



FIBA

We Are Basketball

ASSIST01

FIBA ASSIST MAGAZINE FOR BASKETBALL ENTHUSIASTS EVERYWHERE MARCH/APRIL 2003

SVETISLAV PESIC
ZONE OFFENSE

WILLIAM SUTTON
YOUTH BASKETBALL
PROGRAM

JACQUES HUGUET
OCULAR TRAUMAS

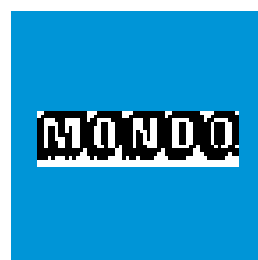
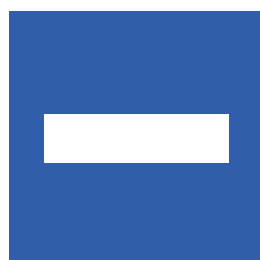
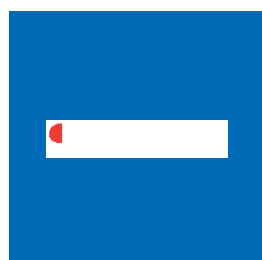
CARL JUNGEBRAND
SOLVING CONFLICTS

PATRICK HUNT
COACH DEVELOPMENT
IN AUSTRALIA

RUBEN MAGNANO

ARGENTINA'S MAN-TO-MAN PLAYS







DEAR READERS AND FRIENDS OF BASKETBALL,

A new world order has been established in basketball during the 2002 World Championship in Indianapolis, where emerging teams such as Argentina, Germany and Spain could close the gap further to the traditional powerhouse Yugoslavia and teams like Angola and New Zealand made a big step forward. Three time gold medal winner USA faced tough competition on home ground and could only finish 6th.

One of the biggest compliments made to world basketball came from George Karl, the head coach of the USA national basketball team: ***"Young players are more often in the gym and get better education in many countries than our kids. And in a strange way, we should be proud of this."*** This comment was an outstanding recognition of what global basketball has been achieving in the past decade since NBA players joined FIBA competitions. To continue this process and widen it to as many countries worldwide as possible is our ultimate goal and one of the reasons for the creation of FIBA Assist Magazine.

On the other side, though, some signs indicate that basketball is slowing down its growth rate:

- ★ In many of the world top professional leagues, attendances and TV exposure are dropping - even for winning teams.
- ★ A lot of physically gifted players show poor skills and a lack of sound technical fundamentals.
- ★ The formation of young players and their maturing process appear to be too often shortened or bypassed.
- ★ The economics of clubs, leagues and national federations are suffering from the world economical downturn.
- ★ Management processes are too slow to adapt to changing situations.

These are further reasons why we have decided to offer this new publication to you.

FIBA has always produced a wide range of publications. This variety included "institutional publications" such as the Bye Laws, Internal Regulations, Rule Books, Rule Interpretations and Directories.

Furthermore, we have produced special publications which were mainly targeted to serve the media and other professionals like basketball managers and administrators around the world: the FIBA Media Guide, the FIBA newsletter, the result books and various books and brochures on the history of FIBA.

We also had publications which served the needs of those who actually develop the sport, the coaches who form the talent, the people who are responsible for building or refurbishing the arenas, the referees, scorer table officials and commissioners who take care that the game is played according to the rules.

But there has never been a regular publication which would offer a constant reflection on the modern basketball know-how and expertise in the following fields:

- ★ Coaching - for all age levels and all competitive levels
- ★ Refereeing and administrating the basketball game - including scorers table officials and game commissioners
- ★ Psychology and Motivation
- ★ Medicine
- ★ Conditioning and Physiotherapy
- ★ Marketing
- ★ Administration
- ★ Event Management and analysis of past continental and world events
- ★ Presentation of coaches associations
- ★ Presentation of FIBA, the FIBA Zones, National Federations and Leagues in various countries
- ★ Equipment and construction of facilities
- ★ Mini-Basketball and School basketball.

These main fields may be supplemented by special areas of interest in some issues. We have assured for this project the co-operation with an Italian publishing house (Cantelli Editore), which will help us with their expertise to produce such a magazine.

We hope that this bi-monthly magazine, which will also be available for download on our website and as a CD Rom, will be of assistance to all those who have been responsible for the tremendous progress of global basketball in the recent years and will assure the development of our sport in the future: coaches, players, teachers, doctors, trainers, referees, administrators and managers.

We hope that you can benefit from this new publication and are very interested in hearing your opinion on the general concept as well as on specific topics and articles.

Enjoy reading the FIBA Assist Magazine! Enjoy basketball!

Patrick Baumann - FIBA Secretary General

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THE MISSION

Our objective is to help basketball grow globally and improve in every aspect. Our goal is to produce a technical publication of the highest level, but one that is easily understood and appreciated by everyone. An ample section of the magazine is devoted to the coaches - more precisely, youth level coaches - because coaches comprise the largest part of our readership. Basketball can improve only if every aspect of this sport improves and moves forward. For this reason the magazine is also devoted to topics of interest for team executives, referees, doctors, conditioning coaches, trainers, and minibasketball instructors, as well as national Federations, FIBA Zones, Leagues and teams.

The magazine is published 6 times per year.

FIBA, Cantelli Editore and the Editor-in-Chief are not responsible for the opinions expressed in the articles.

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AN INVITATION TO OUR READERS

No matter what the level of competition you are concerned about, we invite you (coaches; FIBA Zones, Federations, Leagues, and team executives, referees, doctors, trainers, conditioning coaches, minibasket instructors, journalists) to send articles to us for publication. The article must be no longer than 5/6,000 characters, spaces included. If diagrams of plays, drills or sketches are used, please limit them to 12 or less.

All manuscripts must be written in English, transmitted by e-mail or faxed to the Editorial Office listed above.

The manuscript will become property of the Publisher and the author will automatically be granted the rights of publication, without asking any fee now or in the future.

The Editorial Staff will decide if and when articles will be published.

There is no guarantee that manuscripts will be published, nor will manuscripts be returned.

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We would like to thank Corrado de Belvis, Lisa Cavallini, Gerald Couzens and Raffaele Imbrogno for their assistance.

We thank Steve Witty for the rights to reproduce an excerpt from his book "Transition Fastbreak Basketball to Secondary Offense", Giant Championship Coaching Series.

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by Patrick Baumann

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tba FIBA-Africa Clinic for National Referees, Algeria
tba FIBA-Africa Clinic for National Referees,
Conakry, Guinea

04-06.04 NCAA Women's Final Four, Atlanta, USA

05-07.04 NCAA Men's Final Four, New Orleans, USA

11-13.04 Euroleague Women Final Four

16-20.04 15th European Championship for Cadettes,
Challenge Round, Group C, Kecskemet,
Hungary

17-21.04 17th European Championship for Cadets,
Challenge Round, Group C, Adana, Turkey

18-22.04 17th European Championship for Cadets,
Challenge Round, Group A, Pula, Croatia

18-22.04 17th European Championship for Cadets,
Challenge Round, Group B, Athens, Greece

18-22.04 15th European Championship for Cadettes,
Challenge Round, Group B, Chios, Greece

22-26.04 15th European Championship for Cadettes,
Challenge Round, Group A, Pozega, Croatia

25-29.04 14th Centro Basket Championship for
Women

MAY

tba FIBA-Asia Clinic for National Referees, Ghana
tba FIBA-Africa Clinic for International
Referees, Uganda

tba FIBA-Africa Clinic for Coaches, Egypt

tba FIBA-Africa Clinic for Coaches, Ethiopia

02-04.05 Final Four Champions Cup, FIBA-Europe

07-08.05 World Commission for International
Competitions in Geneva, Switzerland

07-18.05 18th Centro Basket Championship for Men

16.05 4th Board of FIBA-Europe, Sevilla, Spain

17-18.05 48th Session of FIBA-Europe, Sevilla, Spain

19-25.05 FIBA-Africa Clinic for International

Referees, Cairo, Egypt

20-22.05 FIBA-Américas Central Board, San Juan,

Puerto Rico

24-25.05 Central Board of FIBA, San Juan, Puerto Rico

24-31.05 World School Basketball Championship,
Brasilia, Brazil

JUNE

tba FIBA-Africa Clinic for National Referees, Gabon

12-15.06 82nd FIBA-Europe Clinic for International
Referee Candidates, Sarajevo,
Bosnia and Herzegovina

19-22.06 83rd FIBA-Europe Clinic for International
Referee Candidates, Amsterdam, Netherlands

21-29.06 20th Asian Championship for Women, Sendai,
Japan

JULY

tba FIBA-Africa Clinic for Coaches, P. R. of Congo

tba FIBA-Africa Clinic for Coaches, Mali

tba FIBA-Africa Clinic for Coaches, Ivory Coast

tba 26th William Jones Cup for Men, Taipei,

Chinese Taipei

tba 26th William Jones Cup for Women, Taipei,

Chinese Taipei

tba 1st African Championship for Cadets

tba 1st African Championship for Cadettes

07-13.07 South American Championship for Women,

Ecuador

09-13.07 3rd European Championship for Young

Women 2004 Qualifying Round, Group D,

Svitavy, Czech Republic

10-20.07 7th World Championship for Junior Men,

Penang, Kuala Lumpur, Malaysia

18-27.07 17th European Championship for Cadets,

Final Round, Madrid, Spain

18-27.07 15th European Championship for Cadettes,

Final Round, Nevsehir, Turkey

21-27.07 40th South American Championship for

Men, Uruguay

25.07-3.08 1st World Championship for Young Women,

Sibenik, Croatia

30.07-03.08 21st European Championship for Junior

Men 2004, Qualifying Round, Group B,

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30.07-03.08 7th European Championship for Young

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30.07-03.08	7th European Championship for Young Men 2004, Qualifying Round, Group B, Albenga, Italy	06-10-08	21st European Championship for Junior Women 2004, Qualifying Round, Group A, Budapest, Hungary	11-14.09	Panamerican Olympic Qualifying Tournament for Women, Mexico
30.07-03.08	7th European Championship for Young Men 2004, Qualifying Round, Group C, Ventspils, Latvia	06-10-08	21st European Championship for Junior Women 2004, Qualifying Round, Group C, Vilnius, Lithuania	18-26.09	14th Asian Champions Cup for Men, Taipei, Chinese Taipei
30.07-03.08	7th European Championship for Young Men 2004, Qualifying Round, Group D, Bydgoszcz, Poland	06-10-08	21st European Championship for Junior Women 2004, Qualifying Round, Group E, Kopaonik, Yugoslavia	19-28.09	29th European Championship for Women, Pyrgos, Amaliada, Patras, Greece
30.07-03.08	7th European Championship for Young Men 2004, Qualifying Round, Group E, Murska Sobota, Slovenia	07-16.08	22nd African Championship for Men Final Round, Cairo, Egypt	26.09-02.11	Panamerican Championship for Men's Champion Clubs
30.07-03.08	3rd European Championship for Young Women 2004, Qualifying Round, Group A, Lisbon, Portugal	12-16.08	21st European Championship for Junior Women 2004, Qualifying Round, Group B in Vila Real, Portugal	OCTOBER	
30.07-03.08	3rd European Championship for Young Women 2004, Qualifying Round, Group B, Bratislava, Slovak Republic	13-17.08	21st European Championship for Junior Men 2004, Qualifying Round, Group D, Kolasin, Yugoslavia	tba	FIBA-Africa Clinic for Coaches, P. R. of Congo
30.07-03.08	3rd European Championship for Young Women 2004, Qualifying Round, Group C, Zaporozhye, Ukraine	13-17.08	21st European Championship for Junior Women 2004, Qualifying Round, Group D, Veliko Tarnovo, Bulgaria	tba	South American Championship for Men's Champion Clubs, Venezuela
AUGUST		19-23.08	4th European Promotion Cup for Junior Men, Andorra, Andorra	tba	13th South American Championship for Cadets, Colombia
tba	17th FIBA-Europe Mini-Basketball Jamboree, Funchal, Portugal	20-31.08	Panamerican Olympic Qualifying Tournament for Men 2003 in San Juan, Puerto Rico	NOVEMBER	
tba	FIBA-Africa Clinic for National Referees, Botswana	SEPTEMBER		tba	5th Board of FIBA-Europe
06-10-08	4th European Promotion Cup for Junior Women, Iceland	tba	FIBA-Africa Clinic for National Referees, Seychelles	tba	FIBA-Africa Clinic for Coaches, Mozambique
06-10-08	21st European Championship for Junior Men 2004, Qualifying Round, Group A, Jambol, Bulgaria	02-07.09	17th Oceania Championship for Men, Townsville, Cairns, Rockhampton, Australia	tba	FIBA-Africa Clinic for Coaches, Seychelles
06-10-08	21st European Championship for Junior Men 2004, Qualifying Round, Group C, Bormio, Italy	02-07.09	12th Oceania Championship for Women, Townsville, Cairns, Rockhampton, Australia	tba	South American Championship for Cadettes, Uruguay
06-10-08	21st European Championship for Junior Men 2004, Qualifying Round, Group E, Bratislava, Slovak Republic	03-12.09	22nd Asian Championship for Men, Harbin, People's Republic of China	tba	18th South American Championship for Women's Champion Clubs
		05-14.09	33rd European Championship for Men, Borås, Luleå, Norrköping, Södertelje, Stockholm, Sweden	tba	10th African Cup for Women's Champion Clubs Final Round

The events noted in red qualify for the Olympic Games in Athens 2004. In blue: World Championship.



FIBA

We Are Basketball



by Claudio Papini

THE TRANSITION FROM OFFENSE TO DEFENSE AND VICE VERSA

Papini is one of the best teachers of fundamentals in Italian basketball. During his 18 years with the Rimini team, he has worked with dozens of players, some who have played for the National team.

The fastbreak is one of the most spectacular aspects in all of basketball. Ball possession changes frequently, and players switch quickly from offense to defense and vice versa.

Players must be able to adapt to these ever-changing situations:

- I don't have possession, I must play defense.
- I have possession, I play offense.
- I play offense, I lose the possession of the ball, I must play defense immediately.

This continuous change-from offense to defense and from defense to offense—are “mental transitions” and involve the quickly changing thought processes based on having the ball or not.

To play the fastbreak style basketball, players must be in excellent physical condition, but they must also be mentally prepared for these quick transitions.

The fastbreak starts from a transition from defense to offense, due to following situations:

- A defensive rebound after a missed shot.
 - An intercepted pass.
 - A stolen ball from the player with the ball.
 - A poorly thrown out-of-bounds pass.
- To start and finish the fastbreak, I prefer to use the primary fastbreak.

Once the defensive player has the ball, he must take the most direct route and run full speed toward the offensive basket before the defense has the possibility to recover.

The ball must be brought to the middle lane of the court; two players must run in the two lateral lanes, leaving the other two players to fill in the lanes that are free.

I personally think the secondary break has some limitations regarding the above concept.

I see many problems at the youth level, where the players often think of the different solutions of the secondary fastbreak (first trailer, types of cut), and, therefore, they are not totally aware of the favorable options found in the primary fastbreak.

To build this type of the mentality, you should use practice drills that reproduce possible game situations, such as:

1. 1 vs. 0
2. 1 vs. 1
3. 1 vs. 2
4. 2 vs. 1
5. 2 vs. 2
6. 3 vs. 1
7. 3 vs. 2

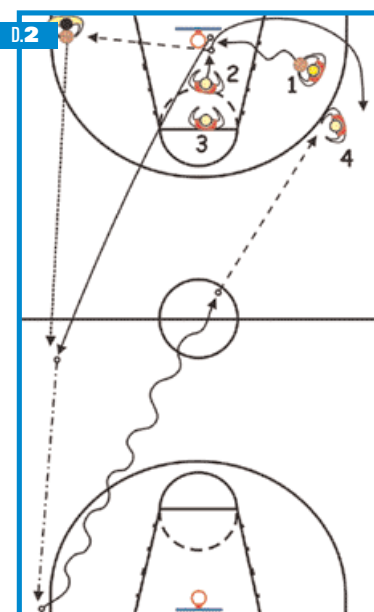
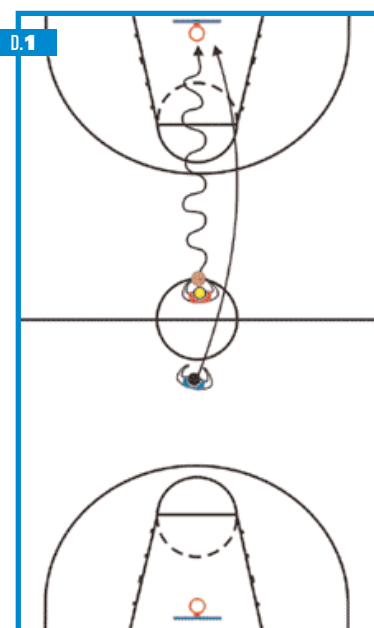
QUICKNESS TEST WITH AND WITHOUT THE BALL

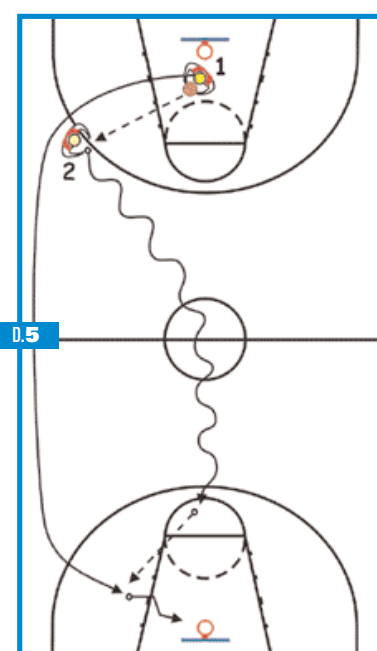
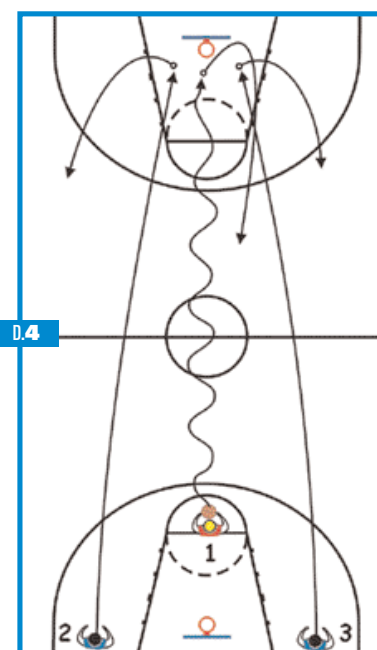
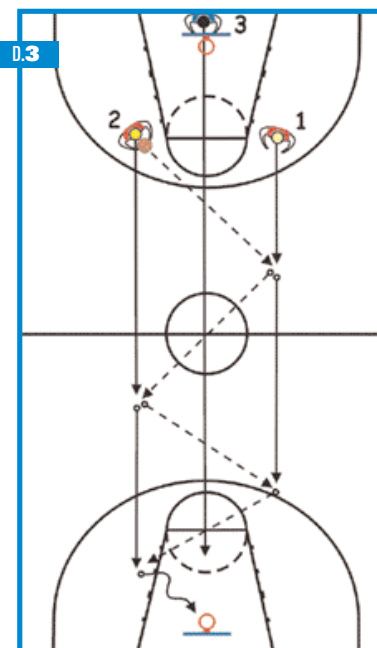
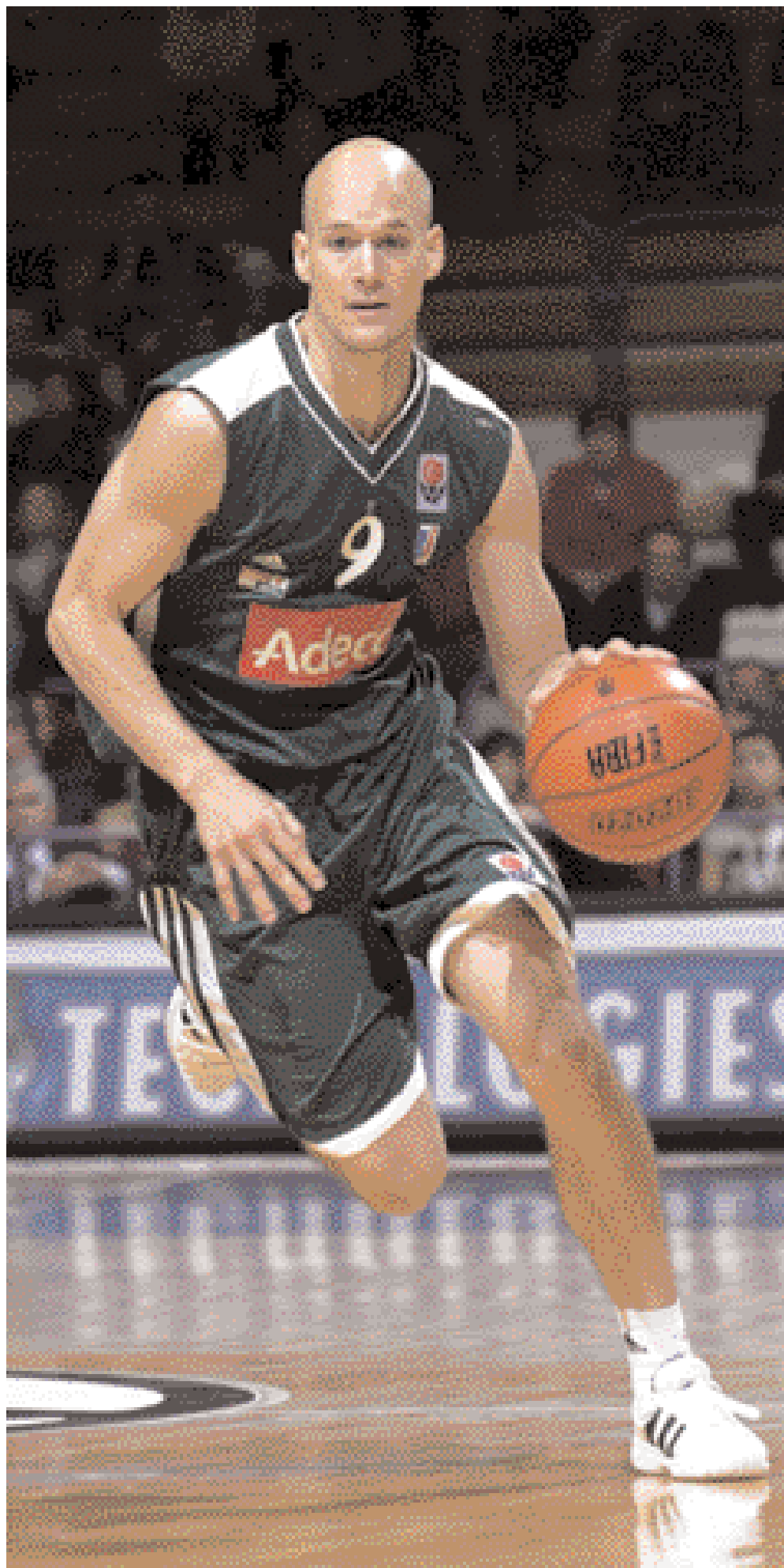
An offensive player has the ball while a defensive player plays behind him, a few feet away.

The offensive player dribbles to the basket as quickly as possible and the defensive player must touch the back of the offensive player before he makes a lay-up (diagr. 1).

TRANSITION FROM OFFENSE TO DEFENSE

Two lines of players, one in the corner and the other one in the lane. The coach has the ball and stands near the baseline. 1 goes to the basket. At the same time, the coach rolls





the ball on the floor to the opposite side. 1 runs toward the ball, goes over it, and makes defensive slides. He then catches the ball, dribbles toward mid court, passes to 4, and goes to the end of the line, behind 3. After 1 shoots, 2 catches the ball, passes to the coach and goes behind the line of 4 in the corner. 4 repeats the same moves as 1 (diagr. 2).

DEFENSIVE RECOVERY

TWO-ON-ONE

The defensive player 3 stands behind the baseline; 1 and 2, the offensive players, have the ball at the free throw line extension. 1 and 2 pass the ball to each other and must shoot before the defensive recovery of 3 (diagr. 3). Going back, 2 and 3 play two on one against 1.

ONE-ON-TWO/TWO-ON-ONE

1 has the ball at the free throw line, with 2 and 3 standing near the baseline. 1 dribbles quickly toward the basket and tries to shoot

before the defensive recovery of 2 and 3. Going back, 2 and 3 play offense versus 1 (diagr. 4).

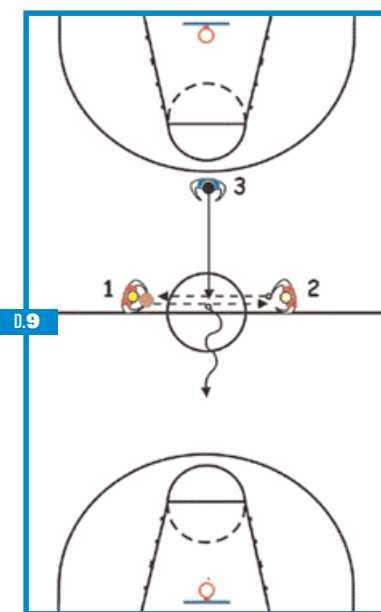
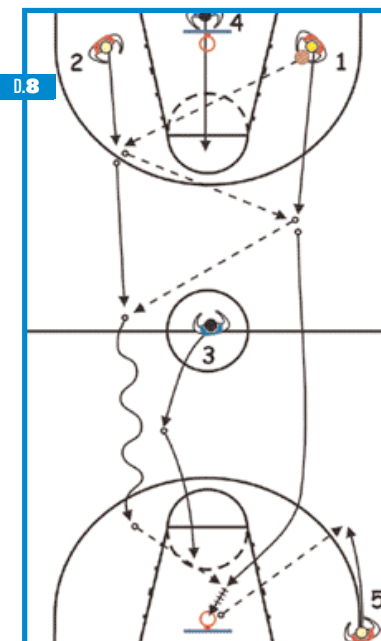
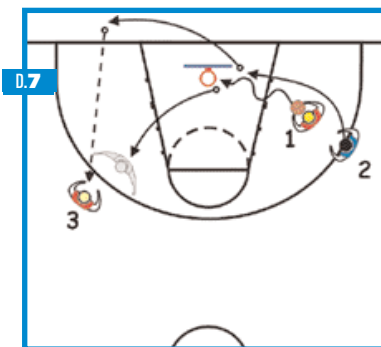
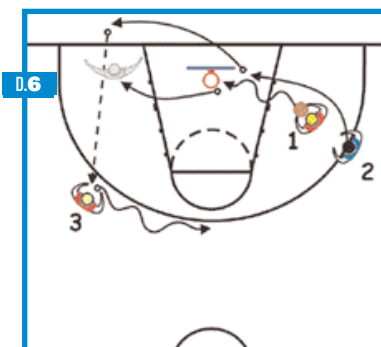
TWO VERSUS NONE

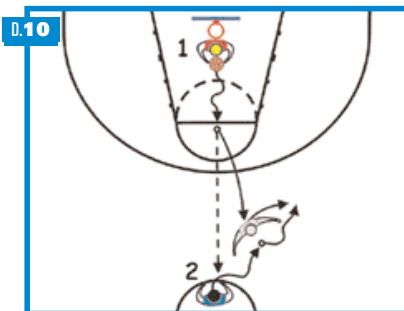
1 throws the ball off the backboard, rebounds and passes to 2, who dribbles to the middle of the court, while 1 goes to the right lateral lane. 2 passes to 1, who shoots a lay-up. In this situation, 1 has the tendency to wait for the pass instead running forward. To avoid this, he should run under the basket and come back, and not wait for the pass (diagr. 5).

CONTESTED OUT-OF-BOUNDS

We put 2, a defensive player, behind 1, who goes to the basket. If beaten, 2 tries to recover, catches the ball, and makes the out-of-bounds pass to 3. 1, after the shot, plays defense and puts pressure on 2, harassing the pass to 3 (diagr. 6).

Second choice with the same drill: 1, after the shot, puts pressure on 3 (diagr. 7).





CONTINUITY: TWO-ON-ONE

1 and 2 pass the ball to each other and then they play two-on-one against 3. At the end of the action, 3 plays on offense with 5 against the defensive man, 4, who comes up high (diagr. 8).

TWO-ON-ONE STATIC

1 and 2, standing at mid court, pass the ball to each other with their feet facing toward the basket, standing and without making any fakes. 3 tries to intercept the ball and if he succeeds, he goes to the basket on the other half court; if unsuccessful, 2 and 3 go to the basket (diagr. 9).

ONE VERSUS NONE

Two possible situations of one versus none: the defense intercepts or steals the ball, or the player on the offensive transition receives a pass. If there is no defensive player between him and the basket, he goes straight to the basket via the shortest route, without turning is his head, and ready to take a hard foul.

ONE-ON-ONE

1 purposely throws a bad pass to 2, the defensive man, and then attacks 2, who plays on offense. They play one on one full court (diagr. 10). You can also play the opposite way, with 2, who makes the pass to 1, playing defense. To correct to an offensive mistake, you need to be very aggressive on the ball.

ONE-ON-ONE WITH THE COACH

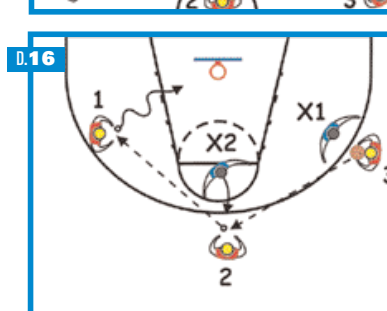
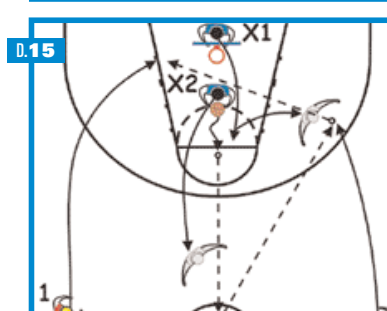
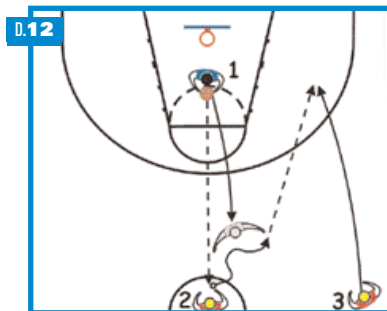
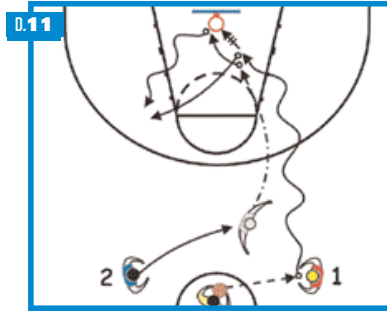
The coach passes the ball to the offensive man 1, who plays one on one with 2. At the end of the action, 2 goes on offense and plays full court with 1 (diagr. 11).

TWO-ON-ONE

First Option: 1 passes to 2 and 1 plays defense. 2 dribbles towards 1 and passes to 3 only when 3 is below the free-throw line extension, and 3 goes to the basket (diagr. 12).

Second option: If 1 recovers on 3, 3 passes the ball back to 2, who goes to the basket (diagr. 13).

A note: if the offensive player without the ball is at the same or higher level of the defensive player, the ball handler does not pass to him because there is no clear advantage.



THREE-ON-ONE OPTIONS

If X1 goes aggressively and directly at 2, 2 passes to 4, the player most distant from the defense and nearest to the basket. 3 runs toward basket for the offensive rebound, if there is a missed shot, or to receive a pass from 4, if 1 is pressuring 4 (diagr. 14).

THREE-ON-TWO DRILL

X2 passes the ball to 2 and plays defense on him, while X1 plays "L" defense.

2 passes to 3 and X1 plays aggressive defense on him. 3 can pass the ball to 1, who is free and goes to the basket (diagr. 15).

If 3 cannot pass to 1 or drive to the basket, he gives the ball to 2 and 2 to 1 (diagr. 16).

FASTBREAK DRILLS

by Various Coaches

DRILL N. 1

Two lines of players at midcourt, one line near the sideline and the other one at the jump ball area.

1 passes to 2, then cuts to the basket, receives the ball and makes a lay-up. 2 rebounds and passes to 1, who, after shooting, goes outside and receives the outlet pass.

1 dribbles toward the opposite basket and makes a lay-up, 2 follows, rebounds and outlets to 1. 1 goes to the end of the line of 2 and 2 to the end line of 1 (diagr. 1).

DRILL N. 2

Two lines of players at the free-throw line extension and one player under the basket. 1 shoots the ball, touches the baseline and sprints toward the opposite basket.

2 rebounds the ball and passes to 3, or, if the ball goes in, makes the out-of-bound pass to 3.

3 passes to 1 and the two players pass to each other until 1 is able to receive the ball and go to the basket without dribbling.

1 takes the place of 2, 3 goes to the end of the line of 1 and 2 goes to the end of the row of 3 (diagr. 2).

DRILL N. 3

Two players near the lane, along the baseline. They cut continuously from one side to the other side of the lane, along with a player outside the lane with the ball. When 1 passes the ball to 2 or 3, (3 in this case), 3 shoots, 2 rebounds, makes the outlet pass to 1, who has positioned himself near the sideline.

1 dribbles to the center of the floor towards the other basket, while 2 and 3 sprint and cut to the basket at the free-throw line extension.

1 can pass to 2 or 3, 2 in this case, and 2 makes a lay-up (diagr. 3).

DRILL N. 4

Two players in the corner, 1 and 3, and

one player, 2, under the basket. 2 tosses the ball off the backboard, rebounds and tries to dribbling out of the double team of 1 and 3, who go to the lane as soon as 2 tap the ball to the backboard. Once 2 frees himself, 1 and 3 become offensive players and run to the opposite basket, on the lateral lanes near the sidelines.

1 or 3 receives a pass from 2 and go straight to the basket without dribbling (diagr. 4).

DRILL N. 5

Three lines of players set up outside of the baseline, with the ball in the middle line.

The first group of three players pass the ball to each other and each player "follows the pass". This means he goes behind the player who received the ball (the weave) until one of the players receives the ball near the basket and makes a lay-up without dribbling.

Immediately after the shot, this player runs back against the other two players, who play two against one (diagr. 5).

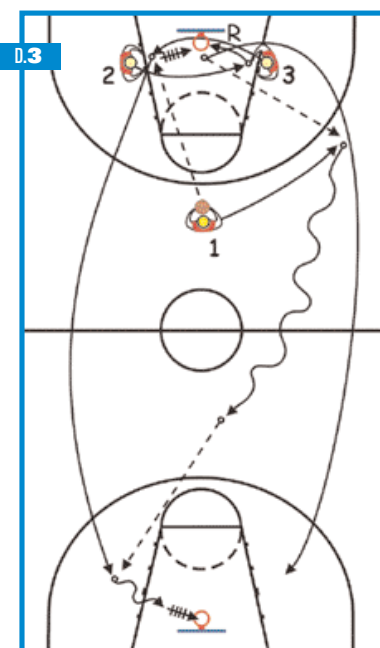
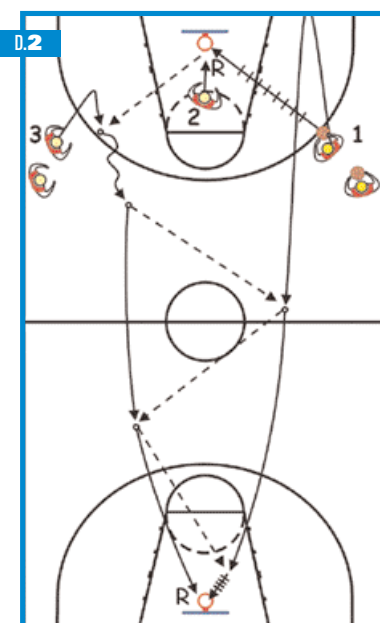
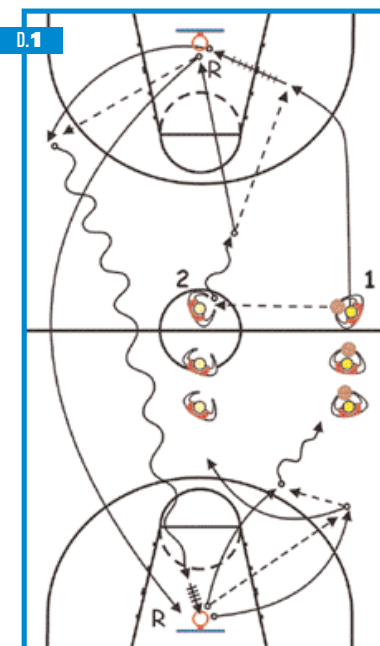
DRILL N. 6

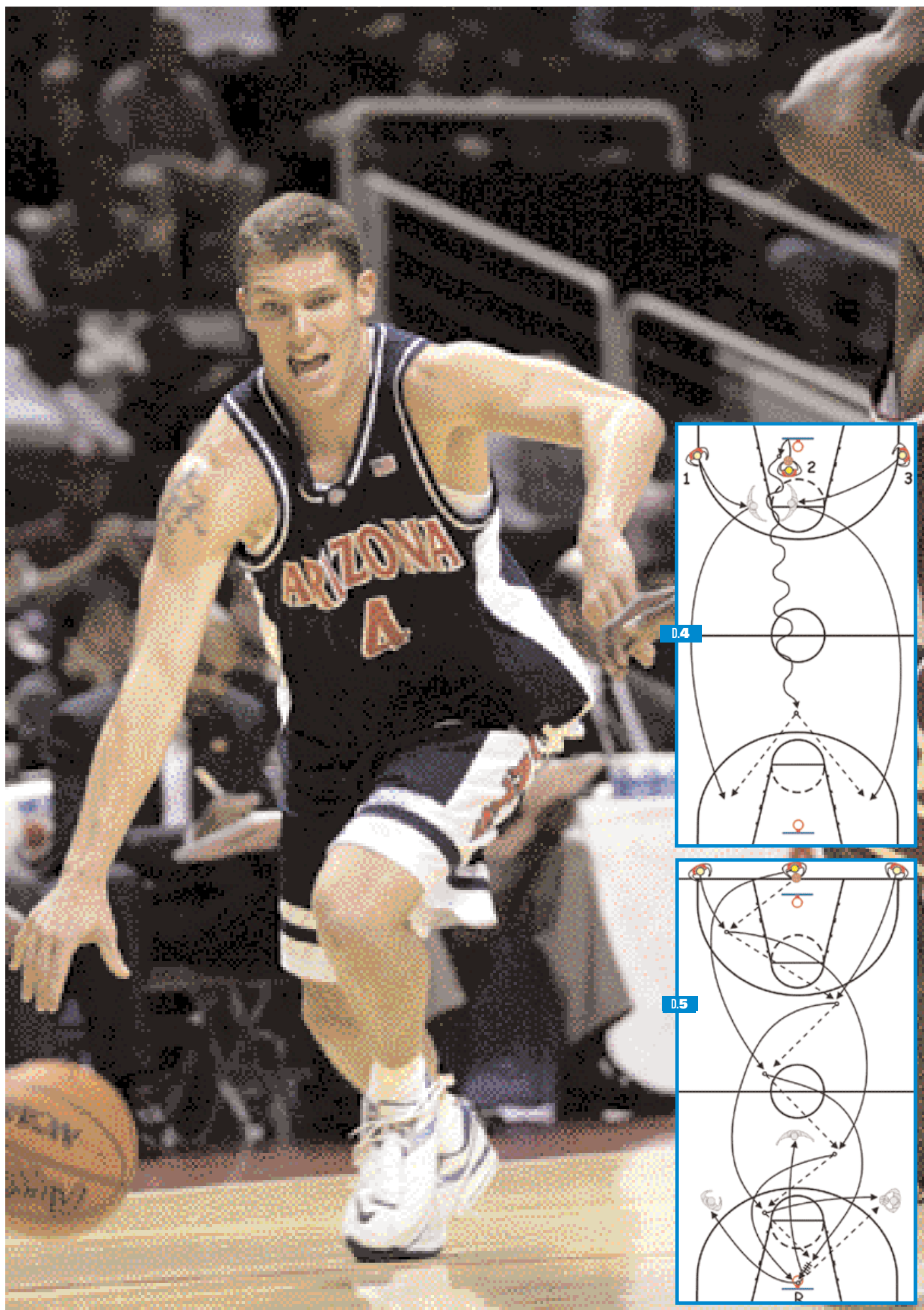
Three lines of players set up outside of the baseline, with the ball in the middle line, and one line of players outside at the midcourt.

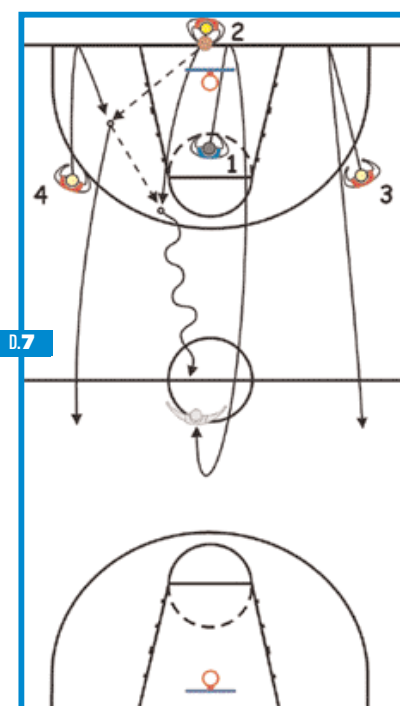
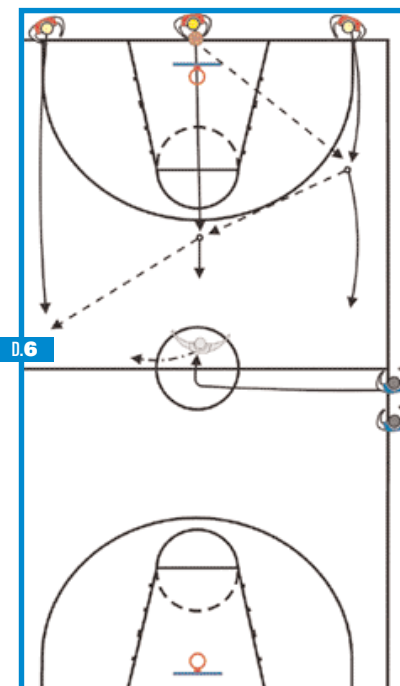
The first group of three players sprint to the opposite basket, passing the ball to each other. Immediately after the first pass, the first player of the midcourt line enters on the floor and plays defense against the three offensive players (diagr. 6).

DRILL N. 7

Four players set up on the court, 4 and 3 at the three-point line, 1 in the lane and one player, 2, out-of-bounds with the ball. When 2 slaps the ball, the three players on the court run to touch the baseline. 2 can pass to 4 or 3 and then enters on the court, while 1 sprints back on defense. The receiver of the out-of-bounds pass, 4







in this case, has different options.

He can give back the ball to 2 in the middle of the lane, dribble in the middle of the court or pass to 3, who is gone to the middle of the lane.

After touching the baseline, 1 sprints back on defense. In this case, 4 passes back to 2, who brings the ball in the middle of the floor and 2, 3 and 4 try to get to the basket.

If 1 rebounds the missed shot or steals the ball, he goes on offense against 2, 3 and 4 (diagr. 7).

DRILL N. 8

Three lines of players set up outside the baseline, with the coach holding the ball near the free-throw line and three defensive players facing the basket.

The coach passes to one of the offensive players, 3 in this case, and X3, the



defensive player in front of 3, runs to touch the baseline and then sprints back to his two teammates. 3 dribbles near the baseline towards the other basket.

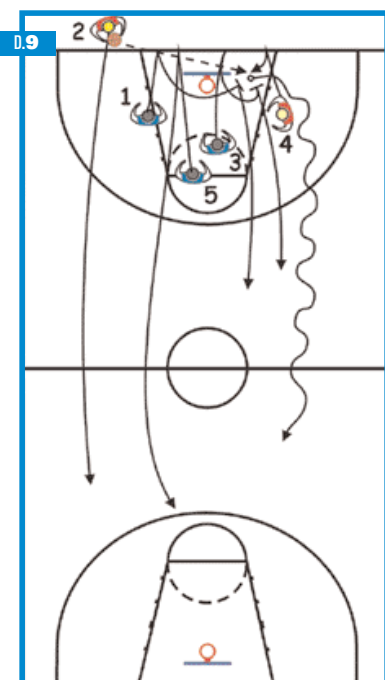
The other two defensive players, X1 and X2, run and play defense against 1, 2 and 3. If the offense does not score while they outnumber the defense, they play three on three.

If the defensive players rebound the missed shot or steal the ball, they go on fastbreak.

At the end of the action, 1, 2 and 3 become defenders and play against 4, 5 and 6, with the same procedure (diagr. 8).



D.8



D.9



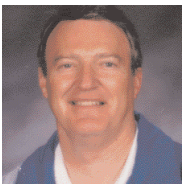
D.10

DRILL N. 9

Three defensive players and two offensive players. 2 has the ball out-of-bounds. 4 is the other offensive player, while 5, 3 and 1 are the defensive players. 1, 3, 4, and 5, before starting to play, must first touch the baseline. Two of the defensive players, among 1, 3, and 5, trap on 4, while the other defensive player not involved with the trap goes to the other basket to play defense. In this case 2 passes to 4, while 1 and 3 try to double team 4 or steal the pass and 5 runs on defense. If 4 beats the two defenders, he goes to fastbreak with 2 against 5, while 1 and 3 sprint back on defense. If the defenders steal the ball, they go on fastbreak against 2 and 4 (diagr. 9).

DRILL N. 10

Four players on offense and three players on defense. 1, 2, and 3 are outside the three-point line, 4 is in the lane with the ball, while three defenders, X1, X2 and X3 are at midcourt. 4 throws the ball against the backboard, rebounds and passes to 1, who dribbles towards the other basket. X1, X2, and X3 play defense. After the outlet pass, 4 runs to the basket as a trailer and can stop near the lane or cut to the low post area. Now they play four-on-three. If a defensive player steals or rebounds the ball, they go to fastbreak against 1, 2, 3 and 4 (diagr. 10).



by Steve Witty

Witty was head coach for thirteen years at Ben Davis High School in Indianapolis, Indiana, where he had an 80% winning record. His team won two State Championships and he was voted Coach of the Year three times in Indiana. Witty is presently serving as the Executive Director of the 3000-member Indiana Basketball Coaches Association, the largest basketball coaches group in the US. He has published eight technical books on basketball.

Traditionally, teams that incorporated the fastbreak as a part of their offensive attack normally ran the traditional break where the ball was outletted to a guard. The ball was then passed or dribbled to the middle of the court and the first players to get there filled the two outside lanes.

TRANSITION FASTBREAK BASKETBALL TO SECONDARY OFFENSE

The object was to outnumber the transition defense, establish a 3-on-2 situation, and get a lay-up before the defense could get back in place. This is very basic, high-percentage basketball. But then the three-point shot was added to the game.

As a result the (fastbreak) transition game as we know it was changed forever.

It has been generally accepted that the quickest way to get a three-point shot is in transition.

Spotting up the three-point shooters in transition, designating one outlet player to advance the ball up the floor and one player posted down low on the block has put more pressure on the transition defense.

Besides stopping the ball and protecting the basket, transition defenses now have to defend the spotted-up three point shooters.

The numerous three-point scoring opportunities available in transition has added more excitement to the game.

The following are some thoughts on the transition game to secondary offense.

WE WILL DISCUSS

1. Transition games rules
2. Personnel characteristics and assignments
3. Some examples of various secondary offenses
4. Various drills to teach the transition game

TRANSITION GAME FASTBREAK RULES

A. Player 1 always receives the outlet pass to lead the break. He creates diagonal or vertical passing lanes to receive outlet passes, not horizontal (diagr.1).

B. He should receive the outlet pass at the free throw line extended or higher, unless the outlet area is in the middle of the floor (diagr. 2).

C. He should call for the outlet pass the same way each time. Use only the term "outlet".

D. He should look to pass the ball to the first open teammate.

E. His passing options in order of preference are:

- First: 2 or 3 spotted up
- Second: 4 or 5 posted

F. He should advance the ball in the middle of the floor, if at all possible.

G. The rebounder is allowed a maximum of two dribbles to create a passing lane.

H. Players 2 and 3 always sprint to spot up point at the free throw line extended, above the arc to the right or left of the basket.

They must talk to each other and communicate which lane each will occupy (diagr. 3).

I. 2 and 3, when receiving the pass, are looking for the three-point shot. They can drive to the basket if they feel they have an open lane for a lay-up, or feed the low post.

J. If player 5 rebounds, he becomes the trailer on the play. The trailer always stays behind 1.

K. Player 4 sprints to post up on the ball-side block, as you can see on the diagr. 3.

L. If 4 rebounds he becomes the trailer and the roles are reversed with 5.

M. If someone other than 4 or 5 rebounds, they outlet the ball and use their rules.

N. 4 or 5, whoever gets there, first posts on the ballside block, and the other becomes the trailer. Again, the players must communicate.

FASTBREAK TO SECONDARY OFFENSE FLEX

1 passes to 2 and holds his position. 4 cuts to the ballside block and 2 looks for shot or to pass to 4 in the low post (diagr. 4).

If 2 cannot pass to 4, he dribbles to the right to improve the passing lane and set up low post defense (diagr. 5).

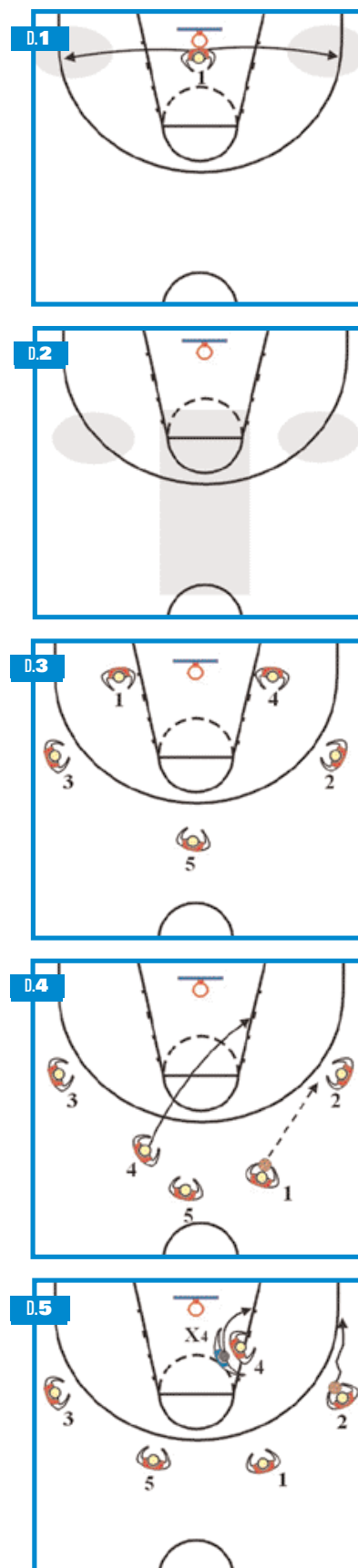
After two dribbles, if 2 cannot pass into low post, he passes to 1. 4 tries to seal his man to receive a pass from 1 (diagr. 6).

If 1 cannot feed 4 in the post, he reverses the ball to 5 and the "flex" cuts begins (diagr. 7).

If no one is open for a shot, 5 passes to 4 and the flex cuts continue (diagr. 8).

FAST BREAK TO SECONDARY OFFENSE (KANSAS)

The set and movements are the same (see from diagr. 4 to diagr. 6).



If 1 cannot pass to 4 in the low post area, he reverses the ball and passes to 5, who passes to 3 (diagr. 9).

When 5 passes to 3, 4 flashes to the ball-side block to post (diagr. 10).

While 4 posts, 2 sets a back screen for 5 and steps out. 3 should look for 5 for the lob pass or 2 stepping out for the jump shot (diagr. 11).

DRILLS

FIVE-MAN WEAVE TRANSITION GAME

1 with the ball, 2, 3, 4 and 5 run five-man weave to the other end of the floor (diagr. 12).

After the lay-up is scored, the ball is taken out of the net and an outlet pass is thrown to 1.

All five players then use their transition rules (diagr. 13).

The coach tells players ahead of time what transition options he wants them to execute before the drill begins.

Example:

- 2 or 3 spotted for a three-point shot
- 4 inside - out
- 4 on reversal inside series

The players execute all these options from one end of the floor to the other end before the drill ends. Players must think and communicate with the teammates the transition options to be executed.

FIVE-ON-FIVE TRANSITION DEFENSE TO OFFENSE

1. Line up five offensive players, A; B, C, D and E, on the baseline and five defensive players 1, 2, 3, 4 and 5, facing them at free-throw line extended (diagr. 14).

2. The coach has the ball and will pass to one of the offensive players and a fastbreak to the other end of the floor begins.

3. When the coach passes the ball, he calls out 1, 2, or 3 numbers. The players assigned those specific numbers must sprint and touch the baseline before they get back on defense.

4. In containment transition defense, the first priority is the basket, the second priority is the ball and the third is to fan out and play defense against shooters that are spotted up. The players, who are running back on defense, must communicate (diagr. 15).

5. If A, B, with the ball, C, D, and E, do not score in transition, 1, 2, 3, 4, and 5 will rebound and work on their transition game and A, B, C, D, and E will work on transition defense.

TWO-ON-TWO BLOCK OUT AND OUTLET

1. B passes to C or D, who receives the pass and shoots (diagr. 16).

2. B and A close out to block out D and C.

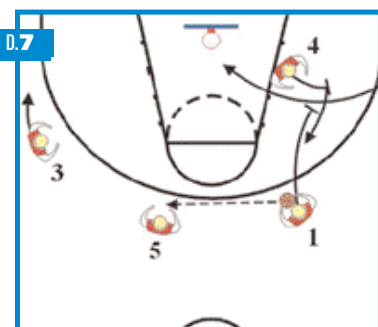
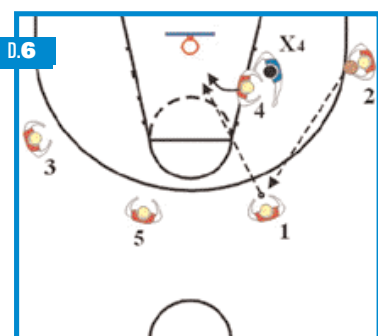
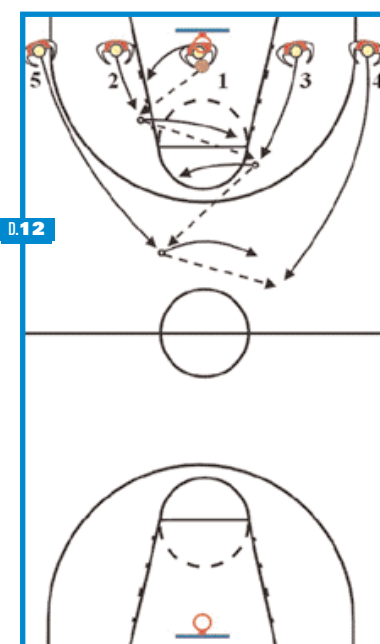
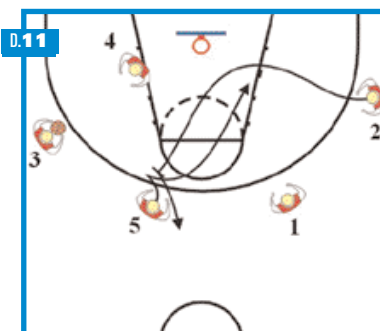
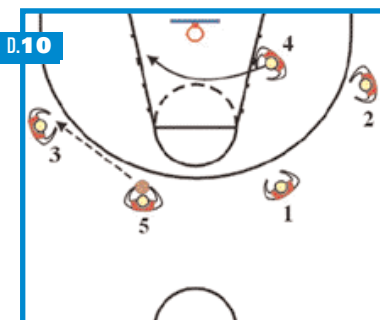
3. If B or A successfully rebounds the ball, they outlet the ball to 1, who has created the passing lane (diagr. 17).

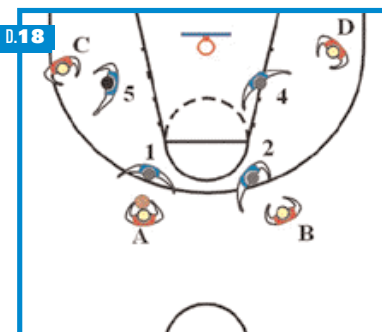
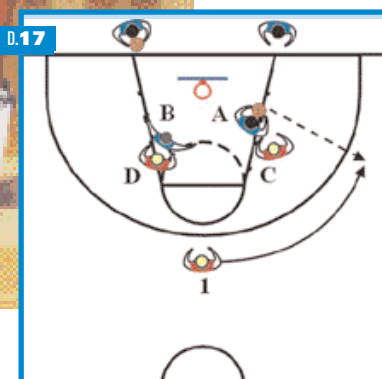
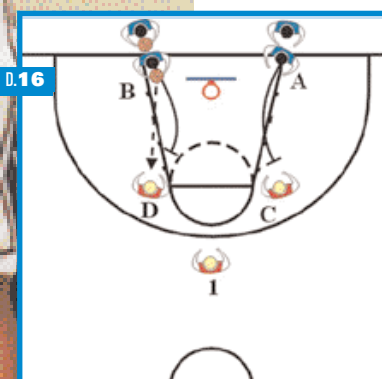
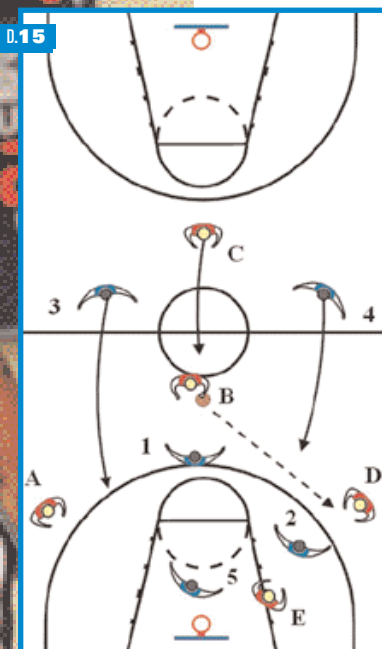
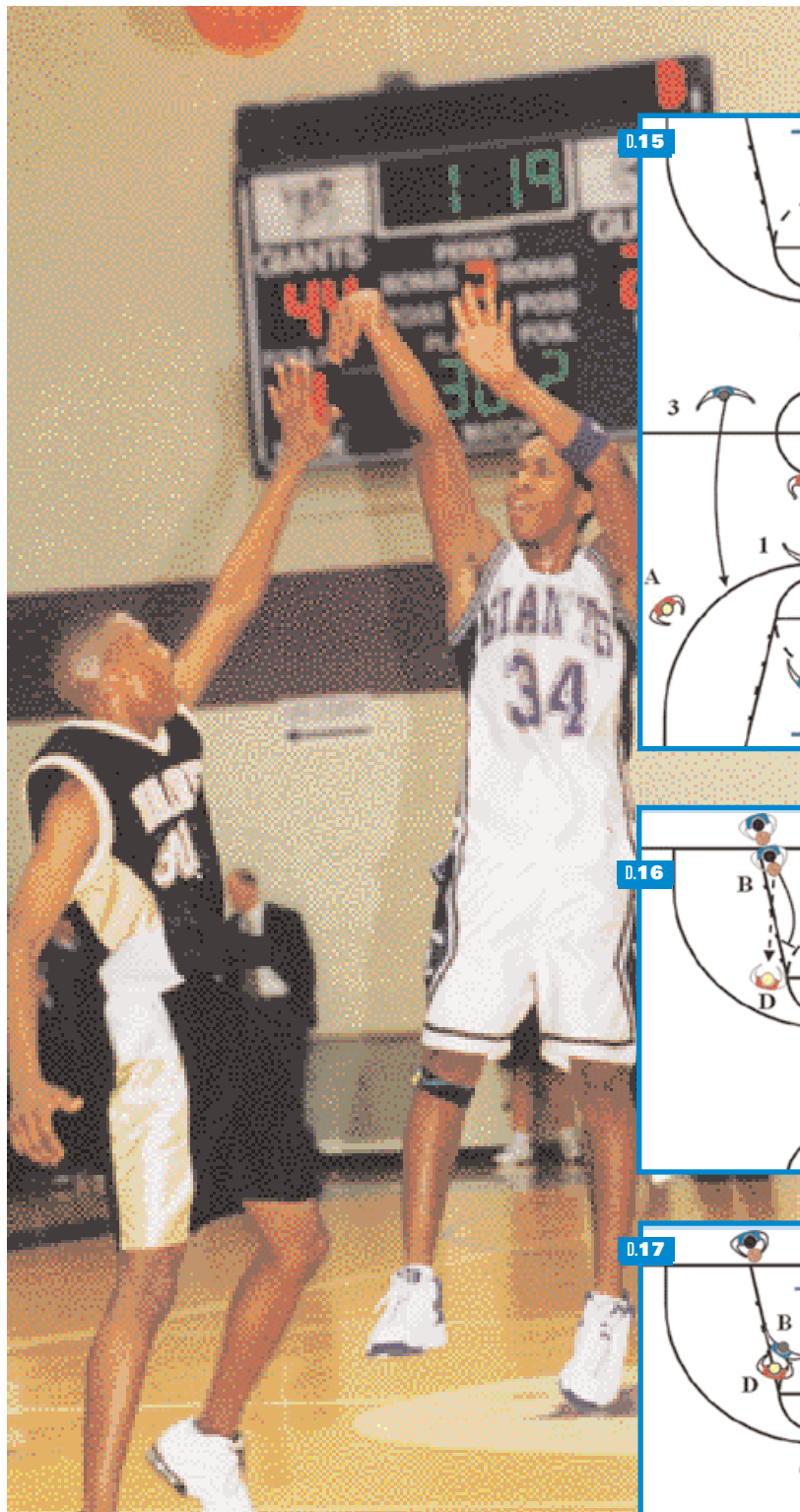
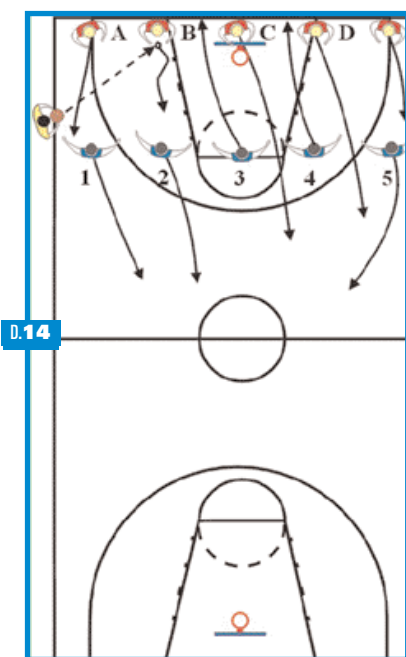
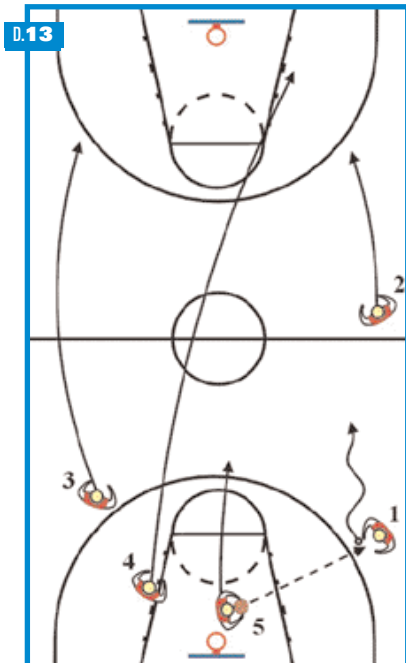
4. If C or D scores, B or A must take the ball out and inbound to 1, who has created the passing lane for the outlet pass.

5. If C or D scores, they both stay on offense and B and A go to the end of the line.

6. If C or D does not score, A and B, after outletting the ball, go from blocking out to offense at the elbow. C and D go to the ends of the rebounding lines.

7. Rotate different players at 1 spot.





8. Run the drill for two minutes. At the end of two minutes, all players in the rebound lines do 10 fingertips push-ups.

FOUR-ON-FOUR SHELL DEFENSE TO TRANSITION GAME

1. Four defensive players 1, 2, 4, and 5, will run break on a steal or missed shot (diagr. 18).

2. Team getting back on defense does not deny the ball to 1 man, but they must concentrate on getting back.

3. 1 creates passing lane to receive the

outlet pass.

4. 2, 4, and 5 use their transition rules.

5. Since there are only four players breaking the transition, the players will have to make decisions about what position will be unoccupied, spot up, post or trailer.

SUMMATION

The transition game and the three-point shot have added excitement to basketball. Secondary offensive ideas are numerous and limited only by the imagination and creativity of the coach.

THE SPANISH BASKETBALL FEDERATION YOUTH PROGRAM



by Carlos Sergio

Head coach of the Spanish National Men's Cadets team, he is the coach of the Player Development Center, 21st Century Basque Countries, and a member of the Technical Committee of the Spanish Basketball Federation.

The Spanish Basketball Federation (FEB) has achieved a very important goal: Finding and developing players that have the talent to excel in basketball. In order to do this successfully, the FEB set two goals: During the first years of player development (from 10 to 14 years of age) we offered many youngsters special summer basketball courses. These courses are designed to motivate the youngsters and foster in them the love for the game.

The second goal was to offer coaches a chance to evaluate the potential of these young players and see if they could play a role in the future of Spanish basketball.

This group of talented players identified and evaluated is then followed during the course of the year in their local championships, with coaches noting their progress. This provides coaches another chance to also uncover other promising players who are also developing, but were missed before. With this program now in place, we can invite at least 30 players to try out for the national team.

Let's look back at the players born in 1980-81.

These young athletes went on to win the European Championship in 1998 and Junior World Championship in 1999. Some of these same players are now members of the group that participated in Turkey in the European Championships and at the World Championship in Indianapolis.

They included Gasol, Lopez, Felipe Reyes, and Navarro. Gasol has gone on to the NBA to play for Memphis, while Lopez plays for Utah. Others, such as Navarro, the draft choice of Washington, are expected to be NBA players in the future.

PLAYER DEVELOPMENT CENTER

Another important program of the FEB is the Player Development Centers (CFJ).





The Federation, in collaboration with other institutions, promotes these sport projects. The goal of the CFJ is to help basketball players between 14 and 18 years of age to train in the most efficient way so basketball is compatible with their studies and personal development.

These young prospects generally possess all the necessary skills to be successful in basketball, but don't have the best training facilities in their hometowns.

They are at risk of being overlooked by the major sports clubs. The FEB wants to discover as many of these players as possible. There are now two of these centers in Spain: The first one was created in 1990 in Barcelona. Six years later, using the successful Barcelona model, the second center was opened in the Technical Perfection Center of Fadura.

This particular facility, called Player Development Center "21st Century-Basque Countries", was created with the help of the Superior Sport Council, Basque Government Sport Direction, and the Basque Basketball Federation.

BASIC PRINCIPLES

The Player Development Centers have three basic principles, which make them different from typical clubs and schools.

VOLUME OF PRACTICE

Granted, there are many gifted athletes, but it still takes practice to become a great player. In our case, we want to use our practice time at the Center to be as efficient as possible. At our Center, the living quarters of the players are located next to the sports arena and medical center. School is nearby, just five minutes away by foot.

QUALITY OF PRACTICE

The quality of the practice sessions is determined by the special coaches who are appointed to help with the development of the players. In our case, a multidisciplinary team was formed consisting of basketball coaches, conditioning coaches, physicians, and sports psychologists. The end result is that we now have complete control over all the variables that can influence player development. This allows us to optimize the training sessions and avoid most problems related to personal development on and off the court, injuries, and schoolwork.

INDIVIDUALIZATION OF TRAINING

Having players in the program from 14 to 18 years of age results in a long-term training program. Various work loads are determined for each player based on physical and medical tests, while the coaches determine the technical defects of the players and design individualized training sessions for them.

SELECTION OF PLAYERS

The selection process has been developed in collaboration with the FEB coaches that already work in the program. Their judgment is critical to the success of the program since they are the ones who have to predict the potential of the young players invited to come to the Centers. When a possible young talent is discovered, he or she is invited to the Center for a series of tests that will evaluate maturity level, speed, strength, and a variety of psychological aspects.

After this data is gathered, the coaches must decide on the few players who will be invited to join the Center program. Here is a look at the evaluation form used at our Center.

SELECTION CRITERIA

TECHNICAL/TACTICAL

Coachable

Creativity
Intuition
Learning capacity
level
Court vision
Knowledge

Non Coachable

Technical execution
Tactical execution of the game

BIOMEDICAL

Anthropometric measurements
Biological maturity
Pathologies

PHYSICAL

Jumping ability
Reaction speed

PSYCHOLOGICAL

Personality
Self confidence
Concentration
Ability to adapt to game

TECHNICAL - TACTICAL TRAINING

We focus on three types of work at the Center: physical, psychological, and technical-tactical. I'd like to describe our technical-tactical philosophy.

It all begins with the player being convinced that his improvement depends on how much he is able to learn and how willing he is to work hard.

Through technical-tactical training, we want the player to be able to coordinate his actions with his teammates and his opponents in space and time, with maximum results (points, rebounds, and steals) being achieved.

Based on the individual characteristics of the players, a teaching-learning sequence is then determined.

Players are taught simple movements and situations and then move up to situations that are more complex.

The goal of the Center is to stress three groups of concepts with the players, with a new concept added each year.

INDIVIDUAL FUNDAMENTALS

(1 on 1 or 1 on 0)

In this phase, our goal is to make the player reach the highest levels of individual fundamental technique (penetration, lay-up and jump shot) and develop his capacity to utilize them in 1 on 1 situations.

The player must have a detailed knowledge of a number of movements. He must be able to stop and shoot, and be able to penetrate to the hoop when he is pressured. While this sounds simple, putting it into practice is always not that easy. To make sure that the players develop, we use the following work series:

- Suggestion, correction, and improvement of the movements the player utilizes.
- Increase of the number of player movements.
- Application of all of the movements in 1 on 1 situations.

COLLECTIVE FUNDAMENTALS

(2 on 2, 3 on 2)

In this next phase, we increase the complexity, with the goal



being to teach in depth all the tactical situations that involve working with one or more teammates against one or more defenders. These situations start from the 2 on 1, up to 4 on 4. We can play an outside 4 on 4, with all players out on the perimeter, or an inside-outside 3 on 3, with two perimeter players and one inside player. Or we can play an inside 2 on 2, with two players inside near the basket. We think this part of the program is an essential step that allows the player to learn how to play together with his teammates and develop his strategic intelligence.

STYLE OF PLAY

(5 on 5)

The final part of the program is highly anticipated by the players: the 5 on 5. At this point we prefer a simple and logical style of play that allows the player to develop his natural talent and at the same time help his team improve and win. Our style of play, in accordance with all that is done with the other FEB teams, is based on an aggressive defense, mostly man to man, (without disregarding the options given by a zone defense), and the fast break.

All of these work phases are carried out during the course



of four years. In the first two years a basic module is developed and work from the 1 on 0 to the 3 on 3 is accomplished in large areas of the court with a medium to high technical level. In the following years, situations from the 3 on 4, 4 on 4, 4 on 5 and 5 on 5 are covered with a high technical level. Play occurs in more restricted areas of the court.

WHAT ARE THE COACHES DOING?

The amount of work performed by players at the Center is challenging and, thanks to our coaches, is at a high proficiency level.

We want our players to be active in practice.

When we use on-court drills, we want them to have the following:

- A few simple rules that are easy to comprehend and follow.
- Direct: get to the point quickly with a few phases in order to reach the goal.
- Active: repeating the drill is easy.
- Known: no need to invent a new drill every day; simply add a variation.

RESULTS

When it was created, the Center was only a project that we hoped would yield results sometime in the future. Now, thanks to the support of the FEB, we can affirm that both Centers play an important part in the development of young Spanish basketball players.

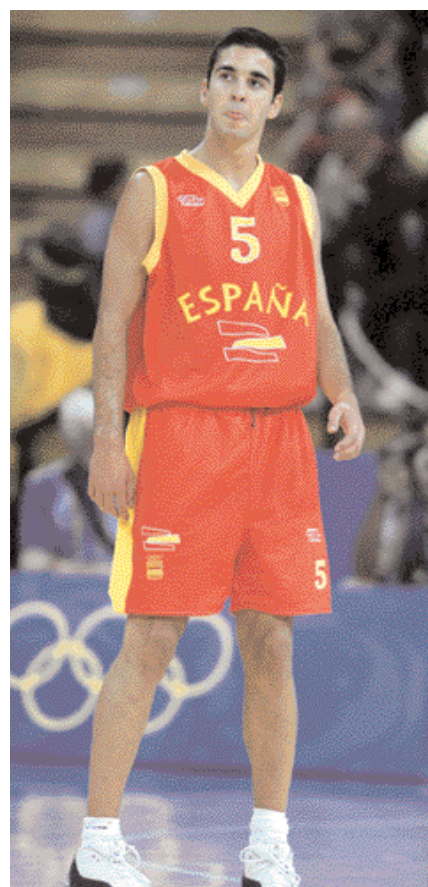
Our coaches, physical trainers, and doctors are all part of various national teams. Of the 22 players at the Center, 12 have been selected to the national team, while others are in various Federation programs. It's remarkable when you think that each player was completely unknown before being invited

to play in prestigious Spanish tournaments, and all performed exceptionally well.

The players graduate from the Center with their pre-university studies completed and with offers from the best teams (Unicaja, Real Madrid, Barcelona, Estudiantes, Pamesa, Caceres, Tau Baskonia, and others).

Due to our early successes at the Centers, many young players are now awaiting a call from us.

In addition, many coaches are also interested in our project and the type of work we perform. I'm proud to say that the future of the Centers is bright and Spanish basketball will continue to benefit from these two unique training programs.



ARGENTINA'S MAN-TO-MAN PLAYS



by Ruben Magnano

With the Argentinean Men's Youth National team, Magnano won the South American Championship and with the Under 21 team the Pan-American Championship in 2000. In 2001 he became also head coach of the Senior Men's team and won the South American, the Pre - World Championship and the silver medal at the Goodwill Games in Australia.

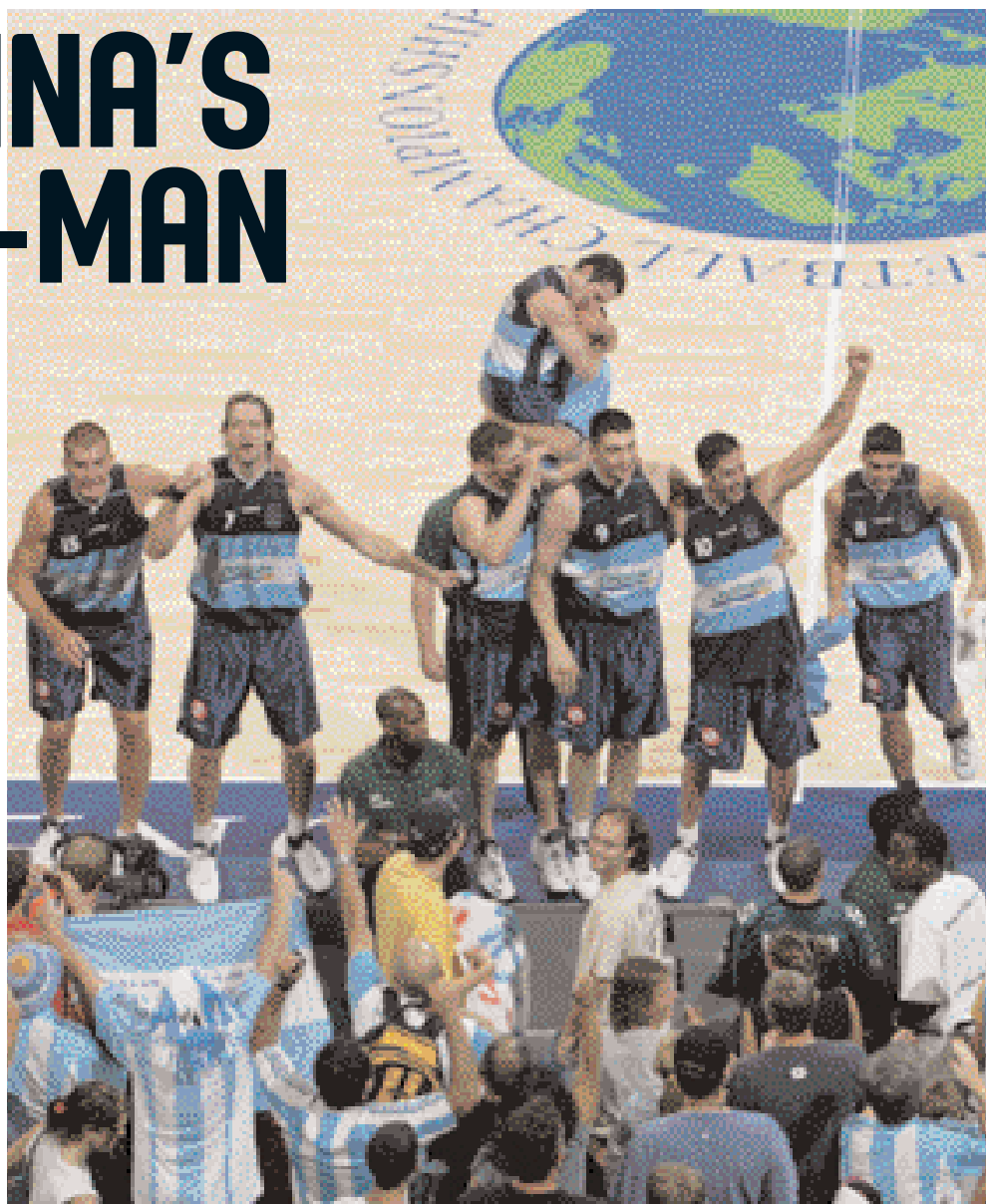
His most recent achievement was winning the silver medal at the World Championship in Indianapolis.

With the Atenas Cordoba club, he won three Argentinean titles, two South American, one Pan-American and two South American League Championships.

We try to run the fastbreak on every possible occasion. However, if we don't succeed with the primary break, we then play in the following way.

We don't usually call the play, but instead move offensively depending upon where the first pass is made and how the defenders react.

After the early fastbreak, the initial set is the two - three. 1 is the playmaker with the ball, 4, the power forward, in low post position, 5, the center, out of the line of the three-point shot, 2, the guard, on the other side of the court, and 3, the small forward, on the side of the ball. 1 passes to 5 and makes a vertical screen for 4, who comes up at the opposite spot of 5, outside of the three-point shot line. After the screen, 1 cuts in the lane and goes to the low post



This is the starting five that we have lined up at last year's World Championships in Indianapolis and the corresponding numbers in the diagrams:

N.1 Pepe Sanchez (playmaker, m. 1,93, Detroit Pistons)

N.2 Emanuel Ginobili (guard - small forward, m. 1.98, S. Antonio Spurs)

N.3 Hugo Sconocchini (small forward, m. 1.96, Milan)

N.4 Ruben Wolkowyski (power forward, m.2,08, Tau Vitoria)

N.5 Fabricio Oberto (center, m.2,08, Tau Vitoria)

area on the opposite side (diagr. 1).

Depending on who rebounds, 4 and 5 can exchange their position.

5 passes to 4 and, at the same time, 1 comes out screening 2, who cuts in the lane and goes to the low post on the opposite side.

After having passed to 4, 5 screens for 1 (screen the screener) and 1 comes up to receive the pass outside the three-point shot line (diagr. 2).

4 passes to 1. First option: 2 screens for 3, 3 cuts in the lane along the baseline and receives another screen (staggered screens) from 5. After having passed to 1, 4 screens for 2 (screen the screener). 1 can choose whether to pass to 3, who comes out of the staggered screens of 2 and 5, or to pass to 2, who comes up outside the three point line (diagr. 3).

4 passes to 1. Second option: 3 fakes to go toward the screen of 2 and, instead, pops out of the vertical screen of 4, 2



cuts in the lane along the baseline, receives a screen of 5 and goes out to the other corner. 1 can choose to pass to 2 or to 3 (diagr. 4).

1 passes to 3, then cuts and goes in the corner on the same side of the ball and 5 replaces 1, while 4 comes up and posts himself in middle post area, ready to make a screen (diagr. 5).

3 passes to 5 and 5 changes side to the ball, passing to 2. 4 goes to screen 3, who cuts in the lane and posts himself up in low post area on the other side of the court. 2 can pass to 3 (diagr. 6).

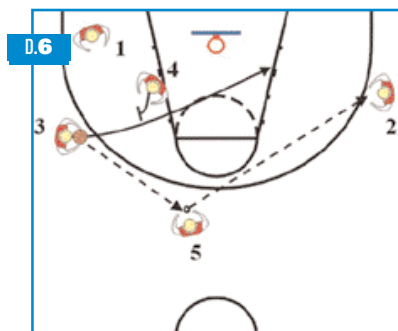
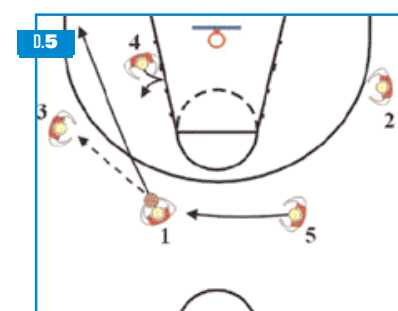
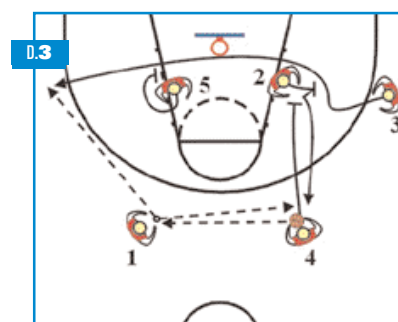
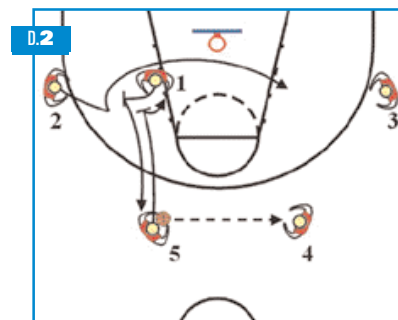
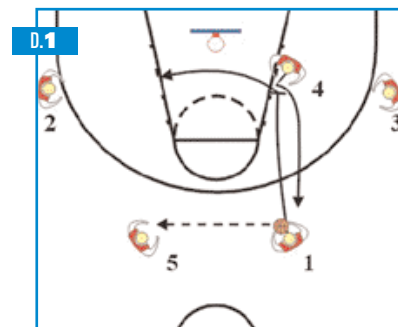


1, who was in the corner, receives two screens (staggered screens), the first one from 4 and then another one from 5 and then comes up high in the middle of the floor, outside of the three-point line. 2 passes to 1 (diagr. 7).

After having passed the ball, 2 cuts in the lane near the baseline and receives three screens in succession: the first one from 3, the second one from 4 and, at the end, the third one from 5. 1 passes to 2, who has gone out on the opposite side in the wing position (diagr. 8).

We always start from the same set two - three, as seen in the first diagram. 1 passes to 5. On this pass, 4 goes out and screens for 3, while 1 screens 4 (screen the screener). 3 cuts in the lane near the baseline and posts himself in low post area on the other side of the lane. 2 pops out and receives the ball from 5 (diagr. 9).

If X2, the defender who covers 2, plays high and X5, the defender who covers 5 stays low



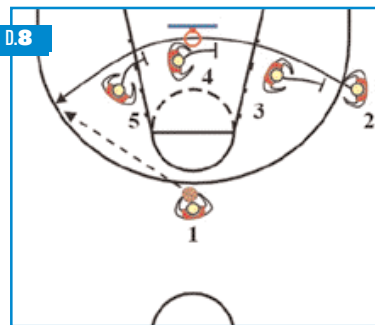
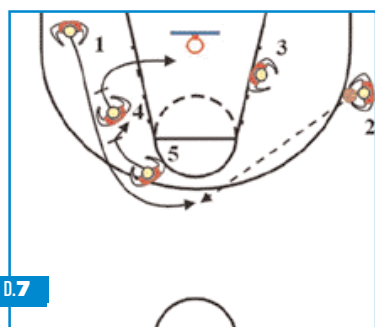
to cover the pick and roll, 2 passes the ball again to 5, who receives a screen from 3, who pops out from the low post position. 2 cuts in the lane along the baseline and goes to the low post area on the other side of the court. The ball changes side: 5 passes to 4, 4 passes to 1, who gets free, and 1 can pass to 2 (diagr. 10).

If 1 can't make a successful pass to 2, he receives a screen from 4 and then 4 receives a screen from 2 (screen the screener), who popped out from the lane. After the screen, 4 goes in the low post position (diagr. 11).

1 passes the ball to 2 and 2 passes to 4 in low post position (diagr. 12).

Initial set is the same seen in the first diagram, the two - three. 1 passes to 5. On the pass from 1 to 5, 4 goes out and screens for 2. After the screen for 2, 4 receives a screen from 1 (screen the screener).

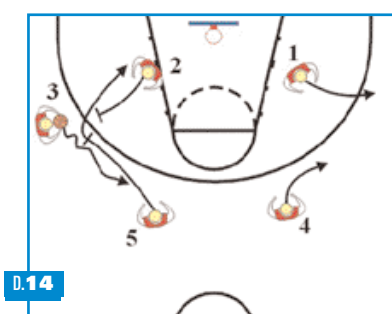
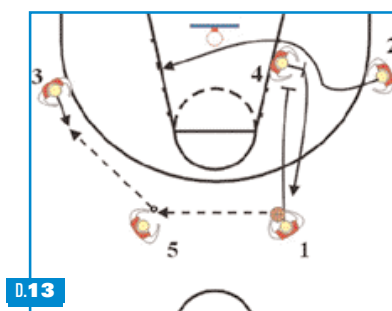
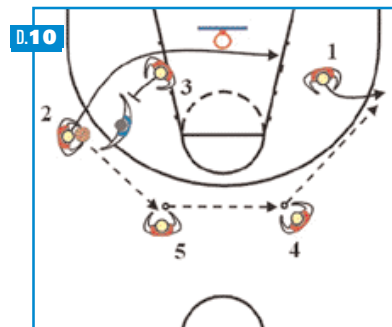
2 cuts on the opposite side of the lane along the baseline and posts in low post area. 5 swings the ball, passing to 3 and 3 passes to 2 (diagr. 13).



After having passed the ball to 2, if is no possibility of shooting for 2, 5 goes to make a direct screen for 3 and 3 dribbles toward the middle of the lane and replaces 5, while 4 goes to the wing area. Immediately, after 5 has screened for 3, 2 goes out and makes a back screen for 5 (screen the screener). 5 goes in the low post area and 2 pops out to the wing (diagr. 14).

3 passes to 2 and 2 passes to 5 in the low post position (diagr. 15).

This was the play, that we used the most at the World Championship. It is simple in the movements, creates possibility of shooting for all the players and it opens the court, helping exploit the one-on-one, the three-point shot, and the inside game.



ZONE OFFENSE

He won a European Cadet, Junior, and Senior Championships, a pair of World Junior and World Senior Gold Medals with the Yugoslavian National Teams. Pesic also won a European Senior Championship while at the helm of the German National team in 1991. With a club team, he won one Yugoslavian Championship and one Yugoslavia Cup, two German Championships and two Germany Cups. He is now head coach of the team in Barcelona.

by Svetislav Pesic



INTRODUCTION

The introduction of the 24-second shot clock and eight-seconds speeded up the pace of the game. Many coaches quickly adopted offensive plays that could be put in motion in six or less seconds. For these reasons, the transition offense has become more and more important; it is organized, quick and simple. Very few teams now utilize offensive strategies, that use all the three phases of offense: early fastbreak, secondary fastbreak and set play. Don't make the mistake of thinking that defense is now less important than in the past. I've never seen a great team or winning coach that did not have a great defense. During the course of the years, we will face more and more organized defenses and more zone defenses, which are used for containing and disrupting organized offenses. The aim is to force a quick shot or to speed up the decisions of the offense. With the 24-second rule, we will not face the classic zone defenses as in the past, but match-up or combination defenses, such as the triangle-and-two and the box-and-one.

ZONE OFFENSE

A team must be prepared for every eventuality. In a world of endless defenses and set plays, a team must have in his arsenal an offense that is useful against man-to-man, as well as zone defense. In the majority of the cases, the best weapon against the zone is the fastbreak. Because one of the weak points of the zone versus the fastbreak is the fact that the defensive players cannot reach their assigned positions before the arrival of the offensive players. We want our players to run quickly to the offensive end, passing the ball up court without giving the defense a chance to recuperate. This way we can take advantage of all the options offered during the transition attack after a steal, a turnover, a rebound, or quick out-of-bounds pass after a field goal made.

EARLY FASTBREAK

These are the rules the players should follow.

1. OUTLET PASS AND RECEIVING THE PASS

We have two options and two solutions. Both guards must be ready to receive the outlet pass. The outlet pass can be made to 1 in the wing position or to 2 in the middle of the floor (diagr. 1 & 2).

2. THE FORWARD SPRINTS STRAIGHT TO THE BASKET

The forward sprints, near the sideline, in a position where he can receive a pass from one of the guards (diagr. 3).

This transition offense has three trailers.

FIRST TRAILER

He sprints opposite the ball. He is the most dangerous player of the fastbreak and must be ready to receive the ball.

SECOND TRAILER

He is involved with the secondary break. He runs the middle lane of the court and must go to the low post area.

THIRD TRAILER

He is the last player who goes on offense. He must change the side of the ball, pass to the low post, and make a screen.

3. THE FIVE LANES

Ideally, the court is divided in five lanes and a player (diagr. 4) must occupy each lane.

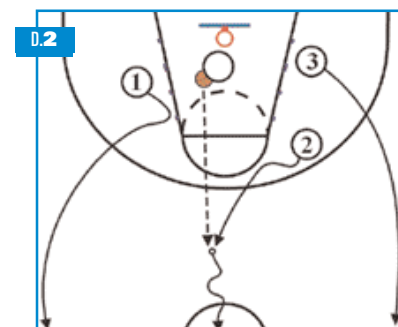
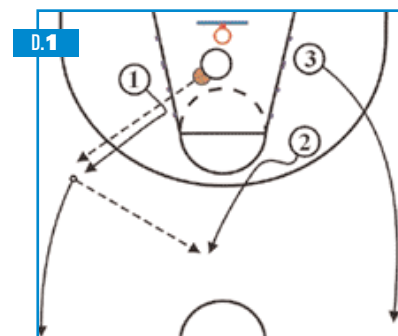
4. QUICK DRIBBLE TO THE MIDDLE OF THE COURT OR A LATERAL PASS

It is better to make a short pass instead of a long one and the best pass is typically the lateral pass. The player on the opposite side, the first trailer, can run over to one of the guards to speed up the fastbreak.

5. INTERNAL PLAY

If we cannot get to the basket on the first try, the offense must immediately create other options.

The second trailer, the player who runs in the middle lane of the floor, must go to the low post area and the perimeter players should give him the ball. If there is not this option, we try to use the third trailer: the aim is to attack the zone under the basket, using the second-



dary break, because this part of the lane is not controlled by the defense during this phase of the play.

SECONDARY BREAK

1 passes to 2 and 2 to 4. 1 after making this pass, cuts in the lane. 5 stops outside the free-throw line area and 3 outside the three-point line (diagr. 5).

If 2 cannot pass to 4, 2 passes to 5 and 5 makes a pass to 4, who cuts in the lane (diagr. 6).

5 can also make a screen for 3, who receives the ball from 2. 4 cuts in the lane (diagr. 7).

After screening for 3, 5 picks for 1. 3 can pass to 1 or 4 (diagr. 8).

1 pass to 5 in the low post, while 4 goes high to screen 3. 2 goes in the middle of the floor (diagr. 9).

If 1 cannot pass to 5, 1 passes to 4 and 4 passes to 5 (diagr. 10).

SET OFFENSE AGAINST THE ZONE

Every offense depends on how it is set up and how the plays are executed.

In order to be successful, every offense:

- Must be efficient against every type of defense (man-to-man, zone or combination defenses).
- Must be able to adapt according to the changing defenses.

OFFENSIVE PRINCIPLES

1. The offense must be flexible and balanced, using:
 - a. Passes
 - b. Dribble Penetration
 - c. Offensive Rebounding
2. Must have continuity from the starting pass until the end of the offense.
3. Must hide the offensive weaknesses and exploit the strong points of the team.
4. The players must have excellent technical knowledge.
5. The offense must be usable against any type of defense.

SPECIAL RULES AGAINST THE CLASSIC ZONE AND THE COMBINATION DEFENSES

Perimeter Players

At the beginning of the set play, all the perimeter players must be in physical contact with the defensive players nearest to them.

INSIDE PLAYERS

Both inside players must be positioned externally, one on the left and the other on the right, slightly outside of the three-second area, near the baseline.

Initially, there is no player on the high post area. This spot will be occupied later on.

DRIBBLE PENETRATION

Dribble penetration among two defenders of the zone. All the offensive players must be

ready to receive the ball if:

- a) A teammate makes a dribble penetration.
- b) The low post receives the ball.
- c) The high post receives the ball.

SCREENS

Every time a player screens, he must roll to the ball after the screen.

PASSES

The most efficient passes are the short and quick ones.

INSIDE PLAY

From the beginning, it's important that the ball must be passed under the basket (inside play), before the defense can recuperate. It is not advisable to immediately shoot from the outside, because we like to reserve the jump shot in the second stage of the play.

OPTION A

Start this set play on the left or right side against the two-three zone. 1 tries to make physical contact with X1, as well as 2 and 3 with X2 and X3 (diagr. 11).

1 can pass to 2 or 3: these two offensive players must have physical contact with X2 and X3, before popping out for receiving the ball (diagr. 12 & 13).

TIMING ON MOVEMENTS

Initially, the high post area is free and 4 and 5 stay behind their defensive players X4 and X5. Their movements depend on the position of the ball. They move to the open area near the basket and behind the defensive players and then they continue the cut toward the high-post area (diagr. 14).

CONTINUITY ON OFFENSE

Against the three - two zone defense, 1 dribbles straight against the defensive player nearest to him and then passes to 2, who, after contact with X2, pops out to receive the ball. 3 and 4 cut behind the defense, with 4 cutting high at the free-throw line area, or in the corner. 3 can go on the opposite corner or go also at the free-throw area (diagr. 15).

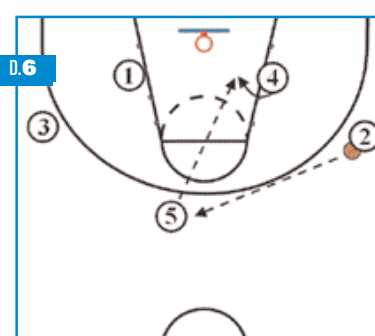
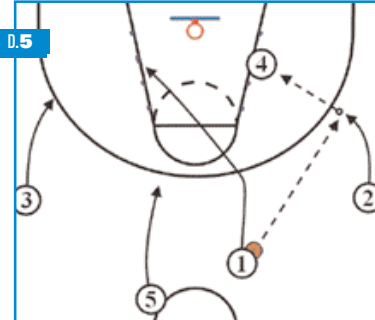
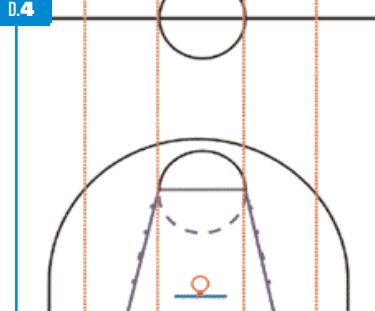
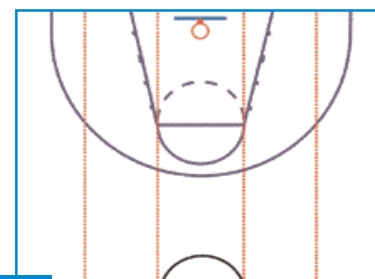
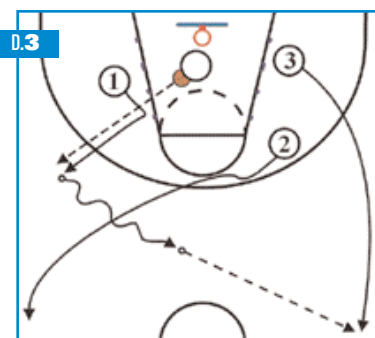
5 can post out or make a screen for 3, if 3 cuts to the opposite corner. 1, after passing to 2, makes contact with his defensive player and goes outside on the wing at a 45° angle (diagr. 16).

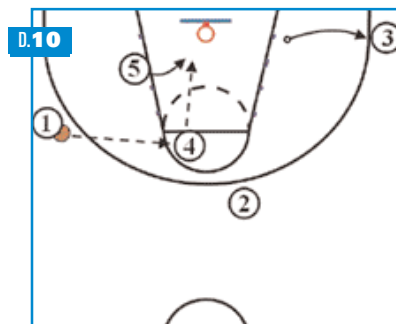
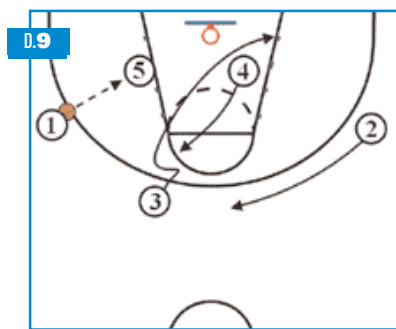
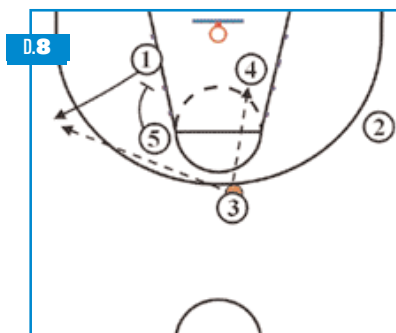
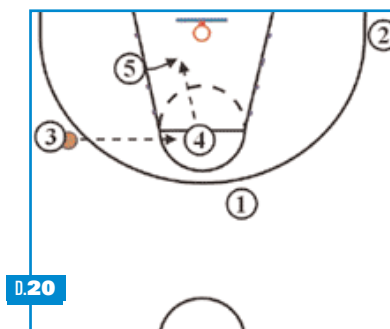
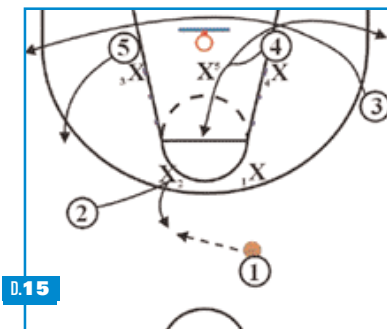
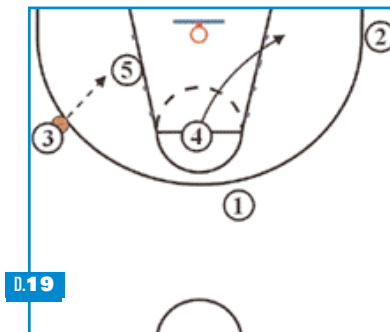
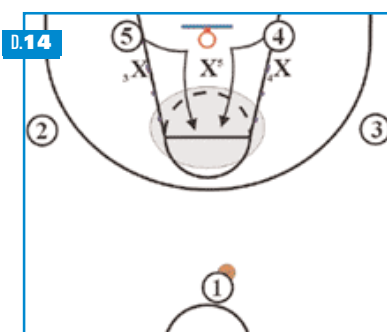
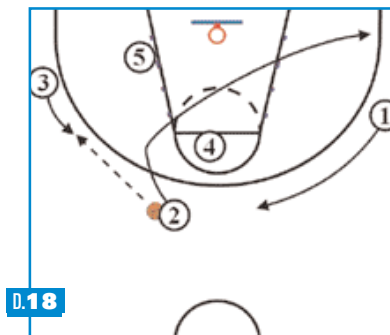
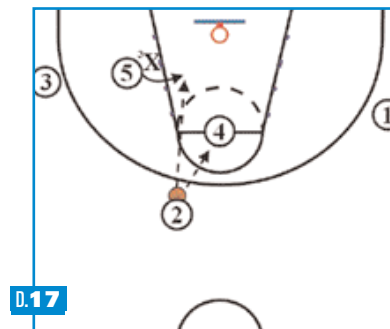
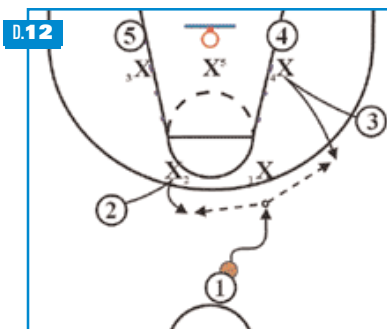
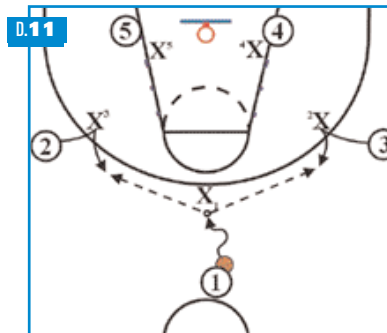
2 has the option of passing to 4 under the basket, or to 5, who rolls after the pick for 3 (diagr. 17).

2 passes to 3 and cuts to the opposite corner, while 1 goes in the middle of the floor (diagr. 18).

3 can pass, dribble, or shoot. If 3 passes to 5, 4 cuts and goes to the low post on the opposite side to 5 (diagr. 19).

If 3 passes to 4, 4 can shoot, dribble to the





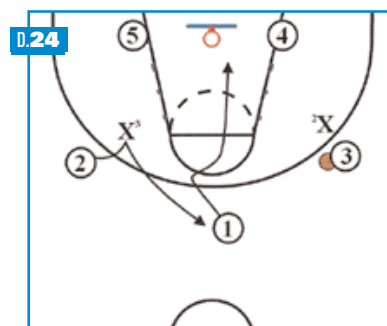
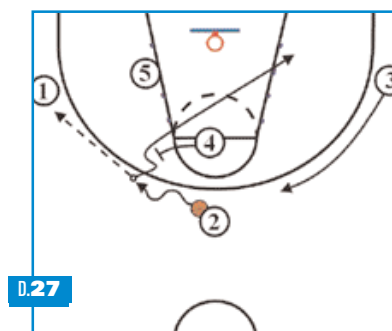
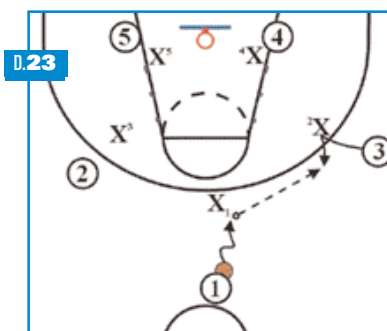
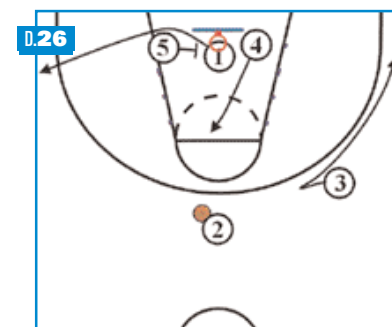
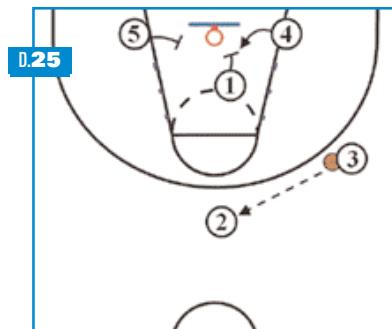
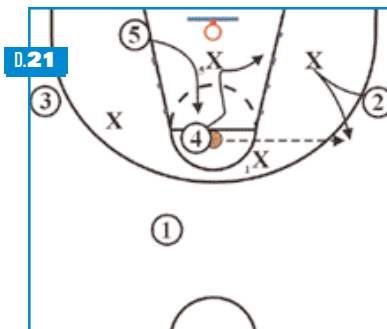
basket, or pass to 5 (diagr. 20). 4 can also change side with the ball, passing to 2, then cutting in the lane and going straight toward X4, and then to the low-post position. At the same time, 5 makes contact with X5 and then cuts in the middle of the lane (diagr. 21).

2 passes to 5. 5 can shoot or pass to 4 and 3 rebounds (diagr. 22).

OPTION B

Cutting of the point guard

1 dribbles toward X1 and then passes to 3 (diagr. 23). 1 then cuts to the basket and 2, while 1 cuts, makes contact with X3 and



then pops out toward the ball (diagr. 24). 1 cuts and screens for 4 (diagr. 25). After screening for 4, 1 cuts in the corner using the pick of 5 and receives the ball from 2. 4 cuts and goes in the high post area (diagr. 26). 2 passes the ball to 1, and cutting around 4 goes in the opposite corner, while 3 goes high (diagr. 27). 1 pass to 4 in the high-post area, or to 5 in the low-post. If 4 receives the ball, he can pass to 5, who cuts in the lane (diagr. 28).

FINAL CONSIDERATIONS

It is extremely important to run the set in a precise way to break down the normal zones and the combination defenses. We want that the ball to be in certain spot of the floor, with the players in the exact

position. Again, I would like to underline the fact that the offensive players, before popping out to receive the ball, must make physical contact with the nearest defender, and then must occupy the open spaces. If every movement is done as I've explained, we can have a variety of shooting solutions.

The key to success is always how well the players execute the movements, their level of preparation, and their coaching. The advantages of the described concepts are:

1. Unlimited possibilities for our players to create individual shooting opportunities.
2. The possibilities to make a quick shot in every special situation, such as time running out or foul problems for the defense.



INDIVIDUAL OFF BALL DEFENSIVE FUNDAMENTALS



by Ernie Woods

One of the winning coaches in the State of Washington, he is lecturer at clinics in US and abroad. He was also scout for NBA teams. Since many years he applies the technology to basketball and he has a web site hoopstactics.com.

1. PASS DENIAL

Guarding player on ball side without the ball

Off ball defenders primary responsibility is to constantly attack and disrupt the passing lanes. This requires a commitment of hard work and determination. Defenders must maintain a low bent knee stance, "Ear on Chest" position using split vision to see both their opponent and the ball. The arm closest to the ball should be extended straight out in passing lane with palm toward the passer ("Stop Sign") to deflect or discourage any pass. The rear foot should be placed 12" behind the receiver. When assuming a pass denial stance, defenders should move with quick, short shuffle steps staying low.

OFF BALL PASS DENIAL POSITION ATTACKING THE PASSING LANE

Rule: Off ball defenders should never allow any pass over 15 feet. Successful passes over 15' compromises the defense and gives the offense a distinct advantage. It is important to see the ball and the opponent at all times. This is especially true when in defensive transition where the defenders should never run down the court with their backs to the ball.

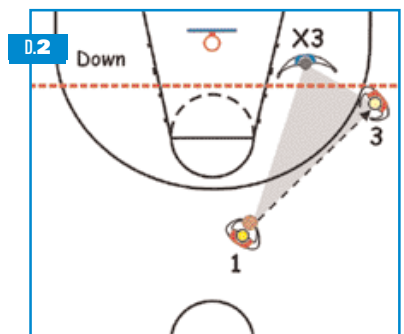
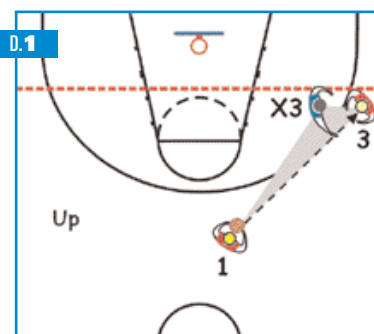
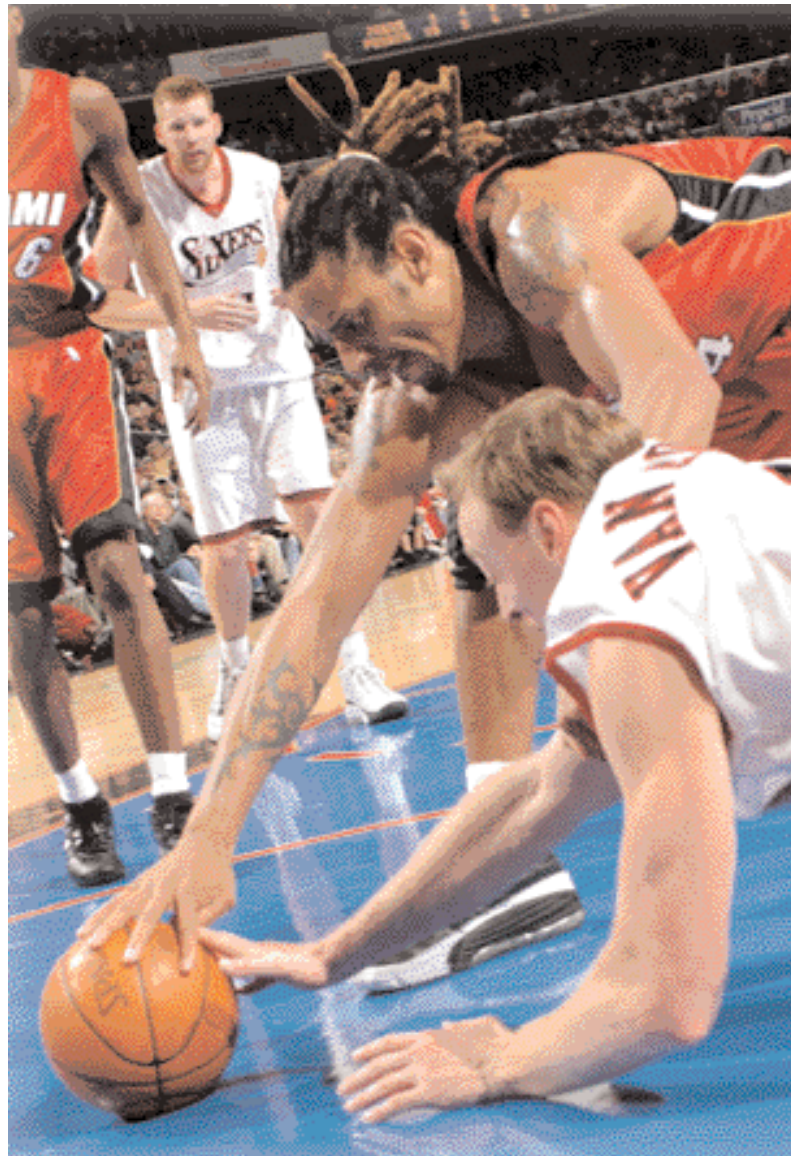
BALL-YOU-MAN PRINCIPLE

In order to effectively attack and deny passing lanes, the defender must play in an UP position between his opponent and the ball (diagr. 1).

When the ball is in the backcourt, the off ball defenders should stay above the free throw line extended until the ball crosses the midcourt line.

Incorrect: Ball - You - Man

When the defender plays in a DOWN position below their opponent, they have to close out and lunge at the pass. This usually resulting in a near miss interception or deflection and easy shot off dribble penetration (diagr. 2). Do NOT leave a shooter to help.



Stay at home (pass denial) on ball side.

When the guard 1 penetrates past the defender X1, defender X3 on ball side must STAY with the shooter 3. Helpside defenders are responsible for rotating over to help stop 1's dribble penetration (diagr. 3).

PROBLEM OF HELPING OUT ON BALL SIDE

Be aware! Smart point guards like to penetrate to draw ball side defenders to them, and then make a kick out pass to a wide open shooter (diagr. 4).

DEFENDING AGAINST THE CUTTER

A. Dribble Clear Action

When the point guard 1 dribbles toward the wing, defender X3 maintains a pass denial position on 3's back cut to the basket and then assumes a low "Helpside I" position as 3 clears out to the weakside (diagr. 5). X3 does NOT follow the cutter out to the weakside wing.

B. Double Team Option

Since 3 is clearing out to the weakside, defender X3 can double back and trap 1 with X3 on the wing (diagr. 6).

C. Defending against the Basket Cut ("Give & Go")

When guarding the player with the ball, once the player gives up the ball, it is imperative that the defender "jump to the ball" to establish a ball side pass denial position.

D. Give & Go Pass Denial

When ballhandler 1 passes to 3 and executes a basket cut, defender X1 first moves in the direction of the pass, and then assumes a ball side pass denial position preventing any return pass to 1 (diagr. 7).

E. Incorrect: Basket Cut

Defender X1 cannot allow cutter 1 to make an uncontested cut to the basket (diagr. 8).

F. Cutter Goes Away

When ballhandler 1 passes to wing 3 and goes away, defender X1 moves in the direction of the pass, and then assumes a Helpside I position. X1 does not follow 1 out to the weakside wing (diagr. 9).

G. Double Team Option

Since 1 is clearing out to the weakside, defender X1 can double back and trap 1 with X3 on the wing (diagr. 10).

2. "HELPSIDE I"

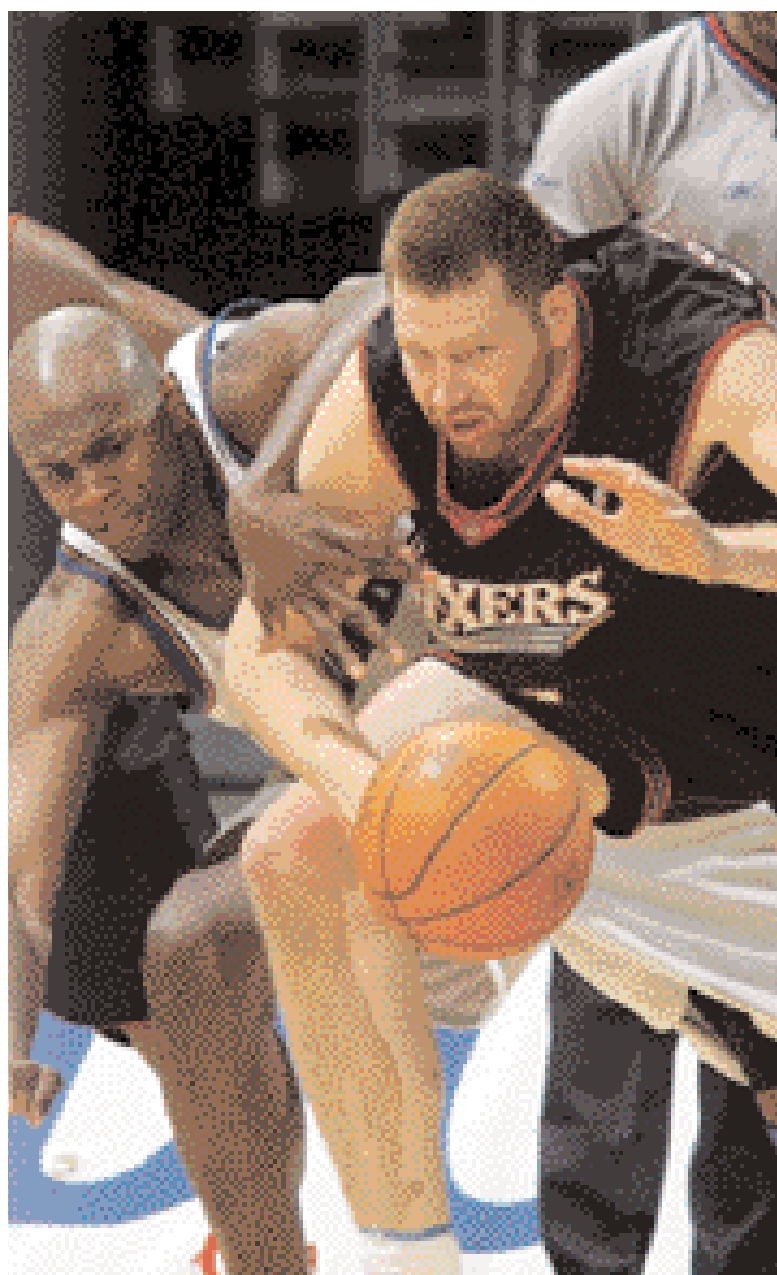
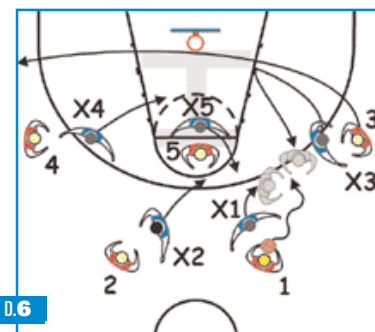
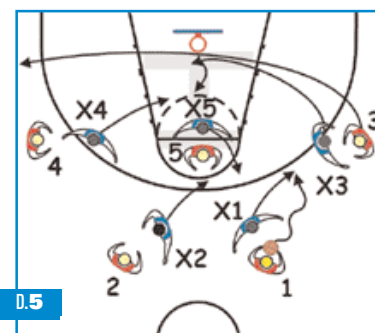
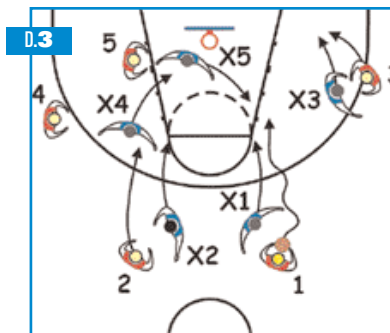
Backside Help Position With Basket Responsibility

When guarding a player without the ball on the weakside or helpside of the defense, the defender should sag off and assume a Ball - You - Man "Helpside I" position. In this "Helpside I" position, players should maintain a low bent knee stance with both arms extended straight out. One arm points to their opponent and the other one towards the ball. They must remain alert with active feet (do not stand flat footed) anticipating and disrupting the offense's next move.

Note: On all cuts away from ball defenders should also assume the "Helpside I" position. and not chase after any cutter going away from the ball.

VISION

Helpside defenders should use split vision and adjust their position to where they can see both the ball and their opponent without moving their head. This also will limit the offensive player to only one cutting option (diagr.11).



Incorrect "Helpside I" Position.

When the defender takes a position mid way between the ball and their opponent it not only creates a vision problem it also allows the offense the options of cutting high or low (diagr.12).

Basic Actions taken from "Helpside I" Position.

By sagging off into the a "Helpside I" position, it enables the defender to double team or trap, to deny any cuts to the ball, to close out quickly on cross court passes, to box out and rebound.

A. Double Team

The helpside defender can double team or take an offensive charge or show and recover (fake trap) to keep the offensive player off balance (diagr. 13).

B. Hit - Deny All Cuts

The "Helpside I" defender can aggressively block and prevent any direct cut to the ball or basket (diagr.14).

C. Close Out Quickly

In being alert, the "Helpside I" defender can intercept or deflect any cross court pass or quickly close out on balance when the pass is completed (diagr.15).

D. Box Out & Rebound

When shots are taken, "Helpside I" defender must anticipate a miss, and box out. Do not allow any second efforts (diagr. 16).

3. CLOSING OUT

Quick recovery from "Helpside I" position to a "Ballside" position/when the offense deploys the post on the ball side of the court, a double "I" helpside defensive alignment is created. From this helpside alignment the two defenders provide for strong backside defensive help, creating a five on three situation in favor of the defense (diagr.17).

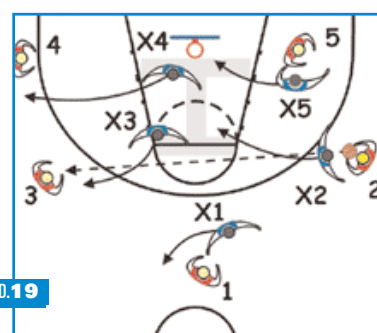
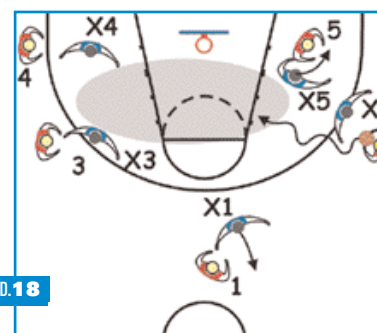
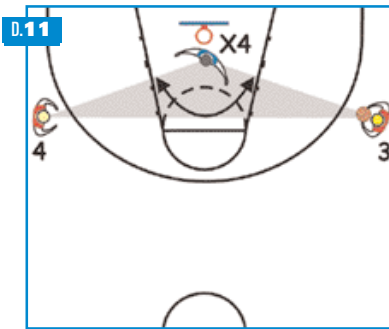
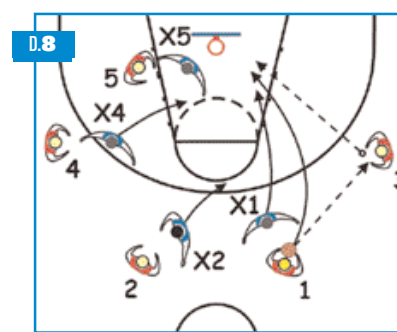
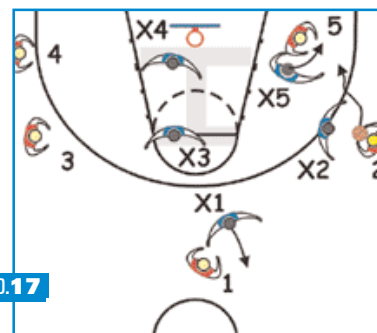
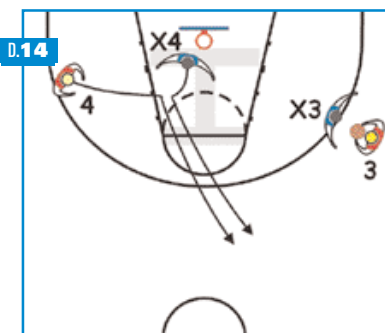
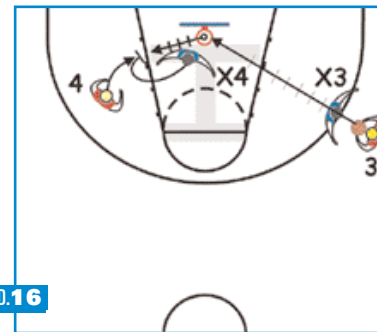
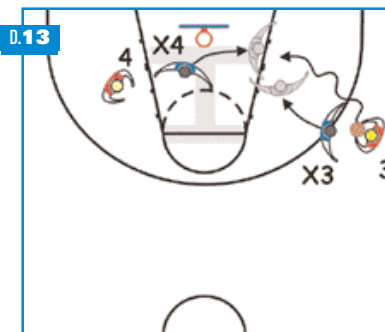
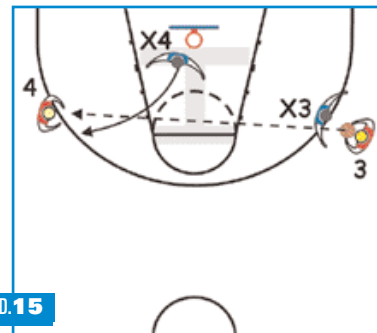
Problem of No Helpside Support

When the weakside defenders do not sag off to help,

it opens up a large area in the middle for the ballhandler to dribble penetrate (diagr. 18).

Near Man Rule: When a pass is made over to the helpside of the defense, all players must immediately rotate to the nearest opponent as the ball leaves the passers hands. The ability to close out quickly and effectively is a real key to defensive success (diagr. 19).

When closing out to a player with ball, the defender must maintain balance with both hands up to disrupt or prevent a shot or pass. "Take away middle penetration" by influencing the player with the ball toward a sideline or baseline check point. Be sure to stay down and do not run past the shooter. When closing out to a player without ball, aggressively attack and deny the passing lane. Stay low in an "ear on chest" with "Stop Sign" (arm) extended pass denial position.



HOW TO BUILD A 2-3 ZONE DEFENSE



by Victorino Cunha

For 20 years, he was head coach of the Angolan national team and won three African Championships, one Pan African Games, and one Military Championship. Cunha, the former President of African Coaches Committee, participated with Angola in three World Championships and one Olympic Games (Barcelona, 1992). Cunha is presently the FIBA instructor for Africa and the National Technical Director of the Angolan Federation.

1. PHILOSOPHY

Zone defense challenges the offense to shoot well from the outside. The main goals of the zone defenses are:

- Put pressure on the ball in all areas of the half court, with the primary purpose being to prevent high-percentage shots, and offer help when one offensive player penetrates with or without the ball (dribbling penetration, cuts from the weakside of the ball, pass to the centers).
- Prevent the penetration of the ball (by pass, dribble, or cut), forcing the offense to move the ball around the perimeter, farther away from the basket.
- The defenders never move before the pass is made and the defender nearest to the ball should "defend" on the next pass.

2. WHEN WE SHOULD PLAY ZONE DEFENSE

When we want:

- To catch the offense unprepared because we switch the defense.
- To protect the area near the basket.
- To hide one (or more) weak defensive player.
- To protect one or more players, who are in foul trouble.
- To force the offense in the last two minutes of the game, when we are ahead by 8 to 10 points, to make extra passes before shooting.
- To organize our fastbreak in a very efficient way.

3. DISADVANTAGES

- Does not encourage the improvement of individual defensive skills.
- Leaves the team vulnerable against

good outside shooters.

- It is problematic against quick ball rotation, combined with splits and cuts in the gaps of the zone.

4. MAIN PRINCIPLES

It is easy to teach zone defense, but it is very difficult to do so efficiently.

The zone defense has many weak points.

- The defensive players must recover quickly.
- All defensive players must know exactly their position on the court and what are their responsibilities.
- Each defender must know the position of the ball.
- The defenders must go to certain rebound areas.

5. STUDIES ON REBOUND AREAS

Based on research, diagr. 1 shows the ten probable rebound areas that open when a medium distance shot is taken and missed.

- These are the percentage of possibilities that the ball rebounds in certain areas, independently of where the player shoots from:

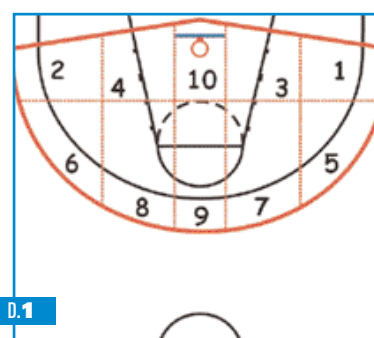
- Area n. 3: 40%
- Area n. 4: 35%
- Area n. 10: 15%
- The final 10% of the rebounds are divided in the other areas:

- Missed shots from area n.1: 55% of the rebounds will land in area n.4.
- Missed shots from area n.2: 60% of the rebounds will land in area n.3.
- Missed shots from area n.5: 66% of the rebounds will land in area n.4.
- Missed shots from area n.6: 56% of the rebounds will land in area n.3.
- Missed shots from area n.7: 54% of the rebounds will land in area n.4.
- Missed shots from area n. 8: 52% of the rebounds will land in area n.3.

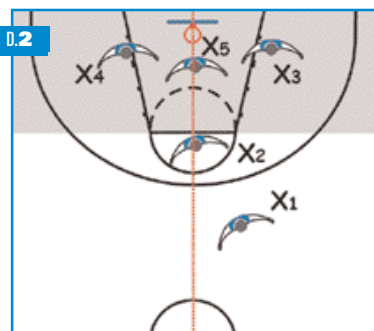
TWO - THREE ZONE DEFENSE

In order to teach the two-three zone defense we split the half court in two fundamental areas (diagr. 2):

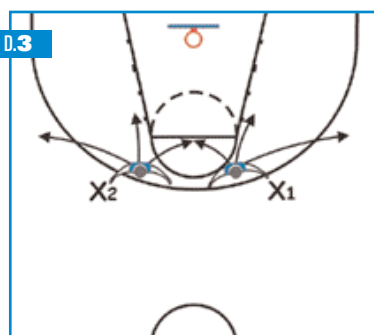
1. Above the free-throw line (defenders X1



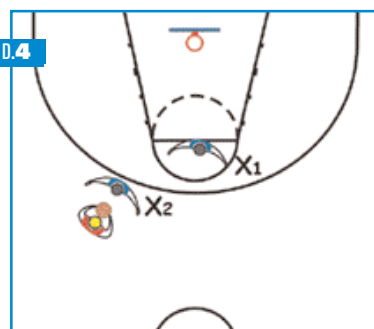
D.1



D.2



D.3



D.4



and X2).

2. Below the free-throw line (defenders X3, X4 and X5).

BALL ABOVE THE FREE THROW LINE

Defensive slides of X1 and X2

In diagr. 3, the slides of the first line defenders are shown.

In diagr. 4, you can see the position of defender X1 on the ball and the other one, X2, who helps out.

In diagr. 5, X1 goes towards the dribbler, puts pressure, and then slides when the ball is passed to the other guard. X2 helps and waits for the pass to the helpside.

Another option: X1 and X2 can also wait for the lateral pass and then slide (diagr. 6).

X1 and X2 are in a tandem position, with X1 pressuring 1 with the ball and X2 is behind X1, ready to go out to guard the ball after it is passed by 1 (diagr.7).

Dribbling penetration

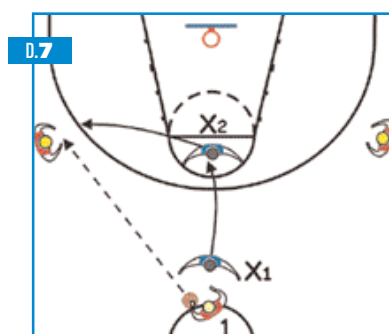
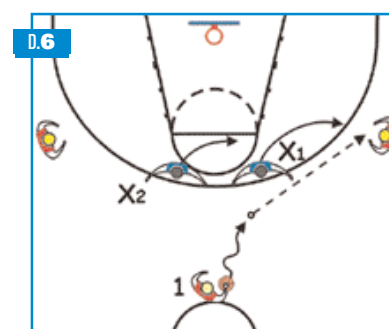
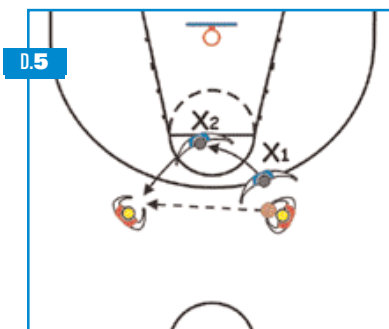
If 1 dribbles into the gap of the front line of X1 and X2 and then passes the ball to 3, X3 comes out of the lane and puts pressure on 3. X1 goes to the free-throw line corner, X5 overplays 5, the strong side low post, and X2 goes in the helpside position inside the three-second lane. X4 goes under the basket on the help side position (diagr. 8).

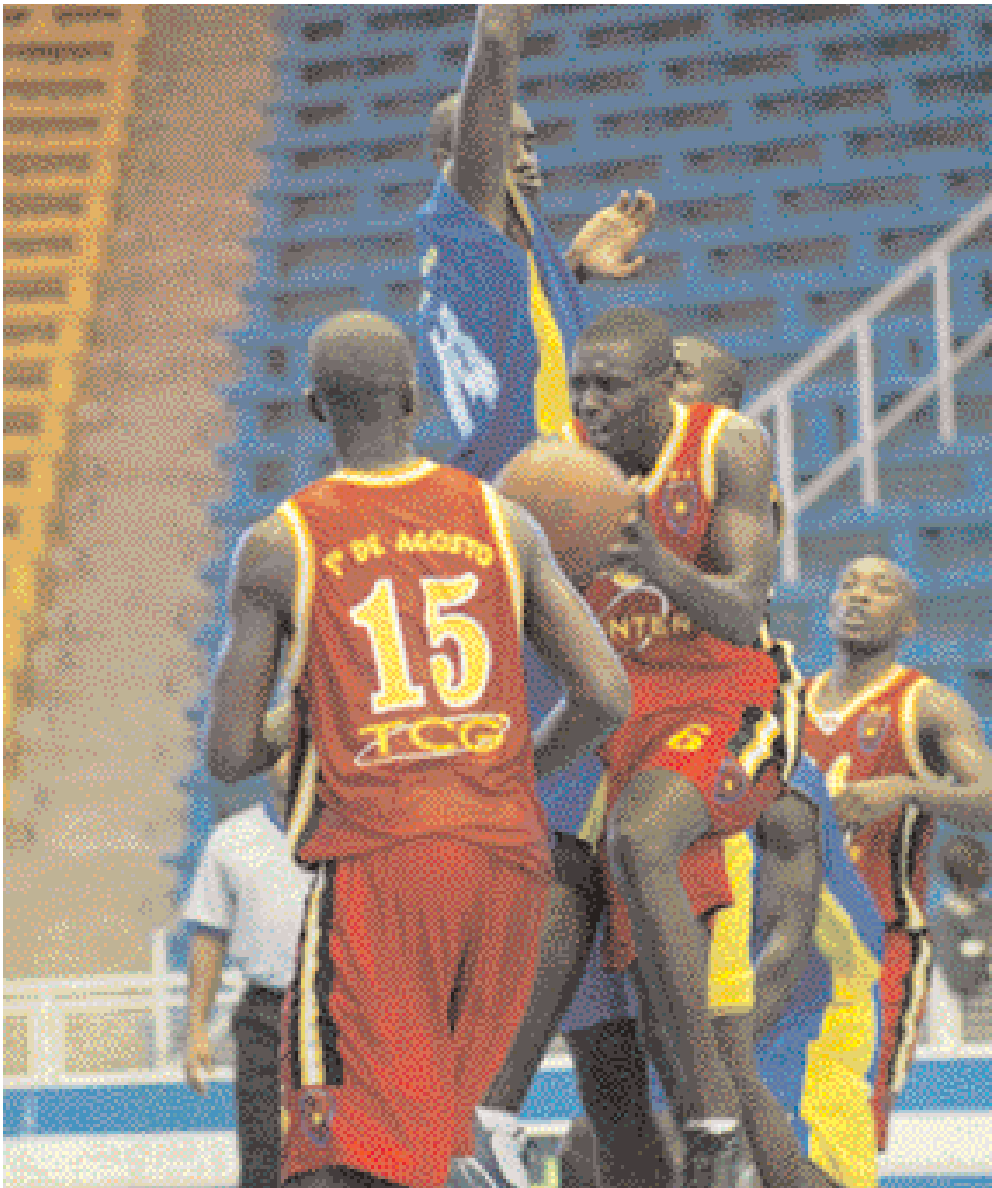
BALL BELOW THE FREE THROW LINE

Ball to the Wing

If the ball is passed from above the free-throw line to the wing player below the free-throw line, in this case from 1 to 3 (as we can see in diagr. 9, 10, and 11), note the defensive slides of X1, X2 and X3.

Diagr. 12 shows the movements of the second defensive line, X3, X5, and X4, when the ball is below the free-throw line. In diagr. 13, notice the slides of the same





defenders when the ball is instead passed to the wing on the weak side.

Ball to the Wing and Cut from the Weak Side (Three Defenders Slide)

If 2 cuts from the wing position to the opposite corner, X5 goes out of the lane to pressure the ball when 2 receives the ball from 3. X4 overplays the low post on the ball side and X3 double teams 2, if 3 is not a good shooter. If 3 is a good shooter, X3 does not double team and instead overplays 3 in an open stance (diagr.14).

Ball to the Wing and Cut from the Weak Side (All Five Defenders Slide)

In diagr. 15, 16, and 17 I have illustrated the movements of each of the five defenders when the ball is on the wing and there is a cut of the guard 2 to the opposite corner on the side of the low post 5, to overload one side of the floor (diagr. 15). When the pass is made from 1 to 3 (diagr. 16), X3 pressures 3, giving X1 the time to slide to guard 3. X3 then goes low to guard 2, who is going in the corner, cutting from the weak side (diagr. 17).

Ball in the Low Post

If 2 is not a good shooter, X3 can help on 5 - the same rule is applied to X1 - (diagr.18).

Ball in the High Post

If 5 receives the ball, X5 must pressure him (diagr. 19).

SPECIAL SITUATIONS

Flash Cut to the Ball

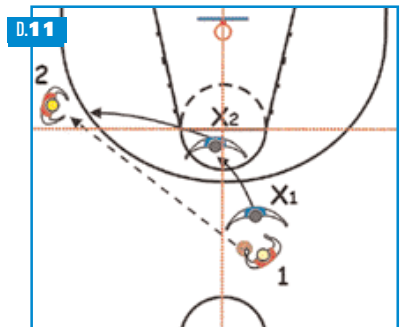
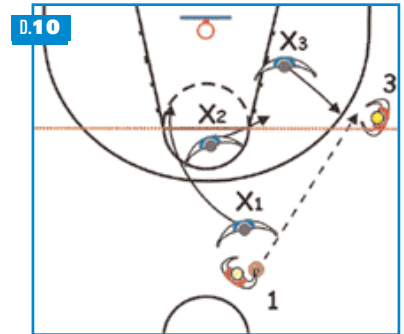
If 4 makes a flash cut to the ball from the weak side, it is possible to make two different defensive adjustments:

A. X4 overplays 4's cut, while X2 is responsible for covering 2 on the weak side (diagr. 20).

B. X2 overplays 4's cut, while X4 is responsible for covering 2 on the weak side position (diagr. 21).

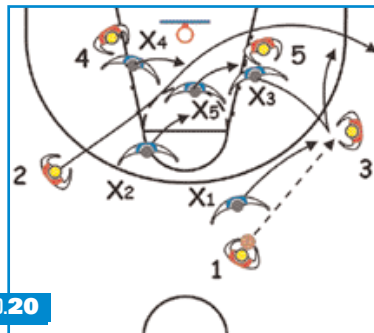
Pass to the High Post and then to the Opposite Wing

If 3 passes to the high post 4 and 4 passes to the opposite wing 2, changing the side to the ball, we can slide in two specific ways, as shown in diagr. 22 and 23.





D.15



D.20



D.16



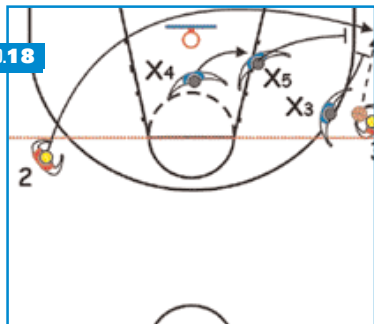
D.21



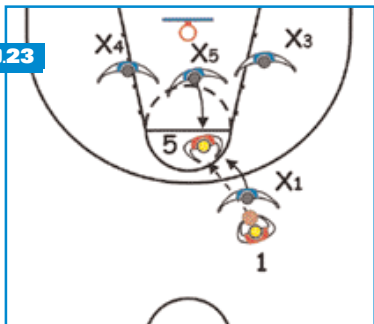
D.17



D.22



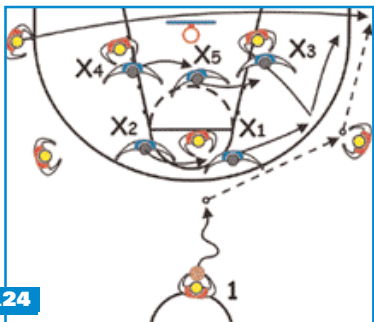
D.18



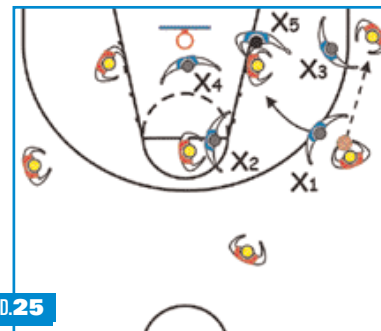
D.23



D.19



D.24



D.25



D.26



D.27



D.28



D.29

HOW TO TEACH THE ZONE DEFENSE

A. Progression of Teaching

- Ball movements around the zone.
- Ball movements and cuts to the basket.
- Ball movements with passes to the low and high post.
- Movements with six and

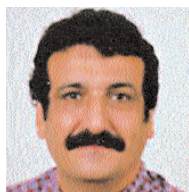
seven players on offense.

- Five on five.

B. Special Drill

Six players involved on offense: five static players and one player, who cuts along the baseline, from one corner to the other (diagr. 24, 25, 26, 27, 28 and 29).

WOMEN'S BASKETBALL VIDEOS AND BOOKS



by Raffaele Imbrogno

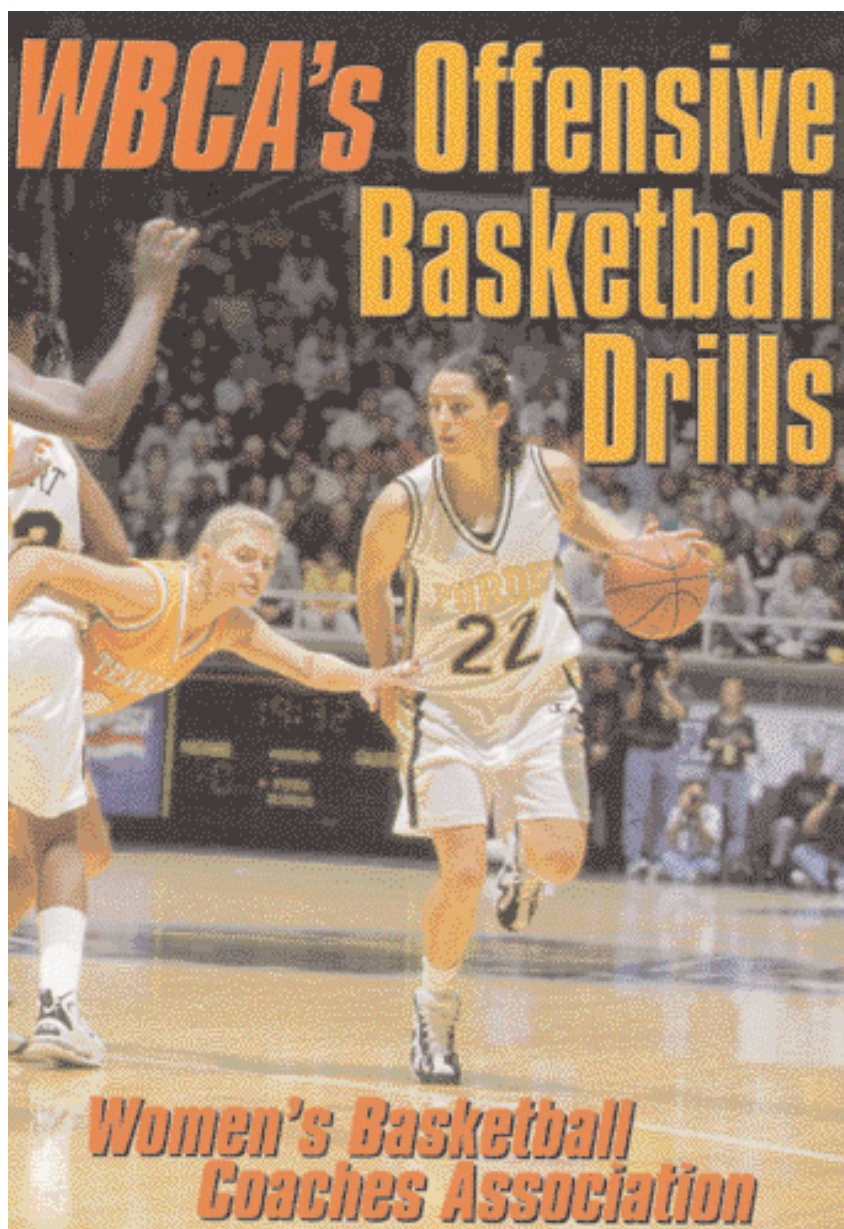
In this section, we introduce the latest books, videos, CDs, and other tools that are primarily aimed at coaches, but certainly useful for all of our readers. Please send your suggestions and comments about our basketball-related media for review in this section.

Former Director of the Italian Basketball Federation Study Center, Imbrogno is Instructor of the Italian National Coaches Committee of the Federation. He is author of various technical basketball publications.

The recent Women's NCAA Final Four and WNBA championships have once again confirmed the huge success of women's basketball with the American public. This "parity" with men's basketball is also evident in the publications dedicated to women's basketball in the US.

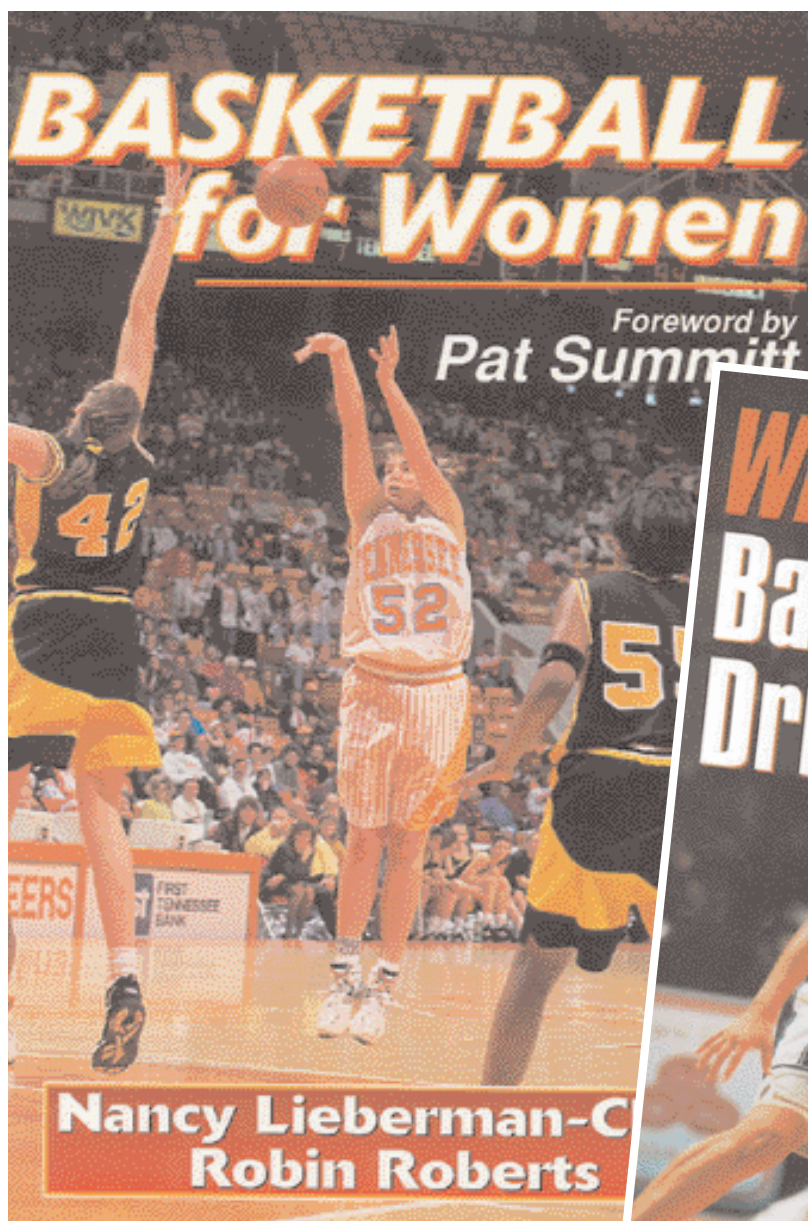
An excellent series of work about the teaching of basketball has been released in recent years by women's basketball coaches. The books and videos exposes the false rhetoric regarding women's sport, which pits those who believe that women's basketball is the offspring of a minor God and those who don't want to accept or understand the real differences that exist between men's basketball and women's basketball.

The WBCA (Women's Basketball Coaches Association, which also has its own interesting website: www.wbca.org) has produced a pair of books, one dedicated to offense and



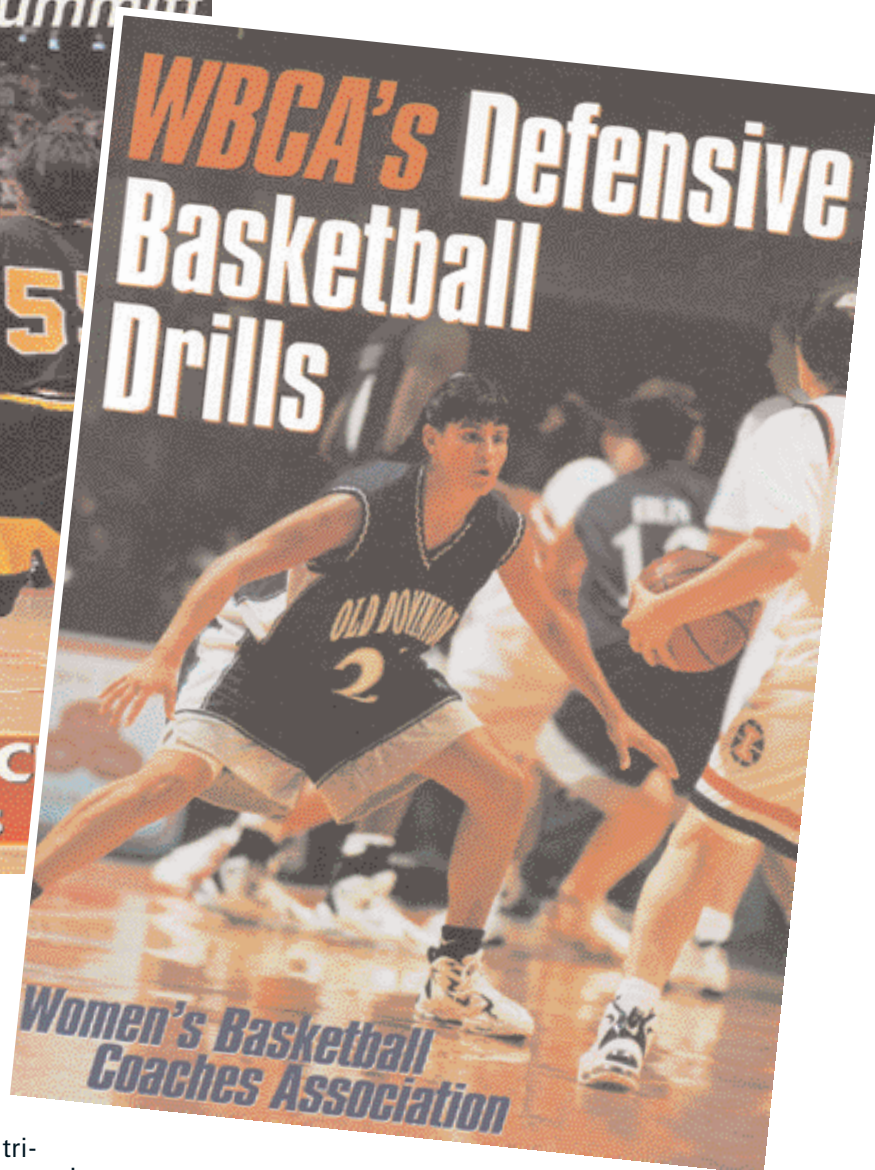
the other to defense. The *WBCA's Offensive Basketball Drills*, edited in 2000, is composed of 87 articles written by numerous coaches including Pat Summit (University of Tennessee), Tara VanDerveer (Stanford), and Theresa Grentz (Illinois). The book presents exercises subdivided into eight chapters covering: movement without the ball, ballhandling, passing, picks on and off the ball, shooting, offensive rebounding, offensive transition and certain special situations. The second book, published the next year by the same Human Kinetics (www.human Kinetics.com) is entitled *WBCA's Defensive Basketball Drills*. In seven chapters, the book addresses topics such as drills for foot speed, defending picks, blocking-out maneuvers and rebounding, perimeter and interior defense, transition defense, and team defense. In

1996 and 1998, Human Kinetics also produced a book and two videos by Nancy Lieberman-Cline and Robin Roberts. The book, *Basketball for Women*, presents 111 exercises devoted to the improvement of offensive and defensive fundamentals, including two interesting chapters dedicated to mentally and physically preparing for the game. The first



one of the two videos, *Basketball for Women: Defense and Rebounding*, presents a detailed account of defensive concepts, including pressure on the ball, playing the passing lane, and defensive rebounding positioning.

The second book, *Basketball for Women: Offensive Skills*, illustrates how to become an offensive triple threat. Sysko's Sports Stuff Internet site (www.syskos.com) is rich with interesting titles from the Five Star Camp's volume dedicated to women's basketball. These include Theresa Greutz and Gary Miller's *101 Women's Basketball Drills*, and the three videos by Sylvia Hatchell of the University of North Carolina: *Championship Offensive Plays*, *Championship Out-of-Bounds Plays*, and *Championship Post Play*. Also of excellent quality are the four videos by Marsha Sharp, coach of the University of Texas Tech: *Flex Offense*, *High Low Slide*, *Match-up Zone* and *Press Offense*. Tara Vanderveer has produced nine videos by herself and one book (www.basketballworldinc.com/vanderveer), which details the entire system used by Stanford University teams. In 2001, Championship (www.champonline.com) produced Pat Summitt's video, *Building Championship Team Defense*,



which presented the defensive system utilized by the Lady Vols, the powerful team that has already won six NCAA titles. In 1998 Championship also produced three volumes by Theresa Greutz: *Women's Basketball Basics: Skills and Drills*, vol. 1, 2, and 3.

In 2000, Bob Murrey, editor of the Instant Notebook Review, in conjunction with the USA Coaches Clinic, printed a special edition completely dedicated to women's basketball, *Girls' and Women's Basketball By the Experts*.

In 2002 another publication about this topic was *Developing Successful Girls and Women's Program*, by Stephenie Jordan, published by Coaches Choice (www.coacheschoice.com).

COACH DEVELOPMENT IN AUSTRALIA: A COOPERATIVE APPROACH



Patrick Hunt is President of FIBA Oceania World Basketball Coaches Association, Manager of National Player & Coach Development and Head Coach at the Australian National Intensive Centre Program.

Coach development in Australia can be outlined into two broad areas: education through formal coaching courses and through informal experiences such as clinics, programs and specifically targeted experiences.

This model has been adopted since 1980 and has been expanded and enhanced.

FORMAL COACH EDUCATION COURSES

These courses are conducted as part of the National Coaching Accreditation Scheme (NCAS), which is run by the Australian Government through the Australian Sports Commission.

The courses are accredited as being of the appropriate content and standard and are designed and written by Basketball Australia. Well-qualified coaches, sports scientists and medical practitioners deliver the courses.

There are four levels of courses: Orientation Level, Level 1, 2 and 3.

The Orientation course is for parents or coaches who are just starting out in coaching. Level 1 is for coaches who are more advanced as is Level 2.

Level 3 is the highest level designed for coaches who wish to coach at National and International level.

The Australian Sports Commission also conducts a Graduate Diploma in Elite

Sports Coaching, a generic diploma.

At Universities there are coaching Degree Courses in Human Movement, Sports Coaching and Applied Science in Coaching.

INFORMAL COACHING EXPERIENCES

There are many experiences which are provided by Basketball Australia for the development of coaches and are all conducted with the support of and under the auspices of the Australian Basketball Coaches Association which forms part of the Basketball Australia Coaches Commission.

NATIONAL INTENSIVE TRAINING CENTRE PROGRAM (ITCP)

This program is conducted with funding from the Sports Commission. There are nine programs with one coach employed full time to conduct the program.

The program identifies and develops outstanding male and female athletes from 14-17 years of age and also identifies and develops coaches who work with the athletes.

The National Head Coach and Director of the program is Patrick Hunt, based at the Australian Institute of Sport in Canberra. Athletes graduate from the ITCP to the Australian Institute of Sport.

There are approximately 400 athletes in the ITCP, coached by a network of approximately 180 coaches, and 24 scholarships at the Australian Institute of Sport.

The National ITCP underpins the

Australian Institute of Sport with players and coaches. All coaches in the National ITCP, with the exception of the nine coaches employed full time, are volunteers, who continually need to be provided with coaching experiences to further develop their expertise. They attend and participate in the following programs.

ITCP COACHING CLINICS / WORKSHOPS

Patrick Hunt visits each ITCP three times per year, work with players and also conduct coaching clinics and workshops.

During 2002 over 1,300 coaches attended these clinics and workshops.

INTERSTATE COACHING EXPERIENCE PROGRAM (ICE)

The ICE program is conducted once per year. One volunteer coach from each ITC Program throughout Australia, nine coaches in total, travels to the Australian Institute of Sport for a four-day coaching program. Coaches observe team practices and player individual sessions of the AIS Women's and Men's programs, Canberra Men's National League, Division 1 Team, the Canberra Women's National League team and observe the AIS strength and conditioning program.

Coaches also received presentations from the National Sports Information Centre, the Australian Sports Commission coach education centre, former National Coaches and Patrick Hunt on the National ITCP and Player and Coach Development pathways.

ITCP COACHES STUDY TOUR

Every two years the nine ITCP Head Coaches, six selected coaches, coaches from the AIS and occasionally from New Zealand embark on an international coaches study tour usually to USA and Europe. In 2001 the tour included the Universities of Duke, Wake Forest and North Carolina and Vilnius and Kaunas in Lithuania.

From this tour a set of coaching notes and videotapes was produced for distribution to coaches throughout Australia and FIBA Oceania.

Funding for the Tour is through a four way cost sharing arrangement between Basketball Australia, FIBA Oceania, the World Association of Basketball Coaches with each participating coach making a personal contribution. In 2003, the tour will include programs in USA, Yugoslavia and China.

AUSTRALIAN JUNIOR CAMP

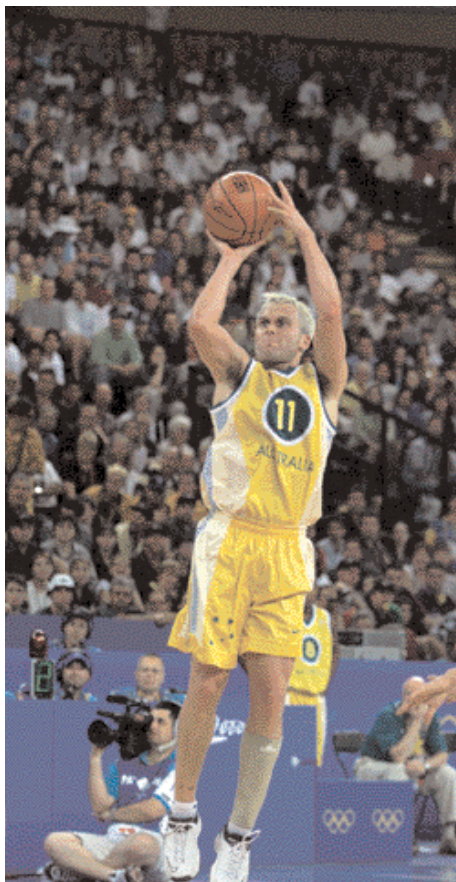
Every year the Junior Camp is conducted at the Australian Institute of Sport. Fifty-six athletes (28 female and 28 male), 8 coaches and 2 Managers, selected from the National U 18 and U 16 Championships, attend the camp. In addition one volunteer coach from each ITCP, nine coaches in total, attend the week long camp.

At the conclusion of the camp players and coaches compete in a tournament. They also receive sports science presentations on nutrition, recovery, sports psychology, drugs in sport, injury management and prevention, and sports massage. Physical testing of all athletes is conducted and players receive a written evaluation of their performance at the conclusion of the camp.

Also the coaches participate in practice sessions, practice session evaluations, sports science presentations, practice session planning and received evaluations on their coaching communication, practice planning, effectiveness and game coaching. Basketball Australia completely funds the camp for players and coaches.

SPECIFIC TARGETED COACHING EXPERIENCES

There are also specific coaching clinics / workshops. In 2002 a two-day workshop for coaches of female gender from ITC programs on specific aspects relating to coaching females and encouraging more females to participate in coaching was conducted. The inaugural Dr Adrian Hurley coaching Scholarship was established



which provides for one coach of outstanding potential from the National ITCP to attend the Australian Institute of Sport to work with the AIS coaches.

SCHOLARSHIP COACH POSITION AT THE AUSTRALIAN INSTITUTE OF SPORT

Each year Basketball Australia is granted through the Australian Sports Commission, a scholarship coach position located at the Australian Institute of Sport. This coach spends one year with the Men's and Women's Basketball program at the AIS as a "second assistant coach".

The coach also undertakes the Graduate Diploma in Elite Sports Coaching.

INTERNATIONAL AND NATIONAL COACHING CLINICS

International coaches are brought to Australia to conduct clinics.

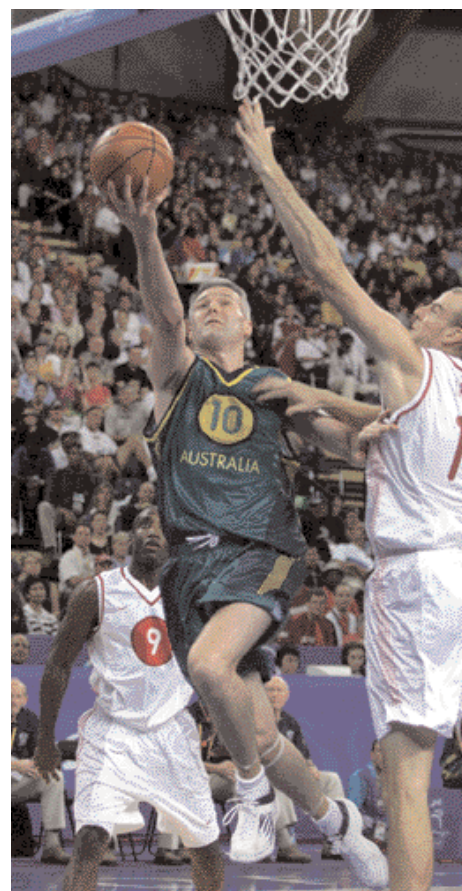
These tours are funded through a cost sharing arrangement between Basketball Australia, coaches attending the clinic and each State/Territory program. The World Association of Basketball Coaches through FIBA Oceania has also assisted with funding for these visits. In addition to supporting the above coaching opportunities the Australian Basketball Coaches Association through Basketball Australia also

complies and distributes a National Coaching Magazine called "X's and O's", published four times per year. This magazine features articles from former National Coaches, AIS and National Coaches and club coaches of all levels.

COACHING CLINICS AT FIBA OCEANIA EVENTS

At FIBA Oceania events such as the FIBA Oceania Youth Tournament, coaches from Australia attend clinics as part of FIBA Oceania's development programs. Recently Australian coaches Gordon McLeod and Patrick Hunt were guest coaches at the FIBA Oceania Youth Tournament held in Tonga and conducted coaching clinics for coaches and players attending the tournament. Coaching clinics of this kind have also been conducted in Fiji and Vanuatu in recent times. These clinics, organized and funded by FIBA Oceania, provide young Australian coaches with an invaluable opportunity for exposure to international coaching.

Each coach who participates in any of the above programs is required to share information gained, by writing and submitting a coaching article for the National Coaching Magazine, and by conducting one coaching clinic in their own region.



FRENCH FEDERAL CENTER: PSYCHOLOGY AND THE TEAM



by Nicolas Raimbault
& Yannick Stephan

Nicolas Raimbault is the Director of Coaches Formation of the French Basketball Federation. Yannick Stephan is a psychology consultant.

To achieve the best results with a basketball team, three basic elements are necessary: tactics and technique, physical fitness, and sports psychology. We would like to focus on the psychological aspects and how they can be integrated into a team framework.

It is first important to understand that the body is a mass of muscles and nerves linked together into the central processing unit that is the brain. Sports psychology helps guide athletes in using that central processing unit to its greatest effect in controlling the body to provide optimum athletic performance.

The coaches are generally concerned about psychology, but they do not usually have complete knowledge of the subject or know how to work with a psychology consultant. The following are some of the guidelines we use for approaching sports psychology at the French Federal Basketball Center (CFBB) in order to create a solid and fruitful cooperation between the coach and a psychology consultant. The Center, directed by Lucien Legrand, and with the support of the National Technical Director Jean Pierre De Vincenzi, is placing great emphasis on the technical as well as on the psychological aspects of training and game performance.

SOME PREMISES

The coach cannot have a deep relationship with the players. On the other hand, the players are not likely to open up themselves, either for reasons of time or for not wanting to create problems for themselves on the basketball court.

It's the psychological consultant, however, who can create the all-important link between the players and the technical staff. The psychology consultant can help the team reach the best performances possible. It would be best that this expert come from the basketball world, and it would be even better if he was a former player. As a former player, he would know first-hand the feelings of the players, the overriding symptoms of stress particular to basketball, the team dynamics and conflicts, and any other psychological aspect related to basketball.

When using a psychological consultant, it must be made very clear to the players that he is a member of the staff. All the other staff members should know precisely how he wants to work with the team. It must also be made clear that the sports psychologist has nothing to do with the technical choices or decisions of the coaching staff.

Finally, there must not be any confusion concerning the role of the psychological consultant: Only the coach decides what and how to do things with the team. Think of the sports psy-

chologist as a consultant similar in stature to an assistant coach or a trainer. The psychologist may suggest, but does not take any final decision in team matters.

SOME IDEAS FROM THE CFBB FOR IMPROVING TEAM COHESION

When psychological training is introduced to a team, it is possible to make noticeable improvements just as athletes do in daily basketball training sessions on the court. Here are some tips for dealing with a basketball team that will help better integrate the sports psychologist with the team:

- Do not talk or address your remarks only to the group; schedule private discussions with individual players.

- Define what you can say to the team, what you must say, when you can say it-try to avoid the "heated moments" for discussions-and, above all, how you speak to the team. Following the common rules of communication will earn the respect of everybody on the team.

- Accept, understand, and "handle" the differences among the individual players. Do not think that a star player wants to be treated like the last reserve on the team. Great coaches generally tolerate the different behavior and conduct of their top players.

- Distinguish in what way each player is different. Explain to each team member that you know how his personality is the same, as well as different, from his teammates and that you respect those differences.

- Discover the various "clans" inside the team. Do not disrupt these special cliques, but find different ways of communicating with these different groups.

- The coach and the team should make some joint decisions: Define the rules of the group, how fines are levied and what they consist of, and how prizes and awards are given and what they consist of. It's important that you let the team decide by itself on some pre-game routine, such as a pre-game meal.

- Define exactly the individual and collective aims for everyone on the team. Both the technical staff and players must know their individual roles.

- Use game statistics in a different role as a way to measure individual and team goals. Review and compare the statistics with the players and see if they have achieved their pre-season targets.

Many coaches intuitively know that the major differences between two players or two teams and between winning and losing are psychological. Unfortunately, very few of them work on this critical aspect of the game. In basketball, so many things are left to chance. But basketball is predictably unpredictable. Coaches should not let the mental mindset of their athletes be another one of those unpredictable factors. In this modern sports era, there's no reason for an athlete's mental game to become his Achilles heel.



THE LITTLE-KNOWN WORLD OF FIBA REFEREES: INTERVIEW WITH LUBOMIR KOTLEBA



Former player, coach, executive, and referee, Lubomir Kotleba has officiated the finals of the Olympic Games, the World, European and other continental Championships, as well as European Club competitions. He presently serves as the FIBA Sport Director and is in charge of overseeing the training, selection, and conduct of FIBA referees.

Officiating any sport can often be a thankless task and referees seem to receive far more criticism than they do credit. Referees rarely seek or receive attention, but what is not in doubt is the high standard that all FIBA referees must adhere to. We spoke with Lubomir Kotleba, FIBA Sports Director and asked him to take us behind the scenes in the world of the referee.

How does someone become a FIBA referee?

FIBA referee candidates are nominated by their national federations. Only the best national referees make it to this selection process. The candidates then must participate in international referee clinics where they eventually must pass special examinations created by the Technical Commission. Those who pass the exams receive an international referee licence, issued by the FIBA Secretary General. These new FIBA referees are now eligible to officiate all FIBA-sanctioned competitions, cups, and tournaments.

What is the role of the World Technical Commission in regards to referees?

The main duties of the World Technical Commission include drafting, continuously updating and amending the Basketball Rules to make them compatible with a dynamically developing basketball game. It is our job to ensure that referees take training courses based on common principles and that rules are uniformly interpreted throughout the world.

The Commission reviewed the basketball rules in 2000 and made proposals for possible changes for the basketball rules in 2003. Can you tell us more about the proposals?

Typically when you adopt new rules the changes are very well received. However, there are some rule changes that needed to be looked at again. After three years, the FIBA Technical Commission reviewed various changes and reexamined the rules in order to cope with the needs of the ever-changing game. The key issue was the 24-second shot clock rule, which says that when the ball is in the air and the 24-second shot has expired, the game clock is stopped, as is the game. This is unnecessary stoppage and we wanted to amend the rule. I personally

think that this change will be accepted. Some other changes include the number of jump balls during the game, the number of time-outs, and additional small issues. These changes proposed by the FIBA Technical Commission, if approved by the FIBA Central Board, might be adopted for 2003- 2004 season.

What are the ultimate goals when the basketball rules are changed?

The ultimate goal is to keep up with the progress of the game. When we decided to change the shot clock rule from 30 to 24-seconds, it was done so because we discovered the game was getting too slow and less spectacular for the spectators. Whatever the change, it is either a reaction to or possibly an anticipation of what is going on in the current game. The game has become much more athletic, the players are faster, the game itself is changing-therefore, the rules must adapt to these changes.

You mentioned the word "spectacular." When you make rule changes, does the basketball fan play a role in your thinking?

Of course. The game needs to be easily understandable and especially attractive to the players, coaches, and all the fans of the game. One change, which was implemented a couple of years ago, was the allowance of the "alley oop," which is one of the most spectacular plays of the present game. Any spectacular aspects that can be implemented in basketball, without changing the inherent game philosophy itself, are always welcome.



FIBA has tried to unify the basketball rules around the world because there are different organizations that play with different rules, which is not good for spectators or the game. It seems that FIBA was not totally successful and it looks like there are now even more organizations that play with different rules. What can FIBA do to change this situation?

It is certainly FIBA's role to set the standards globally. I think that each governing body, which runs a national or international competition, is trying to find what is the best for their own game. One disadvantage of the FIBA Rule Book is that it is valid for almost all ages and for all 212 participating countries worldwide. It is extremely difficult to have one rulebook that is valid for all ages and all types of basketball. This is the main reason why some organizations are adjusting the rules to their needs. We were always trying to unify the rules. Recently, we were partly successful in diminishing the many differences between FIBA, NBA, and NCAA rules. Due to local playing conditions in various countries, it will be extremely difficult, if almost impossible, to have one set of rules in place worldwide in the near future.

Three-man officiating system was recently accepted by FIBA. Will three referees be used in a FIBA world competition soon?

The FIBA Rule Book foresees the possibility of using both the two-man system of officiating and the 3-man system. The governing body of the local competition can decide on using one system or the other. Personally, before anybody moves to a 3-man officiating system, "yes" should be answered to the following three basic questions:

- Does the level of competition merit the use of three referees?
- Are there three quality referees available?
- Do I have the financial resources to pay for the three-man officiating team?

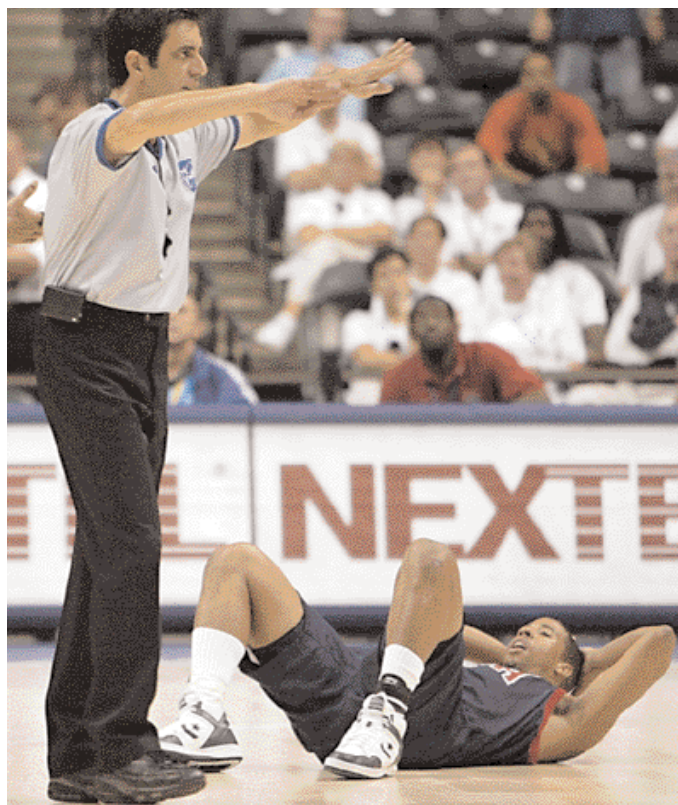
If the answer were "yes" to all three questions, I would say a three-man officiating crew would be beneficial to the game. When the first FIBA World Championship uses three referees ultimately depends on the decision of the FIBA Central Board.

You have been a referee at the top level for many years, and have had experience with many great players and coaches. Do players and coaches really care about the various FIBA rule changes? How much influence should coaches and players have in possible rule-change decisions?

There are many rules changes that do not actually involve game play rather are administrative issues or very minor changes. I don't think that the players or coaches really care about these changes. But they do care very much about the big changes, such as the introduction of the 3-point shot, the 24-second clock, and the throw-in from the baseline. All these are changes which were dictated by the game itself, which the players and coaches are an integral part. Therefore, they express their opinions and the Technical Commission is extremely receptive to their comments. Coaches always were and will be members of the Technical Commission. Currently, we have two coaches on the technical commission: Lindsay Gaze from Australia and Dusan Ivkovic from Serbia-Montenegro, who is also President of the World Basketball Coaches Association. Active players are currently not on the Technical Commission, but probably in the future, some kind of advisory body may exist, which could consist of active referees, players, and coaches as an ad hoc working commission or as an advisor to the Technical Commission.

Can you tell us more about what happens at the referee clinics?

FIBA clinics are conducted for two groups of referees, those



applying to be FIBA international referees and those who are already FIBA referees. The main focus of the clinics was the Basketball Rules and their interpretation. In addition, the clinics cover referee mechanics and officiating techniques, philosophy of the game, and the psychological aspects of officiating.

What does a typical program consist of during these clinics?

The program is very well established and there are several standard features that must be included in every international clinic. All candidates have to undergo three tests: a written exam, a physical fitness test, and a practical officiating test. However, as the game progressed, FIBA developed an improved program utilizing tests, which are under review. In the past, we concentrated much more on the rules, their explanation and interpretation. Now the clinics concentrate more on what a referee cannot learn by himself. One can come to understand the basketball rules, get in good physical condition, and develop good mechanics of officiating by yourself. What you can't learn by yourself are the psychological and mental aspects of the game: how to handle the game, how to be mentally prepared for the game, how to deal with all the conflicts, and how to become and remain mentally strong during a game.

Will FIBA be producing instructional videos for referees?

We know that some national federations are producing good instructional videos for referees. I think we have to do it on the FIBA level as well and I think the FIBA Technical Commission will come up with a good proposal for producing a high-quality instructional video that can be used worldwide.

FIBA established a system of FIBA "referee instructors." Please detail how this works.

Some years ago FIBA developed a system called "FIBA International Referee Instructors" and "FIBA National Referee Instructors." International Referee Instructors are the instructors used at FIBA clinics and they also assist the FIBA staff in running these events. Fifteen people currently work worldwide in the FIBA clinics. The FIBA National Referee Instructors is

now considered the much more important project. FIBA adopted the philosophy that each country should have one person who is the so-called "extended arm of FIBA."

This person teaches or follows the same educational process within the country as FIBA does on a worldwide level. This project is currently working very well in Europe and in the Americas and in the future, it will be extended to the other continents. The project is currently eight years old, so the FIBA Technical Commission will look at it and revitalize it to meet our present needs.

Coaches and players sometimes complain that they face different refereeing conditions when they play in their respective national leagues compared to international competitions. Will this project help avoid different philosophies and interpretations?

The program of the national and international instructors was created for exactly this reason: to have the same philosophy and interpretations in FIBA, as well as in the national federation competitions. We must work together, but we must also accept that each individual is different and every coach and player has his or her own personality, as every referee has his own personality, too. Achieving the same way of thinking is extremely difficult. But even though there are many differences even within national leagues, we still have to get as close as possible to the same philosophy of officiating on a global basis.

What would you recommend to a young referee if he wants to become a top FIBA international referee?

First of all, he has to be ready to devote himself totally to basketball. As basketball officiating is getting more and more semi-professional, he must make up his mind as to which direction he would like to go. Being an international referee is demanding work.

As a FIBA referee, it is now almost impossible to reach the top level in your off-court work and also become a top basketball official. When a referee passes his first exam, he must be available to call the games almost anytime and anywhere. He must

talk to his experienced colleagues, be very open to criticism, and have the following goal as a driving force in his life: "I want to be a top referee."

Does it help a referee to have played the game or isn't this necessary?

It is not a requirement to have been a former player, but it is certainly a big plus. In our referee clinics, we are trying to get the referees to develop a better understanding of the game, as well as an understanding of the players and the coaches. Having been a player is not a precondition, but if a referee had been a player before, this learning process is certainly much easier because he has a good insight into the game as well as the mentality of the players and coaches.

In the past, you rarely saw referees talking with players during the game. Now, it's very common. Why has this changed?

Each referee has to find his own way how to handle the game and to bring it to a "happy ending," without any conflicts, if possible. We recommend a "preventive officiating" philosophy, which may include verbal communication with the players and coaches.

If certain referees feel by communicating verbally with players and coaches that they will have better control of the game or allow the game to run more smoothly, we feel this is fine. But, of course, you have to place some restrictions on this interaction, otherwise the game has the possibility of becoming a roundtable discussion, which would undermine the referee's authority and delay the game.

Are you happy with quality of FIBA referees?

Extremely so. There are a number of very good referees in each of the FIBA zones. However, there is always room for improvement and this is the task of the World Technical Commission. Referees have often been blamed by players, coaches, and fans for the poor play of their team. This is inevitable, no matter how good or bad a referee performs.

THE WORLD TECHNICAL COMMISSION MEETING IN GENEVA

Recommendations to change the 24-second rule, and size of the ball for women were among the topics on the agenda when the FIBA Technical Commission met in Geneva on February 21-22, 2003 at FIBA Headquarters. The goal of the meeting was to review the changes implemented in the Official Basketball Rules 2000; address immediate and necessary changes; prepare the general revision of the Official Basketball Rules to be implemented after the Olympic Games in 2004, and to discuss matters related to the training of FIBA officials.

Review of Official Basketball Rules 2000

In general, the Official Basketball Rules 2000 have been extremely well received during the 2001 continental competitions and the 2002 World Championships in the United States and China. In particular, the change from the 30-second rule to the 24-second rule has been beneficial to the attractiveness of the game.

Recommendations for changes as of 2003-2004 season

The Technical Commission proposed the following changes:

- **The 24-second rule:** Whenever a shot is taken and the ball is still in the air while the 24-second signal sounds, the game will no longer be stopped if the ball touches the rim.

- **Timeouts:** Five (5) charged time-outs may be granted to each team during normal playing time, two (2) charged time-outs anytime during the first half (1st and 2nd periods), and three (3) charged time outs any time during the second half (3rd and 4th periods). The time-out rules for overtime are unchanged.
- **Jump balls:** Except for the beginning of the 1st and 2nd half and any overtime, all jump balls are eliminated and managed according to the alternating possession rule.

The proposals will be submitted to the FIBA Central Board for approval in May 2003. If approved they will be implemented as of the start of the 2003-2004 season in September this year.

Recommendations for changes as of the 2004-2005 season

The Technical Commission proposed the following changes:

- The three-men officiating at main FIBA official competitions after the Olympic Games in Athens, Greece.
- The use of the smaller basketball (size 6) for women's basketball.

If approved by the Central Board, these changes will be included in the new Rule Book to be issued in 2004 and valid as of September 2004.

SOLVING CONFLICTS



by Carl Jungebrand

International referee since 1986, he officiated at three Olympic Games, two World Men's Championships, three European Men's Championship finals, six European Final Fours, and in more than 800 international games.

Basketball is a game played with both the heart and the mind and emotions flare up from time to time. In addition to making it an interesting game to watch, it can also elevate the emotional feelings of spectators and players alike. Because there are these high emotions, it often creates situations where conflicts are likely to occur, or at least have a great potential to occur. These conflicts happen not only among team members but also between players, coaches, and referees. In many close games or in games between highly rated opponents, spectators are often involved in the conflict situations as well.

UNDERSTANDING IS KEY TO CONTROL

When we talk about controlling something within us or our surroundings, we need to understand first what we're dealing with. That's why we need to spend some time thinking what conflicts actually are. Even if we try to analyze the particular conflicts that arise during the game right now, we should not forget that the same rules we use to govern the game are also working in our so-called 'normal life' off the court. Many of the rules of society that are working for you successfully in every day life are also very effective during a heated basketball game. It doesn't matter if you are player, coach, referee, or table official in the game. By following some basic principles, you will be able to help solve a variety of complicated situations that all too often lead to conflict.

I truly believe that during the game every person will experience the same number of situations that may lead to conflict. So, we first need to recognize that we must try to solve the disagreements, not avoid



them. There will be always some crucial moments in every game where we have to react the 'right' way. Sometimes we tend to think that if there is a conflict during the game we have failed in some way. The same thing applies to fear. Both conflict and fear are very natural. Disagreements arise because we all are different, with our own values and habits. Generally speaking, conflicts can be triggered by various sources, including anger, frustration, pressure, and provocation. They're all natural human feelings and surprise, surprise, they are also present on the basketball court. The bottom line: It is perfectly natural to have disagreements and conflicts during a basketball game.

KEY FACTOR

Disagreements/Conflicts are natural - they happen to everybody!

PEOPLE ARE ALWAYS INVOLVED

We used to say that people never fight, but it's the subjects they are talking about that cause the fight. It is true that conflicts could be based on disagreements, but we cannot forget that people are still involved. In other words, so-called human laws are in effect too, because behind every conflict a human heart is always beating. It doesn't matter if you are a player, coach or referee. Sometimes we think that

everything changes when you put on your uniform. It doesn't. Solving conflicts entails nothing more than dealing with people in the right way.

HOW - NOT WHAT! BE HONEST WITH YOURSELF

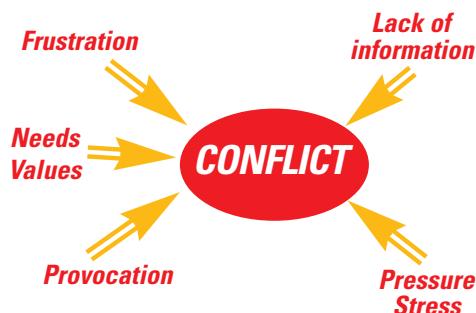
It's been said that 90 percent of divorces are caused by one's tone of voice, not by the things that are done or said. There is some truth to this. By carefully analyzing the various situations during the game you quickly learn that the tone with which you deliver your message-not the message itself-can often be the major cause of problems. Hopefully, this will cause you to rethink your methods during heated moments of the game, and see if they're really appropriate or not!

When we are in the middle of a conflict between animated people who all think that they are right, we oftentimes lose the ability to make the right decision. We sometimes even lose our temper. From the referee's point of view, there can be many disagreements, which, according to my study, could be caused equally by both parties. A misinterpretation of a player's response for his statements or situation by a referee, is in many cases the main cause of conflict. I have completed a study of basketball conflicts and based on my own

experiences, I'd say the players are honest 99 percent of the time with their reactions or statements made during the game. So, the key factor for a referee is then to be able to analyze what has caused the initial disagreement. Oftentimes it turns out to be a lack of information or a misunderstanding. Therefore, in order to solve the case, you need to identify the reasons why there is a disagreement.

KEY FACTOR

Identify the reason why you have the disagreement!



UNDERSTAND AND RESPECT, UNDERSTAND YOUR OWN ACTIONS

It is generally thought that by understanding others, they will come to understand you even more. It's imperative, therefore, that everyone spend some time studying his or herself. Of course, this is not easy and sometimes it can even be a little bit painful when you notice that you are not perfect in every manner-not at all!

KEY FACTOR

When you know your strengths and weak-

nesses, you are able to control them! We have a saying, "Treat others as you wish them to treat you!" Basically, this is true, but the outcome is not always what we expect or want. Because we are all different, what you happen to like may not always be what I happen to like. That is why this statement should be slightly re-worded as follows: "Treat others as they wish to be treated!" This means that people with good psychological insight will be very successful in dealing with difficult situations. This is especially true with salesmen. These people have to be extremely careful with their customers in order to survive their demanding jobs. I have found that an inherent lack of respect for the people around you can quickly lead to conflict. You can be very upset with somebody, but still respect him/her. More often, the respect you show to someone will be paid back with dividends. Like a smile, showing respect is free of charge.

In emotional situations people often speak when silence would be better. By listening (or at least giving that impression), you have a better chance to be the ultimate negotiator.

THINK AND PRACTICE

DO NOT WIN - SOLVE!

Difficult moments occur so quickly during basketball games that referees often don't have the luxury of too much time to think and react. Oftentimes, we may say something we regret and it is almost impossible to correct it afterwards. Generally speaking, the start of a disa-

greement is the crucial moment in order to solve it. This is why we need to pay particular attention to how and when we start our reply.

As a referee, I have been involved with hundreds of difficult moments during games. Over the years, I have spent hours analyzing how I was able to create happy endings, even when emotional players/coaches were not so happy with my decisions. I first had to look at myself honestly and try to understand why and for what reasons my action or reaction led to an unsuccessful conflict. Then, when I really understood the various factors, I was able to make positive changes.

Eventually, I found that the following factors are most important:

1. Voice: Keep your tone always calm and cool - try to avoid using an aggressive tone.
2. Body language: Avoid any unpleasant gestures and try to be approachable.
3. Words: Start with something other than negative words. Be professional and polite- but you can still be demanding!
4. Protect the ego: Everybody in the game has a strong ego, otherwise they would not be on the court. Do not threaten the other person's ego. He or she will surely fight back-it's human nature. Show everyone respect and you will get the same chance too.

KEY FACTOR

Most powerful words: Thank you... Please... Excuse me... Would you... Could I... May I...

Whenever you try to solve a disagreement, remember that you have to focus on the actual problem. Do not let the subject expand-it can happen easily-or else the first conflict will rarely be solved. Make sure that you know what you are talking about and do not start to explain too much.

If you need to have more conversation, choose a better time and place for the additional discussion.

Always try to analyze the group and its structure because it may help you when you need help or some contact person. Who among the group is very useful to know? If you pick the right person to solve the problem, his/her influence could help swing the rest of the group.

KEY FACTOR

1. Understand the reason
2. Respect all people
3. Solve the conflict





WORK OF THE TABLE OFFICIALS: TIME-OUTS AND SUBSTITUTIONS



by Valentin Lazarov

FIBA referee from 1958 to 1982 and an Honorary FIBA referee in 1976, Lazarov became FIBA Commissioner in 1983. A member of the FIBA Technical Committee since 1976, Lazarov received the prestigious Radomir Shaper Award, which is given for outstanding contribution to basketball rules and the game of basketball.

Over the last few years, we have witnessed substantial divergences in the way on-court officials and table officials have been applying the authorized rules for time-outs and

substitutions. With the following practical examples, I will try to illustrate the need for a more realistic, not literal or dogmatic, interpretation of the rules in these areas. Legal Prescriptions from the Rulebook:

Art. 27.3.1. A coach or assistant coach has the right to request a charged time-out. He shall do so by going in person to the scorer and asking clearly for a time-out, making the proper conventional sign with his hands.

Art. 28.2.1. A substitute has the right to request a substitution. He shall do so by going in person to the scorer and asking clearly for a substitution, making the proper conventional sign with his hands. He shall sit on the substitution bench/chairs until the substitution opportunity begins.

Situation 1:

Is the coach allowed to request a time-out directly from his team bench area instead of going in person to the scorer?

Interpretation:

Actually, this current practice is very common with the majority of coaches. In similar situations, the scorer shall be tolerant and inform the officials of the request by sounding his signal at the first time-out opportunity.

Many times, however, the scorer is often concentrating intently on the game and, not having peripheral visual contact with the coach, does not recognize that a charged time-out has been requested.

In such a case, a clear verbal communication between all table officials would be advantageous. Nevertheless, coaches must be aware that they run the risk of not having the time-out granted if the scorer does not hear or see their signal coming from the team bench area.

Situation 2:

While the ball is dead and the game clock stopped, coach A, from his team bench area, requests a charged time-out directly from the closest official. Shall the time-out be granted?

Interpretation:

The official shall not grant the time-out but instead of restarting the game, he shall cooperate and either personally transmit the request to the scorer or direct the coach to the scorer. Should the scorer approve the coach's request, the time-out should be granted.

Situation 3:

During a substitution opportunity for team A, the official is about to hand the ball to the player to throw in the ball and restart the game. At that moment, substitutes A10 and A11 come from the team bench area and move towards the scorer's table, requesting a substitution.

Interpretation:

Since the substitution opportunity has not yet ended, the scorer shall cooperate and indicate to the officials that a request for substitution has been made by immediately sounding his signal.

It would be beyond the intent of the rule to sound the signal only when the substitutes have reported to the scorer in person and are seated on the substitutes' bench.

Situation 4:

Team A is granted a substitution. Player A10 who was seated on the substitution chair has already entered the court. At that moment, four more players, two from each team, leave their team benches for the scorer's table, evidently requesting a substitution.

Interpretation:

Since the substitution opportunity has not yet ended, the scorer shall cooperate and indicate to the officials that a supplementary request for substitution has been made by immediately sounding his signal again. It would be too literal and beyond the intent of the rule to sound the signal only when the replacement players are seated on the substitutes' chairs.

Situation 5:

During the substitution for team A, the official insists that:

1. The substitutes shall enter and the players leave at the center of the court, just in front of the scorer's table.

2. Players who are substituted shall leave the court at the same time as the substitutes enter the court.

Is this procedure correct?

Interpretation:

The procedure is wrong because it unnecessarily delays the restarting of the game.

- Players who have been substituted do not have to report to either the scorer or the official and are permitted to leave the court immediately and at any point.
- The substitutes shall remain outside the boundary line, until the official beckons them onto the court.

After establishing visual contact with the scorer's table and the substitute(s), the official may give the beckoning signal from his present position on the court. It is not necessary for him to stand in front of the scorer's table.

The important duties for the official and the scorer during the substitution process are:

- To be sure that the number of players leaving the court equals the number of substitutes coming back on the court.
- To complete the substitution process and restart the game as soon as possible.

Situation 6:

The substitution or time-out opportunity has just ended when coach A runs to the scorer's table, loudly requesting a substitution or time-out. The scorer reacts erroneously and sounds his signal. The official whistles and interrupts the game.

Interpretation:

Because of the official's whistle, the ball becomes dead and the game clock is stopped, indicating a possible substitution or time-out opportunity. But as the request was made too late, a substitution possibility or time-out is not granted and the game is immediately resumed.

PROSPECTS FOR THE FUTURE

Under the present circumstances, all problems connected with table officials are now left to the national basketball federations to sort out. The consequences of these decisions have led to a lack of unification and a great diversity of instructions, prescriptions, and working styles around the globe. My firm personal opinion is that the time has come for FIBA, as the confirmed leader of basketball in the world, to immediately take charge and organize a new body called "FIBA Table Officials," providing it with the same structure as already exists in other official bodies, including FIBA-Officials and FIBA-Commissioners. To achieve this, the following must be accomplished:

- Elaborate and publish an official FIBA manual detailing the work of the table officials.
- Prepare a unified program for the formation and education of the table officials throughout the world.
- Organize clinics for table officials and schedule examinations to test their knowledge base.
- Require licenses for all FIBA table officials with annual membership fees.



YOUTH BASKETBALL PROGRAMS



by William Sutton

One of the top US experts on sport marketing. Former Professor at University of Massachusetts-Amherst, he is now NBA Vice President Team Marketing. He is one of the author of the two books, "Sport Marketing" and "Sport Promotion and Sales Management", published by Human Kinetics.

OVERVIEW

Grassroots marketing - or appealing to the public in a meaningful way usually away from the sports venue and in the home area of the intended audience, has long been a staple of sport marketing. Bill Veeck, the famous American sports promoter, was always willing to travel far and wide to market and promote his baseball teams. According to Veeck, it is just as far for me to travel to a small town or village as it is for them to travel to my ballpark. I am trying to demonstrate that they are worth my attention, so that I become worth their attention. NBA Teams, such as the Minnesota Timberwolves programs featured in this article, have realized that it is important to the long-term financial viability of a professional basketball organization to help grow the audience of basketball fans. Youth basketball programs are a very logical way to create relationships now and build long term fans for the future.

MINNESOTA'S JUNIOR WOLVES PROGRAM

The Minnesota Timberwolves, like most NBA clubs have formed basketball programs for young boys and girls - usually between the ages of 6 and 14. These programs not only help affiliate the numerous and varied basketball programs throughout the region with the Timberwolves, but also sell game tickets, merchandise and provide a targeted database for the Timberwolves summer camp programs. The following sections will detail the various components of the Junior Wolves Program.

JUNIOR WOLVES PRE-GAME CLINIC

A Junior Wolves clinic prior to a Timberwolves game is an opportunity for a team, league, association or youth group to get together for fun and a memorable NBA experience. Beginning each game day three hours prior to the Timberwolves tip-off, these clinics are one hour in length and held on Timberwolves' official court. Each clinic features drills and games geared to the age teaching young players basketball basic skills and techniques designed to build or improve one's skill level. The cost of the clinic is simply the purchase of a ticket (usually discounted) to that evening's NBA game. Parents, families and friends are welcome to attend the clinic with the purchase of a ticket to that evening's game. At the conclusion of the clinic, everyone is welcome

to remain courtside for an up-close look at his or her favorite NBA stars during pre-game warm-ups.

Timberwolves Off-site Clinics - The Timberwolves have developed outreach clinics for communities and programs that are either restricted by time and travel or would prefer the exclusivity of a clinic in their own venue. An off-site clinic provides the opportunity to enjoy the excitement of the NBA by bringing the NBA directly to you.

Timberwolves staff (could include NBA alumni players) along with other basketball coaches and players conduct the clinic. These clinics can be developed for all ages and skill levels and are custom designed to each audience. Cost vary - but can be an excellent opportunity for corporate sponsorship or the participants could sell tickets to an upcoming Timberwolves game as a fundraiser. **Junior Wolves Youth Game** - A basketball game



played on the Timberwolves court is a terrific experience for players and coaches, and provides a life-long memory of a special experience. These programs typically require a purchase of 200-500 tickets (or a fundraising sale of the same amount of tickets) for the NBA game that follows. The Timberwolves provide:

- Officials for each game
- Warm-up music and NBA-style introductions of each player
- Four quarter game (7 minute quarters)
- Use of the main scoreboard



- and an official scorekeeper
- Use of the locker rooms
- Basketballs for each team and an official NBA game ball for use in the game
- Gatorade, water and trainers for each team
- A souvenir gift item to remember the experience

TIMBERWOLVES HALFTIME GAMES

Similar to the Youth games described in the preceding section, but played during halftime of a Timberwolves game. This opportunity would also require the purchase or sale of a certain amount of tickets. The attraction to this experience is that the teams could be playing in front of as many as 19,000 spectators. There are similar benefits to the program described above but the game is limited to 7 minutes in length.

TIMBERWOLVES COACHES' CLINICS

These clinics are designed to benefit the beginning coach as well as experienced coaches looking for a competitive edge. The Junior Wolves staff has over 40 years of combined experience at the youth, high school, collegiate and professional levels. Coaches learn fundamental drills to implement into their team practices, as well as offensive and defensive sets. Each coach

receives a manual that serves as a blueprint for establishing his/her own program. The manual contains drills, practice sheets, coaching checklists, practice schedules, scouting sheets and statistic charts for rebounding and shooting. The cost for such a program is the purchase of a ticket for that night's NBA game. These clinics are scheduled several times during the Timberwolves season.

Timberwolves Summer Basketball Camps - These camps are held throughout the Minneapolis region over a 5-week period during the summer. The camps are conducted from 9am to 3pm Monday thru Friday. Each camper receives instruction, snacks, a free basketball, and a free reversible mesh jersey. There are contests, teams play and a tournament. Each camper pays a fee of \$200 per week.

This article represents the philosophy and program content of one NBA team. Successful year round basketball programs can generate net income in excess of \$1 million per year. But just as important, these youth basketball programs provide a significant opportunity to create and maintain a fan base that can support the team from the time these emerging fans are 6 years old through their lifetime. That, in and of itself, is a priceless opportunity.

MANCHESTER UNITED



MORE THAN JUST A FOOTBALL CLUB

INTERNET: A MARKETING VEHICLE

by Vange Kourentis

Marketing Manager - Manchester United Interactive

Manchester United has come from pioneering roots and success on the football pitch to be known today all over the world by millions of people. There is no getting away from the fact that Manchester United is synonymous with great football and great players.

What has all this to do with the Internet? The Internet has become the single most important vehicle in communicating with many of these fans, who rarely get to visit the club in person. A research study conducted by MORI in 2001 told us that we had approximately 53 million fans in 20 key markets. The Internet allows us to interact with them and, more importantly, lets them interact with us. It also helps build a sense of community around the club whether you are in Dublin, New York or Shanghai. ManUtd.com, the club's official English language website, is now one of the largest sports sites in the world with over 1 million unique visitors a month and growing rapidly.

Sustainable success can only be achieved if the club can continue to invest in the core business, 'FOOTBALL'. This means that the commercialisation of the club's other core asset, 'CONTENT' that derives from the football, is a vital ingredient to supporting the future of the club. Our objective is to reach more fans and deliver a piece of Manchester United to them for a small amount of money. How much fans will pay depends on

Our readers could be a little surprised to see an article on soccer in this magazine. However, we also want to widen our horizons and exchange views and ideas with the top experts from other sports and with anyone who could advise the basketball team's officials. On a final note, the articles are written by the top people in this field, but in a very clear and easy to read way and anyone, independently of the basketball Division in which his club plays, can "steal" one or more of these ideas to adapt and use at his own level.

what it is and how it is delivered. An array of digital content and services are being offered on the Official website manutd.com in conjunction with a bevy of blue chip partners including, BskyB, Vodafone, Nike, Ladbrokes and Lycos.

The online service offering all of Manchester United's premium content including, Premier League match video high-lights, exclusive interviews, news, reviews and live match radio commentary has been developed in partnership with BskyB. It kicked off in December 2001 under the banner See Red and is being re-designed and re-launched as MU.tv. While fans have found the services content to their liking, they have not had much luck in navigating and really understanding what the product is. We have spent a considerable amount of time and effort with Sky in building a better product to deliver the content. Much of the content is being supplied by Sky sports and the

Club's Television Channel MUTV and is supplemented by dedicated journalistic resource to capture the behind the scenes action, fan reaction and general interest content. The product has been adopted by BskyB for their own video lounge Sky Sports Active and also by 7 other Premier League clubs.

While the model for subscription based content services is fairly young and unproven on the Internet and being championed mainly by sport and music, Manchester United finds itself in a strengthened position as more football content rights are released back to the football clubs from the Premier League and for season 2003-04 from the UEFA Champions League. At a subscription price of £20.00 a year compared with other similar offerings at £39.99 at other clubs we are continuing to deliver a quality product and value for money.

This value equation is at the cornerstone of our brand values as fans and customers are at the centre of our thinking. We are not different from any other business, customers are its greatest asset. If customers are happy and satisfied then we are happy. For so long, I believe fans of many sports and clubs have been at the rough end of this equation. How many of you can remember going to a sporting event and queuing for inadequate toilet facilities or biting in to a pie that was barely warm? Therefore, treating fans as they were customers can only prove to be a better lot for the fan.

Providing fans with the goods and services they want at a price that represents value for money is the starting point. Add to this the expectations fans have of the club in return for their unwavering lifelong support and it becomes quickly apparent that you have to go the extra mile in delivering them an online experience that engages them and keeps them coming back. Engendering a sense of community then becomes essential in the online environment. We have teamed up with Terra Lycos, the world second largest online portal network, to help us develop products and services. We began by adopting Lycos Europe's chat room engine on our site to enable fans to have direct and live dialogue with each other, the relative performance of the team, the players and much more besides. In addition we plan to launch further adapted Lycos services such as "Build Your Own Website", a series of Manchester United branded templates and tools that individual fans and Supporters Clubs can use. Providing these tools gives fans another reason to visit and be part of the Manchester United online community.

Communities are not homogeneous by definition and while our team is a unifying factor, it is important to recognise cultural and language differences. We responded by launching a Chinese language website (www.manunited.com.cn) to communicate directly with the 6 million known Chinese fans. Rather than just translating the English language site, we partnered with Lycos Asia to deliver a website from Shanghai managed by local Chinese for local people. Much of the content is taken from the English language site and the remainder is created by the local editorial team to suit Chinese culture. The website was launched in October 2002 to much fanfare and promotion. We met with high ranking Government Officials and brought with us our Ambassador Sir Bobby Charlton to the launch in Shanghai. In the first two weeks from the launch 3.2 million unique visitors hit the site, providing a direct connection with a staggering number of fans. We simply could not have got our brand messages to such a huge audience so cost effectively without partnering and delivering through the Internet.

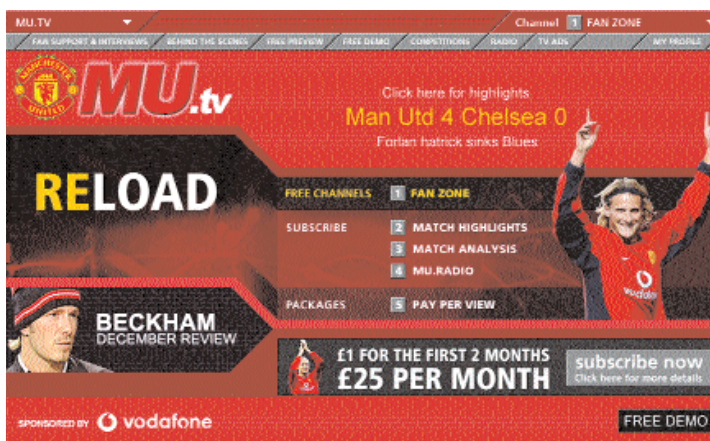
Partnering is our preferred approach, but it has taught us some

valuable lessons in managing your brand and marketing to remote communities. The principal lesson is this. You can not sit in your ivory tower in Manchester, hand your brand and properties to another organisation and expect them to just get on with it making the occasional comment on web page design. The relationship between a brand and its customers is far deeper and, in our case, more so than most given the emotional attachment fans have with the club. We make regular exchange trips between Manchester and China in order to swap experiences about the brand, and the cultural differences and the



way in which fans follow the club and consume information. We are even in the process of employing a Chinese national to work from Manchester and help develop the content plan with the team in Shanghai.

It is a myth that to be a true fan of a football team or any other sporting team you have to live in the local area and have supported them all your life. The proliferation of sport through global media has brought teams and individual sporting icons directly to many homes each and every day. The Premier League is now broadcast in over 140 countries to over 500 million homes each week. Manchester United is the biggest part of the most visible football league and has, therefore, attracted more fans than any other football club on the planet. I have personally met Manchester United fans in the Far East, in Africa, in the Americas who have a far deeper knowledge and thirst for knowledge about the club than many fans I have met who are based in the North West of England. Everyone who shows their allegiance to the club is a fan and therefore should be afforded the respect one would give to a customer. Fans are our biggest assets and we are enjoying the challenge of communicating directly with them on a regular basis. Manchester United is quite simply more than just a football club, however, football and fans are most definitely still at its core.





by Susan Baughman

Vice President of the Indiana Sports Corporation, Susan Baughman was the Managing Director of the 2002 Men's World Basketball Championship. She is responsible for planning and implementing international events organized by the Indiana Sports Corporation (ISC), including the 2004 FINA World Swimming Championship.

Indianapolis won the right to host the prestigious World Basketball Championship for Men in 1997, after a strenuous bid process that started first with winning the U.S. designation, and ended with a final bid competition with Tokyo, Japan, and Berlin, Germany.

ISC, USA Basketball (USAB), and the NBA joined together to submit the final bid on behalf of the city of Indianapolis and the United States. ISC and USAB also partnered to create the Local Organizing Committee to manage and organize the event.

With five years to plan the event, the first step was further researching the event requirements set forth by FIBA and deciding how to organize and manage the group of individuals who would eventually plan the World Basketball Championship for Men.

Throughout the planning process it was important for the local host to respect the event owner, FIBA, and to follow the specifications set forth by FIBA regarding the technical aspects of the Championship, as well as the marketing restrictions that were mandated.

Volunteerism played a large and important part in the overall success of our venture. ISC has a long and successful history using volunteers from the community to play powerful leadership roles in the organization and management of events such as the World Championship, Olympic Trials, and other national and international sporting competitions. This strategy was again employed in the planning and execution of the World Basketball Championship. A 100-person volunteer committee comprised of individuals with corporate and community involvement and personal interest in the sport of basketball, was used to design all plans and implement them. To supplement the efforts of this committee and help with daily operations, a staff of 23 event professionals was employed. In addition, we had 1,800 volunteers, who offered their time and work during the event.

In the end, the event was considered a huge success because we ended up meeting the trying to meet our three main objectives we had established for ourselves:

- Organize a technically perfect world championship
- Provide the athletes, spectators, viewers, and volunteers a unique experience, thus leaving a legacy to the sport worldwide
- Promote the city of Indianapolis to an international audience as a warm and welcoming place that embraces diversity and the confluence of cultures

Unfortunately, the financial outcome of the event fell short of what the organizers had projected because several key factors proved to be major obstacles to meeting our goals.

TECHNICAL ORGANIZATION

We attempted to meet all the requests of FIBA. All team hotels were located at a walking distance from the two arenas, keeping athletes from getting stuck in huge traffic jams. Each team had one host and one translator at their disposal all day. If an athlete or any member of a team delegation became ill or was injured or needed a special medical examination, our personnel stayed with the injured player at the hospital and assisted him until the problem was solved. We also implemented a special program for the NBA, as well as national and international scouts. Each NBA official or scout was provided with credentials and game-by-game statistical information. Our statistics service received glowing reports from the media and all of the teams.

VIPs

Special invited guests were assisted from the time they arrived at the airport until they finally left Indianapolis. Each of these guests had a host at their complete disposition, as well as a chauffeur or a car for their personal use. VIP lodgings were in hotels that were within



"ONE PLANET, ONE TITLE": THE CHALLENGE OF ORGANIZING THE 2002 WORLD MEN'S CHAMPIONSHIP

walking distance from the arenas and shopping malls, giving them more scheduling flexibility and free time. In addition, we offered a choice of 16 different excursions around town and the environs, from parks to museums. At the RCA Dome, an excellent hospitality room was set up.

MEDIA

The Championship was covered by nearly 1,000 media representatives (360 broadcasters). No less than 65 countries around the world provided TV coverage, including China, with its potential viewing audience of 800 million for the game against the United States. This game proved to be a huge success, and had the widest coverage of the entire World Basketball Championship. Working conditions were excellent for the journalists, with state-of-the-art technology in both arenas for the press corps.

A UNIQUE EXPERIENCE

We created more than just a basketball experience for all who attended the World Championship. Outside the basketball arena, the city of Indianapolis and the State of Indiana opened their arms to spectators, journalists, VIPs, and the athletes from around the world.

CULTURAL ACTIVITIES

The Cultural Activities Committee was given the responsibility of developing, managing, and implementing offerings of arts, music, multicultural activities, and outreach to the local international community. The centerpiece project was a city-wide effort by the administrators of all city museums to produce a basketball-related exhibit leading up to and during the WBC.

YOUTH AND SCHOOL PROGRAMS

The School Programs Committee was in charge of creating a long-term participation program, which would allow primary and secondary school programs to include a creative way of teaching that would involve the 2002 World Basketball Championship.

The four components were: Adopt-a-Team, which paired each school district (for a total of 17 districts) with one team/country participating in the WBC; an art contest, where students were asked to interpret the WBC Theme "One Planet One Title" into a poster; Geography Bee, which was designed to make learning about the world culture fun for the students, adding a competitive approach with a District and final Metro Championship; and finally, a Sportsmanship Workshop, which stressed all the reasons for sportsmanship.

There were also a variety of ancillary events that involved the youth of the community in projects outside of the classroom. One that proved to be extremely popular was the Tip-Off Celebration, which had five dance and cheer squads assigned to one of the five FIBA Zones.

PROMOTIONAL ACTIVITIES

The Promotion Committee was formed to identify, develop and implement various activities to raise the interest in the community, bring awareness to the event, educate the public about FIBA and World Championship, enhance the spectator experience, and



create a special specific look for the WBC. Here's a snapshot of each major project:

Dribble & Dream Relay

The purpose of this event was to promote the World Championship, educate the community about FIBA, and allow to the communities across the state of Indiana to take ownership in the event. Similar to the popular Olympic Torch Relay, the event made stops in 17 communities around the state in the weeks leading up to the Tournament. The Relay culminated at the Tip-Off Celebration, with four celebrity dribblers, Larry Bird, Quinn Buckner, Oscar Robertson who represented the State of Indiana, and Oscar Schmidt, the famous Brazilian player, who represented the international basketball community.

The Tip-Off Celebration

One day before the Championship, August 28, the Tip-Off Celebration was held in a big square in Indianapolis consisting of the Opening Ceremony and the Roundball Rally, a free four-day fan festival that featured a multitude of entertainment options for the entire family, including a stage featuring ethnic and local music, basketball-oriented games, food and beverage vendors, WBC merchandise, and interactive activities.

OTHERS PROGRAMS OF NOTE

The Local Organizing Committee was extremely proud of the city-wide "look" associated with the event. Basketballs were designed especially for each participating country and with its lavish basketball-theme décor throughout Indianapolis, the city seemed more cosmopolitan and vital.

To further develop the look of the event, extra attention was paid to the development of the Internet web site, merchandising, and the sale of logo items.

The Local Organizing Committee also did a fantastic job in providing daily VIP programs and offering special tours and educational opportunities for future WBC site hosts.

The organizers believe that the World Basketball Championship brought enjoyment and a sense of civic pride to the citizens of Indianapolis and all basketball-loving Hoosiers. Although these intangible benefits are nearly impossible to calculate on a financial level, they are a powerful reason for a city to host as event such as the World Basketball Championship.



by Otto Reintjes



Former player for the German National team, Reintjes was a player and then General Manager of Bayer Leverkusen. Since 2000, Reintjes has been Commissioner of the s. Oliver First Division German Professional Basketball League.

The s.Oliver (a casual clothing company) Basketball Bundesliga, located in Cologne since January 2000, is responsible for the conception, management, and organization of the game operations of the First Division professional men's basketball league. Together with its partners, the s.Oliver BBL wants to establish basketball as one of the major spectator sports in Germany.

A STRONG TV JOINT VENTURE: SOMETHING NEW IN BASKETBALL

With KirchMedia, the s.Oliver Basketball Bundesliga has found a strong media partner. Besides the TV stations SAT.1 and DSF, the German sport channel, it offers sports coverage on news programs within the Kirch Group, as well as Internet appearance on sport.1, the biggest German Internet website devoted to sports.

The deal with KirchMedia was signed in 2000 and will expire after this season. Last year, over 11 million spectators watched basketball on SAT.1 and the same number viewed the "Game of the Week" on channel DSF.

This season, too, basketball has been very popular on German TV. Every Sunday from 6:30 to 7 p.m. SAT.1 presents game highlights and background information in "Ran-SAT.1 Basketball", while on DSF, the "Game of the Week" is live on air each Sunday at 2:45 p.m.

Having a TV partner was advantageous for our League. The TV partner guaranteed a fixed TV time on SAT.1 and live coverage of League games. The audiences for the program-produced in Munich are extremely high: between 1.1 and 1.2 million spectators watch the games, which combined sport (two games the same day) and entertainment (music groups, cultural experts, actors). Between 150,000 and 200,000 spectators are on hand to watch the live coverage.

s. Oliver League and KirchMedia have created a new and interesting joint venture. Together, we provide potential sponsors two different packages. One, called "On Air", offers live-game broadcasts. The second package is called "Off Air," and provides marketing and advertising proposals for the arenas, including banners, boards, tickets, and other benefits. The advertising revenues are divided between the League and TV. We think this is an innovative way of marketing and represents a new form of partnership between TV and basketball.

OTHER MEDIA AND COMPANY PARTNERS

Some important strategic allies support our TV partnership. We are linked with DSV Deutscher Sport Publishing and since October 2002 we have published Basketball Magazin, a monthly 64-page glossy magazine. We also publish Basketball News, a 16-page newsletter that comes out 30 times a year.

Another important partner is UFA, the largest German cinema group. In 38 movie complexes in 22 German cities, movie spectators watch carefully-prepared spots about the League before their films begin. In addition to our media exposure, the s.Oliver BBL and McDonald's recently launched a successful two-week advertising campaign.

THE GERMAN BASKETBALL LEAGUE AND ITS JOINT VENTURE WITH TV

GAME ATTENDANCE

For the last three years, attendance has grown between 10 and 15 percent annually. Why? Basketball offers entertainment and a destination. Most of the better teams in the League now have new arenas, such as the one in Bamberg, with its 4,000 seats and the one in Weiffenfels, which holds 3,000 spectators.

THE SPONSORS

After many successful years of commitment with the First Division basketball team of Würzburg, s.Oliver has entered a new era as the official League title sponsor. The reason s.Oliver took on this role was because they saw the unique opportunity to substantially participate in both the conception and conversion of new basketball marketing concepts, as well as the possibility to implement their own ideas.

Deutsche Bahn, the German Railroad Company, did not miss out on the unique marketing opportunity offered by the League. "We want to contribute to get this sleeping giant to awaken and stand up in Germany," said Hartmut Mehdorn, the CEO of Deutsche Bahn. Deutsche Bahn has already contributed in a very significant way, with the title sponsorship of the successful Bahn Basketball Academy basketball camps around the country.

In the future, the s.Oliver BBL hopes to work together with Axel-Springer, the premier German publishing company, as well as with Nestle and Lego. These last two global companies have a strong interest in working on projects with us.

The BBL Offers High Entertainment Value

The sport of basketball in Germany has created an increasing fan base, which became quite noticeable since the inception of the League. Whether in traditional marketing strongholds or in some of the larger German big cities, the spectators now storm the arenas. Ticket sales at games have improved by 15% over last year. To ensure this situation in the future, the League needs to undergo

continual improvement. The highest basketball standards are a must. Beginning with the 2003-2004 season, attractive arenas with a minimum capacity of 3,000 spectators are a requirement for any First Division club. Almost all clubs already possess such arenas. The Max-Schmeling-Halle in Berlin, the Volkswagenhalle in Braunschweig, the Forum in Bamberg, and the Kölnarena in Cologne are arenas of international caliber. The recent All Star Game in Cologne attracted an audience of 17,000 spectators.

In order to maintain the visibility of the s.Oliver BBL within the German sports market and national media, it is necessary that we continue to work on and improve our basketball product. We already have sound marketing approaches in place. Now it remains for the fans to realize that we have an interesting and solid product that is worthy of support.

SEASON 2001-2002

	TOTAL	AVERAGE
LEVERKUSEN	30098	2315
TUBINGEN	20950	1612
GIESSEN	36750	2827
BRAUNSCHWEIG	50684	3899
BERLIN	70561	5428
MBC	22449	1727
HAGEN	21450	1650
TRIER	25400	1954
FRANKFURT	47511	3655
COLOGNE	52009	4008
OLDENBURG	21600	1662
WULZBURG	32260	2482
BONN	44000	3385
BAMBERG	42900	3300

SAFETY STANDARDS OF BASKETBALL FACILITIES



by Aldo Vitale

The FIBA Research and Study Centre is an important department of FIBA that was founded by Aldo Vitale. The Centre's objective is to help equip and increase the number of sport facilities throughout the world, encourage the construction of basic facilities, refurbish older facilities, co-ordinate research initiatives, and offer consulting services for materials, equipment, design, and construction of basketball arenas. In coming issues, we intend to publish a series of articles about a variety of interesting topics. The first concerns ensuring safety in basketball arenas.

Safety standards in basketball facilities are a duty incumbent on all concerned. In accordance with the indications provided by high-level international organizations and institutions, FIBA is now considering a number of proposals aimed at avoiding serious accidents in basketball arenas.

Oftentimes, the introduction of new regulations leads to complex relationships, and in some cases, conflicts between the health and safety aspects and the more strictly functional aspects connected to the needs of the activities carried out inside the facilities. There is no doubt, however, that safeguarding and protecting the safety and health of people are our primary objectives.

In order to make a solid contribution regarding the overall problem of safety, the subject must be looked at from the following points of view:

PROCEDURAL ASPECTS

The present regulations concern all newly-built basketball facilities, as well as those undergoing restructuring, where FIBA-sanctioned games are played. These facilities must comply with the legal provisions of the country concerned. With regard to this point, all those who intend to build or restructure a basketball facility must obtain the appropriate authorization from the respective bodies of the country concerned.

TECHNICAL CHARACTERISTICS

All the facilities for high-level competitions shall be constructed to ensure safe, hygienic conditions for all its users. These may be divided into three groups:

* PLAYERS AND OFFICIALS

Those directly involved in the game (players, referees, court officials, commissioners, media, etc.): There must be direct, safe access from outside to the support service areas to the playing court. Those areas and the linking passageways must be completely separate from the spectator areas.

* SPECTATORS:

The seats must have uninterrupted visibility, with access and sufficient marshalling routes in line with the capacity of the facility. The areas reserved for spectators must have all ancillary services, such as sanitary facilities, first aid, refreshments, etc.

* FACILITY OPERATORS AND OPERATING STAFF:

Since they must guarantee functionality and quality, the maintenance departments must be able to move easily inside the facility.

MANAGEMENT AND ORGANIZATIONAL ASPECTS

It's assumed that the owner of the facility is responsible for maintaining safety conditions. To carry out these duties, the owner may call on the services of a person who shall be present while the game is taking place. To ensure the satisfactory management of the safety of the basketball facility, a plan should be formulated as to how safety is to be maintained, ensuring the security of those present in the case of emergency.

LIABILITY IN THE MANAGEMENT OF BASKETBALL FACILITIES

In the management of basketball facilities, the possibility of accidents occurring during basketball competitions and events should be taken into consideration. The ensuing liabilities can be categorized into two main areas:

* CRIMINAL LIABILITY

Criminal liability can be covered through:

- a. Declaration by the manager/organizer that the facility is in conformity with existing national rules and regulations of the country in question.
- b. A copy of a safety certificate issued by the quality control commission.
- c. An Approval of Certificate issued by FIBA.
- d. A certificate of conformity/approval after inspection, issued by a competent FIBA Commissioner.
- e. The obligation to ensure the presence of police forces or civil wardens during all competitions.

* CIVIL LIABILITY

Civil liability can be covered through appropriate insurance policies, including the following risks:

- a. Management of the facility
- b. Management of the event
- c. Accidents to third parties

Further information can be found in the publication "FIBA Safety Standards in Halls." Copies can be purchased at the following address:

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Research and Study Centre Department
Chemin de Blandonnet 8
1214 Vernier, Geneva - Switzerland
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Phone: +41 22 545 0000 - Fax: +41 22 545 0099



OCULAR TRAUMAS IN BASKETBALL



by Dr. Jacques Huguet

Dr. Jacques Huguet was the doctor for the French National Basketball Team. He is presently President of the FIBA Medical Committee.

The eyes are complex, delicate, and extremely sensitive tissues that receive and transmit vast amounts of information to the brain each minute. Of the five senses, sight is by far the most important, as it is estimated that 80 percent of our acquired knowledge comes from possessing visual stimuli. Protecting the eyes, therefore, is obviously vitally important.

The eyes are supported and protected from impact injury by the orbit, the circular "socket" made up of bone from the cheek, eyebrow, and nose. Still, the eye is extremely vulnerable to injury in sports. Any sport that involves a ball or other projectile, a stick or a racket presents a risk of serious eye injury. The nature and severity of an impact injury to the eye depends mainly on the impacting object's mass, speed, hardness, size, and sharpness.

Other factors are the location of the impact and the predisposition of the individual eye to injury.

Although there are no accurate figures available for the number of sports-related eye injuries, they remain a significant problem.

Those who are injured the most are boxers and full-contact karate participants, followed by those who play sports with a ball in a confined area, and, according to doctor Klein, basketball comes after soccer, and tennis.

Eye injuries in basketball are actually extremely rare compared to other sports.

At the Olympic Games in Sydney, there were no eye injuries reported in either the men's or women's tournament. The finger causes more injuries than getting hit in the face by the basketball. During the 2002 World Men's Championship in Indianapolis, a player from Canada and another from New Zealand suffered similar eye injuries—a hyphema (a term used to describe bleeding in the anterior chamber, the space between the cornea and the iris)—that knocked them out of the tournament.

They were both powerful rebounders and were more expo-



sed to flying elbows and errant fingers.

The mechanism of the injury was identical in the two cases. During an offensive play under the board, each was poked in the eye and this resulted in intense, unremitting pain. The two athletes were immediately treated by their respective team medical staffs and later had to consult with an ophthalmologic specialist for further evaluation and treatment.

Eye injuries are not an inevitable part of basketball and can easily be prevented with proper eyewear (called "goggles") available in sporting goods stores or from an optician. If a basketball player is concerned about the risk of eye injury, protective eyewear should definitely be worn. For some, protective eyewear is not an option, but a necessity. Athletes who are functionally one-eyed due to injury or illness and have vision of 20/40 or worse in one eye, should not play basketball without protective polycarbonate eye wear (called "goggles").

Unfortunately, only 3,4% of the players wear protective glasses.

Also at risk of serious injury are basketball players who have had radial keratotomy surgery to correct nearsightedness. This surgery weakens the eye by as much as 50 percent, and a finger (or basketball) in the eye may be enough to break the eye open, resulting in partial, oftentimes complete loss of vision.

The traumas mainly occur to the eyelids, then to the cornea, and then, to the same frequency, to the iris and anterior chamber.

In the general, of all the basketball-related eye injuries occur, between 0.5 to 2% (researches of 1977, 1995, 1997, Doc. Huguet, and Bégué). In these studies, the cornea was the most injured region part of the eye.

Hospitalizations (13,8%) and surgeries (5,6%) are not very common. Case studies by the NBA corroborate the previous observations. Offensive players who shoot (27,1%) or fight for the rebound (30,5%) are more vulnerable to these injuries. The fingers (35,6%) and the elbows (28,8%) are the main causes of these traumas.

What diagnosis must be considered facing this "finger in the eye"?

If you need to consider between a simple bruise and the wound of the globe, it is necessary to think about the most frequent, while always thinking a serious complication could exist. Often, it is a question of superficial lesions to the level of the previous segment that can cause:

HEMORRHAGE UNDER-CONJUNCTIVAL

The white of the eye becomes bright red, and slowly regresses over an eight days period. It is spectacular injury, but not serious. The doctor often misdiagnose this a possible sclerotic rupture.

CORNEAL EROSIONS (THE MOST COMMON INJURY)

This causes pain, tearing and light sensitivity. This injuries can be diagnosed by an eye specialist by the use of a fluorescein drop (gesture to let make to the specialist).

A more violent trauma to the eye can cause:

LYMPHEDEMA

A blood fills the anterior chamber of the eye. Pain is extremely violent and vomiting often occurs. You can recognize a

lymphedema by the quick red veil that hides the iris. The prognosis is often good, but depends on the size of the hemorrhage. The injury requires the eye bandages for 3 to 5 days. Since there is a risk of ocular hypertension, the ophthalmologist should consider making a puncture.

Rupture of the sphincter of the iris

The pupil becomes distorted because of a tear of the pupillary limbus or the sphincter.

CRISTALLIN LESIONS

The lesion causes the modifications of the position or the transparency of the crystalline. These many tiny frequent lesions can range from the subluxation to the various types of cataracts.

The lesions of the anterior chamber of the eye can have harmful consequences to vision, luckily they are unusual. They can involve:

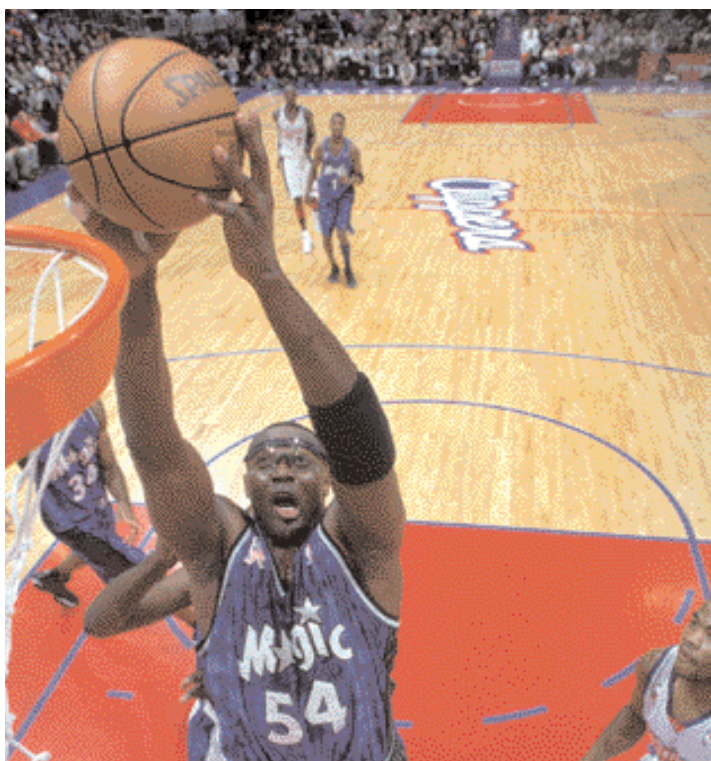
- **the glassy body,**
- **the choroid,**
- **the retina (rip that can be followed of a detachment)**
- **the pressure disorder (hypo or hyper).**

To be prepared for eye problems, what should a basketball team physician put in his medicine bag?

- several sterile ocular bandages,
- an eyewash anesthetic, such as Novésine
- an eyewash or a stéroïdal, anti-inflammatory ointment, a bactericidal antibiotic, such as Maxidrol,
- a myotonic eyewash to reduce the ocular pressure, such as Isopto-Pilocarpine (1%).

Be sure to verify the expiration date of these products, and the modes of conservation. The repeated use of some eye products containing dexaméthasone can lead to a positive drug test. Eyewash containing nandrolone, such as Keratyl, can also lead to a positive drug test.

Be sure to have basketball player examined by an ophthalmologist.





CONDITIONING: THE KEY TO SUCCESS



by Bill Foran

Founder and former President of the National Basketball Conditioning Coaches Association, he works for the Miami Heat from 14 years, at the beginning as the conditioning coach and now as assistant and conditioning coach. He is the co - author, with other NBA conditioning coaches, of two books on this topic

Strength and conditioning coaches train and develop many components involved in making athletes better. They include conditioning, strength, power, quickness, speed, agility, balance, flexibility as well as nutrition.

As you improve in each of these areas, you will become a better athlete. You will run faster, jump higher, move quicker, and work harder longer.

Of all the components, one stands out as the base of all others: conditioning. If you fatigue because of a poor conditioning base, all other components suffer. You don't jump as high, move as fast or last very long. Conditioning is paramount. The worst way to lose is to a lesser team because you fatigue in the 2nd half.

Conditioning starts with being at your optimum weight and body fat. Our athletes are required to be at or below a certain body fat.

The "Bigs" (centers and power forwards) must be under 10% body fat and the "Perimeters" (point guards, guards and small forwards), must be under 8%. Increasing general conditioning along with proper nutrition can lower body fat. The athletes that are above their prescribed body fat percentage when fall camp starts spend an extra hour each day conditioning on a stationary bike, stair climber, or treadmill until they achieve their body fat goal.

SPORT SPECIFIC CONDITIONING

Basketball is a sport that involves anaerobic endurance: high intensity work with brief periods of recovery.

To train the energy systems involved in basketball, the conditioning program must



involve high intensity work bouts with recovery periods, not long distance runs. We start our conditioning program 12 weeks before the first practice. Initially we start on a track where we start with 400 and progress to 200, 100s and 50 meters over a 7-week period before moving to the court. Once on the court, we will do a variety of conditioning drills that involve:

a) The length of the court from baseline to baseline: an example, 10 lengths in a minute, 5 and a half in 30 seconds and 4 in 22 seconds. A practice's example: 5 sets of 10 lengths each with two minutes of rest between each other, or 8 sets of 4 lengths, each with 40 seconds of rest between each other.

b) The width from sideline to sideline: an example, from 10 to 17 widths, for a certain number of sets.

As we progress, we add the conditioning circuit. This circuit involves 8

stations that are set up on and around a basketball court. There are 2 players per station, for a maximum of 16 players involved. The 8 stations are:

1. Agility Training
2. 4 Way Resistance
3. Medicine Ball Tosses
4. Quick Feet Plyos
5. Resistance Running
6. Balance Training
7. Jump Training
8. Lateral Slides

The athletes are at each station for 5 minutes with one minute to get ready for the next station for a total of 47 minutes.

STATION 1: AGILITY TRAINING

PHOTO 1

Equipment: The Agility Ladder

Drills: A wide variety of agility drills can

be done with the agility ladder, including forward movements. Lateral movements, and backward movements. The 2 players work at the same time. They do 3 sets of drills each for one minute with a minute rest in between.

STATION 2: FOUR WAY RESISTANCE

PHOTO 2

Equipment: A Set of Resistance Bands

Drills: The 2 players step into each end of the bands. One player is the "anchor" while the other does the drill. This drill involves four different movements:

- Lateral to the Right
- Lateral to the Left
- Forward
- Backwards

The first player moves three steps quickly and explosively to the right and back to the starting position under control. He does 5 repetitions and switches direction and does 5 repetitions to the left. Then the second player does the lateral movements. The first player then repeats the drill forward, three steps for 5 repetitions and backwards. The second player then goes forward and backwards. The goal is to do 2 sets in the 5 minutes.

STATION 3: MEDICINE BALL TOSSES

PHOTO 3

Equipment: A 5 Kg Medicine Ball

Drills: The two players face each other about four meters apart. They sit deep into a squat position: Thighs parallel to the floor, knees over the feet, heels on the floor, chest up and stay in that position while they toss the ball to each other, 10 tosses each with 2 hand overhead bounce passes.

They then stand up and do side tosses to develop torso rotation, 10 each to the left, and 10 each to the right. They rest one minute and repeat a second set.

STATION 4: QUICK FEET PLYOMETRICS

PHOTO 4

Equipment: The Quick Feet Quad

Drills: The Quick Feet Plyometrics involve 2 drills in three different ways. Forward and back and side to side done with two feet, the right foot and the left foot. Each drill is done as quickly as possible for 10 seconds.

The first player jumps forward and back continuously for 10 seconds and then does side to side for 10 seconds. The other player counts the number of times he lands on the starting spot. Then the second player does his 2 feet drills. The first player does his right foot drills then the second player does his. They finish with the left foot drills.



STATION 5: RESISTANCE RUNNING

Equipment: A Set of Resistance Bands

Drills: The two players step into each end of the bands.

The first player runs as hard as possible the length of the court, as the second player walks behind him supplying the resistance. They reverse positions on the way back.

The second run is backwards to half court, with second player running backwards back to the start.

They rest one minute and repeat the 2 drills.

STATION 6: BALANCE TRAINING

PHOTO 5

Equipment: Two Balance Discs

Drills: Balance training is an area often overlooked by athletes.

This station is a chance to recover from the conditioning, while working on an important component: balance. Each player has their own balance disc and performs the following exercises for 10-15 seconds each. Do both the right and left before moving to the next drill.

- 1 Foot
- 1 Foot, eyes closed
- 1 Foot with squat
- 1 Foot squat, eyes closed
- 1 Foot touch floor with hands

STATION 7: JUMP TRAINING

PHOTO 6

Equipment: The Vertimax Jump Training Device

Drills: We use the Vertimax because it is the only device we have found that has consistent resistance throughout the full range of motion. The players take turns doing 3 jumping drills against resistance.

1. Squat Jumps (10-12 jumps).

Getting deep, thighs parallel to the floor for each jump.

2. Max Jumps (10-12 jumps)

Jumping with as much force as possible with each jump.

3. Quick Jumps (10-12 jumps) Jumping as quickly as possible with each jump.

STATION 8: LATERAL SLIDES

PHOTO 7

Equipment: Slide board

Drills: Each player puts on the "booties" over their basketball shoes for smooth sliding.

The players take turns doing 3 sets of 30 second bouts, trying to do more slides with each set or do a certain number of reps (30-40 range) and get faster with each set.

FINGER INJURIES IN BASKETBALL



by Yoshihiro Muraki

Former trainer of the Japanese Women's National team, Muraki is trainer of the Japanese Basketball League (JBL) Aisin Seahorses team. He also serves as the Executive Director of the Trainers' Committee of the Medical & Science Society of the Japanese Basketball Federation.

Basketball is a game that makes great use of the hands for catching, dribbling, defending, and shooting.

Finger joint injuries such as sprains, avulsions, jams, and dislocations occur often. Injuries can also occur after getting fingers caught in uniform jerseys or after banging them on the backboard or getting them caught in the net.

Sprains of the PIP (proximal interphalangeal joint) are most common in basketball, but serious injuries include dislocation or fracture of the PIP and the DIP (distal interphalangeal joint).

Recognizing and treating these injuries immediately is necessary in order to prevent prolonged or permanent injury.

Many finger joint injuries can be treated conservatively with splinting and physical therapy.

Case: The Fracture of the index finger DIP

The subject was a male power forward for a team in the JBL (Japan Basketball League) Super League, the top league in Japan.

Situation: During a practice session, the ball was passed to the player and smashed into the index finger on his right hand, causing severe pain.

First Aid: Though obvious swelling or deformity wasn't seen in the injured finger right away, the

player mentioned that there was a throbbing pain under his fingernail, on the DIP, which is the third joint bone.

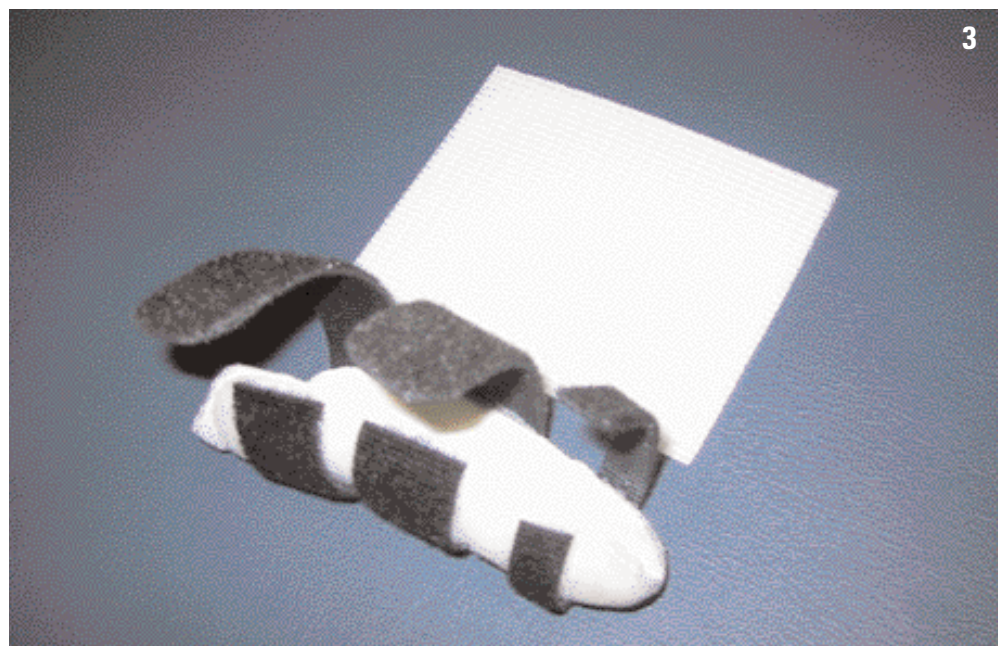
Therefore, the injured finger was immediately cooled down with ice and then compressed. The player was then taken to the hospital for medical evaluation.

Diagnosis: After the X-rays at the hospital, the player was diagnosed as having a third joint fracture of his right index finger. The distal bone, falling into the proximal part, was broken into three bones like the letter "T." The fracture line of the proximal part had also reached to the joint surface.

Also, small bone-pieces were found in the inner side of DIP joint.

X-rays of the entire finger included a true lateral and an antero-posterior view of the entire finger, centered over the DIP. (photo 1: X-Ray ; photo 2: X-Ray)

How to Splint: The player's team had two more games in the regular season before going into the play-offs.



If the player had skipped these two games, he could have taken three weeks off before going to the play-offs.

However, this was a highly-motivated player and he didn't want to remain on the sidelines. There was also a way to support his DIP so that it couldn't be further damaged, and so, he was allowed to return to play after a two-week layoff. This is much earlier than we normally would like.

After practicing briefly, he was able to put in limited minutes in his team's final game of the season.

Off the court, the player wore specialized equipment so that the fingertip would have no pressure on it. As for the equipment, a cast that softens with heat was used. To make the player's everyday activities easier, the equipment was made with Finger Cast Long Type so that it could easily attached and removed (photo 3 & 4: Finger Cast Long Type).

During practice and games: only Finger Cast Short Type was used and held together with tape to the third finger joint. However, because finger proprioception was being lost, eventually only tape was used (photo 5 & 6: Finger Cast Short Type).

Taping: Two sets of X-support were applied to the distal joint of the index finger on the palm side with 1/2-inch width white tape. Since using only white tape would be too bulky, Dynamic Moving Tape was also used to wrap the finger (photo 7: Taping 1 X-Support by White Tape 1/2 inch; photo 8: Taping 2 Wrapping by Dynamic Moving Tape).

Treatment: Icing was performed

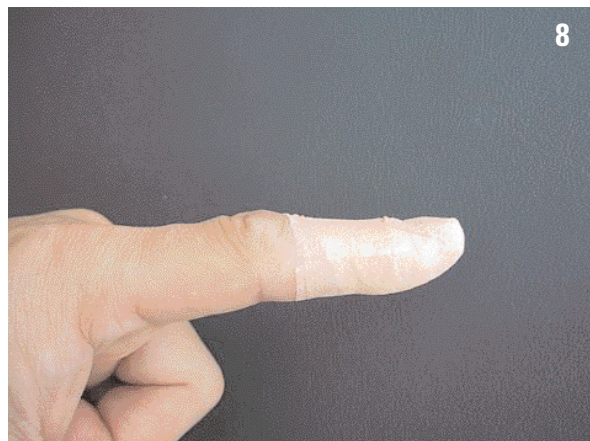
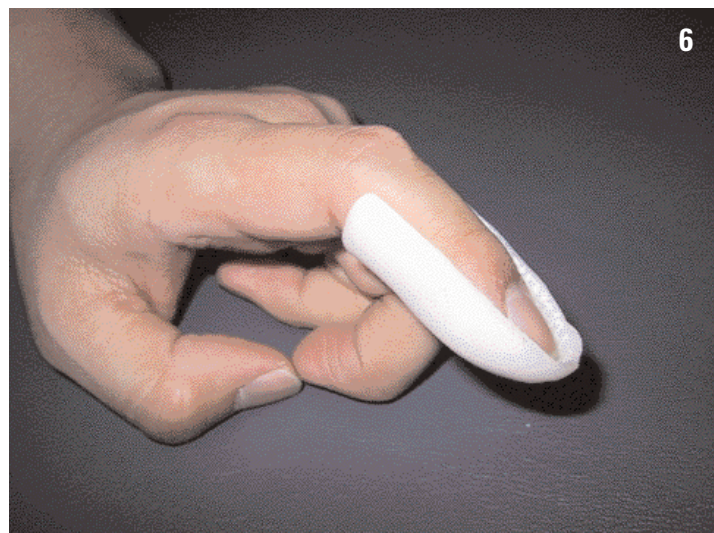
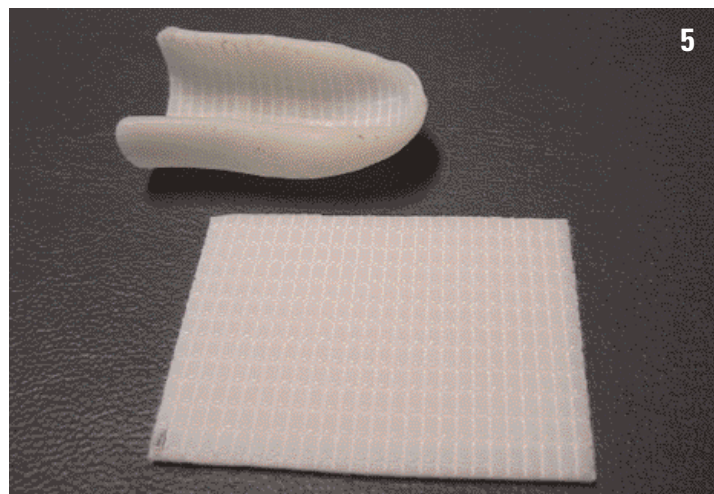
after every practice session and game. For the daily physical therapy, only low-frequency stimulation was performed to ease the pain and inflammation.

As long as the player didn't feel any pain or discomfort, the therapy was performed to maintain the range of motion of the finger. In addition, X-rays were taken after every game to check whether any further damage had occurred.

Result: The player's team made it to the semi-finals before being eliminated. The player competed in the two semi-final games with his finger taped. No further damage occurred due to his play. In general, once a player fractures a finger, we do not let him play again until the fracture completely heals.

To avoid aggravating the injury as well as protecting the player's career, a complete recovery period is recommended before allowing athletes to play basketball again. In the case described here, however, the player had a strong will to play and his team's special playoff situation was also taken into consideration before allowing him to return much earlier than we normally would like.

We also felt that the chance for worsening his injury was small due to the particular nature of his compound fracture injury.





General Secretary of Mini-Basketball England since 1970, he was Secretary General of FIBA Mini-Basketball from 1986 to 2002. He is now member of the new FIBA Youth Committee and last year he was awarded the highest award for an outstanding contribution, an "Honorary Member of FIBA"

We invite you to come with us on an imaginary journey to the attractive setting of a National Mini-Basketball Festival - a centre that will provide comfortable residential accommodation, a range of indoor and outdoor playing facilities for mini-basketball, and track and field, cross country running, swimming and, possibly, football, volleyball and other sporting activities and a

central indoor hall, which lends itself to eating together and entertaining. In the days before the participants arrive, the Centre will have been dressed with colourful flags, displays of photographs and posters, a banner bearing the title of the event and signposting notices. It may well be a national sports centre or a school or higher educational establishment, with residential accommodation. As you would expect on arrival, there will be the hustle and bustle, as the organising committee and its assistants complete the transformation to produce a friendly and warm environment, where the children will feel relaxed and at home. We are welcomed, and shown to our rooms to refresh ourselves and prepare

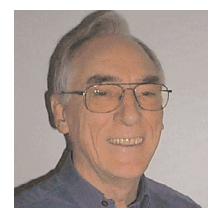
for the reception of the children. We have already been alerted to the program for the seven days through the regular newsletters to the members of the team of mini-basketball coaches.

- description of the centre
- duration of the event
- player participants
- coach participants
- programme (includes 2 minibasketball coaching sessions and 1 games session daily)
- medical consent

The level of excitement rises as the first of the children arrive, bemused by the colourful and welcoming reception, but secretly a little nervous of how each might



JOIN US AT A NATIONAL MINI-BASKETBALL FESTIVAL



by Ken Charles

fare, because for some, it is the first time away from home, and they wonder how they will get on with the children from other parts of the country.

But some light refreshments soon 'fill a hole' and they gather their luggage to make their way to their bedrooms, each room with several single beds, wardrobe space and easy access to toilets, washing and showering spaces. They are to share with one, two or three other boys or girls.

Unpacking is a good time to exchange anecdotes with his or her companions and they are sure to want to know what each has managed to squeeze into their bags. There are fresh noises outside, as other children arrive also eager to refresh themselves and relax in their new abodes.

Soon the coaches call in to see that everything is alright, and to give some encouraging reminders to appreciate and respect the part that everyone plays in trying to make the six or seven days a really enjoyable and memorable experience. Isn't it surprising how "THANK YOU" means so much to one whom has been striving to help you?

Time comes soon for everyone to gather together in the Assembly Hall to be introduced to and welcomed by the Director, Technical Director and other members of the organising team.

It's going to be a very busy week, rising by 7.30 am for a shower, then an early morning run, and on to a prompt self-service breakfast.

The Technical Director has sensitively and subtly mixed all the children into squads of ten players. Little did the children know that he or she had been advised by their own coaches of their individual characteristics to help produce balanced working groups. Then came the news that each of the working groups would enjoy being led by two coaches, one male and one female.

Day one dawns and everyone is led through their part in the mini-Olympic Opening Ceremony, as they assemble in their squads, wearing the special coloured playing kit, bearing the logo of the jamboree. Greetings abound from civic dignitaries, the national federation and the organising committee.

Then onto the courts for the first of the coaching workouts. There is so much to learn, but the others are working hard at it too, and we are showing each other those things that are new to some, but known to others.

As the session goes on, the boys and girls are expected to put the skills they have been developing into play situations. Much of the morning is given over to the two mini-basketball sessions with the coaches, each concluding with short half court games within our group. By late morning we are ready for a relaxing swim and then for a clean up before our midday self-service lunch.

They, the organisers, don't let up, this afternoon we are off by coach-bus to visit one of the natural beauties of the area, in which the centre is set, before we return for a late afternoon recreation, some casual five-a-side football, volleyball, track and field or an outdoor challenging activity like climbing a wall, before the squads assemble to match our mini-basketball strengths against one of the other squads in the festival tourney. That really proved how much had been gained from the morning training sessions and all the players came away feeling they had done their best, because the coaches had been so encouraging. A few mistakes

had been made, to say the least, but we will learn from them.

Tired and weary after a demanding day, we retire to our rooms to have a brief rest and to freshen up with a shower and to change into our 'normal clothes'.

The evening meal is something different, each squad has its own table, so they can get to know the fellow players and coaches a little more. It's fascinating that as they play a few quiet games across the evening meal, they have gradually told each other about their homes, families, schools and mini-basketball clubs.

After a tremendous meal, sampling local cuisine, we help clear away the furniture to set up for the evening of entertainment - a real getting-to-know-you party, with amusing games in which we all join, coaches and players. I don't think I have laughed so much for a long time.

Tomorrow evening it seems that two groups will entertain us with folk dancing and singing and we are going to join in later, under their tuition.

'Can't say I don't welcome the signal 'off to bed', it's been very tiring, we have been on the go all day, but it was fun!'

Well there's a snapshot of a Jamboree: So what does it seek to achieve?

Baron Pierre de Coubertin, the founder of the modern Olympic Games, once said:

'The most important is not to beat, but to participate, because it is more important in life not to conquer but to fight well.'

By encouraging the promotion of national and regional festivals, we aim to give boys and girls, experience of playing mini-basketball, the opportunity to develop their knowledge and skills of the game, and to raise the level of their individual performances, in the friendly company of coaches and children of other national regions.

The festival, in itself, will be a rich experience - a time for

fun, amusement, education and cooperative activities, where the coaches and the children will happily live together. They will increase their awareness and commitment to tolerance and respect for each other's origins, culture, religion and beliefs.

The children will return home with very many happy memories, anecdotes to relate to their parents, friends and teachers, a selection of mementoes (tee shirts, mini basketball, badges, pins, and others), and very often the beginnings of a lasting friendship with children from other parts of the country.

The coaches will also be the greater for the experience; it will have strengthened their understanding and empathy to the philosophy and good practices of mini-basketball. On their return to the homes they may become 'Ambassadors of Mini-Basketball', spreading the word of the vision of our great movement.

Experience has shown that all the participants are enthralled by the magic of Mini-Basketball. Without any doubt, these festivals are something very special in the life of the children and the coaches.

It is our hope that you are excited by this project - believe us it is -

'Mini-Basketball at its best'.

The FIBA vision for the future is that there will be a series of regular festivals in each of the national federations.



SCHOOL GAMES AND ACTIVITIES

This section of the magazine is dedicated to schoolteachers who want advice on how to interest their pupils in basketball, and, at the same time, entertain them and keep them physically active.

These are simple drills or games, which can be played by anybody, boys and girls, basketball player or not. Players do not need any skills or knowledge of basketball in order to participate.

1-2-3

The teacher must divide the students in pairs with one basketball for each pair and then decide who will start to shoot. You can run the competition on one half court or use both sides of the court. The purpose of this game is to make a shot that the next player in line cannot repeat. The first player shoots a shot of his choice. If he makes the shot, the other player must shoot the same type of shot. If the second player:

- misses the shot, he receives the number "1"
- makes the shot, then the next player must also duplicate it.

If that shot is not made, the next player tries a new type of shot. Any player who receives the numbers 1, 2 and 3 is out of the game. Another pair of players plays until there is a winner (diagr. 1).

REACH THE BALL

The purpose of this activity is to keep dribbling while a player without the ball tries to steal it.

Depending on how many basketballs you have, a minimum of 4 to a maximum of 15 players can participate in this game.

The teacher places a certain number of basketballs on the floor at the free throw line extended, while the players stand behind the baseline.

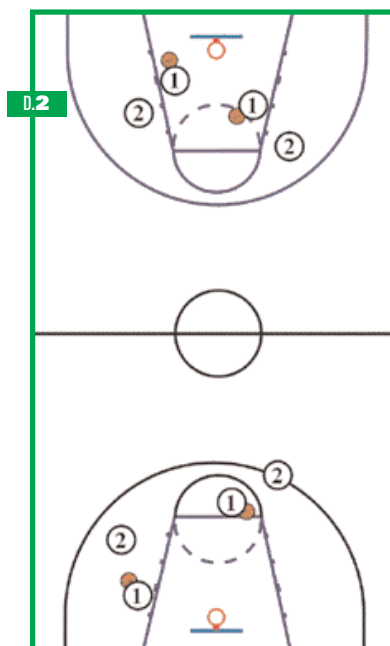
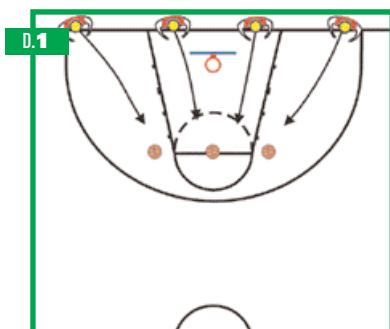
Here's how it works: If there are 4 players involved, there will be three basketballs on the floor. When the teacher blows the whistle, the four players sprint, pick up the balls, and start to dribble. The player without the ball must try to steal the ball from one of the dribblers.

The dribblers must stay inside the boundary lines of the half court (if you have a large number of players, you can use the full court).

If a dribbler goes out of bounds, loses the ball, or his ball is stolen, he is eliminated from the competition and must run one sprint on the sidelines, from one endline to the other.

The competition ends when there are two players remaining and one ball.

The teacher will call fouls that force a dribbler to lose the basketball (diagr. 2)





WE NEED YOU!

A PREMISE

Every magazine has one or two pages set aside for letters from its readers. Typically, this part of the publication serves as a forum, with the editor publishing letters of complaint, criticism, and approval about previously published articles. Some readers write to complain about or compliment the particular editorial slant of the magazine.

We welcome your letters. However, at FIBA Assist, we would like to try something quite different. Our goal is to open a communication channel with our readers, but in a slightly different way. Our intent is to create real contact with readers at every competition level and in every country. We want to exchange ideas and assist you whenever we can. We also want to know if and when you feel that we need to change, adapt, or add new topics to the magazine.

This is not a news magazine. Rather, it's a unique technical publication for everyone who loves basketball and wants to learn how to expand his knowledge base. Our goals are lofty: We want to create the best basketball reference publication anywhere in the world for you. You are our audience and we are here to serve you. It doesn't matter if you are on the court as a player or official or work in the front office of your local team.

We kindly invite you to write, express your opinion, and offer suggestions. We will use your valuable feedback as a way to improve the magazine so we can help you in the best way possible. Send us your article ideas. As you will come to see, we want you to become not only a loyal reader but also an active contributor to your FIBA Assist Magazine.

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