to react quickly to situations, notably highlighting an ability to react when a driving lane opportunity is opened by poor opposition defence. This means that in the high-pressure scenario of facing full court pressure, I am not reacting at any speed to take opportunities to beat my direct opponent these become available and effectively let them away with their own poor pressure defence by not advancing past them. This results in lost opportunities to advance the ball into the front court leading to 8 second violation calls and an immediate turnover of possession for the opposition to plan and carry out their own offence against my team.

I also found that I am capable of showing ability to adapt against different defenders in training but struggle to transfer this into a match as this is something I do more negatively on a consistent basis. This means that I only ever apply my game onto the performance and am not able to adapt based on the direct defender I'm up against at different stages of the game meaning I become predictable in my performance making it easier for the opposition to cause an immediate turnover knowing what I'm likely to do with the ball. This turnover of possession in play often leads to very quick and open shooting opportunities for the opposition to add points to their score. Such instances also lead to a loss in confidence in my own abilities. When I've been the direct and obvious cause of a turnover leading to loss of points, I don't make myself as openly available to receive the next inbound pass and this puts pressure on my team-mates to play riskier passes to players who are not as confident in their ball handling skills. This means some of our less capable ball handlers receive the ball and are responsible for breaking the opposition's full court press when this should be my responsibility as Point Guard and very often leads to further turnovers and shooting opportunities for the opposition.

I found from my Self-Devised Skills Test (appendix 2) that I only had a 70% success rate at beating the opposition press in this test which has to be deemed low given that my team are in control of the ball to start the test and one of my main responsibilities is to advance the ball into the front court under all scenarios in the game. I did also find that my Illinois Agility Test (appendix 3) time was a full 1.5 seconds slower than that of the best Point Guard in my league. This slower ability to move quickly in precise directions will be contributing to my low 70% success rate as the context is game-like against opposition defender(s) and being less agile than these opposition players means that I am easier to defend against and defenders can move more quickly than me and position themselves between me and the half court line I am trying to advance beyond. This position delays my progression into the front court and leads to turnover of possession when I am unable to do so within the permitted 8 seconds.

The Illinois Agility Test also highlights that I have a much greater regression in my agility with the ball in comparison to both my Point Guard team-mate and the best in the league. Data shows that I am already slower than both players carrying out the test as per standard procedures, however when adding the ball into the test my time regresses further (4.1 seconds slower) than that of these players (3.8 and 3.0 seconds slower respectively). This means that not only am I less agile in my movements without the ball but I have even less ability to make quick and precise movements with the ball than others carrying out my role at my own level. Slower progression with the ball means that even when I am able to advance the ball into the front court my team have less time against the 24 second clock to carry out a longer pre-planned offence meaning we are more restricted in the offences we can carry out on these occasions. This leads to predictability in play and opposition more often denying shooting opportunities for my team.

### Review of sources

#### Speed, Agility and Quickness (SAQ) Training

Miller defines Speed, Agility and Quickness separately while highlighting that all three components provide variety in movement direction and position.<sup>1</sup> Green (2023) agrees with this as she argues that “SAQ brings out an efficiency in movement that most people don’t even realise they’re missing”<sup>2</sup> and that “when done right, it builds confidence, resilience and lasting fitness foundations.”<sup>3</sup> The arguments for using such an approach in training are further echoed by Walanker & Shetty (2020) who suggest SQA “helps in the development of the neuromuscular system thus improving motor skills and body function”<sup>4</sup>. Such arguments suggest varied benefits of using this form of training in terms of impacts it can have on different aspects of performance, summed up further by Murray who lists the various benefits as “power in lateral, linear, horizontal movement, ground force reaction time, brain signal efficiency, spatial awareness and motor skills.”<sup>5</sup>

#### Visualisation

“High stress scenarios require immediate decision-making and quick actions”.<sup>6</sup> (Gibson (2024) She goes on to highlight this being an approach which many elite performers and athletes use by imagining themselves successfully navigating challenging situations which arise prior to actually facing these situations<sup>7</sup>, summed up also by Patrick Cohn, a ‘Master Mental Performance Coach’ who suggest the performer simply “creates an image in your mind of how the skill should look or the successful execution of the skill.”<sup>8</sup> Cohn does add however that “sports visualisation is more than just a visual experience and that many athletes prefer feel the movements and engage in the kinaesthetic part of imagery.”<sup>9</sup> Cohn shared specific thoughts on how visualisation should be carried out including key focus on starting the visualisation process again anytime negative thoughts emerge within visualisation and also suggested that the ability to carry out the approach comes better with regular repetition and should be practiced daily.<sup>10</sup> Straw (2024) offers four different visualisation techniques performers can consider using. Notably all of these techniques begin with the same first instruction – “Find yourself a quiet location, free from any

<sup>1</sup> [Speed, Agility and Quickness: SAQ for You - NASM](#)

<sup>2</sup> [Speed, Agility and Quickness Training for PTs | The Health and Fitness Institute](#)

<sup>3</sup> [Speed, Agility and Quickness Training for PTs | The Health and Fitness Institute](#)

<sup>4</sup> [Speed, agility and quickness training: A review](#)

<sup>5</sup> [THE BENEFITS OF SAQ TRAINING by PT Anthony Dwayne Murray](#)

<sup>6</sup> [Using Visualization Techniques to Prepare for High-Stress Scenarios: A Guide for First Responders - S.O.P. 4 STRESS](#)

<sup>7</sup> [Using Visualization Techniques to Prepare for High-Stress Scenarios: A Guide for First Responders - S.O.P. 4 STRESS](#)

<sup>8</sup> [Sports Visualization for Athletes | Sports Psychology](#)

<sup>9</sup> [Sports Visualization for Athletes | Sports Psychology](#)

<sup>10</sup> [Sports Visualization for Athletes | Sports Psychology](#)

distractions”<sup>11</sup> as well as all techniques requiring a performer to “breathe to get yourself relaxed”.<sup>12</sup> Such settings are not always possible within sporting scenarios when visualisation most required and Busch argues that replicating the environment is key to gaining full benefits from this approach and that carrying this out in as similar an environment to real performance should be utilised for optimum benefits.<sup>13</sup> Not all performers will have much experience of visualisation and Crimmins does warn that some “may experience anxiety or fear when visualising their performance, which can hinder their ability to perform at their best.”<sup>14</sup> He does however direct towards specific scenarios linked to my own performance development suggesting it possible and important to “mentally rehearse game strategies and tactics . . . envision different scenarios, anticipate opponents’ moves, and strategize your responses.”<sup>15</sup>

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<sup>11</sup> [Sports Visualization Techniques for Athletes | Success Starts Within](#)

<sup>12</sup> [Sports Visualization Techniques for Athletes | Success Starts Within](#)

<sup>13</sup> [9 ways to use visualisation in sport | InnerDrive](#)

<sup>14</sup> [How to Develop the Power of Visualization in Sports Performance | THE BEHAVIOUR INSTITUTE](#)

<sup>15</sup> [How to Develop the Power of Visualization in Sports Performance | THE BEHAVIOUR INSTITUTE](#)

### **Analysis of findings from sources**

#### Speed, Agility & Quickness Training

Various sources highlighted the benefits to be gained from using SQA Training within my development. These included the benefits to efficiency of movement itself as well as other factors such as confidence, resilience and other more sustained fitness elements. I plan to take advantage of all these benefits by including different forms of SAQ Training in my PDP as the main physical approach to develop my performance levels.

#### Visualisation

Gibson and Cohn both highlight the benefits of carrying out visualisation by a performer imagining how a successful performance should look and this even in relation to particular performance scenarios which could be faced. I plan to use this in my PDP both during practice sessions and any games I play during the duration of the PDP itself. I will allocate time at the start of sessions and before matches to imagine myself successfully performing in various scenarios which I'm likely to face before then trying to replicate this into the practice or game.

Cohn did also add the benefits many performers gain from not only imagining the successful performance but carrying this performance out physically to engage in what this successful performance will feel like. I will add this idea into PDP sessions only and run through what I have imagined my performance to look like in my head against no opposition before engaging in the real PDP practice against opposition. This will improve my performance levels at a quicker rate as I'll not only have a picture in my head but also know how my body should feel in the practice meaning I'll meet my goals of successfully performing in demanding scenarios quicker and become a better asset to my team against a full court press.

Busch suggested the importance of using this approach in an environment which closely replicates that of a full game performance. This is because it will ensure I am able to more easily transfer any developments made into a full game performance as this will have been the setting I've made the developments in as opposed to any less pressurising environments. I can draw on existing experience of this argument for other areas of my performance I have gained success in ensuring I have done so in a high pressure and game-like environment each time. As a result of this, I plan to incorporate visualisation into my PDP only when practicing in high pressure and game-like contexts and omit this approach during any less intense training exercises.

Crimmins did highlight possible drawbacks from the use of this approach which can negatively impact on performance, mainly the increased risk of anxiety and fear which can set in for some performers when creating images in their head of their own performance. I

did however also learn some key stages to be implemented when using visualisation with Straw's four different techniques, all of which included a stage to breathe towards feeling full relaxation prior to creating an image. It will be important for me to plan towards avoiding these negatives outcomes from using this approach and Straw's advice gives me a ready-made solution for ensuring I go into each experience of visualisation in a calm and relaxed manner even allowing me to use breathing techniques to become relaxed and as a starting point in ensuring thoughts remain positive from this stage. I plan to keep this at the forefront of my mind whenever using visualisation and will create a pre-visualisation routine to go through breathing experiences until I feel relaxed before then picturing previous performances which have gone well to ensure a positive mindset and then visualise my next performance and how I hope this goes.

Crimmins did suggest that utilising a coach when using this approach can support towards avoiding anxiety and fear also. A performer carrying this approach out individually means they have to do so and manage the situation effectively, including if any negative thoughts emerge in their images which can then lead to such negative feelings. Performer and coach can share the experience of visualisation and allow the coach to manage any images which start to become more negative and support the performer to move away from such images. I plan to use my coach in the early experiences I have planned for using visualisation and will both visualise and verbalise to my coach what I am picturing in my head and allow him to intervene if any negative thoughts start to emerge and put me back on a path to more positive thoughts and outcomes.

### **Personal Development Plan Targets**

One target I made is to improve my agility levels to reach the same times as that of the best Point Guard in my league both with and without the ball. Achieving this target will mean that I am more agile in my movements with the ball when playing against a full court press and will be called for 8 second violations less often meaning I am not giving away careless turnovers of possession. More agile movements with the ball in this scenario will also make it more challenging for my direct opponent to defend against me and will create scenarios where my opponent is so highly challenged that they commit fouls against me whilst trying to apply the high-pressure defence. This will then put my direct opponent into foul trouble as these increase as the game progresses and lead to them having to reduce levels of pressure to avoid being fouled out of the game making it easier still for me to advance the ball out of the press. Achieving this target will also mean that I become quicker to advance the ball into the front court and thus extending the time my team has to execute more varied offenses including long offenses which require as much as 20 seconds in the front court. This makes our offences less predictable meaning we will more regularly create quality shooting opportunities in our team. Finally, achieving this target will mean I am more agile without the ball as well. This will mean that when I myself am applying full court pressure to opposition in possession of the ball that I am much more difficult to advance against, causing more turnovers in favour of my own team by delaying the opposition Point Guard advancing the ball into the front court and forcing 8 second violation calls against my opponent.

Another target I set was to achieve 100% success rate in my Self-Devised Skills Test. Achieving this would show my abilities to always take care of the ball in these 1v1 and even 2v1 settings has improved to the extent that I never lose possession either by immediate turnover or by failing to advance the ball into the front court in time. Transferring this into a game will mean I have a significant success rate in beating a press and relieving pressure for my team-mates to then build our own attacks.

### **Implementation of Personal Development Plan**

I carried out a 6-week Personal Development Plan (appendix 5) inclusive of Speed, Agility and Quickness Training (appendix 6), Visualisation (appendix 7) and Pressure Drills (appendix 8).

To monitor and enhance my progress throughout my PDP, I kept training comments and notes of modifications to my original plans withing a Training Diary (appendix 9).

### **Analysis of Post-PDP Data**

I have reduced the volume of turnovers forced by opposition in games when playing against a full court press by 5 to just 1 occasion in the game (appendix 1). This means that I am managing these high-pressure situations much more effectively in not allowing the ball to be stolen or me to be called for 8 second violations as regularly as I'm able to safely advance the ball into the front court on a higher percentage of occasions than pre-PDP. This means that I am retaining possession for my team and allowing us to begin offences in the front court more regularly leading to more shooting opportunities being created and more points scored from this.

My ability to beat a full court press where I'm being 'double teamed' by opposition defenders has also progressed significantly as in my Self-Devised Skills Test (appendix 2) I can see I now have an 80% success rate in advancing the ball into the front court when facing two defenders directly against me which is an increase of 30% from pre-PDP data. This means that when an opposition not only apply full court pressure to my team but also add further pressure to me individually by 'double teaming' me as the main ball carrier, I am still able to gain success in these scenarios in a high percentage of cases. Not only does this mean that I am retaining possession of the ball for my team but doing so in this scenario also means I am creating easy opportunities for team-mates to exploit opposition strategy as if I am winning a 1v2 battle on court it means one of my team-mates is left unmarked and I can pass the ball to them once the press is broken and allow them an unopposed scenario to attack the basket from and score points for our team.

I have also made significant improvement in my agility both with and without the ball, increasing my agility to levels now better than my Point Guard team-mate and that of the best Point Guard in my league. Being more agile than these players now makes me the most agile in this role in the league and I am able to quickly and precisely move both without and with the ball. This has initially been a main factor in me succeeding against full court presses more regularly as I have been using my higher levels of agility to easily get past my opponent and advance up the court. Being more agile in the back court often means I am ahead of my marker as I begin offences for my team and when playing against a man to man defence this often leaves me past my marker and with an unopposed lane to the basket to drive at the basket and score easy lay-ups.

### **Evaluation of PDP**

Gradually increasing the intensity of my Speed, Agility and Quickness training sessions was valuable in ensuring I was continually challenged in each of these sessions and didn't reach any point of the sessions being too easy. This meant that I was constantly pushed hard within these sessions which made me work at high intensity levels leading to quicker and greater levels of improvement in my agility.

However, I did start to feel bored of this approach within my PDP as the weeks progressed to the extent of initially feeling less motivated to work hard before eventually not carrying out my final three SAQ sessions. This equates to a full quarter of my planned sessions using this approach and significantly hindered my overall progress by simply stopping carrying out these sessions. Although some improvements in my agility is evident, missing these sessions has reduced the level of improvements that could have been possible.

A positive part of my PDP was the use of my coach to 'visualise and verbalise' as part of my Visualisation approach in the first three weeks of my PDP. For every scenario I created an image in my head for I used my experienced coach to share this image with rather than just keeping it to myself and I consistently carried this out each planned time for using the approach and prior to then trying to replicate this in my actual performance.

### **Future Development Needs**

My post-PDP Coach Feedback Commentary highlighted a key moment in the match where I lost possession of the ball for my team not due to any issues with my agility but instead due to a lack of concentration. Lack of concentration when facing high pressure defence will mean that opponents are able to steal the ball from me when my concentration dips and this can lead to loss of points at key times in the game. Lack of concentration will also impact other areas of my performance as when defending against opposition if I lose concentration then my direct opponent when playing man to man defence will find it easier to get into space to receive a pass as I won't be fully concentrated on their movements at all stages. This can lead to unopposed shots for the opposition and easy points added to their score.

### **Impact of Development needs on other Factors**

Improving my concentration will not only impact this mental side of my performance but also have knock on effects on my physical, emotional and social factors.

Improved concentration will improve my ability to execute strategies in the game. If my concentration levels are high, this will help me be fully aware of what is happening on court in relation to my team's positioning and that of the opposition. This awareness will allow me to execute my team's strategies and offensive plays to the most effective outcomes with concentration allowing me to focus on finer details of the play while executing to ensure no key detail missed which could decrease the success of the offence.

Improved concentration will increase my levels of confidence in my own abilities. Experiencing greater success from higher levels of concentration in being able to concentrate more fully on the execution of fundamental skills will lead to more positive outcomes. For example, improved concentration towards my shooting technique will lead towards a more refined performance of this technique and more successful outcomes of scoring baskets. This in turn will increase my confidence levels from experiencing such success with shooting and this increased confidence will lead to me taking on more shots than I normally would and scoring even more points for my team.

Improved concentration will improve my working in isolation. When playing man to man defence I will be able to fully concentrate on my direct opponent, their movements off the ball and also movements with the ball whilst in possession. High levels of concentration will allow me to execute my individual defence to high standards and reduce the success my direct opponent has in both creating and taking any shooting opportunities for their team.

**Bibliography**

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Appendix 1

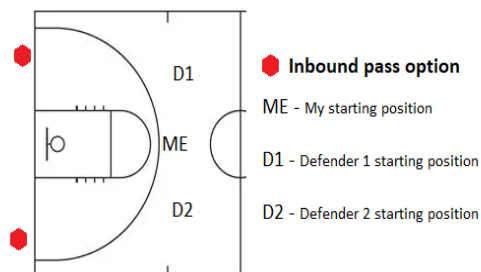
## Pre-PDP Coach Feedback Commentary (receiving inbound pass against full court press)

Time	Score	Outcome	Comments
8:25 (Q1)	18-12	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
9:14 (Q1)	18-12	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
9:50 (Q1)	20-12	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
10:10 (Q2)	20-14	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
18:55 (Q2)	35-32	Foul drawn	Quality ball movement when under pressure forced foul from opponent.
19:40 (Q2)	35-35	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
28:50 (Q3)	51-53	8 second violation	Allowed defender to dictate backward direction on dribble.
37:00 (Q4)	65-60	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
37:14 (Q4)	67-60	8 second violation	Slow movements allowed defenders to stay between ball and half court line.
37:30 (Q4)	67-63	Turnover forced	Appeared to lose concentration and allowed easy steal of possession.
38:22 (Q4)	67-63	8 second violation	Didn't appear under control trying to move at speed at any stage.
38:44 (Q4)	69-63	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
39:21 (Q4)	71-63	Foul drawn	High speed crossover forced foul.
39:39 (Q4)	73-65	Turnover forced	Panicked with high-level pressure and poor dribble attempt away from defender
39:55 (Q4)	73-67	Advanced ball to front court safely	Remained calm and in full control of ball at speed.

## Post-PDP Coach Feedback Commentary (receiving inbound pass against full court press)

Time	Score	Outcome	Comments
9:03 (Q1)	18-12	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
9:38 (Q1)	20-12	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
19:14 (Q2)	35-35	Foul drawn	High speed dribble put opponent in trouble from early in possession and forced poor decision from opponent to reach in.
29:14 (Q3)	51-53	Foul drawn	High speed dribble put opponent in trouble from early in possession and forced poor decision from opponent to reach in.
38:40 (Q4)	69-63	Turnover forced	Appeared to lose concentration and allowed easy steal of possession.
39:13 (Q4)	71-65	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
39:23 (Q4)	73-65	Advanced ball to front court safely	Remained calm and in full control of ball at speed.
39:49 (Q4)	73-67	Advanced ball to front court safely	Remained calm and in full control of ball at speed.

Appendix 2



- On coaches whistle, I attempt to receive a pass from either inbound pass option at baseline.
- On this same whistle, EITHER 1 OR 2 of the defenders defend against me man to man and attempt to stop me crossing halfcourt line within 8 seconds.
- Time recorded for me to safely advance ball beyond halfcourt line or if failed to do so.

Pre-PDP Self-Devised Skills Test

Attempt	Defenders	Time	Attempt	Defenders	Time
1	1	4.4	4	2	Fail
2	1	4.0	8	2	6.5
3	1	3.8	9	2	Fail
5	1	4.8	10	2	4.3
6	1	Fail	12	2	Fail
7	1	4.5	13	2	Fail
11	1	4.7	15	2	5.5
14	1	4.9	17	2	Fail
16	1	3.3	18	2	5.9
19	1	3.9	20	2	5.9
Successes	1	9	Success	2	5
Average	1	4.3	Average	2	5.6

\*Averages calculated from successful attempts only.

Post-PDP Self-Devised Skills Test

Attempt	Defenders	Time	Attempt	Defenders	Time
1	1	4.2	4	2	6.5
2	1	3.9	8	2	6.3
3	1	3.8	9	2	Fail
5	1	4.6	10	2	4.3
6	1	4.4	12	2	4.7
7	1	4.5	13	2	4.8
11	1	4.5	15	2	5.5
14	1	4.8	17	2	Fail
16	1	3.7	18	2	5.4
19	1	3.3	20	2	6.7
Successes	1	10	Success	2	8
Average	1	4.2	Average	2	5.5

\*Averages calculated from successful attempts only.

Appendix 3

	Illinois Agility Test – Standardised			
	My time	National Norm	PG team-mate	PG best in league
Pre-PDP	15.8	Above Average	15.2	14.3
Mid-PDP	15.2	Above Average	15.0	14.3
Post-PDP	14.5	Excellent	15.0	14.2

	Illinois Agility Test – With Basketball			
	My time	National Norm	PG team-mate	PG best in league
Pre-PDP	19.9	Above Average	19.0	17.3
Mid-PDP	19.0	Above Average	18.5	17.2
Post-PDP	18.3	Excellent	18.5	17.3

Appendix 4

## Pre-PDP Self-Reflective Performance Indicator

I have selected 18 statements important to my performance levels and rated these in both training and match environments against the following options:

1. Positive on a consistent basis.
2. Evidence of being positive, however inconsistent.
3. Negative on a consistent basis.

Statement	Training	Match	Comments
Selecting the correct movements	1	1	
Performing complex skills	1	1	
Keeping actions controlled and fluent	1	1	
Adapting performance against different opponents	2	3	Against quality defence, struggle to adapt to advance.
Making quality decisions	2	2	
Performing at speed	2	2	
Changing direction quickly	2	3	Defenders easily change direction quicker than me to stop me.
Reacting quickly to situations	3	3	In both contexts, slow reactions when defender offers driving lane.
Maintaining good balance	2	3	Increased speed of game, less balanced when advancing with ball.
Managing any frustrations positively	1	2	
Staying calm under pressure	1	2	
Remaining focused on performance	1	1	
Avoiding nerves within performance	1	2	
Highly motivated to win	2	1	
Creative when performing	1	1	
Displaying confidence	1	1	
Not giving up	1	1	
Rectifying mistakes	1	2	

### Post-PDP Self-Reflective Performance Indicator

I have selected 18 statements important to my performance levels and rated these in both training and match environments against the following options:

1. Positive on a consistent basis.
2. Evidence of being positive, however inconsistent.
3. Negative on a consistent basis.

Statement	Training	Match	Comments
Selecting the correct movements	1	1	
Performing complex skills	1	1	
Keeping actions controlled and fluent	1	1	
Adapting performance against opponents	1	2	More success evident when up against quality defence.
Making quality decisions	2	2	
Performing at speed	1	1	
Changing direction quickly	1	2	More agile in movements at speed to lose defender.
Reacting quickly to situations	2	3	Improvement evident in training but not yet in games.
Maintaining good balance	1	2	
Managing any frustrations positively	1	2	
Staying calm under pressure	1	2	
Remaining focused on performance	1	1	
Avoiding nerves within performance	1	1	
Highly motivated to win	1	1	
Creative when performing	1	1	
Displaying confidence	1	1	
Not giving up	1	1	
Rectifying mistakes	1	1	

Appendix 5  
Personal Development Plan Overview

	Week 1	Week 2	Week 3
Monday	SAQ + Visualisation	SAQ + Visualisation	SAQ + Visualisation
Tuesday	Team Training	Team Training	Team Training
Wednesday	Pressure Drill 1	Pressure Drill 1	Pressure Drill 2
Thursday	Team Training + Visualisation	Team Training + Visualisation	Team Training + Visualisation
Friday	Recovery	Recovery	Recovery
Saturday	Match	Match	Match
Sunday	Recovery	Recovery	Match

	Week 4	Week 5	Week 6
Monday	SAQ + Visualisation	SAQ + Visualisation	SAQ + Visualisation
Tuesday	Team Training	Team Training	Team Training
Wednesday	Pressure Drill 2	Pressure Drill 3	Pressure Drill 3
Thursday	Team Training + Visualisation	Team Training + Visualisation	Team Training + Visualisation
Friday	Recovery	Recovery	Recovery
Saturday	Match	Match	Match
Sunday	Recovery	Recovery	Match

Appendix 6

Speed, Agility & Quickness Training

Category	Drill	Duration/Reps	Rest (secs)
Acceleration	3-point starts	5-8 reps	60
Acceleration	Resistance Sprints	3-4 x 20 yards	90
Change of Direction	5-10-5 Shuttle	3-4 reps	90
Change of Direction	T-Drill	3 reps	90
Footwork	Ladder In Outs	2-3 sets	60
Footwork	Ladder High Knees	2-3 sets	60
Basketball Specific	Gauntlet run vs. 1	8 sets x 20 secs	90
	1 vs. 1 ½ court attacks	16 sets x 8 secs max	90

### Appendix 7

#### Visualisation

Weeks 1-3 as part of SAQ Training:

‘Visualise and verbalise’ with coach carried out prior to all drills in the Basketball Specific Category. These carried out during ‘Basketball Specific’ exercises for all reps and completed during a 30 second recovery between each rep.

Weeks 1-3 as part of Team Training:

‘Visualise and verbalise’ with coach carried out prior to games section of team training session where full court pressure applied by both teams throughout games. Games had 1-minute time outs every 2 minutes of in-court play for me to complete this on court with my coach.

Weeks 4-6:

Completed visualisation without coach support, otherwise in the same contexts as week 1-3 for each time in the week.

### Appendix 8

#### Pressure Drill 1

- 1v1 full court drill aiming to drive baseline to baseline within 12 seconds. Winning player keeps ball for next baseline to baseline run.
- 1 minute on: 1 minute off for 12 minutes.

#### Pressure Drill 2

- 1v2 full court drill aiming to drive baseline to baseline within 16 seconds. Winning player keeps ball for next baseline to baseline run.
- 1 minute on: 90 seconds off for 15 minutes.

#### Pressure Drill 3

- 1v1 full court drill aiming to drive baseline to baseline as quickly as possible.
- Alternate shots with opponent and 1 minute recovery after every two shots each.
- Scores recorded as time taken to drive baseline to baseline against opponent and 24 recorded if unsuccessful. Lower final score wins.

Appendix 9

	Training Comments	Modifications Applied
Week 1	<p>SAQ training enjoyable and can see the on court benefits this should provide which has made me put in maximal effort in the sessions.</p> <p>Felt very uneasy carrying out visualisation in both contexts albeit am starting to understand how to apply this.</p>	<p>Increased recovery time in SQA training to 90 seconds for all exercises.</p> <p>Increased recovery time in Pressure Drills to whenever I felt refreshed enough to continue.</p>
Week 2	<p>Repeating the SAQ training is pushing me each week as I am trying to achieve higher volume of reps within timeframes for these relevant exercises.</p> <p>Much more comfortable with visualisation and seeing positive impacts of using this in both contexts.</p>	<p>Increased recovery time in Pressure Drills to whenever I felt refreshed enough to continue.</p>
Week 3	<p>Started to get bored of the SAQ training. Still put maximal effort in but less enjoyable.</p> <p>Continue to see the benefits of visualisation and my coach has agreed with this.</p>	<p>Increased recovery time in Pressure Drills to whenever I felt refreshed enough to continue.</p>
Week 4	<p>SAQ training has become a real drag and don't feel I'm as committed to these sessions with less effort being put in albeit completing these.</p> <p>With removal of coach aspects included in visualisation, immediately felt thoughts sway to more negative images so called on my coach for advice and we re-introduced this while agreeing that we'd still try to remove next week.</p>	<p>Having immediately struggled to maintain positive thoughts when visualising during team training session, I re-introduced my coach and the 'visualise and verbalise' approach for one more week to ensure no negative outcomes from this.</p>
Week 5	<p>Only did one SAQ training this week as couldn't face the session again.</p> <p>Managed to do visualisation on my own with much more success without the coach as had prepared for really pushing away from any negative images.</p>	<p>Increased recovery time in Pressure Drills to whenever I felt refreshed enough to continue.</p>
Week 6	<p>Didn't complete either SAQ session and joined another friend for a HIIT session instead each time.</p> <p>Continued success with visualisation and this even becoming second nature in any training context.</p>	<p>Increased recovery time in Pressure Drills to whenever I felt refreshed enough to continue.</p>