



# ASSIST 15

FIBA ASSIST MAGAZINE FOR BASKETBALL ENTHUSIASTS EVERYWHERE JULY / AUGUST 2005



**FIBA**

We Are Basketball

**ALEXANDRE CARLIER**  
INSEP: THE SCHOOL OF FRENCH CHAMPIONS

**ROY WILLIAMS AND C. B. MCGRATH**  
THE SECONDARY FASTBREAK OF NORTH CAROLINA

**MINDAUNAS BALCIUNAS**  
THE LITHUANIAN BASKETBALL COACHES ASSOCIATION

**JOHN CLARK**  
MARKETING YOUR SPORT FRANCHISE OUT-OF-SEASON

**FRANCESCO CUZZOLIN**  
INJURY PREVENTION: DRILLS ON THE COURT

**MIKE KARNON**

**ORGANIZATION AND  
MANAGEMENT OF THE  
MACCABI TEL AVIV  
BASKETBALL CLUB**





# WHERE ARE THE NEXT STEVE'S AND MANU'S?

As a Canadian citizen I am proud to see Steve Nash winning the MVP award at the most competitive professional basketball league in the world. As a representative of FIBA Americas in the FIBA Central Board, it filled me with joy to witness Emanuel "Manu" Ginobili winning a gold medal in Athens in 2004 and the NBA title in 2005.

There is so much talent in our region, and that is not only coming from one of the strongest basketball nations in the world - the United States of America. The big stars give motivation and inspiration to many youngsters from the native countries of these stars, especially in the countries of the Central and South American sub-zone. In light of this, our primary goal should be to develop the programs for athletes aged between 14-19 and how they will be integrated into the national team programs. This is valid for my home country Canada, but, at the same time, for the whole region.

This summer we will see two world competitions in the youth categories and numerous youth events on a continental level. The importance of a young player to compete on an international level is invaluable. This is where most of the talented youngsters experience a huge boost in their player development.

I fully support FIBA's decision to have the FIBA U19 World Championship every two years, as it guarantees that every player generation has a

chance to profit from that experience.

The bases for all of this work are the coaches education - how we are going to change our current coaching model to be more dynamic, evolving to a competency based model. The recent decision of the FIBA Central Board for a coaches' regulation which could one day lead to higher standards and a licensing process is a step in the right direction.

On an internal problem, I would like to see the harmonization for Canada Basketball, the Canadian Interuniversity Sport (CIS), Canadian Association of Basketball Officials (CABO) and Canadian institutions for better development of the sport. Unfortunately, there is still an ongoing disparity, which we should solve quickly.

Finally, I would like to plead for a stronger and more efficient promotion of women's basketball. Surveys tell us that 50% of the active basketball population is female. We should take advantage of this fact and give women's basketball the help it needs on the marketing side. I recently heard about the idea of FIBA Europe to declare 2006 as the 'Year for Women's Basketball', an initiative I would like to applaud full heartedly.

*Leslie Dal Cin  
Member of the FIBA Central Board*

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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 mini-basketball instructors, as well as national Federations, FIBA Zones, Leagues and teams.

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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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## 2005 - 2006 FIBA CALENDAR

#### AUGUST 2005

04 - 09.08 Centrobasket U19

Championship for Men in  
Santiago de los Caballeros,  
Dominican Republic

17 - 21.08

**FIBA Oceania Championship  
for Men in Waitakere,  
Wellington and Dunedin,  
New Zealand\***

04 - 09.08 Centrobasket U19 Championship  
for Women in Santo Domingo,  
Dominican Republic

24 - 04.09

**FIBA Americas Championship  
for Men in Santo Domingo,  
Dominican Republic\***

05 - 14.08 U18 European Championship for  
Women in Budapest, Hungary

24 - 28.08

**FIBA Oceania Championship  
for Women in Palmerston  
North, Napier and Manakau,  
New Zealand**

05 - 14.08 **FIBA U21 World  
Championship for Men in  
Cordoba and Mar del  
Plata, Argentina**

#### SEPTEMBER 2005

15 - 24.08 **FIBA Africa Championship  
for Men in Alger, Algeria \***

02 - 11.09

**FIBA Europe Championship  
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(from 9 am to 1 pm Central European Time)

- 08 - 16.09 FIBA Asia Championship for Men  
in Doha, Qatar\*
- 14 - 18.09 FIBA Americas Championship for  
Women in Ponce, Puerto Rico\*
- 16 - 25.09 FIBA Europe Championship for Men  
in Podgorica, Vrsac, Novi Sad,  
Belgrade, Serbia & Montenegro\*

### OCTOBER 2005

- 11 - 16.10 2nd FIBA Women's World League  
Final Round in Samara, Russia
- 12 - 16.10 South American U17 Championship  
for Men in Piriapolis, Uruguay

### NOVEMBER 2005

- 06 - 07.11 FIBA Africa Central Board in Abuja, Nigeria

- 08 - 19.11 FIBA Africa Championship for Women in  
Nigeria\*

### DECEMBER 2005

- 08 - 18.12 COCABA Championship for Men and Women  
in Guatemala City, Guatemala

### 2006

- 19.08 - 03.09 FIBA World Championship for Men in  
Japan
- 12 - 23.09 FIBA World Championship for Women in  
Brazil

\* These championships qualify for the FIBA World  
Championships 2006 in Japan and Brazil



by Ganon Baker

FIBA

We Are Basketball

# THE LOST ART OF THE JUMP SHOT

Ganon Baker, former assistant coach at Hampton, Belmont Abbey, and Coastal Carolina, and President of the "Shake n'Bake Basketball Services", was also player-coach of a team in Iceland. He teaches one-on-one moves at camps and clinics all over the US, and he was also invited to give clinics in Australia and New Zealand. He produced five videos and DVDs on these moves with Championship Productions.

With the recent third place finish in our Olympic Games and through my travels, it has become evident to me that shooting is a third option on offense. Many players from Jr High to the Pros would rather "Flush"(Dunk) on someone or "break some ankles" (crossover dribble on the defense) than take the mid-range open jump shot. In this article I will teach you how to correct your jumper and/or how to develop one.

## I. THE STANCE BEFORE YOU RECEIVE THE BALL

Be ready to score before you receive the ball

1. Drop hips, back straight.
2. 10 fingers to sky to show passer your palms.
3. Always have "trigger foot" behind you, ready to create energy on the catch (photo 1).

## II. SHOOTING STANCE

1. Feet, hips, shoulders all pointing at rim.
2. Hips dropped, back straight.
3. Ball placement with wrist and forearm is the shape of "L".
4. Ball is placed somewhere between shoulder and hip (I like to place it parallel with my chest). Make sure it is to the shooting side.
5. Ball is tucked where shooting elbow is slightly behind your hips and behind the ball.
6. Eyes on rim (photo 2).

## III. THE RELEASE OF THE JUMPER

1. Keep ball to the shooting side.
2. Make release in one motion.





3. Keep wrist and elbow under ball entire motion.
4. Extend shooting arm through ball (punch ball).
5. Keep guide hand still and elbow slightly flexed.
6. Release point should be above eyes and shooting elbow is lifted up past eyes, not out in front of eyes.
7. Fire feet (jump hard and firm).
8. Hold release until ball hits goal. All five shooting fingers should be pointing down to the ground (photo 3 and 4).

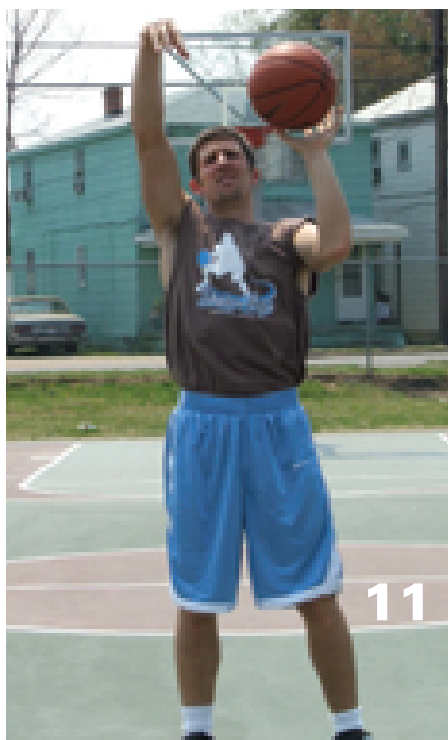
#### IV. DRILLS TO BUILD HABITS

##### 1. Step Drill with and without the Ball

- ▼ Fire feet quick and violent into shooting position (photo 5 and 6).

##### 2. Self Shots

- ▼ Shoot to yourself with and without ball.



- ▼ With ball you stay in same position each rep.
- ▼ Don't move from spot, shoot ball from one shooting side to other side of body, catch with opposite hand (photo 7, 8, 9, 10, and 11).

##### 3. Knee Shots

- ▼ Keep back straight and eyes on rim.
- ▼ This really strengthens your release and helps you shoot in one motion (photo 12, 13, and 14).

##### 4. Chair Shots with and without Jumping

- ▼ Sit on edge of chair.
- ▼ Is just like knee shots.
- ▼ Add jump after form (photo 15, 16, 17, 18, and 19).

##### 5. Form Shots

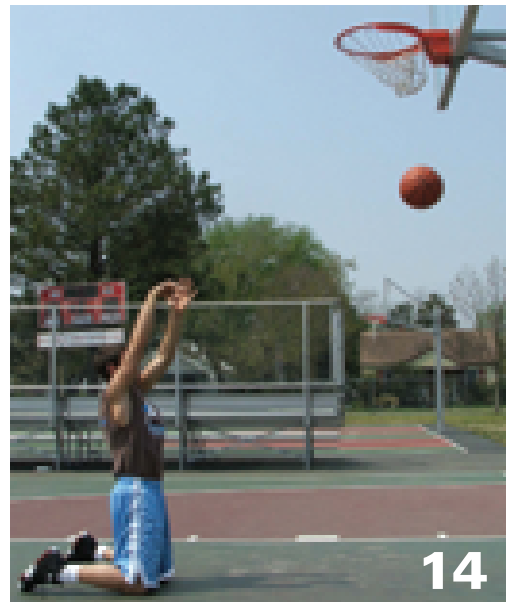
- ▼ Barely jump, work on total stance and



12



13



14



15



16



17

release. Then do it with a hard or "game" jump.

- ▼ Shots should be 3-5 feet away from basket at the two post spots and top of key.
- ▼ All swishes, all banks, all makes in a row. All are different varieties of drills (photo 20, 21, and 22).

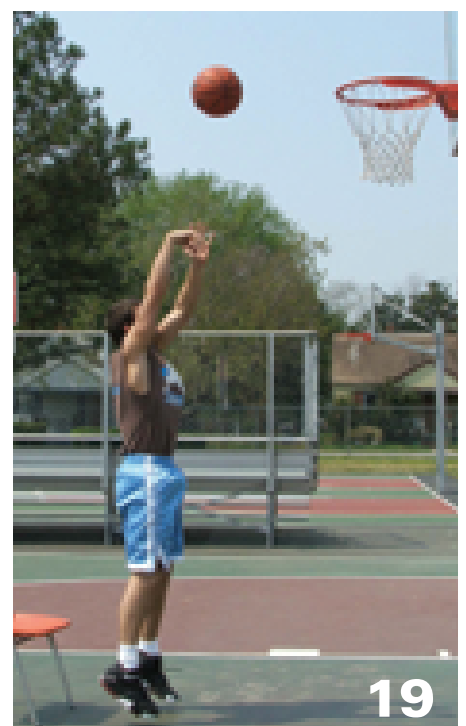
#### 6. Toss and Catch Drill

- ▼ Toss ball out with back spin.
- ▼ Plant a foot, come back to stance in one motion, release a balanced shot in one motion squared to rim.
- ▼ Make 7-8 shots in one minute at game speed (photo 23, 24, 25, and 26).

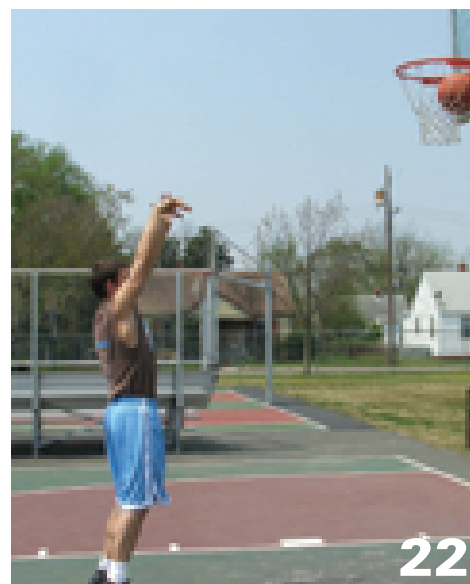
This give you a foundation for your jumpshot. You must practice everyday with **intensity** and **consistency**. It takes 17,000 repetitions to learn a skill. Get after it!



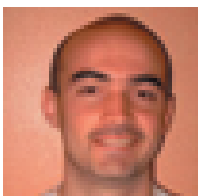
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19







by Alexandre Carlier

# INSEP: THE SCHOOL OF FRENCH CHAMPIONS

**Alexandre Carlier was a journalist who worked for the French newspaper "But" before joining the French Basketball Federation in 2002.**

Under the aegis of the French Basketball Federation, through its National Technical Department, the National Institute for Sport and Physical Education (INSEP) has been home to the Federal Basketball Center for more than twenty years. A real catalyst for positive energy, it brings together the country's best potential young players in their high-level quest to form the framework of future French national teams. At the heart of the Vincennes forest in Paris, INSEP has for years kept company with the plantains, oak and chestnut trees. Yesterday, it drew today's big names deep into this forest in order to make them climb, one by one, the rungs of the ladder to the legend of French sport. The number 112 bus still drops off the nation's great hopefuls at INSEP's doors, setting them down on the launching ramp to success. This establishment, placed under the supervision of the Ministry for Youth and Sport, has been at the service of high-level athletes since 1945. It offers the French elite optimal conditions, enabling them to combine their training with an education at school, university, or professional level. On a site covering 34 hectares, the athletes, who are recruited through their sports federations, have everything they need to achieve their goals at the Center.

The basketball players first took up residence in 1983. Their Federal Center is a body of the National Technical Department and has been nurturing champions for almost twenty years. The latter decided to devote itself body and soul to the training of young players by allowing them not only to learn the basics of basketball, but also to pursue their studies. The aim is clear: to provide the framework of future French national men's and women's teams. The professional success of the members who have passed through its doors and the excellent success rate in the baccalauréat (approximately 90 percent) have encouraged the institution to maintain its course.



The academic side of things, for that matter, it not neglected. "It would be wrong to think that being here necessarily means success," concedes Jean-Pierre de Vincenzi, National Technical Director. "If the student doesn't make the grade, then he leaves. At the Federal Center, he has rights, for example. He benefits from free training, but he also has responsibilities. He must respect the rules and get good academic results." The slot reserved for training is of the same standard. For three to five hours a day, the students wear out their shoes on the wooden floors and practice their range of moves in order to become professionals. No need to mention that they must be at a physical peak to withstand a course, which on average, lasts two years, even longer if they so choose. "To succeed here, you have to like pain and have great moral and physical qualities," confirms Lucien Legrand, the Center's Director. "You constantly have to try and improve. The biggest reward is when one of our former students comes and says, 'Lucien, you made my life hell, but you were right.'"

Everyone, who is close to the young athletes—from the teachers to the coaches, to the doctors and the cooks—is also dedicated to instilling strong values in his young charges. Lucien Legrand notes that he and his staff are responsible for building respectable people, an essential asset in society. "It's a permanent educational worry. It's our duty to equip a young man or woman for life. We help them become responsible and we try to make them mature early." The method of recruitment is well established. Very frequently, the young player will be spotted by a regional technical body during some inter-league tournament or championship game. His potential and natural qualities in the game enable him to take part in trials before, if he makes a favourable impression, joining the federal structure. However, everything is still not perfect with this system of detection. There are still some isolated cases of leaders, hiding behind a certain selfishness, who attempt to conceal their rare pearls, not wanting to see them leave the club they worship.

The majority of talented players are nevertheless tracked down and put forward for promotion. Sometimes, certain players, such as Olivier Gouez, who is just finishing his fourth season under the Federal Basketball Center's banner, are guided back towards the "straight and narrow." Far away from basketball, his current coaches made him understand that he had to jump at an unexpected opportunity in this sport. It has to be said that this young man does present a somewhat unusual profile, being no less than 2.18 m tall. Reaching such heights is extremely rare in France. The basket, placed at 3.05 m, is not within the reach of just anyone, hence the strong development of a game based upon swiftness and precision.

When these two qualities come together, the



profile of a player, who is increasingly present in modern basketball is obtained. It was this observation that pushed Jean-Pierre de Vincenzi to launch operation "Extra Tall" in the men's and women's leagues throughout France. The aim of this project is to detect potentially tall players at a very early stage and help them to progress. "Our mission," confirms Lucien Legrand, "is to find young players who, in the future, will be at least 2.10 m tall for the boys and 1.95 m for the girls. But this is like looking for a needle in a haystack. At that level, we just don't have the same resources as, say, the former Yugoslavs." The Center also has to make sure that this height is not due to premature physical deve-

lopment. Leaving nothing to chance, the young player, after having being discovered, is closely supervised medically and benefits from specifically assigned personnel. "This follow-up is important," clarifies Legrand. "We are, after all, talking about a child's health here. We need to know if he can train hard. After this, the individual follows a training plan adapted to his size. We attempt to turn him into a skilled player capable of jumping and running, like Isabelle Fijalkowski (one of the best women's players in Europe), while using his height for rebounding. However, we're not looking for an overpowering giant. In short, we give the extra tall players capabilities to become high-level players."

As far as competition is concerned, the two teams giving their all at the heart of INSEP, girls and boys, cadettes and cadets, each play in the National 1 league, the French Division III, without the possibility of either relegation or promotion, whatever their season result. The boy's team often has trouble in maintaining its sporting level and thus not in playing the joker it holds by virtue of its educational purpose. However, coach Richard Billant believes in his group and forces it to give its best against adult teams who are confirmed members of the third national level.

The girls, on the other hand, practically play the lead every year in what, for them, is the second division. There is nothing above them, but the women's league and its stars from Valenciennes, Berry, or Tarbes. Of this current generation, the girls' coach François Gomez states, "I expect them to grow up more quickly than normal girls and to behave like high-level players. I want them to work on their faults to correct them absolutely so that they can get as close as possible to the French national A team in two years' time. The girls learn a lot during an increasingly structured National 1, where the clubs are now entitled to one foreign player. This is good for the level of the French Basketball Center."

It is also interesting to work with players from very different sporting backgrounds. Each season, male and female players, who have only played at their regional level, arrive and get to know their new partners. Many of them are already European medal-holders in the category at international level. The aims are obviously not the same since they are mainly based on individual performances. However, Richard Billant likes to repeat this philosophy: "We have to remind them that basketball is a team game where you do nothing without the help of your teammate. This is the only way to achieve great things."

It logically follows that the category's "crème de la crème," having taken refuge at the Federal Center, are to be found forming the framework of national youth teams during summer competitions. Very widely recognised for their results and their quality of play, the new junior and cadet (boys and girls) teams go around collecting trinkets. "The summer competitions are necessary," acknowledges Lucien Legrand, who is also coach of the French national cadet team. "It's important for our young players to measure themselves internationally. Our teams always get good results, which demonstrates our value."

The reverse side of the medal is that the pre-season training is shortened and the start in the National 1 is often slightly labored. One month, perhaps more, separates them from the date upon which games against their future opponents start again. But others have gone the



same way and come out of it extremely well. Moreover, it is no longer surprising to see former players from the Federal Center thank it and its staff for having made it possible for them to get where they are.

The most obvious example is that of Tony Parker. The former Paris Basket Racing playmaker never misses a chance in interviews to mention the name of Lucien Legrand or the special time he had at the Center. Following the NBA championship

title gained in 2003 with the San Antonio Spurs, Parker returned to France in September and gave the current INSEP generation the chance to meet the stars from his team, such as Tim Duncan and Emanuel Ginobili. On their way to Paris for an exhibition game against Memphis, the Spurs wanted to visit their French teammate's "high school." Says Lucien Legrand: "It makes people realize that he worked really hard here to get there, just like Boris Diaw,

the guard now playing with the Atlanta Hawks. These are competitors, who didn't balk at the task ahead, young men, who always wanted to reach higher."

An exception in France, the Federal Center quickly caught our neighbors' attention. "With our results, it's normal that we be asked questions about how we work," continues Jean-Pierre de Vincenzi. "We are, in a way, the fore-runners. But, we have to try and keep our advantage while continuing to make progress." There have been many "spies" lurking in the undergrowth. The vultures have been out in force too. There are a number of unscrupulous people who are ready to make money out of the future French basketball professionals.

In order to prevent this, the young players are closely supervised at this level. "They are highly sought after," Richard Billant is almost sorry to say. "With some of them, it can go to their heads. We have to be careful that it doesn't get to them, which is why we talk to them a lot about it. Planning certain aims is part of our work. It's very important for their motivation." The National Technical Department has also made this one of its hobbyhorses. "The bane of sport today is the business aspect," clarifies the French selector, who won the silver medal at the Olympic Games in Sydney in 2000. "You sometimes see agents putting astounding things into young players' heads. They have a destructive attitude and disturb the players' education. We have to protect them from that."

In order to be of the greatest help to players leaving the federal structure, Patrick Beesley, assistant coach to Claude Bergeaud, who heads the rookies national team, has seen himself charged with the mission of following them up. "It is the Federal Center's duty to ensure that when they leave here everything goes as well as possible," he explains. "My goal is to study all the possibilities that they have as a result of their level and their wishes. Each season, we inform the Pro A and Pro B clubs which players will be available at the end of the year and provide a technical profile drawn up by the coaches, as well as a statistics sheet. This step is also intended to reduce chaotic requests. In the end, it's always the individual who decides. We just help him to see things more clearly. We also encourage him to go and spend a few days on site so that he has a better idea of what awaits him." Ever conscious of fulfilling its task to the best of its ability, the institution is getting ready to undergo a major change in the near future. The juniors and cadets, both girls and boys, will be brought together in Paris. The cadettes Center in Toulouse has already ceased to be. Its members will be joining INSEP's benches and, from now on, they too will be taking the number 112 bus so that the Federal Center's perpetual cycle never comes to rest.







by Dragan Kokovic

# SOCIO-PSYCHOLOGICAL ASPECTS OF THE DEVELOPMENT OF YOUNG PLAYERS

**Dragan Kokovic is a Professor at the Department of Sociology, Faculty of Philosophy in Novi Sad (Serbia and Montenegro), and he is teaching at the Basketball Academy in Belgrade. He is the author of several works on the sociology of culture, sport, education, and of religion, and a co-author of various university textbooks.**

Creating a player is a difficult and long-lasting process that, systematically speaking, may be presented with a cybernetic model of input (entry) into the training processes and output (exit), more concretely speaking, with the creation of players with productive orientation. A young player takes from his surroundings, which includes culture, area, race, nation, stratum, class, family, and education. He is in great measure determined by his life conditions and other conditioning processes. There are three widely accepted conceptions, particular ones or in the combinations, that explain the conditions and situational influences involved in the development of young players.

*"Young players have to learn to respect individual differences within their group, to accept and to live together with their teammates that, in some cases, can belong to different social group, race, religion, ethnic group, country, or town. They have to respect the differences that appear while playing basketball because some of them play better than others, some acquire certain skills quicker than others, and some are playing longer than others."*

**(Jose Maria Buceta, former Spanish Women's National Team Coach)**

Genetic determinism proceeds from heredity and, basically speaking, it claims that many individual's manifestations are a matter of heredity and of the things we inherited from our ancestors (temper, character, temperament).

Psychological determinism claims that the forms of behaviour of a young player are the result of what was done to us by our parents. The education and experience from childhood essentially predetermines the development of the person and his character structure. If a player is afraid of being a group leader, this is, among other staff, it is the result of the parents' education.

A young player that feels very guilty when he makes a mistake, "remembers" the emotional scenario from the time when he was vulnerable, sensitive, and dependant. He can be influenced by possible punishment when his emotions suffered, when he was rejected and underestimated, when he compared himself to others, when he didn't meet certain expectations.

Ambiental determinism basically says that the individual's (player's) development is under the influence of chiefs, coaches, opponents, economic situations, and state policy.

One should not forget that many young sportsmen come from countries that pays a lot of attention to sports, but there are always those ones that come from countries that pay no attention to sports. Top achievements of individuals are the reflection of these various conditions but also of the self confidence, of the hard work performed in order to help oneself efficiently. Progress in the development of a

young player is very important to the basketball coach. If he doesn't take it into account in his approach to the player, it is very probable that there will be misinterpretations regarding the capability of realizing certain achievement-especially among young players-and that could have further and serious consequences.

In the constant learning of the basketball technique, tactical variants of the court movement, the psychology of training and learning is also crucial. Many coaches, regarding young players do not know the curved line of the achievements, and they should be familiar with it from their experience. A young player relatively quickly reaches a certain level because he possesses great skills. If he stops suddenly, he doesn't go further. This is the sign that such a player reached the plateau, and relative stagnation occurs, or even a fall and because of that he starts to feel insecure.

There are numerous cases where great talents, frustrated with not knowing such learning principles, became insecure and blocked in their further sports development.

Many young basketball players get reputations after early matches, and then get lost in the multitude of average players. One could make a few teams of great players' potential out of them.

If one had thought timely at this approach, if the way of approaching these players had been more expert in sports and more socio-psychological, many of these talents would have become standard players in the permanent lineup of their club and perha-



ps of the national team, too.

For such a positive development, based on optimal learning, it is necessary to provide at least the minimum of emotional relaxation (not emotional devastation!) and more pleasant atmosphere at training sessions ("joyful training"), especially during the technical training. When learning fine coordination movements, like basketball techniques, spiritual relaxation is extremely important, and it is crucial that there is no convulsion.

One should create an atmosphere of joy and happiness. When one gains and trains condition, everything is harder, more tiring, more aggressive. When one trains the tactics, then everything is more thought of, with a distance and one learns in a step-by-step fashion. Some coaches realized that the players' technique and work with the ball requires some sort of musicality, relaxation and joy. That's why they succeed.

If you want to train kids really well, you have to know something about their development (corporeal, cognitive and soul development). Evolution phases of the child should be known well in order to adjust the training in the proper way. On the contrary, there is a typical overburdening. This is no pleasure to anyone, and children stop playing basketball already when teenagers because of it. At that time, other activities, perhaps adventures too, other sports become more important than playing basketball.

If one analyzes more thoroughly the development of body motorics, one could observe a precondition of the psychomotoric development-movement development. First soft, cartilaginous tissue in the process of ossification becomes harder. At the same time, with neuromuscular maturation, this is the precondition for the child to learn to sit, stand, and walk. All these processes are mainly the processes of maturing that are related to nutrition that has to be adjusted to the age. One cannot almost influence these processes and it would be unwisely to force them with too early exercises. Anytime you force a child may cause development disorders and block the development processes that are supposed to happen.

Regarding the training condition in child's age, certain factors must be taken into account: strength, speed, endurance, mobility, and skillfulness.

1. Strength-It is wise to start strength training only after the beginning of puberty because as a child naturally matures, he depends on the growth of muscular mass. Before this period, strength training will harm more than be useful.
2. When talking about speed, the basic speed will mostly depend on the individual predispositions found with "fast-" and slow-twitch muscle fibers.
3. Training of endurance in child's age was considered some time ago to be inefficient and not practical. Nowadays, there is much evidence of a child's achievements in endurance (For example: participation in 26-mile marathon races). Nevertheless, it is obvious that the attitudes of whether to train kids in endurance may be done (For example: could the extraordinary achievements of children of that age in endurance be explained with special predispositions and technical-tactical instruction, related to the high level of motivation). Research has shown that at least one thing is sure: a regular control of the pulse in a long period cannot be used as an indicator of successful training of children in endurance because its frequency in children that are growing is slowing down-slowing down, in that case, must not be interpreted, as it is ordinary with grown-ups, as an effect of all the training.
4. Mobility is very significant for basketball because it represents a basic precondition for acquiring motorical skills in sports. It is clear that reduction will occur if one doesn't train for years.
5. Skillfulness is related to the neuromuscular activity that optimally regulates the processes of connection and automatization of sports-motorical skills. Precisely, this skillfulness is the condition skill that can be trained most early because it perfectly suits the process of child's psychomotorical development, for which constant acquiring of new motorical skills is characteristic.

There's a special rule in the training of children: The focus of their teaching,

particularly for some sport, in this case basketball, should be based on enhancing basic technical skills. In no other life period the approach to learning motorics is as easy as in the child's age.

Training with children should be planned in such a way to be more diverse, to comprise different technique skills and to make it possible for the child to become conscious of general relations (For example: the ability to shoot after running and coming to a stop, attempting to shoot while standing still and then jumping, as well as shooting right after receiving a pass are all familiar variants that can be trained).

Each mentioned action that is performed at the beginning rather unsuccessfully, with lots of tries and errors, becomes more perfect, more automatic with regular exercise.

By automatic, I meant that a degree of body control at which one needn't concentrate on is carried out as part of the movement performance. It practically occurs by itself, because it's "automatic".

A great advantage of automatization is that an athlete can pay attention to other tasks. For example, one can concentrate on the opponent or teammate only when one doesn't have to watch the ball in dribbling and can pass it in the right moment and in the right direction.

For the automatization of the court movement it is very important that the same movements are constantly repeated.

Neuromuscular activity will be optimal only with very frequent repetition of certain elements.

Coaches should know that fine motorics can be improved only if the body has had a complete rest and recovery period. For example, this would mean that it is not very wise to do conditioning training in the morning followed by an exercise technique in the afternoon. Automatization may be interrupted if we become conscious of what we have learned. It happens the same as it did to the story of the centipede.

When asked by a turtle how it manages to coordinate all hundred legs, the centipede thought for a moment about what it had never before had to think of and at the next moment it could not move its numerous legs forward in the right rhythm.

Perception is very significant in every sport. It is not by chance that: "what is

the perception like, such will be the reception". Perceptive truth differs from construed truth. In sports, it is necessary to learn perceptive logics and "tools" for widening and changing of perception. Experience acquired in the early days helps athletes to perceive. The experience makes foretelling possible. For example, it lets the experience make decisions according to few parameters and information.

Perceptive expectation may help sometimes to perceive quicker what we expect and in that way to react quickly and adequately. But there may be some confusion, most often when something we haven't hoped for appears (surprise factor in sports). That is the time to react to this unexpected stimulus longer than if we didn't expect anything at all.

The basis of sports training consists of differentiation of movements and their coordination with visual perception. The perception development consists of space and time experience.

These experiences depend on whether they are contentful or not. For example, time at the match passes quickly, while it may seem to us that the coach's lecture lasts too long, like eternity. Something similar could be said about the last minutes (seconds) of the basketball game that often seem infinite to the coach, players and spectators in a closely contested game.

The assessment of distance is crucial in further development of perception. During the development, the distance assessment becomes more realistic. Pre-school children that handle the ball variously assess and perceive the distance; kids catch the ball when it rolls in front of their feet or when they step forward.

Pre-school children at shorter distance manage much better to assess the speed of the ball and its trajectory. With years, the experience increases and young players are capable to exactly adjust in time the way they have to cross with the ball trajectory. It has been noted that, although these experiences are getting more automatized, they can, if the factors of surroundings change, lead to defeat. For example, it is crucial for the player to understand and recognize in a timely fashion whether the ball that flies toward him is "cut" or not. If it is very "cut" and if a player cannot catch it before it falls on the

floor, the player must assess in advance what "extraordinary" direction a ball could get. For example, he has to apply according to this his own running direction and prepare the change of direction by replacing his own balance (similar problems occur when the floor is slippery and when the ball starts to behave untypically, and the players more cautiously).

An individual organizes perception on his own and does it by choosing particular sense stimuli.

On the basis of collected data already available by childhood, structures are created to which any other perception is added. Only those stimuli that we can integrate in the familiar sample, can be maintained and changed.

With every additional, new experience the sample changes and widens, and becomes more individual and differentiated under the hypothesis that in adults there are constantly new voluntary experiences, and naturally also such that are against our will. Thus, having finished the basketball match there are many versions of what was experienced. The fact that spectators belong to or are supporters of different clubs can change the perception of the same match.

Motivating young players represents mostly positive motivation that gives strength (instead of a "motive," the word "incentive" is sometimes used). The significance of motivation in instruction of young players is huge. It is well-known that an individual, although he performs something well, may do it even better.

The difference between a successful and less successful coach is in taking into account the motivation and knowledge about it.

Motivating players must be individual or in smaller groups. In addition, the motivation must begin on time. However, enhanced motivation does not help some athletes—it often harms them. Excessive insisting may be counterproductive.

Coaches sometimes with great enthusiasm stimulate the players using unusual forms (One athlete at the recent Olympic Games in Greece, for example, was motivated by listening to the epic fiddle poems).

Coaches are making a mistake when they apply the same strategy of motivation to all the team members; many don't realize that they are making an error.

There are players that should be prepared early. The coach should get them ready for the match that is going to be played, in seven days, for example.

On the other hand, some players become too tense if motivated for too long. The less preoccupied they are with their performance and tasks before the match, the less burdened they are at the start of the game.

Coaches can learn a lot about motivation. It is not enough to rely only on our feelings. If it were correct that enhanced motivation was a guarantee for success, why then do coaches speak to the players and tell them to pull themselves together, calm down, and relax. It is always necessary to take into account the particularities of the sport and motorical forms (some motorical exercises are more complex than others).

Excessive motivation can be counterproductive in those sports whose characteristics are complex, clear, and entail controlled coordination—basketball is an example of this.

Apart from the motive, there are needs that can also be incentives of human behavior.

The meaning of concepts "motive" and "need" are partially the same, and in ordinary, colloquial speech there is almost no difference. However, when meeting needs, state of shortage, that occurred in organism (hunger, thirst) or in the individual's mind—for example, the need for social recognition—is canceled.

There are primary and secondary needs, primary and secondary motivation. When the basketball player that has a primary motivation enters the game, he becomes active because he likes basketball. However, the secondary motivated player will not engage because of the emotional or material prize he expects. (Some coaches motivate their players by making it clear to them what kind of prize they can expect in the case of victory. Some do it in such a way by sticking money on the wall of the dressing room).

If there is no communication, motivation won't be possible. These are two areas that are very tightly connected. It's the matter of what to say, when to do it, and of course who is going to tell it.

When it comes to motivation, the damage that can be created because of the wrong approach mustn't be underestimated.

Many coaches cannot communicate because they don't know how to listen (they are not from a culture of listening). Self-consciousness in others may be developed only by a person that is self-conscious.

A young player can be infected with enthusiasm only by an enthusiastic man (only a delighted man can delight). Aggression (we think of aggression within rules) can be transmitted only by an aggressive person. A coach has to experience himself exactly what he wants his staff to teach. There's the danger with this because one may think one knows everything the best and thus he doesn't have to listen but only speak. If the players say two or three sentences, the coach knows in advance what he should say. The players' speech becomes boring to him and the conversation often ends with an imperative phrase, "shorten the speech".

The coach may have the right, but he will not convince the players.

A player, especially a young man, feels unaccepted; roots of acceptance and feeling are extremely important for a young player, and this is the very obligation of the coach. However, the coach wouldn't be able to do it unless he knows how to listen.

This is a great weakness of the coach, and of the professor in school as well; having always been right for years in the classroom, they treat their children at home in the same way—they always have to be right.

*"The relation between a coach and young players may have a decisive influence on the opinion that a player has about himself and on his self confidence. Thus the coach's behavior towards his players is extremely important. For example: A coach may have a negative influence if he insults his players ("Are you crazy?"); if he underestimates his players ("Why are you always making a fool of yourself?"); if he ridicules them in front of their teammates ("Kid, the basket is not on the other side of the street!"); if he scorns them without any explanation or without a possibility to correct themselves later ("You are never doing this right! You're making mistakes all the time."); or if he uses the words that compare player's sports values with his human qualities ("You are not doing anything right, because you are just lazy!").*

*Coaches have a positive influence if they do not behave in this way and if they apply the following strategies:*

- ▼ *Clearly and precisely define the objectives that players have to achieve.*
- ▼ *Help players achieving the objectives and point out their good work.*
- ▼ *Select the practice sessions that are related to sports skills and to pay attention to them.*
- ▼ *Correct each player in a constructive way by showing him what he is doing wrong while making it possible for them to realize the error. Offer him the possibility to correct himself."*

**(Jose Maria Buceta, former Spanish Women's National Team Coach)**

Young players that attracted early attention and publicity because of the skills now have to face high expectations from clubs. Unfortunately, too many are not able to live up to the expectations.

This occurs because not enough time has been allowed for learning and maturing. Optimum levels of motivation are needed to help this player achieve his potential.

Every player with whom a coach contacts provides from particular social surroundings within which there are specific communication structures. Children learn through specific characteristics of communication structures that prevail in their families.

Out of a young player a successful person should be created.

Defeat plays an important role, as well. A player that wants to become successful has to possess the following qualities: direction, understanding, courage, scruples, respect, self confidence and self acceptance.

The picture and mechanism of defeat are related to frustrations (hopelessness, feeling unworthy), aggression (wrongly directed), insecurity, loneliness (lack of "unity with oneself"), hesitation, resistance, and emptiness.

Self-consciousness of a young player is built also with the culture of defeat. Culture of defeat or more narrowly said, sports defeat, is one of the darkest places of our sports consciousness. This is the place of conspiracies,

vanity, and multitude of the guilty ones. Defeat is considered to be a natural disaster and no one gets ready for it. Metaphorically speaking "defeat is the victory that we are deprived of" (corruption, referee, mass interference, violation of rules, etc.). Rejecting to give legitimacy to the concept of defeat, leads us often to the situation to lie ourselves. Perhaps the whole culture of one nation is reflected in the culture of defeat, and our culture keeps sports at distance. Without culture of defeat one stays without culture of victory.

Coaches should teach a young player that defeat does not represent him as a person and that it is transitory. Defeat can be shown as a wonderful opportunity to learn something we couldn't learn under other circumstances. Losing means being a man, but we are all humans. It is important to find out whether we lost because of the reasons we could control, or because of the reasons we couldn't control.

*"You should invest whole strength in what you want to achieve, but never when it is obvious that it will be useless".*

Limited psychological energy must be directed not at the feeling of depression, but in constructive purposes.

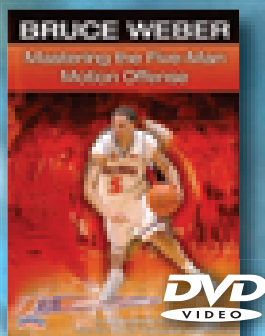
*"Defeat makes you miserable, rejected and helpless. On the other hand, you can take it as a challenge to the temptation of our own force and skill to manage in difficult circumstances, impetus to get to know yourself, to replace your priorities and to think of what to do further and how to go on in future. Defeat helps to precisely determine the direction of progress in your own life segment. No matter how unpleasant it is, nevertheless it helps you to understand better where you are and in which direction you want to go. If you get the message from defeat, then it was not worthless...every difficulty should be considered to be the challenge, test of strength, opportunity to develop. If you look in such a way at the happenings, then you are the winner in every situation."*

**(Terry Orlick, Sport Psychologist)**

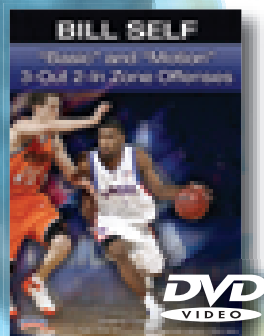
Life is constant adjustment. The more you adjust, the healthier you will be.

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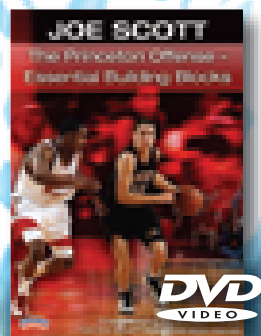
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BRUCE WEBER, BILL SELF, MARK FEW,  
ROY WILLIAMS, DICK BENNETT, AND GENO AURIEMMA!**



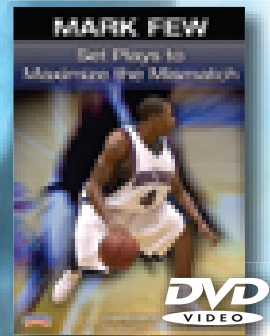
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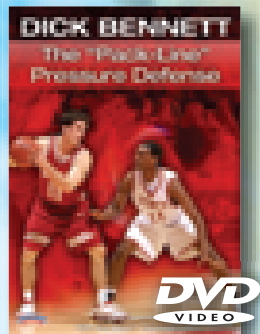
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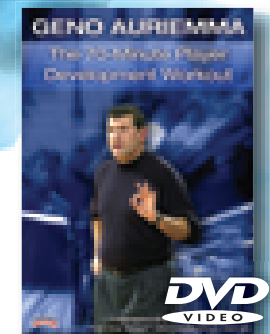
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by Roy Williams



by C.B. McGrath

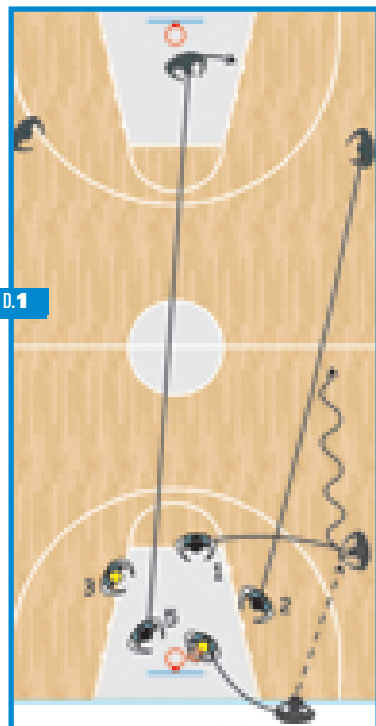
# THE SECONDARY FASTBREAK OF NORTH CAROLINA

Roy Williams in one of the best college coaches in the United States. He was the assistant coach of Dean Smith at the University of North Carolina from 1978 to 1988, and then head coach of the University of Kansas, where he reached the NCAA Final Four four times, moving to the NCAA final in 2003. He was named Coach of the Year four times. For the past two seasons he has coached the University of North Carolina, winning the NCAA title in the 2004-05 season. He was assistant coach of the US National Team at the University Games in Germany, and held the same post at the 2004 Olympic Games.

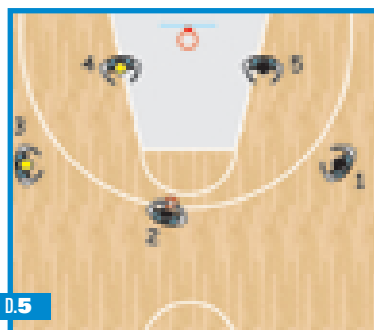
C. B. McGrath has been with Roy Williams during his basketball career, first as a player, and then as a coach. He was assistant coach at Kansas for four years and for the past two years he has been the assistant at the University of North Carolina.



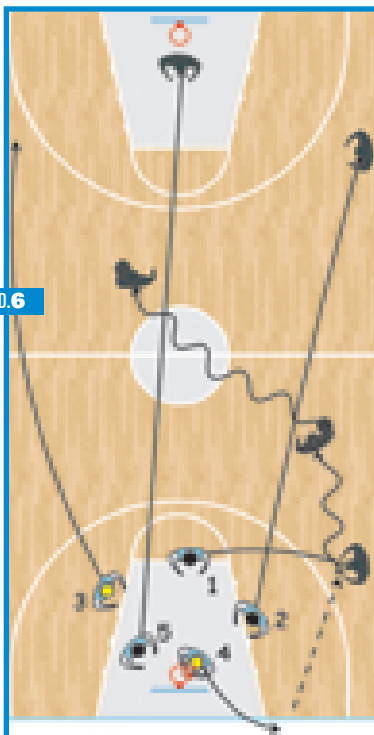




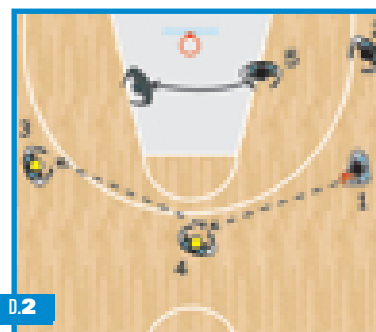
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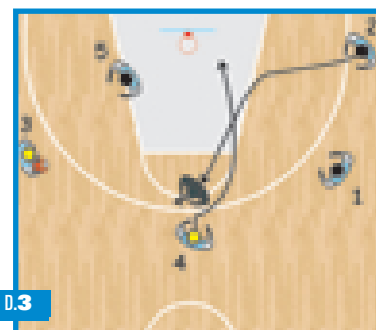
D.5



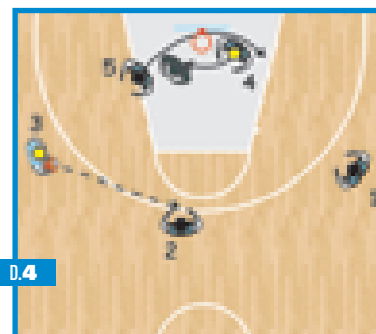
D.6



D.2



D.3



D.4

Our team was comprised of very fast players. All of them, and that includes the big men, were able to run a fastbreak. For this reason, we based our offense on the primary and secondary fastbreak. This allowed us to have the most prolific offense in the NCAA this year (89.3 points scored per game, 33 wins and 4 losses), helping us win the NCAA title.

Our goal is to move the ball on offense as quickly as possible, scoring a basket with our primary fastbreak.

However, if two or more defenders recover, we then play a secondary fastbreak that we use with every ball possession, including after all missed shots or after a basket has been made by the opponent.

There are two fastbreak situations that we are going to describe:

- ▼ Regular secondary fastbreak
- ▼ Dribbling secondary fastbreak

#### REGULAR SECONDARY FASTBREAK

After the opponent scores a basket, 4, the big forward, takes the ball out-of-bounds and passes to 1, the point guard, while 2 and 3, the guard and the small forward, run near the sidelines. 5, the post, runs on the central lane of the court and goes under the basket in the low-post position on the ball side. 4, who rebounded or made the out-of-bound pass, is the trailer. He runs the central lane and stops out near the three-point line (diagr. 1).

1 quickly goes on offense and can dribble on either side of the court (the right side in this example). If his teammate on the wing, 2 in this case, is not guarded, 1 passes the ball to him, or he can pass to 4, the trailer. 4 tries to play high-low with 5, the post. If this solution is not possible, 4 reverses the ball and passes to 3, the wing on the

#### NAME

##### Starting Five

Raymond Felton  
Jackie Manuel  
Sean May  
Rashad McCants  
Jawad Williams

#### HEIGHT

m.1,85  
m.1,96  
m.2,05  
m.1,93  
m.2,05

#### POSITION

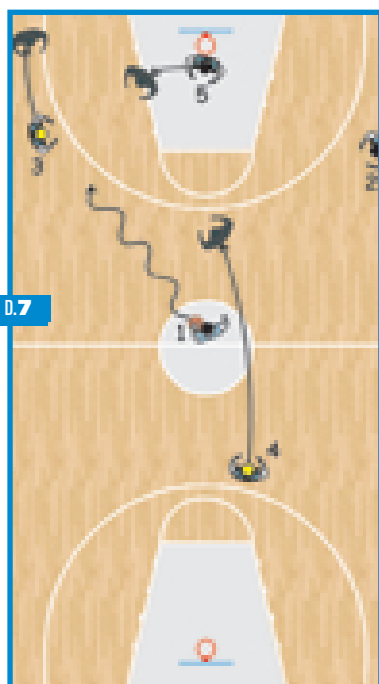
Guard  
Guard/forward  
Center/forward  
Guard/forward  
Forward

##### Top Reserves

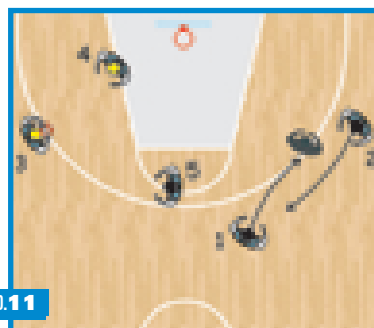
Melvin Scott  
Marvin Williams  
David Noel  
Quentin Thomas  
Reyshawn Terry

m.1,85  
m.2,04  
m.1,98  
m.1,90  
m.2,02

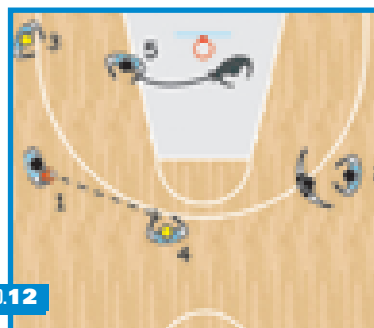
Guard  
Forward  
Guard/forward  
Guard  
Forward



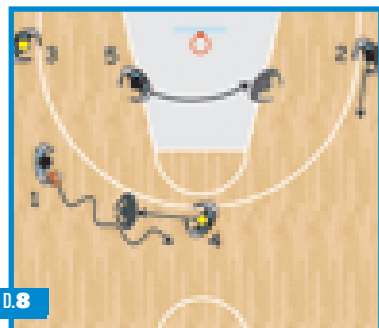
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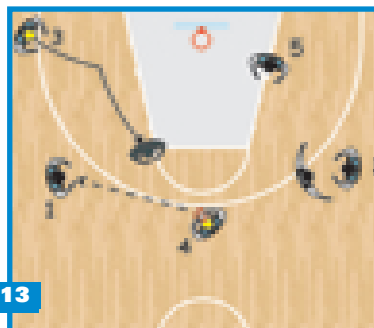
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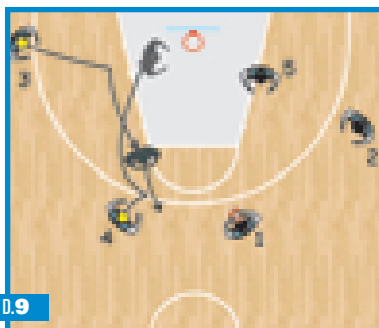
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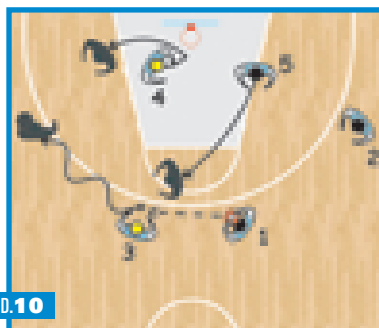
D.8



D.13



D.9



D.10



weakside. With the pass from 4 to 3 (diagr. 2), 5 cuts to the lane and goes in a low post position on the other side of the court: 5 is always our first option for the secondary fastbreak.

When the ball arrives to 3 and 3 cannot pass it to 5, 2, the player on the wing, fakes to cut into the lane and then comes high for a back screen, out of the lane, for 4. 3 tries to make a lob pass to 4 and, if he cannot do it, 3 passes to 2, who, after the backscreen, is open (diagr. 3).

If 4 does not receive the ball on the lob pass, he continues his cut to the lane and makes a screen for the low post 5. 5 uses the screen of 4 on the low side of the screen. 2 can pass to 5 or to 4, who is open, after the screen (diagr. 4). If it is not possible to pass the ball into the lane, 2 passes to any of his teammates who are not guarded on the perimeter. This starts our motion offense (diagr. 5).

#### **DIBBLING SECONDARY FASTBREAK**

The fastbreak starts after a basket is scored by the opponent or after a defensive rebound. 4 takes the ball to inbound it or, if he rebounds, passes to 1, 2, or 3, who run on the lanes near the sidelines. 5 runs on

the central lane to go under the basket, in a low-post position on the ball side, while 4 is the trailer and sets himself up out at the three-point line, in the middle of the half court. In this fastbreak, 1 starts to dribble laterally (on the right side of the court, in this example), and then dribbles diagonally to get to the opposite side (diagr. 6 and 7).

3, this time, is at the corner, and 2 is on the wing. 1 tries to pass the ball to 4, but, in this case, the defense overplays the pass and keeps the ball from being reversed. 4 then makes a screen on the ball for 1, who dribbles to the opposite side. At the same time, 5 cuts into the lane to go to the low post position on the other side (diagr. 8).

1 tries to pass to 5 cutting into the lane, while 3 fakes to cut into the lane and then makes a back screen for 4, who cuts to the basket and tries to receive a lob pass from 1. If 4 does not receive the pass, he goes to the low-post position on the same side of the screen (diagr. 9).

After the screen, 3 pops out, receives the ball, and dribbles to the wing, while 5 comes to the high-post position in the free throw area. 3 tries to pass the ball to 4 in the low post (diagr. 10).

On this movement, 1 screens for 2, who comes high (diagr. 11). If there is no solution, we start our motion offense.





## SECONDARY FASTBREAK WITH A REVERSE PASS

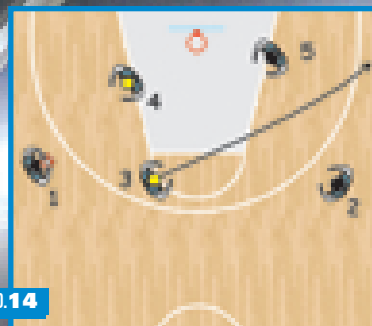
Starting from the dribbling secondary fast-break (see diagr. 6 and 7), 1 passes to 4 and 4 tries to pass to 2. However, in this particular case, 2 cannot receive the ball because he is overplayed, so 4 passes back the ball to 1 (diagr. 12).

3, who had faked a cut into the lane, comes high and makes a screen for 4, who goes in a low-post position. 5 does not follow the ball as he did in the previous play (diagr. 13).

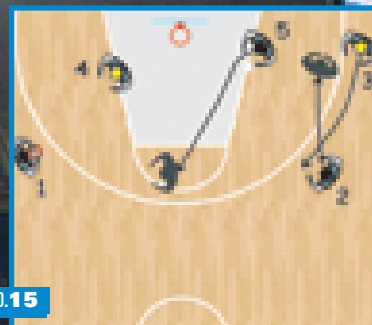
1 tries to pass directly to 4 on the cut or when he is in the low-post position, while 3, after the screen, goes to the corner on the other side (diagr. 14).

5 comes high to the free-throw area, while 2 screens for 3 (diagr. 15).

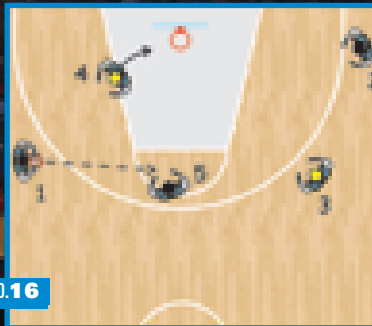
1 tries to pass to 5 in the free-throw area, and 5 can pass to 4 in a low-post position, or to 3, who came out from the screen of 2 (diagr. 16).



D.14



D.15



D.16





by Moncho Lopez

# PLAYING BY CONCEPTS

**Moncho Lopez coached Gijon (Spain) from 1998 to 2002, then he was assistant coach of the Spanish National Team at the FIBA World Championship in Indianapolis. In 2002 he became head coach, winning the silver medal at the 2003 FIBA European Championship. He now is the head coach of Leche Rio Breogan Lugo.**

The problem a coach faces is how to have the players take advantage of the offensive plays. They do not play based on the reaction of a certain move of the defense, but more on a whim of the offensive player. I agree that a team should have a particular set offensive philosophy. Nonetheless, I prefer to adopt a base that uses easy or complex concepts, chosen by the coach and adapted to the individual skills of his players and the structure of the team. I call this philosophy "offensive basic play by concepts". When a coach chooses one, a very important factor is the team's talent level: simple concepts for players with low technical levels, higher and more structured concepts for a team with superior technical-tactical skills. My experience has been to apply easy concepts. This is useful for developing individual fundamentals and game comprehension. I want this basic play to be dominant in all stages of the offensive sets: fast-break, transition, and the halfcourt game. The different offensive plays are optimized, thanks to the use of these offensive concepts. Finally, our goal is to create different shooting possibilities, using the various offensive team movements.

## A) INSIDE GAME

The first goal is to use a player at the medium post as the receiver. The player chosen will be an offensive point of reference and all the plays will start from him and will be developed using the game concepts previously decided upon.

### Free game to define the entry side of the play

- ▼ Pass: The side where the play starts is defined by a pass. The perimeter players will be set on the court to create different options for receiving the ball, using players in a medium post position as a pick (diagr. 1).
- ▼ "Jam": The playmaker dribbles to one side, defining with his movement the medium post chosen as a first game option.
- ▼ The perimeter player on the strong side cuts to the opposite side, while another perimeter player goes to the central lane of the court to

replace the playmaker. The center on the other side of the court comes to the high-post position (diagr. 2). This is the option I prefer, but 4 has to be a very good shooter.

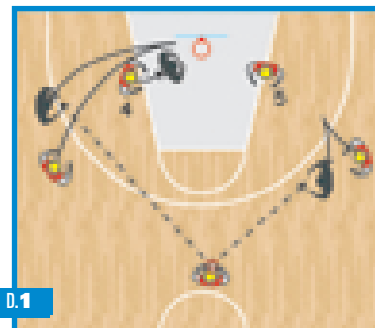
### Starting option with a pass inside

- ▼ We put a player in the medium post position; he does not have to be the center (diagr. 3).
- ▼ The passer has three options: pass and cut, pass and pick, pass and go away (diagr. 4).
- ▼ The "pass and cut" option is maybe the worst one, because the position of the two posts creates a lack of space for the cutter to take advantage of the situation.
- ▼ I prefer the "pass and go away" concept. We want to clear out the lane, so the other center comes high: he can decide to play in a high-post position or go outside of the three-point line (diagr. 5). We can also use an alignment with four perimeter players and cheat with the defense for a possible pass to 5.
- ▼ The "pass and pick": This is used to distract the defense, but, especially, as a tactic to leave 4 unguarded, so he can be a threat under the basket. He should be positioned facing the basket (diagr. 6).
- ▼ Backscreen: We use this screen in all the situations when the center on the other side comes high. He does this before the move of the perimeter players in the middle of the court, even if the playmaker waits to decide where to make the entry pass (diagr. 7).

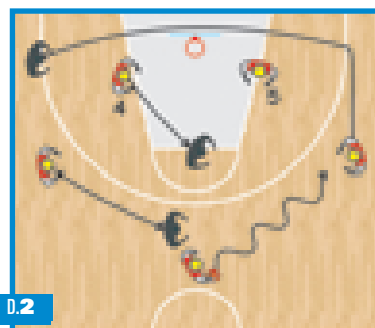
## B) BALL INSIDE

### Rules for movement without the ball

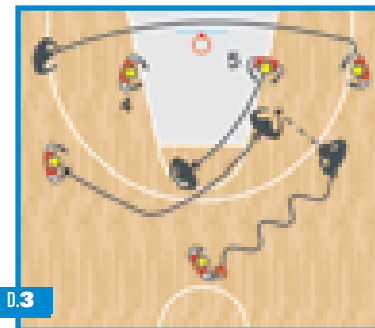
- ▼ Cheating on the strong side: the passer moves where he can be an offensive threat and receive a pass and shoot (diagr. 8).
- ▼ Cheating on the helpside: The center decides to go outside or to cut to the basket. If he is a shooter or not, or by the defensive reaction, 4 has two options: he can get outside or else make a strong cut inside the lane.
- ▼ If the center cuts, the outside players replace him in the middle or on the side the court, depending on the position of 4 (diagr. 9).
- ▼ If 4 gets open, the perimeter players cut behind the defense from the helpside. The goal is to get an advantage from the cuts, or keep the defenders busy on the help side (diagr. 10).
- ▼ When the high post is not a threat from outside, we use the concept of the inside cut.



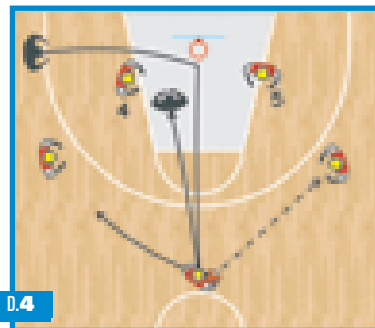
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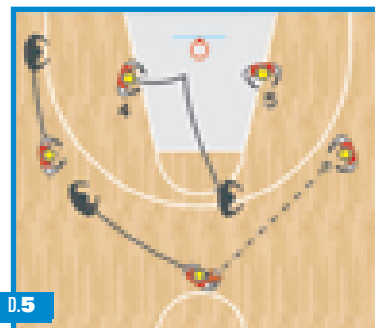
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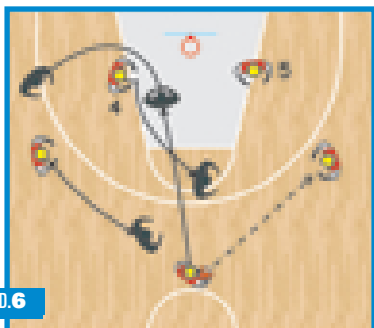


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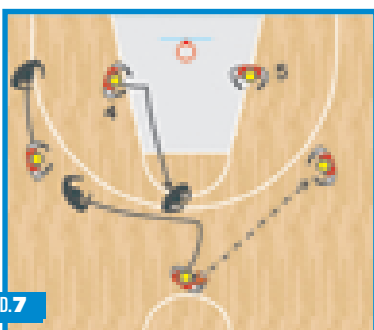


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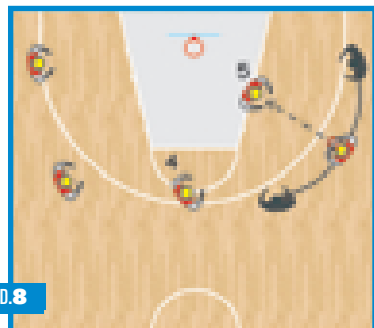




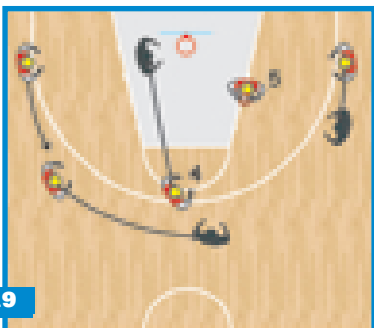
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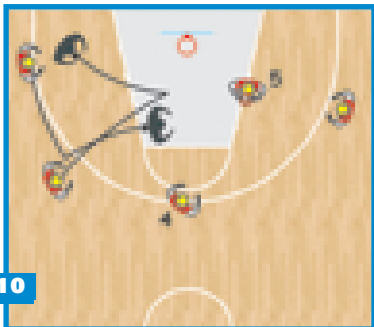
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D.8

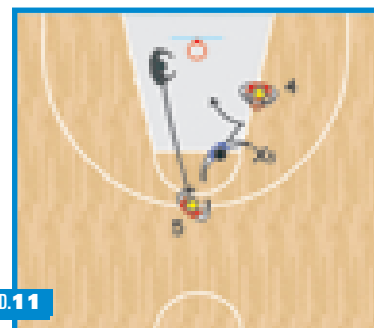


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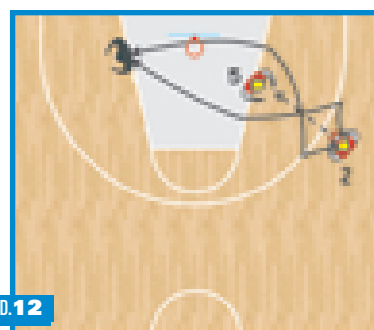


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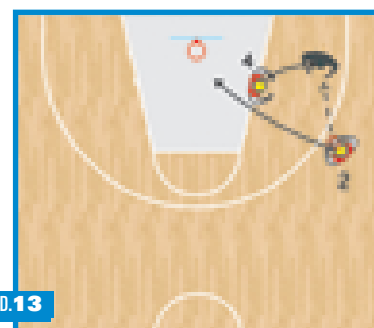
- ▼ This cut can also be done, based on the help position of the high post's defender; we make a strong cut behind him to receive the ball and bring him away from the help position (diagr. 11).
- ▼ The passer does not cut from the strong side, with these exceptions: a) 2 cuts behind his defender; b) 2 cuts, because the center has received with his feet outside the lane and needs space for playing one-on-one (diagr. 12).
- ▼ The medium post goes outside to receive the ball: in this case, 2 has space to play a "pass and cut" (diagr. 13). The cut of 2 is also useful to clear out this side of the floor for the one-on-one of 4.
- ▼ If the passer is a power forward (3), he can cut, because it will not be easy for him to move on the strong side, and because he would jam the space of the post player, who received the ball.
- ▼ If 3 decides to cut, a perimeter player from the other side of the court replaces him, balancing out the offensive positions (diagr. 14).
- ▼ After the cut of 3, we take the advantage of having the ball in the post area, using the reversal of the ball and passing triangle (diagr. 15).



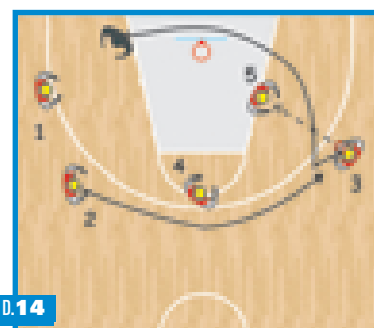
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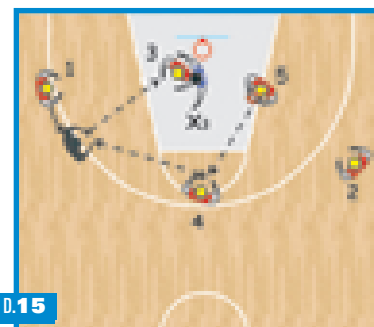
D.12



D.13



D.14



D.15

#### Inside - outside play

- ▼ Inside-outside and cut / get open. If there is a pass in the middle lane of the court, the center tries to play a "pass and cut" inside the lane to receive the ball (diagr. 16).
- ▼ A center who has the skills to play in front of the basket can play a "pass and get out of the lane," against a taller and slower defender (diagr. 17).

#### Inside - outside and repositioning

- ▼ The center passes outside and uses the momentary relaxation of his defender to gain space inside and receive again (diagr. 18).

#### Inside - outside plus a direct pick: under and over the free-throw line extension

- ▼ Depending on the position of the perimeter player, who receives the ball outside, under or over the extension of the free-throw line, we bring a pick on the ball with a certain angle.
- ▼ When the perimeter player receives under the free-throw line extension, the center quickly comes out to pick the defender of the perimeter player, who is recovering on the offensive player who received the ball (diagr. 19).
- ▼ When the perimeter player receives the ball over the free-throw line extension, the center makes a high pick so that the dribbler can drive toward the baseline (diagr. 20).

#### C) HIGH POST WITH THE BALL

##### Drive to the basket

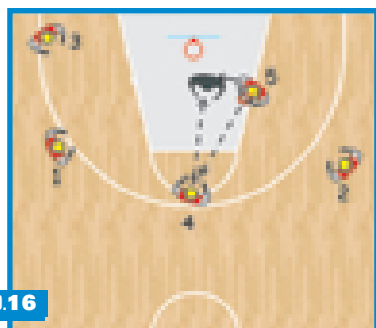
The post can receive the ball from outside or inside.

- ▼ If the center received in the high post position, he can go to the basket in different ways: shooting from the post, shooting from the three-point line, or driving to the basket (diagr. 21).

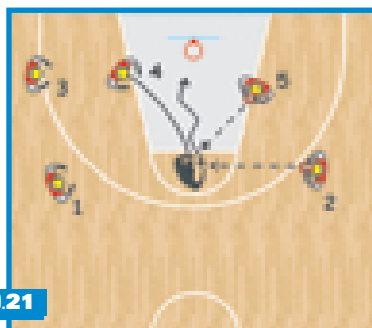
##### Passing triangle: short / large

##### Short Triangle

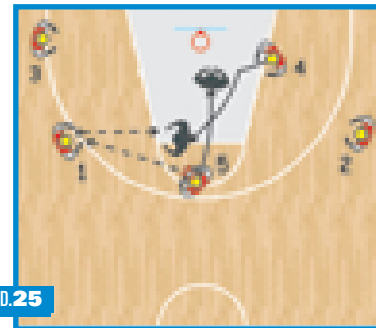
- ▼ When 4 receives in the high-post position from a



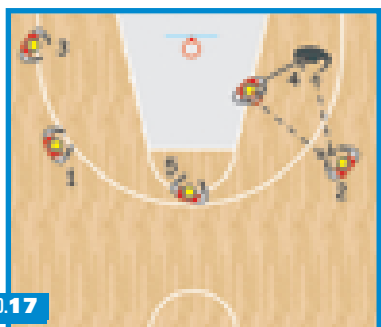
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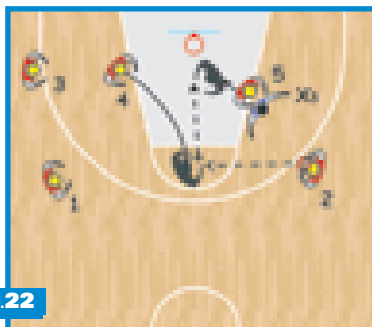
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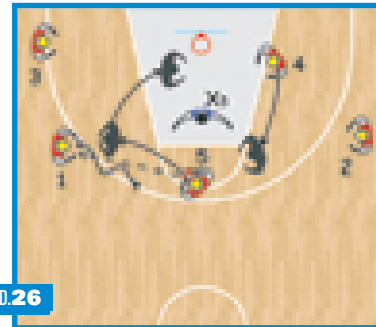
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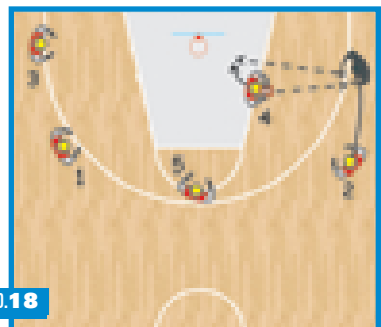
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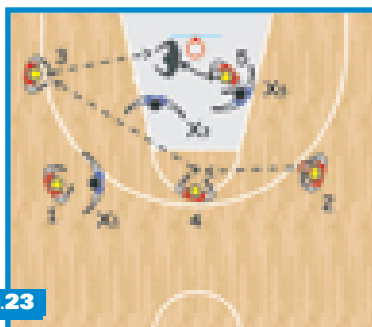
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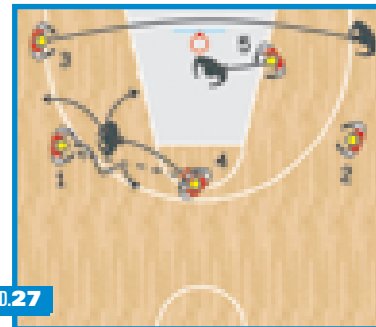
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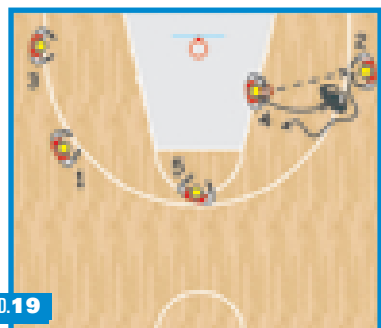
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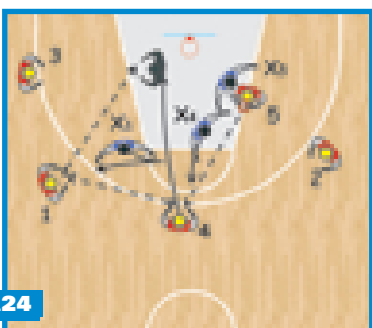
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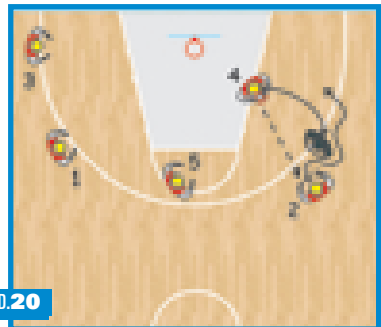
D.27



D.19



D.24



D.20

perimeter player or from the low post, this situation can create a passing lane for 5 and a high-low game between the two centers (diagr. 22).

#### Large Triangle

- ▼ If there is not a direct game of high-low between the two centers, 4 will read the defensive position and will make a reversal pass to the other corner, creating a passing lane for 5 (diagr. 23).

#### Reverse and three game options: cut /pick on the ball/pick away from the ball

- ▼ When the perimeter player receives from the high post with a skip pass, the high post has three options:

1. If he has an advantage, after a rotation or a defensive recover: he plays a "pass and cut" and goes to the medium post (diagr. 24).
2. If the center, who received the ball is not a good shooter: he can play a "pass and make a screen away from the ball," especially if the low post, who is screened, is a good shooter (diagr. 25).
3. 4, as well as 5, can directly attack the defender: by reversing the ball and coming quickly out from the lane to put a screen on the ball (diagr. 25).

When 4 reverses the ball and picks on the teammate with the ball, the perimeter player on the ball side cuts to the other side of the court to clear out for 4, who can pick and fade away, or else roll to the basket.



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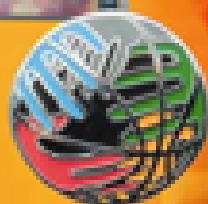


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# TRANSITION GAME

by Gordon McLeod

**Gordon McLeod is the manager, coach, and Director of Player Development of the New Zealand Basketball Federation. He was coach of the Australian Junior Men's team and also coach of West Sydney Razorbacks, the senior professional men's team of the National Basketball League (NBL), the Australian top league.**

## OUR PHILOSOPHY

Our fastbreak and transition philosophy was made up of two components:

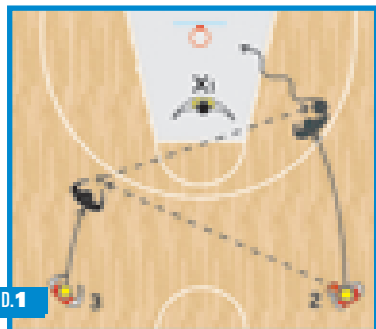
1. Our fastbreak was triggered by our defensive intensity and we wanted to run the fastbreak at every opportunity.
2. Control the tempo of the game by incorporating a structured offensive secondary break, which we called "transition."

## PERSONNEL

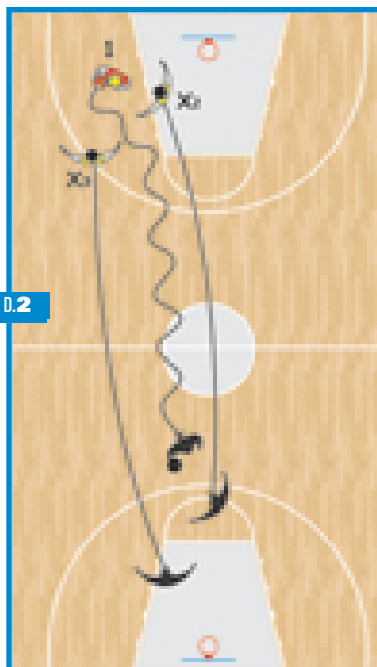
The athleticism and mobility of our team and, especially, in the frontcourt, as well as our combined scoring ability in all positions, was an integral ingredient in evolving this transition system or secondary break.

## THE FASTBREAK

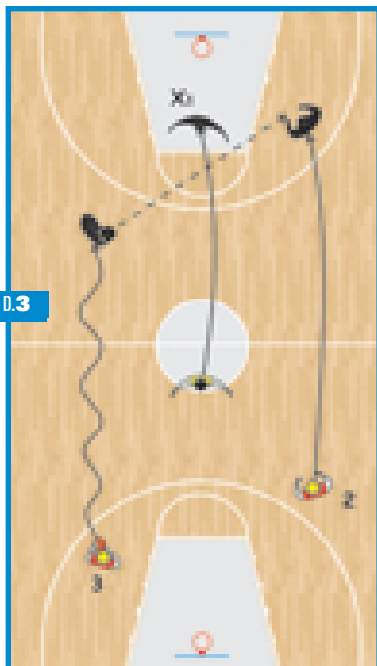
1. There was no "magic" drills or formulas.
2. Our fastbreak was triggered by our defensive intensity.
3. We worked hard on developing a "fast-break mentality."
4. Our main rule: if the defense gets three or more players back, then we would go into our secondary break (transition).
5. Basic core of drills used:
  - ▼ One-on-one, full court.
  - ▼ Two-on-one, full court; two-on-one, plus one.
  - ▼ Two-on-one, full court.
  - ▼ Three-on-one, full court; three-on-two plus one.
6. The basic fundamental fastbreak principles were emphasized in these drills.



D.1



D.2



D.3

7. The following drills shown have evolved with the program.

## DRILL ONE

### Two-on-one, half court

- ▼ Teaching points: two offensive players play against one defender (diagr. 1).

### One-on-one, full court

- ▼ Defensive pressure: the defender goes on offense versus the two former offensive players (diagr. 2).

### Two-on-one, full court

- ▼ Fastbreak: then the offensive player goes on defense and plays two-on-one (diagr. 3).

## DRILL TWO

### Same procedure as before, but now three-on-one, half court

- ▼ Teaching points (diagr. 4).

### Two-on-one, full court

- ▼ Offensive versus defensive pressure (diagr. 5).

### Three-on-one, full court

- ▼ Fastbreak (diagr. 6).

## THE TRANSITION (SECONDARY BREAK)

The secondary break was in three phases:

- ▼ Early - power the post.
- ▼ Middle - flex cut and shuffle cut.
- ▼ Late - staggered screens into motion.

The following plays were used in the secondary break:

- ▼ Post-up flex cut.
- ▼ Post-up shuffle cut.
- ▼ Pressure releases - dribble "push 2", dribble "push 4" and backdoors.
- ▼ Delay.

I will only detail the first two points in this article. When teaching, we used the whole-part-whole method.

To convert our players from defense to offense, we used a "numbered full court transition": 1 advances the ball down either side, preferably with a pass; 2 and 3 fill the outside lanes (2 is usually on the right); 5 sprints from the middle of the court to the basket, and then to the block; 4 is the trailer and the safety player. 1, 2, and 3 are interchangeable, as are 4 and 5 (diagr. 7).

## EARLY TRANSITION - POWER THE POST

- 1 passes to 5, if the defense is behind or 2 and 4 are overplayed.



2 passes to 5, if the defense is behind or 4 and 1 are overplayed (diagr. 8).

2 passes to 5 or 1 passes to 5, if 5 beats his man down the court (diagr. 9).

2 skip passes to 3, if 5, 1, and 4 are all overplayed. 5 seals his man and receives a pass from 3. 1 skip passes to 3, if 5, 2, and 4 are all overplayed. 5 seals his man and receives a pass from 3 (diagr. 10).

#### MIDDLE TRANSITION - FLEX CUT

1 passes to 4 and 2 sets his man up for a flex cut, or to receive a pass from 4 (diagr. 11).

4 passes to 3, and 2 cuts over the top of 5. 5 cuts off the back of 2 for a possible pass from 3 or 4 (diagr. 12).

4 passes to 3 and 4 holds the cut to see if 5 receives a pass from 3. If not, he cuts or exchanges with 1 (diagr. 13).

#### MIDDLE TRANSITION - SHUFFLE CUT

3 passes to 1 and 4 sets his man up to receive a pass from 1. 3 sets his man up for a shuffle cut or an L-cut (diagr. 14).

1 passes to 4 and 3, shuffle or L-cuts off 5. 5 reads the defense and looks for a possible pass from 4. If 5 is not open, he and 1 go down and set a staggered screen for 2, who has set his man up for a cut (diagr. 15).

4 looks for 2, who is coming off the screens. 3 is in the block or in the corner. 1 on skip for a post up for 5. There is a drive to the basket possibility if the passing lanes are overplayed (diagr. 16).

#### LATE TRANSITION

4 passes to 2, who looks for a shot or a pass to 3 or 5 inside. 4, after passing, goes after 3's defense (diagr. 17).

2 passes to 1 and goes for 3's defense. 1 looks inside to 5 and then to 3, who is coming off the screens, and then back into 5 for late post up (diagr. 18).

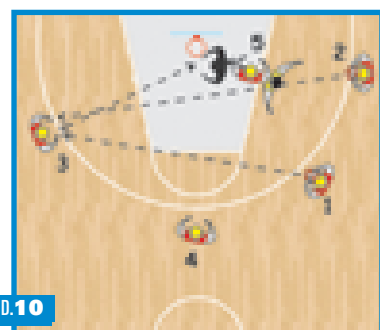
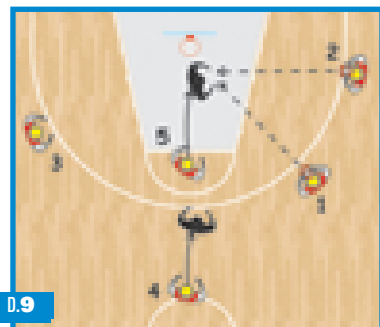
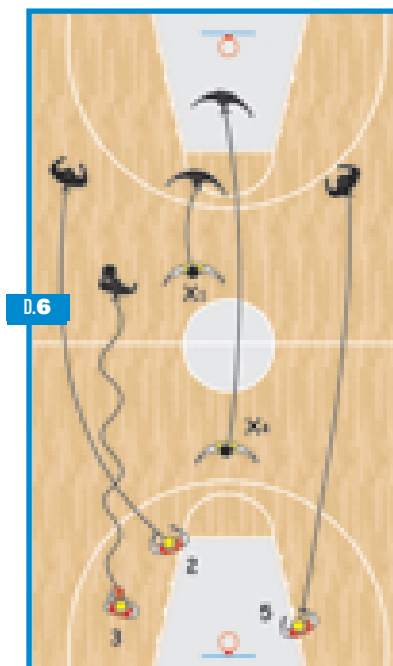
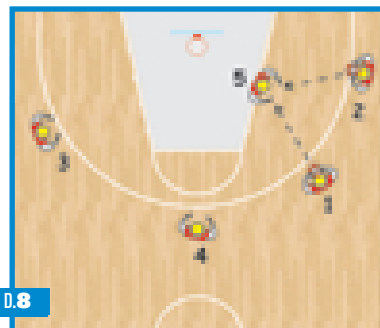
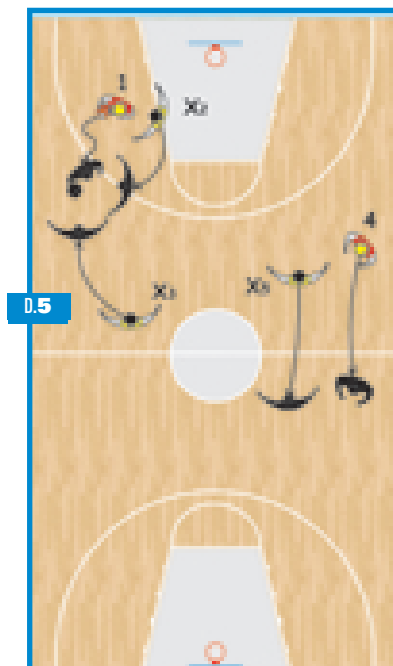
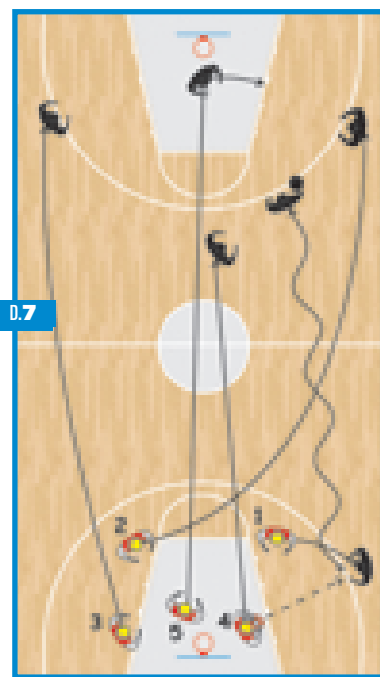
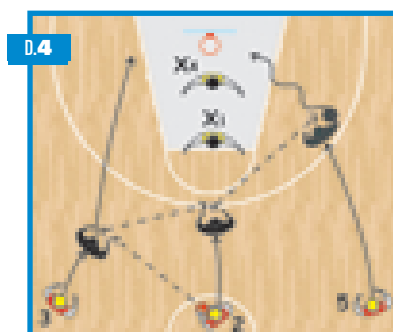
1 passes to 3. Now we are balanced into our "motion," or we can continue our late staggered screening action (diagr. 19).

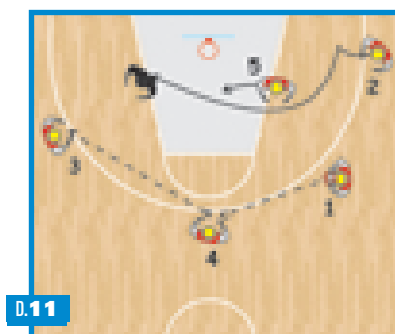
#### POST UP - FLEX CUT

3 looks to post up 2 or 5 off 2's back (diagr. 20).

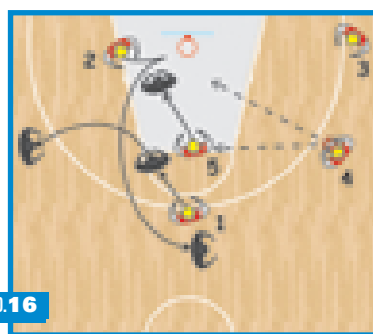
4 reads 5's defense, cheating off, he fakes a pass to 3 and kicks it back to 1 for post up for 5 (diagr. 21).

3 down screens for 2, then returns to the perimeter. 4 down screens for 2, then opens to the ball and busts to block. 1 looks inside to 5 early, then to 2 coming off the screens set by 3 and 4;

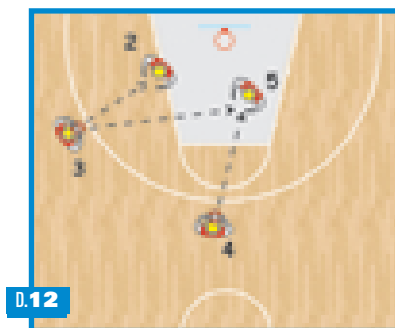




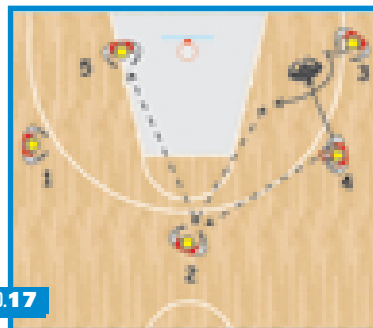
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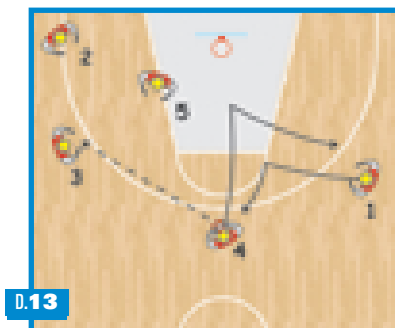
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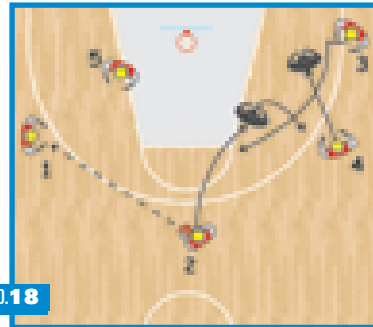
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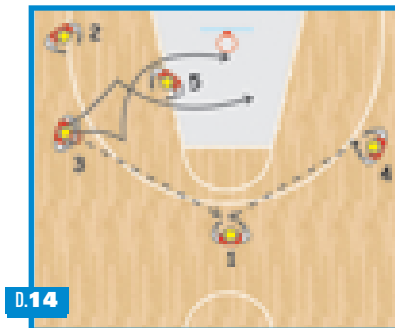
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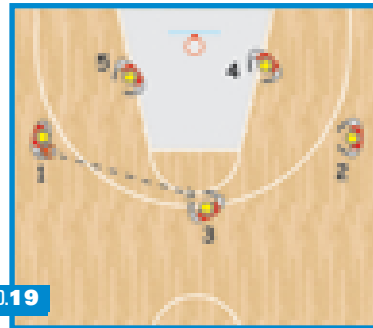
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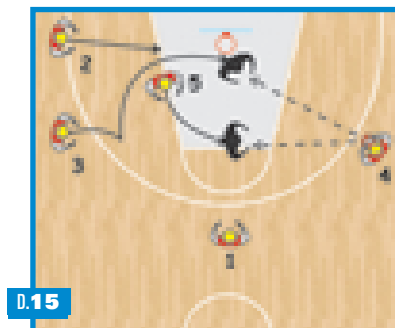
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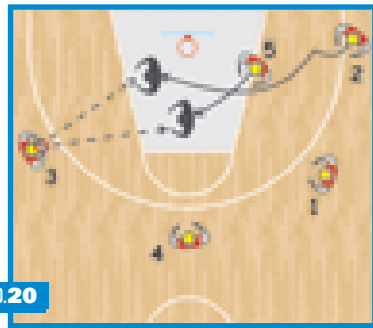
D.14



D.19



D.15



D.20

then back inside to 5 late (diagr. 22).

1 passes to 2, and 2 looks for: a shot, for 5, who is sealing inside, for 4, who is ducking in, for 3 or 1 on the perimeter, or to post up 4 or 5 again (diagr. 23).

#### POST UP - SHUFFLE CUT

4 looks to post up 3 or hit 5 for a jumper, if the defense cheats off (diagr. 24).

1 keys on 5's defense cheating off on cut, fakes a pass to 4 and kicks the ball back to 2, to post up 5 (diagr. 25).

4 down screens for 3, then opens to the ball. 1 down screens for 3, then pops out to the perimeter. 2 looks inside to 5 early, then to 3 coming off the screens made by 4 and 1, and then back into 5 late (diagr. 26).

2 passes to 3, and 3 looks for: a shot, for 5 sealing inside, for 4 who is ducking in, for 1 or 2 on the perimeter, or to post up 4 or 5 again (diagr. 27).

#### BREAKDOWN RECOGNITION DRILL

We also liked to use a breakdown drill, which focused on mismatches in different positions on the court. The players are required to use our transition offense or secondary break to go at these mismatches.

**Drill:** Three-on-two fastbreak, to five-on-three transition, to three-on-two fastbreak continuous.

#### FASTBREAK CONTINUOUS

##### Three-on-two fastbreak

Players on the same team A play against each other three-on-two (diagr. 28).

##### Five-on-three: transition

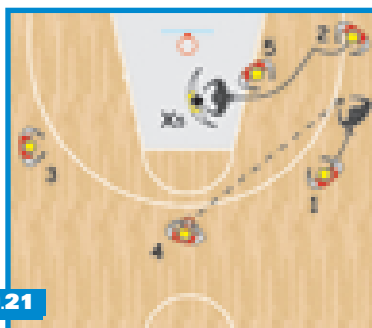
5 players on team A fastbreak three-on-two drill. Are now on offense as a team and break into transition at the other end versus three defensive players, who have come in as team B from the halfway line, and are matched up on three nominated offensive players and they only defend those three players. Team A must go at one of those mismatched players (diagr. 29).

##### Three-on-two: fastbreak

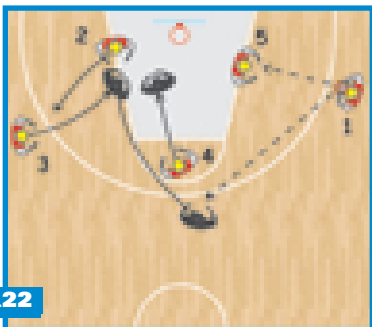
When team B gets the ball, the three players on defense then break three-on-two versus the other two players from their team B, who have come in on defense from the halfway line (diagr. 30).

##### Both teams are now in continuous fastbreak and transition.

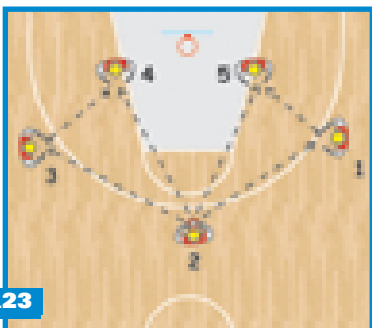
Only the offense being defended can score. Offense not being defended works on receiving, positioning, timing, spacing and passing angles to mismatched players.



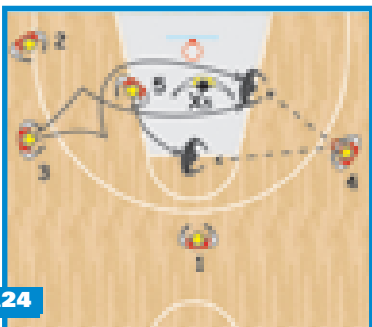
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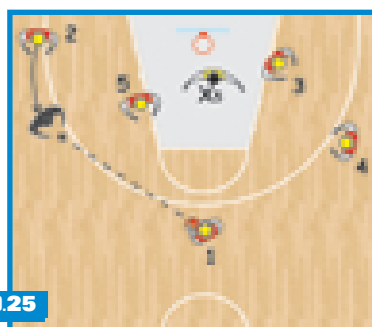
D.22



D.23



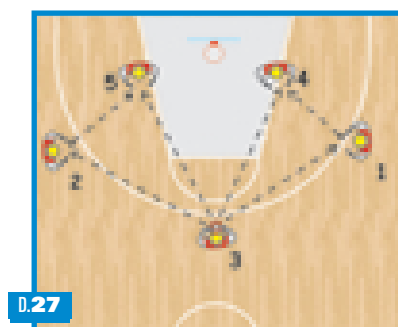
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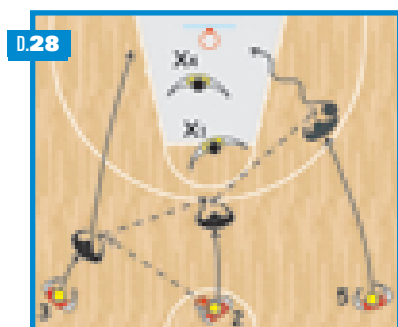
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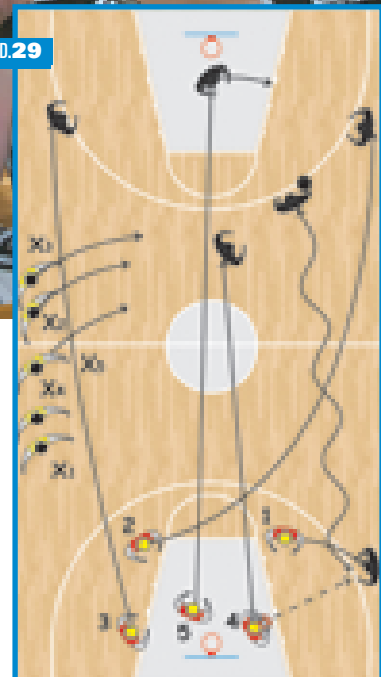
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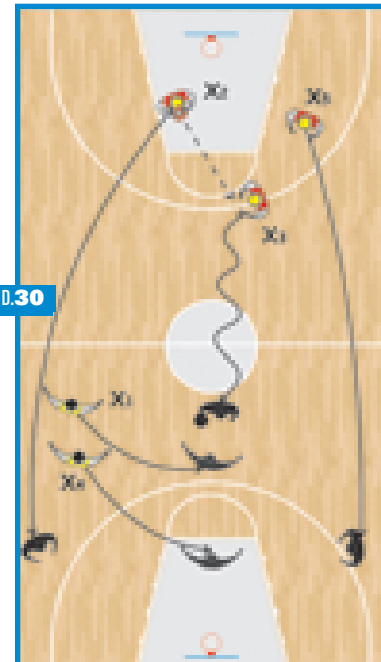
D.27



D.28



D.29



D.30



by Pino Sacripanti

# PRINCIPLES OF THE MAN-TO-MAN DEFENSE

**Pino Sacripanti's Cantù youth teams won three Italian titles. He was an assistant coach of the Italian National Junior Team before becoming head coach of Cantù, the Italian Serie A team. Sacripanti was named Coach of the Year in 2002.**

It's very important to underline some key points to eliminate all the easy shots of our opponents, to reduce their shooting and rebounding percentage, and increase their turnovers.

## KEY POINTS

1. Start from an efficient offense.
2. Complete the fastbreak.
3. One-on-one on the ball.
4. One-on-one away from the ball.
5. Defensive principles on different kind of screens.

## THE TEAM DEFENSE STARTS FROM AN EFFICIENT OFFENSE

- ▼ The primary aim of an efficient offense is to get good shots.
- ▼ During the development of the fastbreak, in all overload situations, the last player of the offense stops at the half court, ready to balance if we realize the primary fastbreak; only in the second stage he will be part of the secondary fastbreak or of an eventual offensive transition.

## COMPLETE THE FASTBREAK

To develop the mentality of the defensive transition, it is important to have some basic rules:

1. The two big men go for an offensive rebound, while the three outside players balance; in case of penetration of one of the three outside players, the big man, who is generally farthest away from the basket, helps to balance.

2. The big man nearest to the opponent's rebounder hinders the outlet pass, and then runs, as fast as possible, into his area.
3. The outside player, who is nearest the opponent's dribbler, who is pushing the fastbreak, must find a way to slow down the ball. His teammates must guard the shooters and be ready to work on possible penetrations, helping and recovering.

## ONE-ON-ONE ON THE BALL

Great responsibility is given to the defender on the ball, who must not be overtaken in a one-on-one situation. He must try to avoid the defensive helps, the defensive switches and eventual rotations.

1. Try to contain the dribbler, at least for the first three or four dribbles, giving teammates time to set up.
2. Push the ball near the sidelines whenever possible, avoiding central penetrations, that create new passing lanes for the offensive player.
3. Only after that, we prevent the offensive player from using his strong hand. If he receives the ball, the defender must deny an easy crossover.
4. If the ball is in the low post, we try to contain the offensive player as long as possible, making him dribble to the central lane. We then close the direction, forcing him to go to the baseline, where help from the weakside will arrive.

## ONE-ON-ONE ON THE PLAYER WITHOUT THE BALL

1. Aggressively overplay the man near the ball, staying on the passing lane with the arm or with the body.
2. Leave the player far from the ball (weakside), ready to see the ball and

the player, to help and to start a rotation from the baseline.

3. With the player in the low post position, we try to overplay three/quarter, preventing him from easily receiving the ball, rotating around the player in relation to the ball position (diagr. 1 and 2).

It is important to underline some considerations:

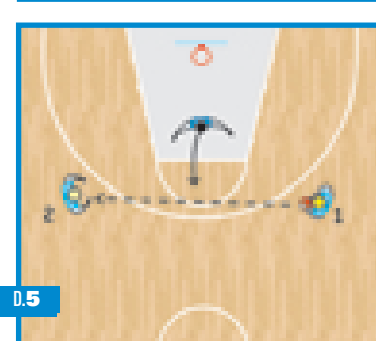
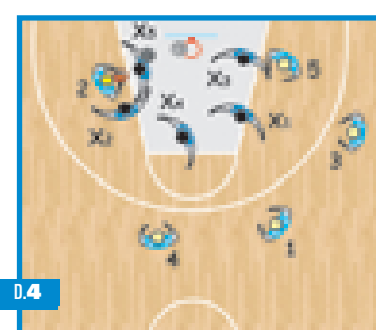
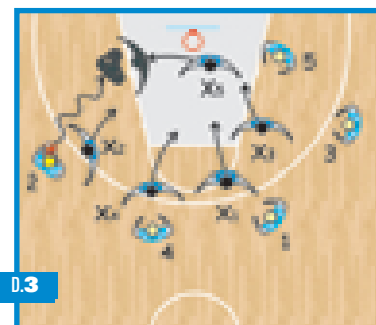
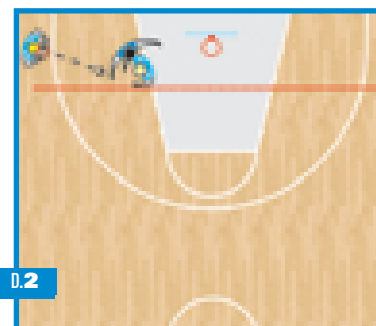
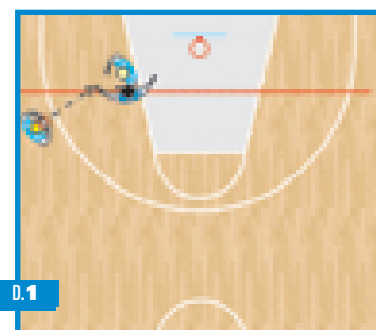
- ▼ All the players must do all the rotations from the weakside at the same time. It is necessary to always look at the ball (diagr. 3).
- ▼ All the rotations must close all the most dangerous passing lanes that lead to a negative mismatch on the defensive box-out (diagr. 4).
- ▼ If we want to increase the aggressiveness of our overplays, we lift up the defensive line of the player, who guards the man without the ball, trying to steal as many balls as possible (diagr. 5 and 6).
- ▼ Recover on the offensive player, who received a dish off, by running towards him, hindering the shot and trying to make two lateral slides if he starts to drive.
- ▼ The box-out must be done by all five defensive players in order to grab the defensive rebound.

## DEFENSE ON SCREENS

Always keeping pressure on the ball to hinder the pass, we:

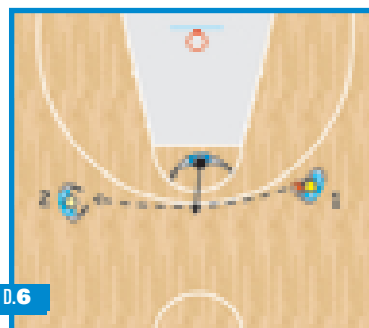
1. Go behind the screen in third position on the weakside (diagr. 7 and 8).
2. Follow on all kinds of screens on the strong side (diagr. 9 and 10).
3. Work together on pick-and-rolls, pushing the offensive player on the screen and making a strong step out, with the defender of the screener, who pops out perpendicularly to



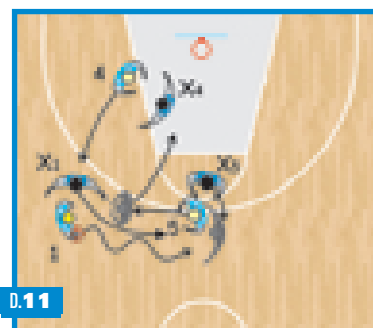


the driving line of the dribbler, to disturb and slow down the passing action. In relation to the dangerousness of the other big man, we can either switch between 4 and 5 (diagr. 11 and 12) or help from the weak-side on the big man, who rolls inside and stays with the other offensive player, who is open on the three-point line for a possible shot (diagr. 13, 14 and 15).

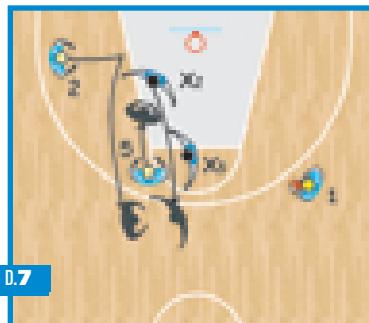
It is very important to keep in mind that, on every screen there is the possibility of an automatic switch. This creates an advantage in keeping a good overlap on the players without the ball, and some imbalance on the covers, creating many mismatch situations. The direct consequence is that a big man must defend one-on-one against a smaller player and vice-versa. This situation can typically be used in last six to eight seconds of an action, when the offense has not the necessary time to adequately set up.



D.6



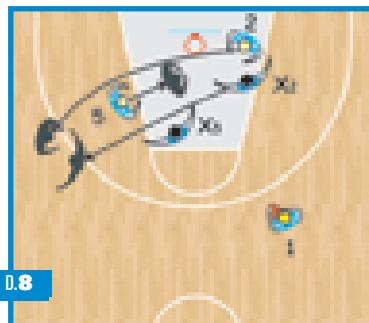
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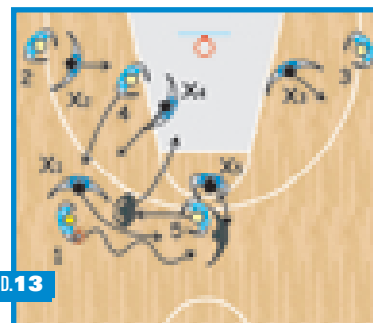
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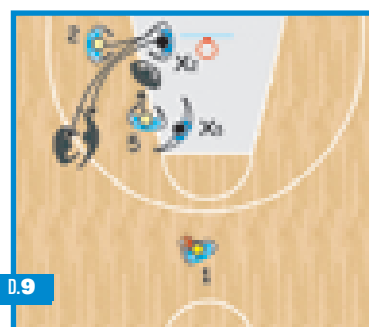
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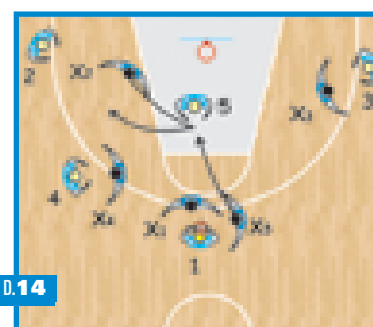
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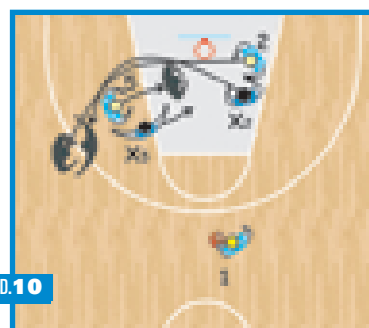
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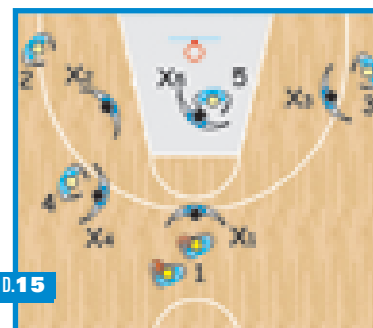
D.9



D.14



D.10



D.15



by Kostantin Papazov

# MOTIVATION AND PSYCHOLOGICAL PREPARATION

**Konstantin Papazov is the head coach of Lukoil Academic Sofia (Bulgaria) team, winner of 2005 championship. While he was the head coach of Levski Sofia, he also won two Bulgarian Championships and one Cup of Bulgaria. He is the former head coach of the Bulgarian National Men's and Women's National team. He was also owner of Slavia Sofia.**

I don't think that I'm the best choice with my seven years coaching experience to give my opinion about motivation. However, the theme about motivation in basketball was the basis for starting my coaching career. The history of that is interesting.

As a player, I wasn't that great and my ambitions to succeed were connected with my desire to be a good coach. I finished my player's career in Bulgaria exactly when democracy and private business took over in my country. That fact gave me the opportunity to earn money in a short period with my business. Then, one of the coaches in Bulgaria came to me and asked for financial help. I didn't know that in the next four years I would be the owner of a team and my ambitions to succeed made the club one of the best in Bulgaria. We were soon champions of the country and winner of the Cup in 1997.

After four years as president of the team, I became a coach when I was 31 years old. I knew that I had a long way to go and one of the things that could help me out in the beginning was motivating my players. I believed that when the players were motivated, they would stay behind me. This is what happened to me. That same year we played in league final and after three years, I became coach of the Men's National team of Bulgaria. Every time I think back to those early years, I remember that one of the most important things in sports is how you will motivate the players, and that was my primary aim.

Even the fastest, strongest and smartest players will underachieve if they concentrate on the wrong things, are unable to quickly let



go off the mistakes, lack self-confidence, or can't handle the pressure of competition. If you leave the mental side of performance to chance, then the players are more vulnerable to performance problems, including excessive nervousness, psych-outs, choking, and slumps. To be more consistent, successful players have to learn the power

of sports psychology. This will help players to think like a winner and develop mental toughness.

As a coach, a working knowledge of sports psychology techniques will help you to become more effective and therefore much more successful with your athletes. Knowing how to get the most out of your

players at "crunch time" and how to avoid the mental traps that far too many coaches fall into provides you the competitive advantage. I always try to train my athletes to use mental toughness skills and they eventual compete to their potential.

Discipline is an absolute necessity. Good planning and organization will provide for a disciplined environment, but the occasion will arise for additional control. I have a clearly defined set of rules for when player behavior deviates from team development. It is very important to explain to your players what distractive behavior is and how that will negatively affects their experience. Players should understand their behavioral responsibility to the team. They should also know and respect that their coaches are in control. It is then the coach's responsibility to the team to exact control.

Most performance problems that athletes and other performers struggle with are not a result of poor physical conditioning or a lack of physical skills or technical ability. Sure, certain physical or mechanical factors can sometimes cause the players to play under their level. However, when the heat of competition is turned up high, team that falls apart most often does so because of mental factors like poor concentration, negativity, lack of confidence, or an inability to let go of mistakes or bad breaks.

If you're a committed coach, then you work too hard and sacrifice too much to let your own competitive performance, or that of your team, be disrupted by mental errors. The mental toughness techniques in sports psychology are just what you need to get your performance or team back on the fast track!

To realize your team's full potential, you have to start training their minds as well as their body! Just as you develop their physical skills and techniques, you must learn how to develop these sports psychology mental skills in your players. What are these so-called mental skills?

- ▼ Learning to stay relaxed under pressure and having the ability to focus on what's important and block out everything else.
- ▼ Being able to quickly rebound from mistakes, bad calls, and failures.
- ▼ Knowing how to handle self-doubts and negative thinking.
- ▼ Knowing how players can self-motivate by setting personally meaningful and compelling goals.
- ▼ Systematically developing confidence and a positive, go-for-it attitude.

As a "head coach" I've helped many basketball players get out of slumps, develop confidence, better handle competitive pressure,

and perform to their potential. Coaches and players have to be serious about reaching athletic or performance dreams. Many athletes have tremendous God-given gifts, but they don't focus on the development of those gifts. It's true in sports and it's true everywhere in life. Hard work is making the difference.

It's important to remember that athletes can motivate one another. We usually split the players into drill groups and score them as a team rather than as individuals. These training sessions help build team morale and make the players feel they have invested in one another. Each player has a responsibility to the team. Never allow individuals to take over the effort of the whole team. As the great basketball legend Michael Jordan said: "I have no individual goals. We play for one reason and that's to win the title as team."

Basketball players have to focus, "block out" distractions, rebound from mistakes, and handle pressure right from the beginning of the season. Concentration is the heart of peak performance. It is the foundation of mental toughness. Concentration is the ability to focus in on what is important and block out everything else. Every player concentrates before the game. The issue is on what? If your player chokes or falls apart, then he was concentrating, but on the wrong things. Don't tell your players, "Concentrate!" unless you follow that by exactly what you want them to concentrate on.

I always wanted to help my athletes understand that the main difference between their best and worst performances has to do with their pre-performance self-talk and thoughts. What they think goes into their bodies and reflects on their coordination, reflexes, and speed.

We were ahead of very important game against Switzerland, which served as a qualification for Eurobasket 2003 in Geneva. Right before the game, we found that Ukraine defeated Lithuania in Kiev, and for us there was no alternative, but to win the game against the home team. We were a better team than our opponents were but I knew that it would not be easy to get the victory.

In my pre-game talk to the players in the lockerroom, I reminded them that when they were small kids and played in at the local school ground, they dreamed to play for the Senior National team. Now this dream was reality for them. Their childhood ambitions were to be realized. I asked them when they heard the national anthem played before the game to remember that they were a group of twelve people selected to represent 8 million Bulgarians. After my talk, the players were so motivated that before the match started I knew we had a great advantage over the host team.

In the lockerroom speech before every game, the coach needs to find the most important words to make sure his players will be motivated right from the start of the game.

Peak performance is about trusting and letting the performance happen. The player is not thinking and is on "automatic pilot," utilizing his efforts. Poor performance is about doubting, over-thinking, analyzing, evaluating and trying too hard. Coaches can help avoid bad performance by giving players one or two specific things to focus on for the game. By narrowing concentration, the athlete has more of a chance to slip into an automatic mentality. Players will better handle stress and avoid psych-outs if they can mentally learn to stay totally focused. Negative past thoughts will bring them down and uncontrollable future thoughts of the outcome will do the same.

Winners see what they want to have happen before a game; while losers have a tendency to pay attention to what they are afraid will happen. I found it to be very important to encourage the players to practice seeing the outcome and performance that they want in their minds long before the game is played.

I do not believe that fear motivates athletes. Fear motivation, or punishing players to "motivate" them, is only a temporary solution, if it works at all. After repeated exposure to fear tactics, athletes become immune to threats, and continued punishment may destroy their desire to participate.

Effective motivation flows from the partnership between coaches and athletes. As coaches, we must understand our athletes as individuals and as a team, we must gain their trust and respect. We must remember that we're coaching people, not machines. We must teach the players the mechanics of a sport, but we must also assist in building their character. Showing support and interest in all facets of their lives helps build an effective coach-athlete relationship.

Success is realized the moment an athlete gains a winning attitude, is motivated to set a worthwhile goal, and begins to move toward that goal. A winning attitude is the best motivator. If athletes believe they can achieve their goals, they'll try harder and increase their likelihood of success.

Attitude controls motivation; motivation controls performance; performance controls success.

Motivation and psychological preparation is very important moment in professional sport. Every coach needs to have time to prepare himself in that direction as well. The most difficult part is when we play games with weak teams but in the same time, those matches are the best opportunities for developing the motivation and concentration of the players.





by Mindaugas Balciunas

# THE LITHUANIAN BASKETBALL COACHES ASSOCIATION

**Mindaugas Balciunas is the Secretary General of the Lithuanian Basketball Coaches Association.**

The year 1922 is officially considered the year of the birth of basketball in Lithuania, and Lithuanians celebrate this birthday on April 23. The most outstanding initiators of this game in Lithuania were K. Dineika, S. Darius, S. Girenas, and Lithuania's emigrants abroad, including E. Kriauciunas, B. Budrikas, K. Savickas, and a host of others.

It is not easy to distinguish the most honored among them, as the game of basketball was being popularized by so many enthusiasts.

In 1937 and 1939, the Lithuanian men's basketball team won the gold medal at the FIBA European Championships, and the Lithuanian women's team won the silver medal in 1938. It was a great stimulus to the game of basketball for Lithuania.

After the first post-war generation of outstanding coaches had retired, there was no equivalent replacement. Although the results of Lithuanian basketball players were quite modest during elite basketball competitions in 1958-1965, Lithuania's basketball did not back down.

Numerous new, qualified, and ambitious coaches started their work. These men included G. Sviderskaite, V. Knasius, A. Vilimas, V. Bimba, S. Butautas, and V. Garastas. A new generation of coaches continues the best basketball coaching traditions in Lithuania. Among them are A. Paulauskas, V. Kanapkis, J. Kazlauskas, S. Vilkauskienė, S. Kaupys, E. Milkontas, A. Kriauciunas, A. Sireika, and others. It is impossible to name all coaches whose job has contributed to new achievements in Lithuanian national

men's basketball team history since Lithuania's Independence Restoration in 1990. Three times our teams came third in the Olympic Games (1992, 1996, and 2000), we won a silver medal during the FIBA European Championship in 1995 and for the third time we won the gold medal in 2003.

Not to mention victories in club championships, women's team achievements, and our best players that go to play abroad, but all of these great players and teams owe a good part of their success to the work of our coaches.

The Lithuanian Basketball Coaches Association (LABC) was launched on September 20, 1995. The LABC coordinates activities of all Lithuania's basketball leagues, all basketball/sports schools, activities of all basketball club coaches, and defends their rights. Since the very start, the LABC had been directed by Vladas Garastas, the president of the association. Dr. Vydas Gedvilas was selected in 2003 as the senior coach of Lithuanian women's team for a four-year term. This team has a proud history, winning the gold medal at the 1997 FIBA European Championships.

The LABC decides on the criteria used for the selection of coaches for Lithuania's basketball teams, and is responsible for submitting the candidates for approval by the Executive Committee of the Lithuanian Basketball Federation.

The LABC organizes and prosecutes seminars for coaches, various courses, show training sessions and other methodological arrangements. It prepares and distributes methodological means and literary sources among coaches.

The LABC currently has more than 285 members, with 230 of them coaching

basketball players aged 8-18.

Thirty-four coaches are working with men's basketball teams and 11 are working with women's basketball teams.

The average age of a basketball coach in Lithuania is 42 years. On average, a coach has 15 years of experience, with one coach typically working with two groups of children. 39 percent of basketball coaches are working with one group of children, 29 percent with two, 20 percent with three, and 12 percent are working with four or more groups.

The LABC organizes three coaching seminars per year. Two of them are national seminars, with one international seminar.

Basketball coaches attend 40 to 50 hours of coaching seminars and lectures each year.

Lithuanian Physical Education Academy (LPEA) is the body that plays a vital part in preparation of basketball coaches in Lithuania. The LPEA graduates 10-15 basketball coaches each year, and later they continue being qualified while taking the LABC's courses.

Approximately 80 percent of Lithuanian basketball coaches have graduated from LPEA, where they have had 600 hours of basketball studies, while students work as coach assistants during training sessions, developing their first coaching skills.

Basketball coaching in Lithuania appears to show extremely good results, thus we conclude that the course of coach preparation should not be changed in the future.

Yes, there is still room for improvement, and we will make every effort not to slow down. We all cherish the long-standing basketball traditions of Lithuania.



by Raffaele Imbrogno

# NEW TOOLS FOR COACHING BASKETBALL

**Raffaele Imbrogno, former Director of the Italian Basketball Federation Study Center, is an Instructor with the Italian National Coaches Committee of the Federation. Imbrogno is the author of several technical basketball publications.**

Many years ago, there were only simple elastic nets supported by a tripod, which retrieved the basketball for a shooter; this tool was called "Toss-back".

Today, we have new electronic and mechanical systems that can be used in practice sessions devoted to shooting.

The company Shoot-A-Way is now marketing "The Gun", a machine that "passes" basketballs. The tool is placed under or around the basket. Thanks to some nets, the collected balls are retrieved after shooting and passed back at different angles and speed. Moreover, three different electronic displays provide statistics for field goal attempt, baskets scored, and overall shooting percentage.

Detailed information about The Gun, and a list of possible drills to run with this machine, is available on the website [www.shotaway.net](http://www.shotaway.net).

*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.*

Shoot-A-Way has also developed another system called "The New Rebounder." The device will give the ball back after a shot, but with three wide and mobile pillows fixed to the structure of the basket, it also reproduces contact situations when a player goes to rebound under the basket.

If "The Gun" can be defined as a tool that is useful to coach shooting from different positions on the court, the system created by Airborne Athletics is an authentic multi-tool. The "Dr. Dish- Shooting, Passing & Rebounding System" is very similar to the system described before, but is even more programmable.

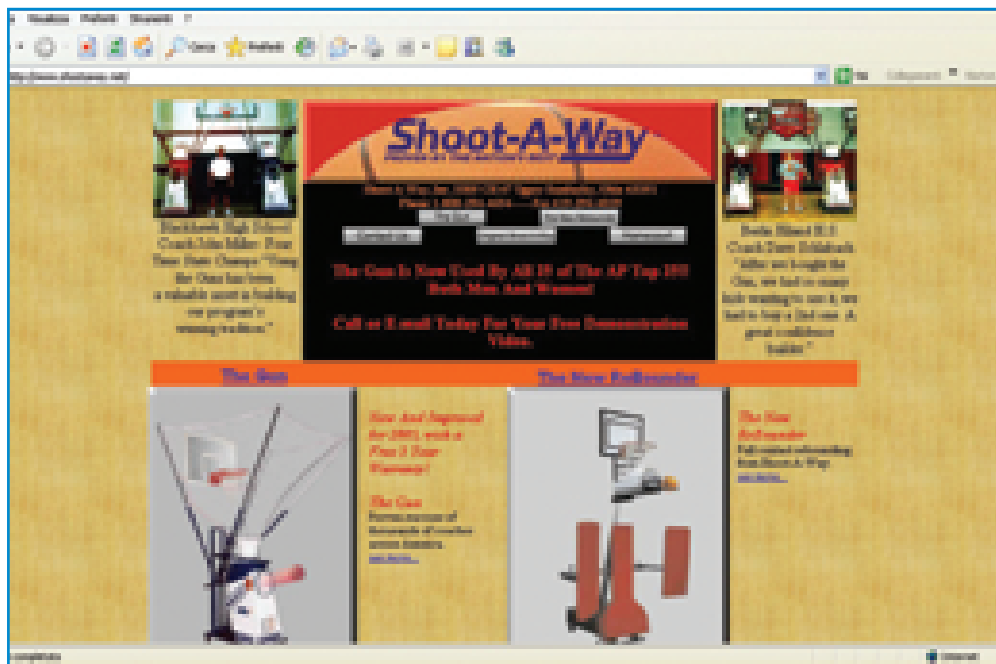
The system comes with a series of pre-programmed drills that can be changed and improved, and then held in its memory card.

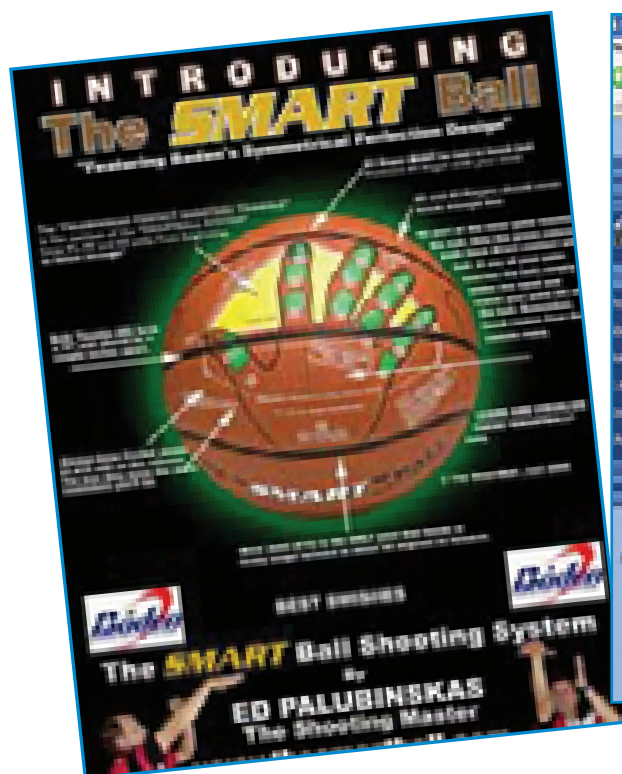
With this new computerized battery-operated system (this allows the tool to be positioned anywhere on the court), a player can practice all kind of shots from the perimeter, 2-point and 3-point areas, thanks to the fact that Dr. Dish can rotate 360 degrees and launch the ball beyond the three-point line.

The base of the tool can be placed anywhere on the court, not only under the basket, and it easily reproduces game situations for passing and receiving the ball.

Passes in the machine's repertoire can vary from the bounce pass to the lob into the low post.

Coaches, who have introduced this innovative device into their training sessions, include Roy



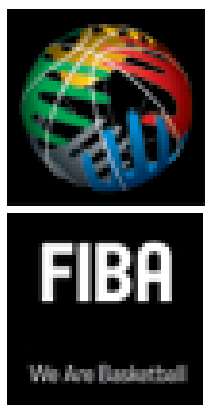


Williams, head coach of the University of North Carolina, the 2005 NCAA Champions; Steve Alford, head coach of the University of Iowa, and Flip Saunders, the former head coach of the NBA Minnesota Timberwolves. More information about the machine is available at the website [www.drdishbasketball.com](http://www.drdishbasketball.com).

For those interested in more traditional, less expensive basketball products, go to the website [www.gared-sports.com](http://www.gared-sports.com).

Finally, a very special basketball has been produced by Baden. Created by Ed Palubinskas, one of the best shooting teachers in the United States, the "Smart Ball" is just like a typical basketball, except that a darkened, life-sized imprint of a hand embossed in the leather helps reinforce correct hand positioning for shooting.

The Smart Ball is often used in practice sessions by Coach Bobby Knight at Texas Tech University. For more information about the Smart Ball, which comes with an instructional DVD created by Palubinskas, go to the website [www.thesmartball.com](http://www.thesmartball.com).



# BASKETBALL STATISTICS MANUAL

*With coaches, players, the media, Internet users, and fans making greater use of the statistical reports, there is an obvious need to harmonize the methods and definitions used in the collection of statistics worldwide. FIBA has published for the first time a "FIBA Statistics Manual" in order that uniformity can be achieved throughout the world. The manual was sent to all member federations of FIBA and can also be downloaded on [www.fiba.com](http://www.fiba.com). It is the reference manual used by all statisticians of our member federations.*

*FIBA would like to express its appreciation to FIBA Oceania, Basketball Australia, Mathew Cowling (Australia) and Arnaud Sevaux (France) for their help in preparing this manual.*

## CONVENTIONS

Throughout this publication, all references made to a player, coach, or official in the male gender also applies to the female gender. This is done in keeping with other FIBA publications because of the difficulty in creating gender-neutral terms in some international languages.

In keeping with other FIBA publications, on-court "players" are numbered 1 to 5. Substitutes are numbered 6 to 12.

"A" team refers to the offensive team (A1 to A5 are the offensive players).

"B" team refers to the defensive team (B6 to B12 are substitutes for the defensive team).

## FIELD GOALS

A field goal attempt (FGA) is charged to a player any time he shoots, throws, or taps a live ball at his opponent's basket in an attempt to score a goal, and the goal is missed or is not counted.

A field goal attempt (FGA) is not charged to the shooter if the shot is nullified because of illegal interference with the ball (goal tending) by an offensive player.

A field goal made (FGM) is credited to a player any time a FGA by him results in a goal being scored or being awarded because of illegal interference with the ball (goaltending) by a defensive player.

When a player or any of his teammates is fouled in his act of shooting and the shot results in a FGM, then a FGA must also be credited.

A FGA is not charged if the player is shooting the ball, when a teammate commits a violation or foul before the ball being released. The official will call the violation or foul and signal that the score or play following the call is cancelled. This



indicates that the ball was not released for the shot before the infringement, so no FGA is awarded.

When a violation or foul is committed by the shooter or a player from either team after the ball has been released for a shot, a FGA is credited because the shot would

count if successful.

**Exception:** No FGA is credited if an offensive player nullifies the shot because of illegal interference with the ball (goaltending).

When the defensive team is in the "penalty team foul" situation and a defensive player fouls an offensive player attempting a two-point field goal, it may be difficult to determine if the ball was in flight before the shot was released. The official will award two free throws to the offensive player, either because the player was shooting or because of the team foul penalty. The statistician needs to pay careful attention to the official in case the official signals that the shot from the field is cancelled or makes a comment along the lines of "... foul before the shot..." If some doubt remains, the statistician has to make a judgment call, and as a rule of thumb, should presume the foul occurred first so no FGA is awarded to the offensive player.

When a field goal is the result of a defensive player accidentally scoring in his team's basket, the score will be credited to the court captain of the opposition team. The court captain, will be credited with both a FGA and a FGM.

A tap (also called put-back) by an offensive player counts as a FGA (and an offensive rebound), if the player had sufficient control of the tap. If the basket is made, then control is assumed.

If there is doubt about an offensive player having control of the tap, presume there was sufficient control if the ball hits either the rim or backboard after coming off the player's hands. Blocked shots count as shot attempts if the offensive player



was in the act of shooting before the ball was blocked. If there is doubt as to whether the player was intending to shoot, the interpretation shall be that he was not. For our purposes, we define the act of shooting as an upward and/or forward motion toward the basket with the intention of trying for a basket.

An area of difficulty that might arise for the statistician is the question of whether a pass or a shot is being attempted. An offensive player often acts as if to shoot only to pass off to a teammate at the last moment. The "alley-oop" is the most likely to be controversial, especially if the player meant to be on the receiving end of the pass makes no attempt to catch and shoot the ball. In this case, a turnover may need to be awarded instead of a FGA.

#### EXAMPLES

##### **1. A5 shoots but fouls B5 (a) before the ball is in flight or (b) after the ball was in flight.**

*a) Since the ball was dead before the ball was in flight, do not charge A5 with a FGA, but with a turnover (offensive foul) and a personal foul.*

*b) Charge A5 with a FGA and a personal foul.*

*If in doubt about whether the foul occurred before or after the ball was in flight, the actions of the officials will indicate the correct ruling. If the foul occurred before the ball was in flight, it will be signaled as a "team control foul." If the foul occurred after the ball was in flight, the official will not indicate team control.*

##### **2. When a field goal is accidentally scored for the opposition team, after last being touched by a defensive player:**

*a) If the touch by the defensive team was an attempt to block a shot and did not appreciably alter its flight, then such touching shall be ignored. If the offensive player that shot the ball is credited with the score, no blocked shot can be awarded.*

*b) If the touch by the defensive team followed a shot that had obviously missed and the defensive team did not gain control, a FGA and FGM is credited to the captain of the offensive team.*

#### FREE THROWS

A free-throw attempt (FTA) is charged to a player when that player shoots a free throw, unless there is a violation by a defensive player and the shot is missed. That is, a player should not be charged for a FTA that is influenced by the illegal actions of an opponent, unless the shot results in a free throw made (FTM).

A FTM is credited to a player any time a free throw attempt by that player results in a score of one point being awarded.

If there is a violation during the free throws, the statistician should very clearly observe what the officials are awarding, who the violation was called on, and the result of the call. The following statistics apply:

##### **When a player on the defensive team commits a violation:**

If the free throw is successful, the score will count despite the defensive violation, so credit the free throw shooter with a FTA and FTM.

If the free throw misses, do not charge the free throw shooter with a FTA because they will be given a substitute free throw. Ignore the missed free throw on which the violation occurred, as it is nullified

by the defensive player's violation. Award a FTA (and FTM if successful) for the substitute free throw.

##### **When the shooter commits a violation:**

If the free throw is successful, it will be cancelled.

In all cases, irrespective of whether the free throw is the first, second, or third of a series, a FTA is charged to the shooter. Examples of a shooter's violation are:

- ▼ The ball fails to hit the ring.
- ▼ The shooter takes too long to attempt the shot.
- ▼ The shooter steps on or over the free throw line before the ball hits the ring.
- ▼ The shooter fakes a free throw.

If the free throw was the last of a series, the defensive team will be awarded possession out-of-bounds. Credit the defensive team with a team rebound.

##### **When a teammate of the shooter commits a violation:**

The officials will not cancel a successful free throw when an offensive player causes a violation, so award a FTA and FTM to the free throw shooter.

If the free throw misses, the free throw shooter is still charged with a FTA because, had the shot been made, it would have counted. If the free throw was the last of a series, the defensive team will be awarded possession out-of-bounds. Credit the defensive team with a team rebound.

##### **In summary:**

- ▼ If a substitute free throw is awarded for a defensive player's violation, ignore the original missed free throw and record the statistics for the substitute free throw.
- ▼ If an offensive player (including the shooter) commits a violation, award a FTA.

In all of the above situations, NO turnovers have occurred because the offensive team is considered to have made an attempt at a free throw goal (see the definition of turnovers).

If a wrong player is attempting a free throw as a result of the error, the FTA and all activity involved therein shall be cancelled unless there are technical, unsportsmanlike, or disqualifying fouls called during the activity after the error. The game will be resumed after the correction of the error. All FTM's or FTA's credited to the wrong shooter shall be nullified.

If a technical foul has resulted in free throws being taken immediately before the start of a period, the FTA (and FTM, if successful) should be counted in the new period. This is regarded as a foul during an interval of play and penalized as if it had occurred during the period that follows the interval.

#### REBOUNDS

A rebound is the controlled recovery of a live ball by a player after a shot has been attempted. Control must be gained before the ball becomes dead. If there is doubt about player control, the statistician should assume that there was control.

Rebounds are divided into Offensive, Defensive, and Team. Dead ball rebounds are only recorded when computer statistics are being used and the software automatically

records the dead ball rebounds.

The recovery may be accomplished by:

- ▼ Being first to gain control of the ball, even if the ball has touched several hands, bounced, or rolled along the floor.
- ▼ Tapping the ball in an attempt to score a basket.
- ▼ Tapping or deflecting the ball, in a controlled manner, to a teammate.
- ▼ By retrieving a rebound simultaneously with an opposing player and having their team awarded the ball because of the alternating possession. The rebound has to be awarded to one of the players who retrieved the ball simultaneously, not to the player that inbounds the ball.

The shot does not have to hit the rim or backboard before a rebound can be awarded.

When a player taps the ball that is subsequently recovered by a teammate, a decision needs to be made as to whether the tap was controlled or not, and therefore, who receives the rebound. If the tap was obviously intentional, credit the rebound to the player tapping the ball. If the statistician believes the player tapping the ball was just trying to clear the ball out of the "danger area," award the rebound to the teammate recovering the ball.

As stated in the "Field Goals" section, an offensive player who attempts a tap (put-back) from a missed shot is credited with an offensive rebound and FGA provided the tap was controlled. If the score is made, then control is assumed.

If there is doubt about an offensive player having control of the tap, presume there was sufficient control if the ball hits either the rim or backboard after coming off the player's hands.

A shot that is blocked and recovered without the ball going dead will be recorded as a rebound to the player who first recovers the ball immediately after the blocked shot. Remember that the ball does not have to hit the rim or backboard for a rebound to be credited.

#### EXAMPLES

1. **A missed shot is retrieved simultaneously by A5 and B4**  
*Credit a rebound to the player whose team gains possession of the ball according to the alternating possession rule. Note that it must be one of the players contesting the held ball, NOT the first player to control the ball after the alternating possession throw-in.*
2. **After a missed shot, A5 jumps and catches the ball but falls, loses control, and it is retrieved by B4**  
*Credit A5 with a rebound, provided you are satisfied he had control before falling. If this were the case, a ball-handling turnover would be awarded as well. If you are not satisfied A5 had possession, then B4 is credited with the rebound.*
3. **After a missed shot, B4 catches the ball at almost the same time as A5 fouls him.**  
*The statistician must decide if B4 had control of the ball for a split-second before being fouled. If so, award the rebound to B4.*
4. **B4 jumps and attempts a shot that is blocked by A5 without the ball leaving B4's hands. B4 lands with the ball and is called for a traveling violation.**

*B4 attempted a shot so there must be a rebound after the block but before the violation occurs. The statistics that apply in this situation are: FGA B4, Block A5, Offensive Rebound B4, Turnover B4 (Traveling).*

#### ASSISTS

An assist is a pass that leads directly to a teammate scoring, if and only if the player scoring the goal responds by demonstrating immediate reaction towards the basket. Only one assist can be credited on any score. Even if the "second-to-last" pass set up the play, it is not an assist.

An assist is credited when a pass is made to a teammate who shoots and scores-provided the shooter's immediate intention, upon receiving the ball, was to shoot and that intention was maintained until the shot was taken. It does not prohibit an assist where the shooter takes time to balance or makes a small play to score, provided the scorer always intended to shoot.

A pass to a player in good scoring position who considers other options before deciding to shoot and score is not an assist. The score is the result of the action by the shooter alone, not the passer.

The distance of the shot, the type of shot, and the ease with which the shooter makes the shot are not factors when considering if a pass is an assist. Similarly, the number of dribbles taken by the player who scores is also not a factor, unless his efforts are such that you determine that he did the work to make the basket, rather than the pass.

A pass to a player at half court who dribbles directly to the basket for a successful lay-up is an assist. However if that player has to divert to dribble around a defensive player, no assist is given.

The statistician should bear in mind that the more the scoring player has to do in order to score, the less likely it is that the pass is an assist.

An assist may be credited on a pass to the pivot shooter (low post), provided there is an immediate reaction on the part of the pivot shooter in attempting to score.

Consistent with the definition above, an assist is not awarded simply when it is the last pass before a basket or because it was simply a "good pass." The determining factor in awarding the assist must be the amount of work the scorer does and the immediacy of the shooter's intention to score.

#### EXAMPLES

1. **After taking a defensive rebound, A5 makes a full court pass to A4 who misses a lay-up but has enough time to easily score from the rebound.**  
*No assist. There has been a FGA and offensive rebound between the pass and the score.*
2. **A5 passes to A4, who hesitates, looks to pass to A3, who is cutting, and then takes and makes the shot.**  
*No assist to be awarded because A4 did not show immediate reaction.*
3. **A5 passes to A4 who takes one dribble to find balance, and then takes the shot and scores.**  
*Credit an assist to A5, provided A4 maintained an intention to shoot.*

4. **A4 makes a great full court pass to A5 who only has to hand-off the ball to A3 for an uncontested successful lay-up.**  
*Even though the pass from A4 created the basket, it was not the last pass before the score. Award the assist to A5.*

5. **A3 passes to A5, who pump fakes, spins, takes one dribble, and dunks the ball.**  
*In most cases, NO assist would be credited, as the player receiving the ball did the work.*

6. **A3 passes to A5, who dribbles once, makes a head fake, and scores.**  
*Credit A3 with an assist because A5 had the intention to shoot.*

#### BLOCKED SHOTS

A blocked shot is credited to a player any time he appreciably alters the flight of a FGA and the shot is missed. It recognizes a clear rejection or deflection of a shot by a defensive player. The ball may or may not have left the hand of the shooter for the block to be counted.

A shot can be considered blocked even if the ball was not in flight before being blocked. In fact, the ball doesn't have to be above shoulder-height before a shot can be blocked. As stated previously, the act of shooting, for statistical purposes, shall be an upward and/or forward motion toward the basket with the intention of trying for a goal.

In some cases where the ball is knocked loose before it is in flight, the statistic in question may be a steal, provided the ball ends up in the hands of the defensive team and the statistician is satisfied that there was no shot being attempted. An aid to making this decision is to ask yourself the question, "Would the official have awarded free throws if the defensive player had been called for a foul on the offensive player?" If the answer is "Yes," credit a block, if "No," award a steal.

The statistician needs to determine whether a shot is being attempted and needs to follow closely what happens to the ball after the shot is blocked.

A rebound must follow a blocked shot unless the ball becomes dead before a player gains control. If the ball does go dead, then give a team rebound to the team in-bounding the ball.

A blocked shot should be credited only when the shot is deflected enough to prevent it from scoring. As obvious as it may appear, it needs to be noted that when the shot is successful, it cannot be counted as a block even though it has been touched.

#### EXAMPLES

1. **A5 shoots and the ball is touched by B5 in an attempt to block the shot. The ball continues into the basket.**

*Since the ball continued into the basket, B5's touching it did not alter its flight appreciably. Ignore the touching, credit A5 with an FGA and an FGM but do not credit B5 with a blocked shot.*

2. **A5 goes up for a dunk attempt but the ball is stripped at waist-height by B5 before it leaves A5's hands. The ball is recovered by B4.**

*A5 is charged with a shot attempt, B5 receives a block, and B4 is credited with a defensive rebound. Despite the fact that the ball had not left the hands, this is clearly a shot attempt.*

3. **A5 is driving through the restricted area and has the ball stripped by B5. The ball ends up with B4.**

*If you decide A5 was not in the act of shooting, credit a ball handling turnover to A5 and a steal to B5. To award a field goal attempt and a block, you must be sure that A5 was making a shot attempt.*

#### STEALS

A steal is credited to a defensive player when his positive and aggressive action causes a turnover by an opponent. No steal is credited if the ball becomes dead and the defensive team is awarded possession of the ball out of bounds.

A defensive player can achieve a steal in a number of ways:

- ▼ Taking the ball away from an opponent holding or dribbling the ball.
- ▼ Intercepting an opponent's pass.
- ▼ Tapping the ball away from an offensive player in control of the ball or deflecting an opponent's pass:
  - Directly to a teammate.
  - Such that the ball is loose and a teammate retrieves the ball.
  - Such that the ball is loose and a teammate and an opponent grab the ball simultaneously, a held ball results, and the defensive team is awarded the ball according to the alternating possession rule. (Obviously, this cannot happen when the alternating possession is awarded at the start of a period of play).

The only time a steal can be awarded when the ball goes dead is when the action of a defensive player causes a held ball to occur and his team wins possession because of the alternating possession rule.

To earn a steal, the defensive player should be the initiator of the action causing a turnover, not just the benefactor. For example, if an offensive player passes directly to a defensive player who did not have to move to intercept the ball, no steal would be awarded.

If a steal is credited to a defensive player, there must be a corresponding turnover awarded to an offensive player. (The opposite doesn't apply - a turnover doesn't always mean a steal has occurred. It may have been a violation, bad pass, or offensive foul). The statistician must realize that the ball must actually be turned over for a steal to be awarded.

The tapping or deflection of the ball to a teammate does not have to be controlled.

In all these situations, the player who first deflected the ball initiated the turnover so is credited with the steal, not the teammate who recovered the loose ball.

A player taking a charge is not to be credited with a steal.

#### EXAMPLES

1. **A5 is dribbling when he mishandles the ball and it bounces toward B4 who recovers it without moving.**

*Charge A5 with a ball-handling turnover, but do not credit B4 with a steal, as he did not initiate the action.*

2. **A5 is dribbling the ball when B5 knocks it away to B2.**

*Charge A5 with a ball handling turnover and B5 with a steal.*

**3. B5 applies vigorous defensive pressure that causes A5 to commit a violation.**

*Charge A5 with a violation turnover but do not credit B5 with a steal.*

**4. B5 deflects a pass from A4 intended for A5 who, in a reflex action, tries to catch the ball but can only deflect it over the sideline. Team B is awarded the right to a throw-in from the sideline.**

*Charge A4 with a passing turnover but do not credit B5 with a steal.*

**5. B5 deflects an intended pass from A4 to A5 into the open court where A5 and B2 both grab the ball and a held ball is called. Team B is awarded the ball for a throw in from the sideline (alternating possession rule).**

*Charge A4 with a passing turnover and award B5 a steal. A5 and B2 receive no statistics for their part. If team A were awarded the ball because of the alternating possession rule, then no statistics would be awarded.*

### TURNOVERS

A turnover is a mistake by an offensive player that results in the defensive team gaining possession of the ball without the offensive team having attempted a field goal or free throw, except when period time expires without such an attempt.

Any offensive violation by a player will result in a turnover being charged, including a 3-second violation, offensive foul, offensive goal tending, or a double dribble.

Likewise, an offensive mistake such as passing the ball directly out of bounds or fumbling the ball in such a way that it is recovered by the defensive team will result in a turnover being charged.

It is important for the statistician to understand when a team has control of the ball so that he knows the opportunity is lost when the ball is turned over. A team is in control of the ball when:

- ▼ A player of that team is holding or dribbling a live ball.
- ▼ The ball is at its disposal for a throw-in during an out-of-bounds situation.
- ▼ The ball is at the disposal of a team for the first or only free throw.
- ▼ The ball is being passed between teammates.

If the offensive team is forced into a held ball by the actions of a defensive player, the result of the alternating possession rule will determine the statistics to be awarded:

- ▼ If the offensive team wins possession because of the alternating possession rule-NO statistics are awarded.
- ▼ If the defensive team wins possession as a result of the alternating possession rule-award a turnover to the offensive player at fault and a steal to the defensive player that initiated the turnover.

It can sometimes be difficult to decide if the passer or receiver is responsible for a turnover when the receiver fumbles a pass. If the statistician considers the pass should have been caught, award the turnover to the receiver, but the general rule is that the passer is responsible for the pass.

In some situations, a turnover could be classified as more

than one type. An example is when a bad pass causes a teammate to commit a violation by stepping out of the court to retrieve the ball.

The statistician must recognize how the turnover was originally caused. In this example, the bad pass caused the violation, so credit the player who passed the ball with a passing turnover.

### EXAMPLES

**1. A5 has the ball stolen from him as he is dribbling down the court.**

*A5 is charged with a ball-handling turnover.*

**2. A5 passes the ball and it goes straight out of bounds.**

*A5 receives a passing turnover.*

**3. A5 makes a good pass but A4 drops the ball, resulting in B5 picking the ball up.**

*A4 is awarded a ball-handling turnover. B5 does not receive a steal as he simply benefited from a mistake.*

**4. A5 commits a violation (traveling, double dribble) that results in the opposition receiving the ball.**

*A violation turnover is credited to A5.*

**5. A5 fouls while his team is on offense (either charges a player or fouls without the ball).**

*An offensive foul turnover is charged to A5.*

### PERSONAL AND TECHNICAL FOULS

A foul is called on a player following a referee decision. Personal or technical fouls can be called on a player, as can unsportsmanlike and disqualifying. It is important to differentiate between the types of fouls should the statistics software allow this.

Fouls must be recorded in the same way as the score sheet records them. Coach and bench fouls are recorded against the coach and are not counted in the team fouls.

### Fouls Received

Any time a player is fouled, a foul received is credited to an opponent.

In the case of a disqualifying foul, if the foul is committed on a player who is in control of the ball, then a foul received is awarded to this player.

### MINUTES PLAYED

Minutes played must be kept and recorded either to the second or to the nearest minute.

For computing in full minutes, times less than 30 seconds should be rounded down and times of 30 seconds or more should be rounded up.

Therefore, 3:50 becomes 4 minutes for the player. 5:10 becomes 5 minutes.

The sum total for each period must equal 50 minutes or 25 minutes for overtime periods.

If a player plays less than one minute in a game, then he must be credited with a full minute.

The statistician must balance minutes played to ensure they equal the required game minutes.



# RIGHT OR WRONG?



## QUESTIONS

1. A3 has been in the team B restricted area for two seconds when A3 releases a shot for a goal. The ball strikes the backboard but does not touch the basket rim and then rebounds to A3 who is still within the restricted area. A3 gains immediate control of the ball and then pivots in the direction of the basket in preparation for releasing a new shot for a goal. Shall a 3-second violation be charged to A3?
2. A5 is awarded one free throw. Coach B instructs team B players that they not occupy lane places during the free throw. Shall a technical foul be charged to coach B?
3. A2 appears to be injured and coach A comes onto the playing court to assess A2's injury. After 50 seconds has passed, A2 has recovered and is prepared to continue participating. Team A has no substitutes available. Shall A2 be permitted to remain in the game without penalty?
4. Team A has had control of the ball for 4 seconds in the team A backcourt when a double foul is committed. When play

resumes, shall team A have only 4 seconds remaining in which to cause the ball to move to the frontcourt of team A?

5. While A3 is dribbling the ball in the team A backcourt, A5 remains in the team B restricted area for more than 3 seconds. Has A3 committed a 3-second violation?
6. B3 fouls A2 during A2's unsuccessful shot for a goal, after which A4 fouls B4 before the ball has become dead. The officials award A2 two free throws, to be followed by the awarding of a throw-in to team B. Following the free throws by A2 but before the ball can be placed at the disposal of a team B player for the throw-in, team A requests that A8 substitute for A2. Shall the substitution be permitted?
7. A final free throw by A1 is within

the basket when the ball is touched by A4. Has A4 committed interference with the free throw?

8. During a loose ball situation, A2 gains control of the ball while lying on the floor. A2 then rolls in an attempt to pass the ball to A4. Has A2 committed a travel violation?
9. The assistant coach of team B requests a time-out? Shall the time-out be granted?
10. A5 is wearing protective equipment on A5's upper arm. The equipment is sufficiently padded. Shall A5 be permitted to participate in the game?

## ANSWERS

- |  |   |
|--|---|
| 1. <b>No. (Art. 26.1.1; team control ended with the release of the ball on the first shot for a goal)</b>                      | 3. <b>Yes. (Art. 19.2.4)</b>                  |
| 2. <b>No. (Art. 43.2.4; although a team is "entitled" to lane places, it is not required that the lane places be occupied)</b> | 4. <b>Yes. (Art. 28.2.2)</b>                  |
|  | 5. <b>No. (Art. 26.1.1)</b>                   |
|  | 6. <b>Yes. (Art. 19.4.1, final paragraph)</b> |
|  | 7. <b>No. (Art. 31.2.5, third bullet)</b>     |
|  | 8. <b>Yes. (Art. 25.2.3)</b>                  |
|  | 9. <b>Yes. (Art. 18.1)</b>                    |
|  | 10. <b>Yes. (Art. 4.4.2)</b>                  |





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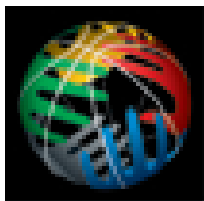
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# MARKETING YOUR SPORT FRANCHISE OUT-OF-SEASON



by John Clark

**John Clark is Assistant Professor of Sport Management at the Robert Morris University. He published researches on sport marketing, and has been consultant for the NBA, the MLB (Major League Baseball), the NCAA, and other pro and college sports organizations.**

As the basketball world congratulates the San Antonio Spurs on their recent NBA championship, many people outside of the sport industry may think that, like the players, front office personnel in the Spurs' and other NBA organizations are afforded three months of vacation before the next season. Of course, those in the industry know that this is not the case. Much like the players who have to begin their physical training in preparation for the grind of the NBA season, front office personnel, particularly the sales and marketing staff, must also prepare for the next season. Even though the competitive seasons of most professional sport leagues across the globe have extended further into the year, there still remain precious months where a sport organization must concentrate their marketing efforts to remain in the public eye and media spotlight when their team is not competing. The obvious question is: How do you market your organization when there are no games or players to feature? The answer to the aforementioned question lies in the synthesis of community relations and marketing efforts.

Despite organizational hierarchies that

place community relations functions separate from marketing functions, activities in both realms should possess a symbiotic relationship. By definition, community relation activities impact sales, generate positive public sentiment toward the sport organization, and help build long-term relationships with the community<sup>1</sup>. With this definition as a foundation, we can then explore the particulars of how a sport organization can employ community relation and marketing activities to promote the franchise and foster relationships with both current and potential customers.

1. Create events that directly benefit the organization's designated charity. Sport organizations, particularly those that are at the highest level, sometimes face fan apathy when there are no games being played. Part of this fan apathy stems from fan perceptions that players are over-paid, and greedy ownership gouges fans at the box office, concession stand and merchandise kiosk. An effective method of alleviating these apathetic feelings is to demonstrate that the organization is involved in the community through charitable giving. For example, in the United States, some National Football League (NFL) franchises host 5 or 10 kilometer run /walks, where the proceeds from event registrations are funneled to a designated charity. The event and cause are publicized in the local media, and a local radio or television station is usually a presenting sponsor in order to get better coverage for the event. Sponsors of the organization also benefit, as they can be offered sponsorships of the event for a nominal fee (which covers the cost of staging the event). The sponsors not only receive positive public relations for their involvement, but they can also interact with members of their customer base.

2. Involve franchise personnel and players in charitable acts. Every community that

possesses a sport franchise faces some sort of community-wide issue or cause. The sport organization seeking to establish relationships with its fans and residents of the community is wise to champion one of these causes, showing leadership by involving not only organization employees, but players and coaches as well. The benefits reaped by the organization for sending staff and players to such an activity reaches far beyond most traditional marketing efforts. For instance, in the United States, many National Basketball Association (NBA) franchises are involved in a nation-wide project called Habitat for Humanity, where different community groups band together to build affordable housing for low-income residents of the community. Players, coaches and front-office personnel work side-by-side with other community members (and the soon-to-be new homeowners), erecting the walls, nailing shingles on the roof, painting, etc. Naturally, the franchise sends a press release to the local media so there is coverage of the activity in the local newspaper and on the local television networks.

3. Create fun events for fans showcasing the sport organization and the sport organization's sponsors. This strategy creates value for the sport organization on multiple fronts. First, by staging a fun, family event, the sport organization positions itself as a caring organization that considers its customer base. Secondly, the sport organization affords itself the opportunity of marketing ancillary products to the attendees. Ticket sales account executives can be present to answer questions or distribute information. Merchandise and apparel bearing the sport organization's logo can be sold, and concession stands can be opened for the attendees. Attendees can tour the stadium or arena, collect autographs from players, ask questions of the coa-

ches or general manager, and participate in interactive activities set up by the sport organization. Thirdly, by including corporate sponsors in the event, the sport organization is providing a value-added component to the sponsorship agreement. Sponsors would be able to not only have signage at the event, but a real presence, complete with staffed kiosks that offer special deals to the event's attendees, as well as other informational material depending on the nature of the sponsor organization. This type of event can be open to the public, or be staged for a segment of the sport organization's stakeholders.

An excellent example of these types of off-season marketing strategies can be found in the Pittsburgh Steelers (NFL) organization. The Steelers organization is very popular in this western Pennsylvania market; yet, the organization makes every effort to strengthen its ties to the community. For strategy #1, the Steelers host an annual 5k run that begins and ends in their stadium. The event is promoted on the Steelers website, as well as on the television and radio stations of its media partners. Prominently mentioned on all the promotional vehicles is the cause benefiting from the race—a scholarship fund for inner-city children. Gatorade, a sport drink brand that is the title sponsor of the event, distributes its beverages to race participants, thereby allowing Gatorade to place its product in the hands of consumers and potential consumers.

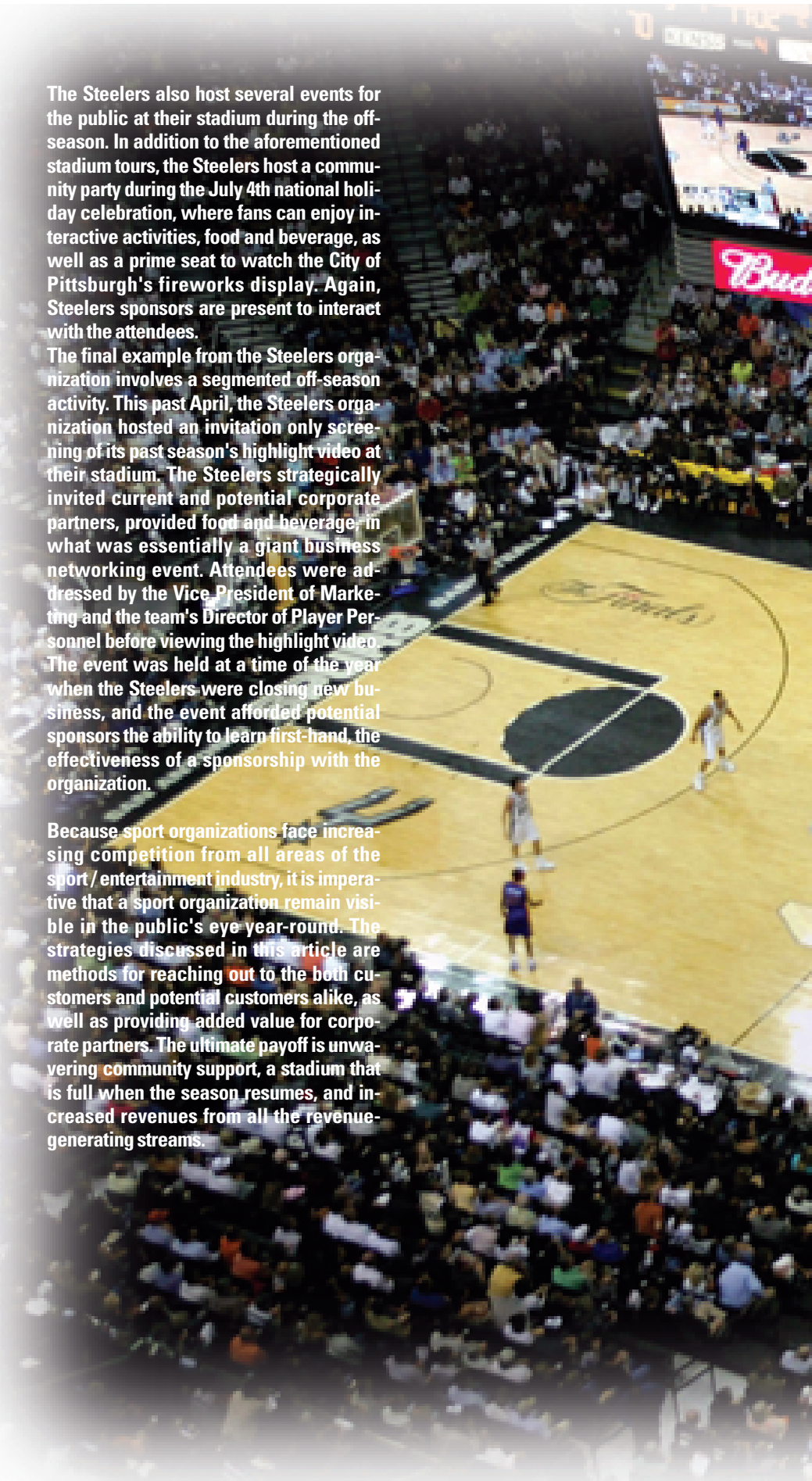
The Steelers also provide an example for strategy #2, where both former and current Steelers players joined forces to help rebuild areas of the city struck by a devastating flood. 84 Lumber company, a building supply firm and Steelers sponsor, donated materials and employees to help the Steelers in their efforts. This activity was covered by all local media outlets, generating significant positive publicity for the franchise and sponsor.

In regards to strategy #3, the Steelers organization is among the most creative and effective. The organization created a traveling Hall-of-Fame, replete with mementos and exhibits from past and present Steelers squads and interactive activities for all ages. This traveling exhibit can be found at shopping malls, schools, community festivals and church picnics. Of course, several of the franchise's sponsors receive prominent signage on the exhibit.

The Steelers also host several events for the public at their stadium during the off-season. In addition to the aforementioned stadium tours, the Steelers host a community party during the July 4th national holiday celebration, where fans can enjoy interactive activities, food and beverage, as well as a prime seat to watch the City of Pittsburgh's fireworks display. Again, Steelers sponsors are present to interact with the attendees.

The final example from the Steelers organization involves a segmented off-season activity. This past April, the Steelers organization hosted an invitation only screening of its past season's highlight video at their stadium. The Steelers strategically invited current and potential corporate partners, provided food and beverage, in what was essentially a giant business networking event. Attendees were addressed by the Vice President of Marketing and the team's Director of Player Personnel before viewing the highlight video. The event was held at a time of the year when the Steelers were closing new business, and the event afforded potential sponsors the ability to learn first-hand, the effectiveness of a sponsorship with the organization.

Because sport organizations face increasing competition from all areas of the sport/entertainment industry, it is imperative that a sport organization remain visible in the public's eye year-round. The strategies discussed in this article are methods for reaching out to the both customers and potential customers alike, as well as providing added value for corporate partners. The ultimate payoff is unwavering community support, a stadium that is full when the season resumes, and increased revenues from all the revenue-generating streams.









by Mike Karnon

# ORGANIZATION AND MANAGEMENT OF THE MACCABI TEL AVIV BASKETBALL CLUB

**Mike Karnon is the Press Officer of the Maccabi Elite Tel Aviv Basketball Club (Israel).**

Basketball was introduced to Israel (then Palestine) in the early 1930s, and Maccabi Tel Aviv Sports Club (established in 1906) was one of the first to create a basketball section in 1932.

The independent state of Israel was established in 1948, and six years later, the League Championship was launched. Maccabi Tel Aviv became the first champion. In June 2005, the club celebrated its 45th League Championship. The State Cup was introduced in the 1955-56 season and Maccabi has won the cup 35 times since then. These are unique records far beyond the achievements of any other European club.

In 1958, FIBA launched the European Champions Cup for Clubs and Maccabi Tel Aviv took part in the first edition. Maccabi has been involved in European Cup competitions ever since, taking part in 577 games, winning 359 games, playing in 12 finals, and winning the major competition on five occasions: 1977 and 1981 (Champions Cup), 2001 (Suproleague), 2004 and 2005 (Euroleague). Only Real Madrid has won more European titles. Maccabi took part in seven more finals (one in the 1967 Cup Winners Cup). The club has also participated in four editions of the Intercontinental Cup and won the trophy in 1980.

1969 is a significant year in the history of the Maccabi Tel Aviv Basketball Club. That is when a young advocate by the name of Shimon Mizrahi, an enthusiastic supporter, became Chairman of the



Club. Eight years later, Maccabi won its first European Cup. At that time, there were no diplomatic relations between Yugoslavia and Israel but the authorities in Belgrade gave special permission for El Al, the National Israeli Airline, to land there. More than 3,000 Maccabi supporters were at the Pionir Arena and saw Tal Brody lift the Europe Cup after a 78-77 win over Mobilgirgi Varese, the Italian champion, five-time winners in the seven previous seasons. That team, with one or two changes, stayed together for several seasons and played in three more finals, winning the 1981 edition in Strasbourg with a 80-79 win over Sinudyne Bologna, another top Italian team.

Since 1969, the club has been sponsored by ELITE, Israel's largest food company. From 1991, it also carries its name and is known as Maccabi Elite Tel Aviv. Over the years, Maccabi Tel Aviv had

many sub sponsors. El Al, the Israel Airline, is in its seventh year, NIKE Israel Ltd in its fourth, and Cellcom, Israel's largest cellular phone operator, in its first year of sponsorship.

In the 1970s and 1980s, the club was run by a small group of people, all volunteers, headed by lawyer Mizrahi, supported by team manager Shmuel Machrowski and treasurer Arie Baranovic. In 1989, the club appointed Ami Eshel as General Manager and he has been there ever since. In 1992, Mony Fanan replaced Machrowski as team manager. Anybody familiar with European basketball has met or heard about Mony, a very special man, who is recognized by all players, who have ever put on the yellow vest of our club as the best team manager in Europe. He is the heart and soul of the team and has a huge part in the success of the team.

In 1995, the Maccabi Tel Aviv Basket-





ball team has become a Share Company. There are now three groups of owners, each with 33% of the shares: David Federman and his sons Adi and Dani, Raanan Katz (a former Maccabi player) from Miami, Florida (represented by Zvika Katzir) and two other former Maccabi players, Tal Brody and Doron Jamchy; and the Shimon Mizrahi Group, which includes also Shay Recanati and Mony Fanan.

Maccabi first home court was an open court in the center of Tel Aviv. In the mid 1960s, the team moved to the Yad Eliyahu open stadium (capacity 5,000), which was covered in 1972, with a capacity of 10,000. Now, with its new name, NOKIA Arena, owned by the Tel Aviv municipality, it is going through reconstruction and in two years will become a most modern arena with a capacity of 12,000.

Maccabi is one of the best-supported clubs in European Basketball. Euroleague games are played in front of a sold out house, and most of them are season tickets holders. Those colorful fans are

renowned all over Europe. In 2001 there were almost 9,000 of them in Paris-Bercy for the FIBA Suproleague Final Four, and in May of this year, about 7,000 of them, painted the Moscow Olimpiyskiy in yellow and saw their team win the Euroleague title for the fifth time.

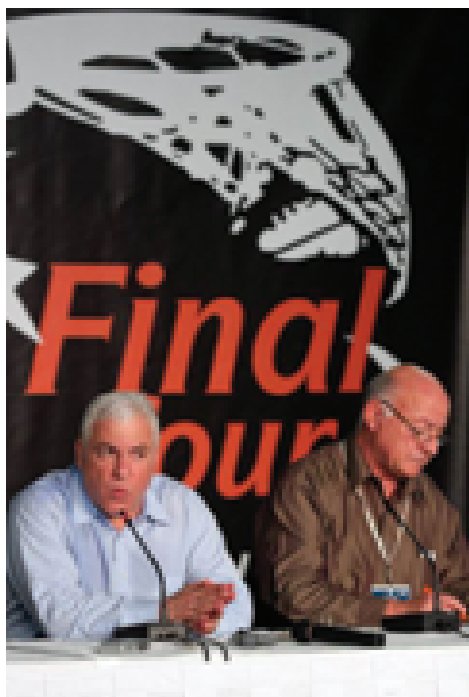
Season tickets are, of course, one of the major incomes of Maccabi finances. Sponsors, marketing, advertising, and selling the TV rights are the others. Maccabi's budget has gone up in the last few years so to enable the club to sign top players like Anthony Parker, Euroleague MVP for the 2003/04 season, Sarunas Jasikevicius, MVP of the 2004/05 Final Four, Nikola Vujcic, and Maceo Baston.

Since the beginning of the new millennium, Maccabi Tel Aviv has become Europe's number one team. Led by head coach Pini Gershon, the club took part in five Final Fours, winning the trophy on three occasions and being the losing finalists in 2000 in Thessaloniki. In 2004, Maccabi organized the Final Four in Tel Aviv for the second time in ten years.

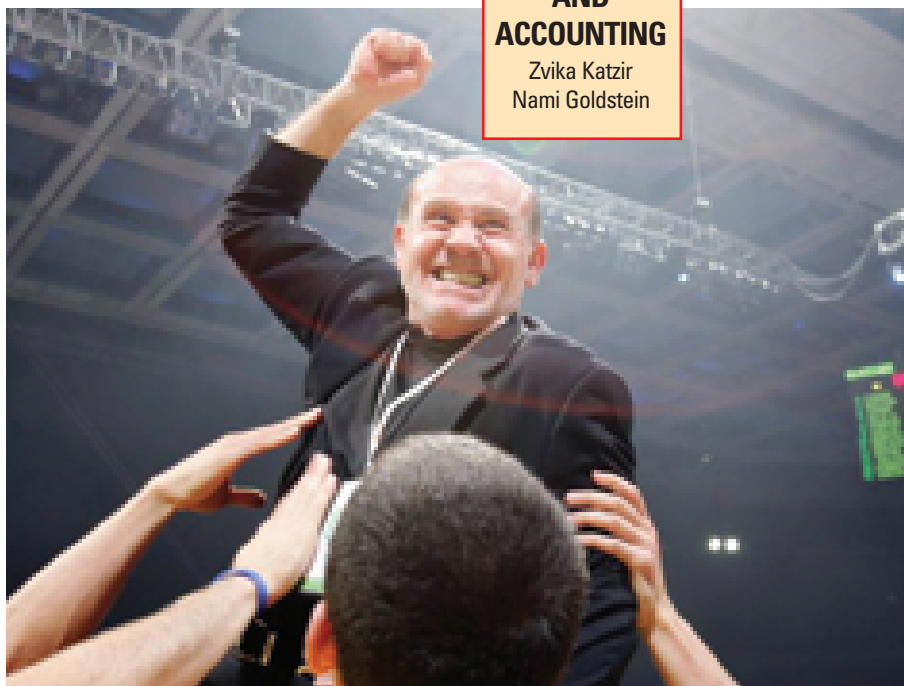
The club has always given special attention to home players. Some of Maccabi's great stars have come through the ranks of the Youth Section: Tani Cohen Mints, Mickey Berkowitz, Motty Aroesti, Oded Kattash, Chen Lippin, and, lately, Yotam Halperin. Most of the players in the Youth Section make their first steps in the Basketball Academy, operated by the club. The aims of the Academy are to teach children, from the age of five, the basics of the game, to develop coordination, and ball control. The Academy started in Tel Aviv, but nowadays there are 54 branches all over the country in which 2,600 boys and girls get familiar with the basics of basketball. Head of this project is Ronen Oren, who is the head of the Basketball Coaching School at Wingate Sports Institute. All coaches and instructors in the Academy are graduates of coaching courses and work according to the program developed at the Basketball Academy.

The Youth Section consists of 14 teams, who play in the various age group leagues operated by the Israel Basketball Association, starting with Mini Basketball all the way up to the Juniors (under 18). Head coach of the section is Eli Ka-

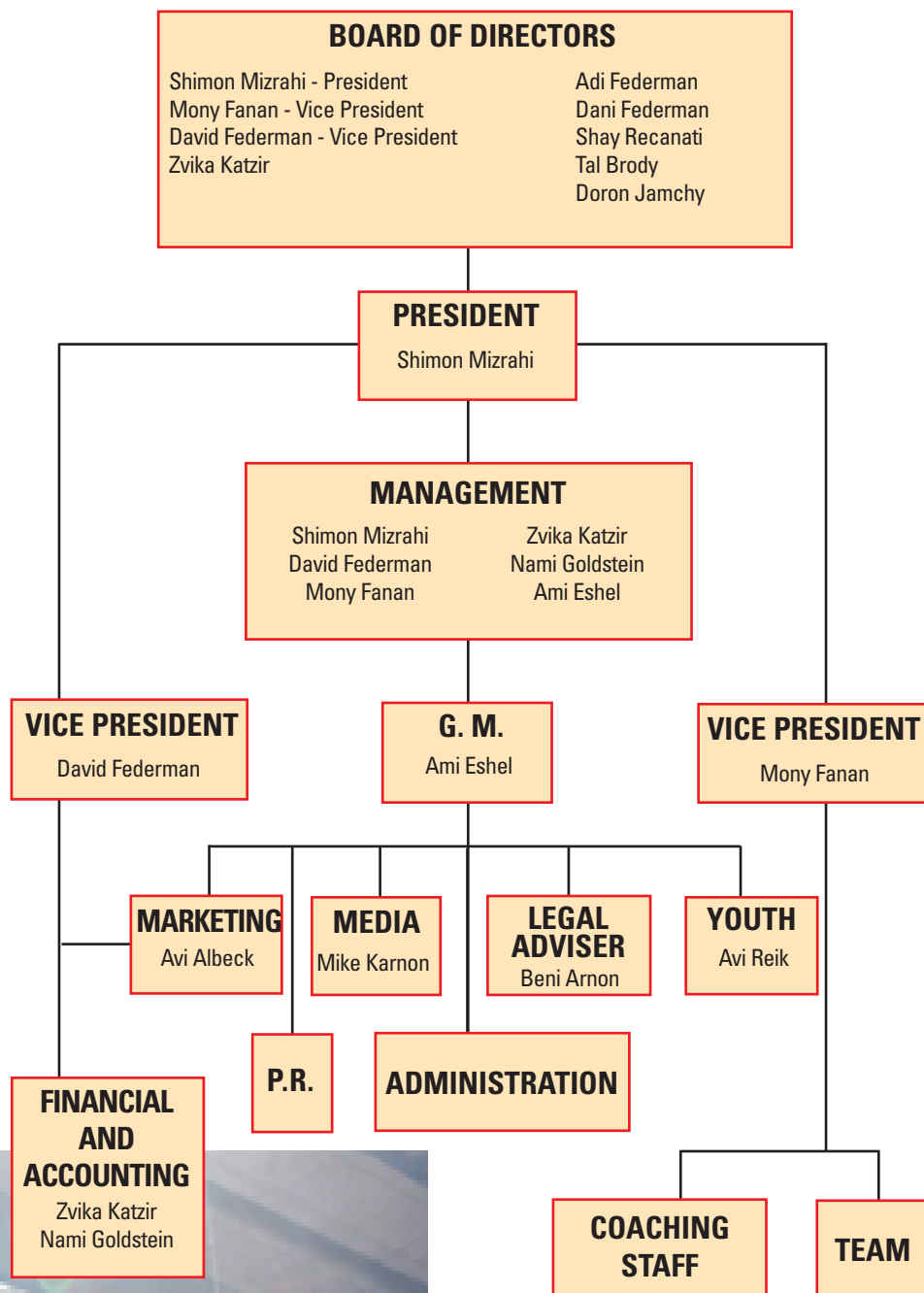




netti, a very experienced coach with many years in the Premier League. Kanetti also coaches the team, which won the Junior Championships for the 17th time. Several of his players are members of the Junior National Team: Omri Caspi, Gal Mekel, Daniel Gur Arie, Yonathan Shifer, Omer Zamir, and Gil Bash. The Under 20 National Team, which will play this summer in the World Championships in Argentina, includes Yotam Halperin, Yonathan Nir, Avi Ben Chimol, Anton Kazarnovsky, and Erez Kohansky, all of whom are graduates of the Maccabi Tel Aviv Youth Section. President Shimon Mizrahi and his board



## MACCABI TEL AVIV - CLUB ORGANIZATIONAL CHART



are looking forward to the 2005/06 season. Maccabi has always believed in continuation and that is why most players and the coaching staff will carry on for a third season.

For Mizrahi, it will be his 37th season in charge, certainly another European record.

Mizrahi is considered now as one of the top men in European basketball. He is also the Deputy Chairman of the Israel Basketball Association, Member of the Euroleague Board, Member of FIBA's By-Laws Committee, and a member of the Israeli Olympic Committee.



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by Walter Dejonghe

# PORTABLE BACKSTOP UNITS GAIN IN POPULARITY

**Walter Dejonghe is the General Manager of the Export Division of Schelde International, a company that was among the first partners of the FIBA Research and Study Centre in 1994. He is currently a member of the FIBA Research and Study Centre Decisional Board of the portable backstop category.**

When we think of basketball equipment, we tend to think of the sophisticated and very large portable goals used in modern competitive arenas where the world's best athletes perform. But, an entirely different level of equipment has been very instrumental in the tremendous growth of the popularity of this sport: that is, recreational basketball equipment.

Wall-mounted or simple roll-in basketball goals (units with instant adjustability of rim height), designed to cater to the needs of school-age players, up to recreational adult play are vital pieces of equipment in every school gym because, almost from the time a child can walk, he has a basket that he can shoot at and begin to develop an interest in the game.

For more serious basketball competitions, three main types of equipment are used: ceiling-hung structures; wall-mounted structures; and portable units, which can be folded and rolled away for storage. The portable units are now most often used at the highest levels of competition; portability has become extremely important.

## PORTABLE UNITS VERSUS WALL-MOUNTED OR CEILING-SUSPENDED STRUCTURES

Portable backstops, as they are commonly referred to, have evolved over the years from units that were heavy, difficult and dangerous to move, into aesthetically pleasing units that can

easily and safely be raised, lowered, and moved by one or two people.

Portables are clearly the more professional solution, but here are a few more factors to consider in choosing a backstop:

### Suspended units:

- ▼ Tend to cost less. Cannot damage the sports floor (unlike portables, which are used on all kinds of floors, from hard to very soft, from "point elastic" to "surface elastic."
- ▼ Do not require any space in the equipment room.
- ▼ Retrofitting suspended backstops in existing venues is not always possible, due to load restrictions on roof beams.
- ▼ Should not be used in arenas where the suspension height is over 10 m.

### Portable backstops:

- ▼ Are the only professional solution recommended by FIBA, and required by FIBA for high-level competition.
- ▼ Can be used as movable "shooting stations" for training and practice sessions.
- ▼ Space constraints in school gyms or municipal sport centers often make it impossible to use portables (court lines too close to the wall).

### SAFETY ASPECTS

Unlike in most other sports, basketball equipment is truly a "part" of the game: the meanest slam-dunks can be very punishing for the backstop, but at the same time account for the most spectacular aspect of the game.

Ever since its inception, the FIBA Study Centre has monitored the development of a series of new backstop safety features, such as:

- ▼ Heavily padded base frames at a distance of minimum 325 cm from the board.
- ▼ A center beam is used to attach the rim; oversized holes or cutouts in the glass backboard effectively eliminate the stress of a dunk on the glass itself. This, together with a set of standards for breakaway rims, has effectively taken care of the glass backboard problems of the past.

These represent only a few of the requirements to be met for FIBA-approved backstops; full details may be found at [www.fiba.com](http://www.fiba.com).

### SELECTION PROCESS

Understandably, a number of important aspects from the owner/user side cannot be addressed in the test criteria:

- ▼ Portable basketball goals are unique in the sense that they must be designed and built to withstand abuse (i.e. players trying to rip the rim off the backboard on a dunk; maintenance people needing to set them up and tear them down in very "rushed" time frames, as well as transport them within a building). This makes it mandatory to purchase goals that are of very high quality and strength. (Look for an ISO 9001 manufacturer with an excellent reputation and a proven track record).

- ▼ Since the portable goals are often set up very quickly, it is vital that this process be precise and dependable. Therefore the more automatic and foolproof the process, the better the product for its intended purpose. This means that operating the unit should be so simple that anyone can do it and get it right the first time. It should also be something one can accomplish without the need of



external forces, such as electricity. Modern spring-operated units, properly counterbalanced, can be set up by one person in minutes and will perform this way for, literally, decades. Schelde invented this system in the 1970s and most backstop manufacturers have since adopted it.

- ▼ Portable goals need to be stable, which implies "heavy." Yet they must not damage the flooring where they are set up. It is therefore important to purchase well-engineered units, manufactured by a company whose engineers have given great consideration to the issue. Spreading the weight over the floor properly is a major consideration. Professional companies offer tailor-made solutions with extra wheels, additional ballast weight, and shortened base frames in order to provide truly custom solutions.

- ▼ The worst nightmare at any competition is to have a piece of game equipment break down in the middle of a contest. It is therefore important that the goals be virtually unbreakable. When considering such a purchase, it is best to buy from a company whose products have been used in such venues for many years and proven their reliability.

At the same time, one must be aware of the fact that the choice for a certain brand or make for top level tournaments is more likely a matter of sponsorship rather than the result of a careful comparison of product features.

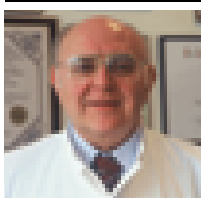
In addition to the existing technical requirements, it would seem to be in the interest of everyone involved in the game if even more consistent standards are developed. Standards

should be designed to prevent inexperienced manufacturers (who do meet the test criteria but have no experience with top level events) from supplying their equipment to Level 1 events without (x) years of proven experience. In the interest of the game, ways should be found to ban local politics or other disturbing factors from the decision-making process at this level.

Basketball is a constantly evolving game; the standards need to evolve too. If we want the game's popularity to continue to grow, it will take the cooperation of the proven manufacturers (who have been serving this market for several decades already), and the vision and leadership of an organization such as FIBA.

I believe this is the only way to achieve constant progress.





by Ivan Fattorini

# BODY COMPOSITION AND VERTICAL JUMP PERFORMANCE IN JUNIOR PLAYERS

**Ivan Fattorini is a Doctor and Professor, member of the Faculty of Kinesiology, University of Zagreb, Croatia, and at the Childrens Hospital, Medical School, University of Zagreb.**

## INTRODUCTION

Morphological characteristics of athletes determine the success in particular sports events in various ways. The knowledge of these characteristics is necessary to establish their importance for the success in competitive sport. The research on the influence of these characteristics in sporting games (soccer, handball, basketball, volleyball) is of particular complexity, because the success in the game depends, among other things, on how the individual characteristics of some players fit into the whole, thus creating a coherent team.

Basketball is a sport that consists of activities of short duration but high intensity during the course of the game. There are great physical demands on the functional capabilities of the players. Great physiological demands necessarily influence the morphological characteristics. Further on, basketball is the game where size, shape and body composition play an important part in providing distinct advantage for specific playing positions.

One of the dominant requirements for success in basketball is explosive power. For the lower body, this is perhaps best exemplified by the vertical jump. During vertical jumping, the muscles about the hips, knees, and ankles act rapidly and with great force in an attempt to produce the greatest possible velocity for the body as it leaves the ground. The jump height is ultimately determined by the takeoff velocity. Most jumping activities in basketball involve a counter-movement during which the muscles involved are first stretched rapidly and then shortened to accelerate the body upwards.

The objective of this article is to determine the body composition and morphological characteristics in basketball players who were the members of Croatian junior national team. The other aim is to evaluate vertical jump performance in young

basketball players assessed with the Bosco's tests. The results will be considered as the whole and then it will be determined whether there are any differences in the monitored characteristics that relate to the position on which the player plays in the game.

## RESEARCH METHODS

The sample was comprised of basketball players who were the members of Croatian national junior team (N=15). The mean age of the players was  $18.7 \pm 0.6$  years. Body composition in basketball players was determined by means of bioelectrical impedance method applying the equipment Body Analyzer, produced by the US company Danninger. The percentage of body fat (% FAT) and lean body mass (LBM) were analyzed. According to the instructions of the International biological program<sup>14</sup> the following anthropometric variables were measured: body height (HEIGHT), body mass (MASS), length of the leg (LEG LENGTH), length of the arm (ARM LENGTH), biacromial (BIACR. SPAN) and bicristal (BICR. SPAN) span, knee (KNEE DIAMETER) and elbow (ELBOW DIAMETER) diameters, upper arm girth (UPARM GIRTH), forearm girth (FOREARM GIRTH), thigh girth (THIGH GIRH) and calf girth (CALF GIRTH). Four skinfolds at triceps (TRICEPS SKINFOLD), subscapular (SUBSCAPULAR SKINFOLD), thigh (THIGH SKINFOLD) and medial calf (CALF SKINFOLD) sites (mm) were also taken.

The following tests for the evaluation of vertical jump performance were administered: squat jump (SJ), counter movement jump (CMJ,) multiple jumps test in 15 seconds (MJ15), and the Seargent test.

The obtained results were processed by means of standard statistical procedures for determining the basic descriptive statistical parameters—arithmetic means (AM) and standard deviations (SD). Both the minimal and the maximal values measured were recorded (MIN, MAX). The differences between the groups were analyzed by means of the Student's t-test. Data processing was done by the statistical package SPSS for personal computers.

## RESULTS AND DISCUSSION

The results are presented in tables. In Table 1, there are descriptive parameters of the anthropometric variables of the whole group. In Table 2, there are arithmetic means and standard deviations of measured variables for the basketball players at different playing positions (centers, guards and forwards).

Table 1. Basic descriptive statistical parameters of morphological characteristics

	AM	SD	MIN	MAX
AGE	18.7	0.6	17.0	19.0
MASS	89.2	10.5	70.7	105.3
HEIGHT	198.4	6.6	188.6	212.0
LEG LENGTH	114.5	3.4	107.4	119.6
ARM LENGTH	87.9	3.2	81.2	91.9
BIACR. SPAN	43.6	2.0	40.2	47.0
BICR. SPAN	30.5	1.3	28.0	32.5
ELBOW DIAMETER	7.3	0.4	6.5	8.3
KNEE DIAMETER	10.1	0.5	9.3	11.0
UPARM GIRTH	30.7	1.7	28.2	34.5
FOREARM GIRTH	28.2	1.6	26.1	31.7
THIGH GIRTH	58.7	3.5	52.5	63.0
CALF GIRTH	38.8	2.5	35.2	44.2
SUBSCAPULAR SKINFOLD	8.3	0.9	6.6	10.2
TRICEPS SKINFOLD	7.9	1.5	5.9	10.4
CALF SKINFOLD	6.6	1.1	4.3	8.7
THIGH SKINFOLD	10.8	3.1	5.3	15.3
% FAT	11.7	1.6	8.8	15.0
BMI	22.6	1.7	19.8	25.3
MUSCLE MASS	57.1	8.2	43.9	69.1
% MM	63.9	2.7	59.1	69.8

As expected, the average body measures of young basketball players greatly exceeded that reported for normal male population in Croatia, as well as those of male junior elite players in Croatia some years ago. They were similar to senior elite players in our country and some other European countries. These differences could be the result of both selection and acceleration, but are also pointing out a long-term trend of increased height in basketball, although it is less evident in recent time. This is in agreement with Alexander's study, which considers height as a good predictor of basketball performance, rebounding ability, and points scored.

When mean values of anthropometric variables were computed for different field positions, the centers, followed by forwards, had largest height, limb lengths, circumferences, and widths. As shown in many other studies, the centers were tallest and heaviest. Next were the forwards and the shortest and lightest players were the guards. For most of the game, centers play near the basket where size is advantageous. This inside basketball play involves considerable contact that requires substantial weight to maintain stability in a stationary position as well as while executing a skilled movement pattern.

The lowest values of skeletal dimensions, body mass and volume, were recorded in guards, who differed significantly from the centers regarding those variables.

The content of body fat in junior basketball players ranged from 8.8 to 15 % (mean = 11.7%), significantly below the average for a comparable sample of male students in Croatia. This is probably a result of a modern fast basketball play with

many jumps in attack and defense. The centers had the greatest amount of body fat but they also have significantly the highest levels of muscle mass percentage. Body composition of players studied is probably, at least to some extent, the result of the training process and of the specificity of the position players occupy in the field.

Table 2. Arithmetic means of morphological characteristics according to field position (bold values are statistically significantly different)

	GUARDS	FORWARDS	CENTERS
AGE	18.8	18.5	18.6
MASS	81.2	88.3	99.4
HEIGHT	192.3	198.6	205.5
LEG LENGTH	111.2	115.0	118.0
ARM LENGTH	85.2	88.8	90.4
BIACR. SPAN	42.9	43.6	44.4
BICR. SPAN	29.8	30.4	31.5
ELBOW DIAMETER	7.1	7.3	7.4
KNEE DIAMETER	9.7	10.2	10.5
UPPER ARM GIRTH	29.9	30.3	31.8
FOREARM GIRTH	27.3	27.7	29.6
THIGH GIRTH	56.7	58.1	61.6
CALF GIRTH	37.4	37.8	41.4
SUBSCAPULAR SKINFOLD	8.1	8.0	8.6
TRICEPS SKINFOLD	8.1	7.7	7.9
CALF SKINFOLD	6.3	6.0	7.3
THIGH SKINFOLD	9.2	10.4	13.0
% FAT	11.6	11.0	12.2
BMI	21.9	22.3	23.5
MUSCLE MASS	51.1	55.4	65.7
% MM	62.9	62.7	66.1

The average values of all measured vertical jump tests were better than the values reported for normal population but significantly below the results reported for Italian or American basketball players of the same age. Only the results of the Seargent test were comparable to reported values for world-class basketball players.

When mean values of vertical jump tests were computed for different field positions, forwards were the best in squat jump, guards in counter movement jumps and multiple jumps in 15 seconds, and in the Seargent test.

The vertical jump performance of players studied is probably the result of the training process and of the specificity of the position players occupy in the field. The guards have the lowest values of body height and they have to compensate for this insufficiency by higher vertical jumping performance. This is shown through the values of counter movement jump which demonstrate that guards are the best users of the stored elastic energy in the muscles and tendons. The centers, who are the tallest, have lower vertical jumps than the shorter forwards and guards.

Table 3. Arithmetic means of vertical jump performance in basketball players according to field position

	SJ (CM)	CMJ (CM)	MJ15 (CM)	SEARGENT (CM)
GUARD	38.7	41.9	35.5	64.4
FORWARD	39.6	39.7	35.0	63.2
CENTER	37.3	40.1	33.9	59.6



by Francesco Cuzzolin

# INJURY PREVENTION: DRILLS ON THE COURT

**Francesco Cuzzolin, since 19 years, is a strenght and conditioning coach. He worked for Benetton Basketball team in Treviso, then he went to Virtus Bologna and, since four years, is back to Benetton. He is Professor at the Motor Skills Science School at the University of Padua (Italy).**

The technical and physical evolution of basketball over the past few years has helped athletes reach newer performance plateaus, but it has also made athletes bear even greater physical stress.

The number of training sessions, competitions and trips, especially for players, who have to play in international competitions, makes it very hard to organize physical work so the player will be in peak physical condition and still turn in the best performance on the court when needed.

Unfortunately, there is something that often hinders the formulation of training programs that puts at risk the entire season: the health of the players and the possibility of injury.

Athletes hope to remain active and in peak form over the course of a lengthy career. With that in mind, the job of the conditioning coach takes on much more importance.

How is possible for a conditioning coach to create a comprehensive and effective plan that prevents the players from injuring themselves while still leaving them in the best physical shape possible? In my opinion, this aspect of my job is the most important because the quality and the quantity of the physical work that the team will be able to do depends on it.

To plan an effective prevention program for a team, each team member must understand the following:

## PREVENTION

1. Structural
2. Methodological
3. Behavioral
4. Technical



**STRUCTURAL**

1. Level of musculoskeletal functionality of the athletes in relation to their age;
2. Postural balance;
3. History of past injuries and level of recovery.

**METHODOLOGICAL**

1. Level of conditioning of the athlete in proportion to the workload he will undertake;
2. Habits and method of work used by the athlete in the past;
3. Habits and method of work used by the coach in the past.

**TECHNICAL**

1. Type of preparation used in training for games, and the stressful and regenerating drills;
2. Synergistic planning between the work of the therapist, conditioning coach, and head coach;
3. Management of situations with high risk that can occur on the court.

**BEHAVIORAL**

1. Lifestyle of the athletes;
2. Psycho-emotional status in relation to the family situation;
3. Contract status and future perspectives.

The elaboration of this information will allow the conditioning coach to create and propose some strategies for preventing injuries. Each prevention program is individualized, created in relation to the special needs of each player, the number of minutes played, injuries suffered, and special weaknesses. However, I think that much can be accomplished if a team incorporated prevention programs. This is a new aspect of the job of the conditioning coach, but, as new research has already confirmed, there is plenty of room for improvement.

That is why, with a modern conception of the job of the conditioning coach, we cannot avoid to insert some drills that have a specific preventive purpose.

Some injuries, in fact, have a traumatic or accidental origin, that can hardly be prevented; other injuries depend on a situation of muscle-skeletal overload, or a particular weakness that can be prevented.

Preventive practices depend on the experience of the therapist and of the conditioning coach, regarding the functional tests, the joints' range, kinesiological and postural tests, applied to the discipline where we want to operate.

The level of competence depends on the formation received and on the competence gained during the years, and I do not think





there is only one way to reach a good level of competence.

Other drills, that I am going to explain later with some example, depend on reading the movements that the athlete makes to practice his sport. He can run, jump, shoot, but the intensity and the how he moves uses depends on the ability of the athlete and on the level of preparation, but also depends on the biomechanics of the movement.

It is possible that the athletes, even if they are pros, do not have the best execution technique, that depends on a number of factors.

## MAIN REASONS OF INJURIES

### Traumatic

1. Blows
2. Falls
3. Sprains
4. Loss of control of the technical action

### Because of an overload

1. Overtraining
2. Microtraumas
3. Imbalances
4. Decrease of control of the technical action

There are technical actions that apparently don't seem to be traumatic, or moments during the practice or the game where the athlete's ability to control different limbs decreases, for example, because of the tiredness. In these situations the risks of an injury increase. The proprioceptive and articular balance abilities are intrinsic qualities to the movement, that can be trained and improved with specific drills, also on the court. A lot of basketball players carry on the court some problems due to a rehabilitation not correctly done; they play with wrapped ankles, or simply they have never trained these qualities specifically. For this reason, planning some drills during the whole season can be extremely to avoid injuries.

It is necessary to develop some drills that include different levels for a correct work, during the practice, of the sensorial, proprioceptive and motor system, that will be specific for the sport practiced.

We can catalogue these levels as follows:

### LEVEL ONE

Short circuit or from the spine, where the adaptation answers are referred to reflected actions stimulated by the defensive or balance mechanisms or in conditions of physical stress.

### LEVEL TWO

Middle circuit or from the cerebellum, where the adaptation answers are referred to automatic actions, stimulated by the preservation of balance in natural conditions requested.

### LEVEL THREE

Long circuit or from the cortex, where we try to improve the motor control for a final integration of the information received, with answers determined by specific abilities gained.

For example, if every time our player quickly decelerates, or stops, and this action does not happen in a sequence with heel and forefoot, there could be some problems. A smaller involvement of the hamstrings as the muscles, which move forward the shinbone, supporting the control and the stability of the knee, can cause:

1. Decrease of stability of the ankle;
2. Decrease of stability of the knee;
3. An increased a patellofemoral overload;
4. An increased overload of the infrapatellar ligament;
5. Decrease of stability of the hip;
6. Decrease of control of the dorsolumbar part of the back.

If the athlete, when he decelerates, also changes direction, we must add to the problems listed above also the problems that regard the rotating movements that often cause injuries to the ligaments. These overload situation must be considered and trained in the most functional and economical way possible, to allow to the athlete the adjustments that will help him to avoid or reduce the periods of forced inactivity. Working with professional players, it is not sufficient to apply the modern knowledges to let them recover completely; the most important thing to do is to understand the reason of the injury, trying to work for limiting, possibly avoiding, and the risk the same thing happens again. In this project, a big part of the work is competence of the conditioning coach.

### PROPOSALS

The analysis and simplification of some basic movement for basketball game, but we can make a lot of similarities with other team sports, will allow us to create a sequence of drills to do on the court, to train the athlete to execute these actions in the best and most functional way, with a great advantage in preventing injuries, but also as an improvement of his athletic and technical performance.



Substantially the athlete, to move, alternates a sequence of standing only on one foot in different directions, with different width and quickness. To simplify, the drills will be executed in six ways:

1. Going forward;
2. Going back;
3. Laterally;
4. Going forward, diagonally, with an angle of 45°;

5. Going back, diagonally, with an angle of 45°;
6. Crossing forward.

In all of these actions, the joints' involvement is in charge of the joints of the ankle, of the knee and the hip.

In a first phase, pass from a dynamic situation, made by little jumps, fast walk, jogging or running, to a static situation, standing only in one foot, trying to stop the inertia of the body, with the knee bent, and maintaining the balance for two or three seconds. Then, continue executing the same movement with the other limb.

In a second phase, pass from a dynamic situation to a static one, to introduce, later, an hop in the same or another direction, to stop, then, standing only on one foot, maintaining the balance for two or three seconds.

Planning the practices, we want to gradually increase the difficulty in stabilizing the articulations, maintaining the balance, as the following the progression:

1. Increase the load: we can work on the distance between the steps, we can decrease the articular angles, or increase the weight of the athlete (barbells, medicine balls, etc.);
2. Increase the instability: we can propose movements of the head, or we use some wobble boards, dyna disc, airex pad, bosu, etc.;
3. Increase the difficulty, adding or mixing up the previous points, or introducing some rotatory movements;
4. Increase the specificity, introducing the ball.

The number of repetitions depends on the level of efficiency of the athlete, on his knowledge of the drills, on the necessity of corrections, on the arrangement of the session inside the workout and on the total planning of the work. The first drills that will be proposed, the easiest ones, can be used also as a warm up. Usually, because of the fact that these drills are very serious, on a muscular and articular point of view, and also for what regards the nervous system, we need a good warm up. Sometimes, we can put these drills at the end of the practice session, just to evaluate the reactions of the athlete when he is tired.

#### METHODS

The drills that I am going to present are basic to start to apply the concepts

explained before. One of the biggest advantages is the simplicity of their execution, and the possibility to make all the team work at the same time and without any other tool, only the basketball court. If the following drills are used for a basketball team, please divide the team in three or four lines on the baseline. The athletes must be distant between each other, to allow them any movement, if they lose balance, avoiding the risk to hit a teammate. The drill is executed until the middle of the court, usually three or four repetitions for each leg. Then, I will propose some appropriate dynamic drills, skip, hops, slides, sprints, to repeat the movements previously executed.

#### STEP AND STICK

1. Make three steps going forward. At the third step; stopping rolling from the heel to the forefoot, stop with the knee bent for two or three seconds, maintaining the balance. Repeat the drill on the opposite side. In the other half court, execute a allow skip or a hopping steps. Execute a round trip.
2. Like the previous drill, but going back, in the other half court, run or jump back.
3. Go forward with a sliding step diagonally, with an angle of 45°; at the third step, stop with the knee bent. Repeat the drill on the opposite side. On the other half-court, slide diagonally, changing the side every three steps.
4. Go forward with a sliding step; at the third step, stop with the knee bent. Repeat the drill on the opposite side. On the other half-court, slide laterally.
5. Go back with a sliding step diagonally, with an angle of 45°; at the third step, stop with the knee bent. Repeat the drill on the opposite side. On the other half-court, slide back diagonally, changing the side every three steps.
6. Go forward laterally, crossing the first step behind the body, with the left leg if going on the right; execute a lateral step with the right leg, then cross forward with the left one, stopping as explained before. Repeat the same movement on the same side until the half-court, changing the side when executing the return. After the half-court, execute a carioca run.

#### STEP, JUMP AND STICK

The same sequence of drills proposed before can be executed also making the athlete do, after a first stop, a hop, before a second stop. The first stop is usually short, one or two seconds maximum;

the second one is two or three seconds maximum long. The hop will be executed at the beginning, at the same direction of the first stop, skimming the court and close. Later, when the athlete will be fit to the stimulus, you can vary all of the parameters.

#### STEP, BACK AN STICK

The same sequence of drills proposed before can be executed also making the athlete do, after a first stop, a hop in a direction opposite to the previous one, before a second stop. The first stop is usually very short, just to change direction; the second one is long two or three second maximum. The same exercise can be executed on the baseline, or on the half-court, alternating three steps in place, a hop in various directions and, after having load the limb, push for going back at the starting position. This exercise is very effective, but it must be used with caution, with athlete who are healthy and that already have a good knowledge of the exercise proposed, because of his high eccentric component.

#### STEP, SPIN AND STICK

This drill is extremely difficult, also because of a high stimulation of the vestibular apparatus. The drill is executed exclusively with movements to go forward and back. Talking of rotation, I mean starting with a step forward, rotate with three steps of 180°, and stop with a step back. Then, start with a step back, rotate with three steps of 180°, and stop with a step forward. There is also the possibility to rotate of 360°.

#### CONCLUSIONS

Very rarely, in the past, people talked about injury prevention. A lot of doctors and therapists considered exclusively therapies and cures. Among the conditioning coaches, just a little of them had the competences to recover, with scientific procedures, an injured athlete. So, it was impossible to think about procedures of work to decrease, if possible, the number of injuries, when, very often, the work of the conditioning coach was the real cause of them.

Usually, people think that, to obtain rewarding results, it is necessary a very expensive technology, or a very deep knowledge.

In my opinion, a lot can be done, also in the day by day work, with very simple experiences, that apply the logic of the knowledge of the movement, with another point of view and a new important goal.



By Walid El-Bermani

# THE FUNCTIONAL ANATOMY OF THE FOOT AND ANKLE

**Walid El-Bermani is Associate Professor of Anatomy and Cellular Biology at the Tufts University School of Medicine, Boston.**

This presentation offers practical guidelines diagnosis of injuries to the ankle and foot.

The first row of tarsal bones are organized in a series due to the 90-degree medial rotation of the lower limb, forming an arc posteroanterior and lateromedial to increase the weight-bearing area and act as a shock absorber for the impact of the heel strike with the ground. For the mortise of the talus, a tunnel is formed by the tibia medially, the fibula laterally, and the upper surface of calcaneum. The cupula of the

talus is wider anteriorly, thus limiting extension to 20 degrees and locking the ankle during the swinging phase, and in transition between mid-stance and push-off during the stance phase of walking. The check ligament for this extension is the posterior talo-tibial and talo-fibular ligament. There is a possibility of damage here during excessive forceful extension, inducing a lesion of the anterior lateral articular edge of talus. The ankle has been described as a hinge joint with the axis between medial and lateral malleolus parallel to the lower surface of the tibia. This is true only in the neutral position of the ankle; the first degree of flexion creates a drop of the lateral side of the talus creating a 5- to 8-degree angle.

The lateral point of the axis is transitional on a curved track as the flexion continues through the 45-degree range. Any excessive sudden flexion will jam the posterior medial edge of the talus against the posterior edge of the tibial ridge and result in an articular lesion of the talus. It may be associated with partial or full rupture of the primary target, anterior talo-fibular or talo-tibial ligaments.

Greater than eight-degree increases of the talo-tibial angle is an indication of subluxation of the deltoid ligament and lateral calcaneofibular ligaments, which results in an unstable ankle.

The midline axis of the foot is a line from the mid-groove of the cupula of the talus through the second metatarsal bone. The

## COMMON INJURY SITES: THE MEDIAL PART OF THE FOOT

Anterior talus tibialis ligament  
Tibial-navicular ligament  
Anterior tibialis tendonsynovitis  
Extensor hallucis longus tendonsynovitis

Posterior tibialis tendonitis  
Posterior talus injury  
Calcaneal compression tendonitis  
Flexor hallucis longus tendonitis

Tendinitis Achillis  
Tendonitis  
Bursitis

Bursitis  
Sesamoiditis  
Arthritis

Tuberculum of first metatarsal ligament  
Anterior tibial tendonitis

Posterior talus-tibial ligament  
Medial calcaneal tuberculum  
Deltoid ligament



second metatarsal head is wedged between the tarsal bones and adjacent metatarsal bones, the second and third metatarsal form the mid- transverse arch. Weight is carried by the head of the first metatarsal medially and fourth and fifth metatarsal laterally. If the metatarso-phalangeal joints (MP) are level, it is an indication of the collapse of the transverse arch.

The intersection of the axis of the first metatarsal bone with the midline axis at the talus forms an 8- to 10-degree angle. Increase in this angle, and an acutely protruding medial tubercle of first metatarsal, are a definite indication of valgus in progress.

The medial palpable structures are the head of first metatarsal, sesamoid bones, tubercle of the first metatarsal with the cuneiform, the tubercle of the scaphoid bone, the sustentaculum tali of the calcaneum and attachments of the Achilles' tendon.

A line starts where the Achilles tendon attaches to the calcaneum and runs horizontally parallel to the ground through sustentaculum tali, tuberosity of the scaphoid bone and cuts through the first tarso-metatarsal joint and ends across the proximal one third of the first metatarsal bone.

The tuberosity of the scaphoid is at an equal distance between the sustentaculum and tuberosity of the first metatarsal bone at the trans calcaneo-metatarsal line.

If those three bones form a triangle with the scaphoid tuberosity superior, it is an indication of claw foot or rupture of part of the bifurcating ligament. If the apex of the triangle points inferiorly it indicates planus foot or subluxation of the spring ligament. Posterior to the medial malleolus, the tendon of tibialis posterior as it grooves the tibia posteriorly is a site for tendinitis tenderness. You can palpate the posterior ridge of talus and the medial talar tubercle with the posterior talo-tibial ligament just below the level of the medial malleolus. It is easy to palpate the flexor digitorum longus tendon.

Another site of tendinitis is the groove for the tendon of flexor halluc longus, between the posterior talar tubercles. Deep to the Achilles tendon is the deep bursa, which is more easily palpitated bimanually. Tenderness between the later two sites can be induced by pressure to superior surface of calcaneum; this is a sure sign of compression fracture.

Laterally, the tendon of peroneus longus grooves the posterior surface of lower



fibula, and this is also a site for tendinitis. Posterior to the lower slope of lateral malleolus one can palpate the lateral posterior talar tubercle and the posterior talo-fibular ligament in between.

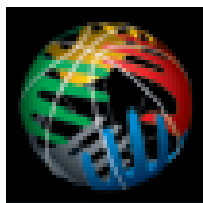
Tenderness at this point is sure indication of an over-stretched ligament due to excessive sudden extension of the foot. In this case, one must check for tenderness due to lesion at the anterior lateral talar ridge. Inferior to the point in the lateral malleolus is calcaneo-fibular ligament, which can be stressed in an excessive inversion.

A postero-inferior palpation allows you to examine the crossing of the peroneus longus and brevis tendons and anterior to that the synovial sheaths. The tuberosity of the fifth metatarsal bone is the point of attachment for the peroneus brevis and

the antero-superior attachment of the peroneus tertius. This is a site of injury during sudden flexion and eversion.

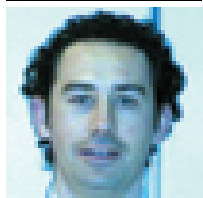
Another important area is the interosseous fossa, for palpation of the interosseous ligament (calcaneo-talar) which is considered as a retinaculum as it carries blood supply to the neck of talus. An interruption of this ligament may cause necrosis of the head of the talus.

More anteriorly and inferiorly is the bifurcating ligament, consisting of the calcaneo-scaphoid ligament and calcaneocuboid ligament. Both attach to one point on the superior edge of the most anterior part of the calcaneum. Excessive flexion of the foot at the subtalar line, combined with inversion or eversion, may cause evulsions from their attachments to the calcaneum.



FIBA

We Are Basketball



by Inaki Refoyo

**Inaki Refoyo is a professor at INEF (Spanish Institute of Physical Education) in Madrid. He is a master at the top level of coaching in the Spanish Basketball Federation. He has written several articles about basketball and conditioning.**

## HUNTING THE MOUSE

### DESCRIPTION

All of the players are set to make one or two circles; each player has a ball. One of them, the mouse, runs around the circle, dribbling a basketball.

Suddenly, he touches one of the players in the circle, who will get up and run after him, dribbling a basketball and trying to catch him before he-after having completed a lap around the circle-will arrive at the empty space in the circle left by the player. If the player does not catch him, he will become the new mouse; if the player does catch the mouse, then the mouse remains and goes to touch another player in the circle.

### EQUIPMENT AND DETAILS

- ▼ Necessary tools: balls.
- ▼ Number of players: six or more.
- ▼ When to introduce in a practice session: At the beginning.
- ▼ Aim of the game: improving the start and the dribble as main technical components.
- ▼ Physical requirements: low.
- ▼ Suggested time: 3 - 5 minutes.
- ▼ Possible alternatives: a) make two laps around the circle; b) use the non-dominant hand for dribbling.

## PERSECUTION

### DESCRIPTION

Children are divided into two groups and are set in a row at the end of the two sidelines.

Each group has two balls. At the signal, the first player of each row starts to run and, while dribbling, runs around the circle at half-court. Each player races back to the starting point and passes the ball to the first teammate without the ball, then sits down at the end of the line. The moment the player sits down is when his teammate can start dribbling for the halfcourt. The first team to have all of its players sitting down is the winner.

### EQUIPMENT AND DETAILS

- ▼ Necessary tools: four balls.
- ▼ Number of players: eight or more.
- ▼ When to introduce in a practice session: At the middle of the session.
- ▼ Aim of the game: bring players up to the competition, using the ball; quick progression, using the dribble.
- ▼ Physical requirements: high.
- ▼ Suggested time: 6 - 10 minutes.
- ▼ Possible alternatives: give two balls to each player.

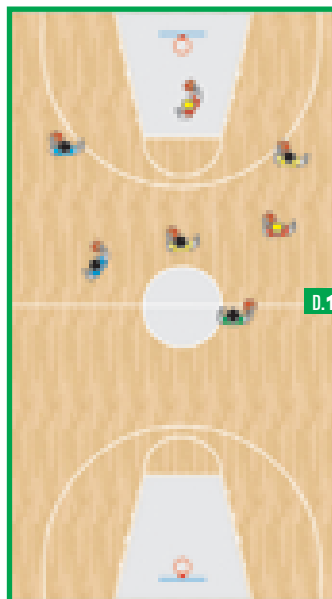
## SITTING

### DESCRIPTION

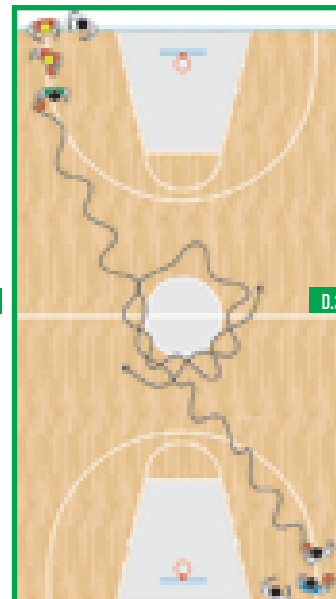
Players are divided into two groups; one of the components of each group has the ball and is slightly far away from the rest of the group. At the signal of the instructor, the player will pass to the first teammate of the row who, after having reversed the ball to the first passer, will sit on the court and the other components of the group will do the same. The team that first has all the components seated on the court will win.

### EQUIPMENT AND DETAILS

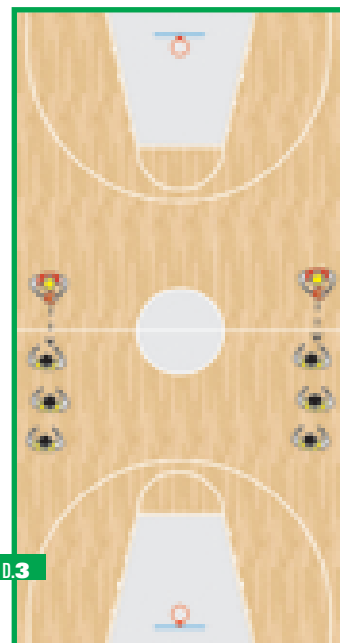
- ▼ Necessary tools: two balls.
- ▼ Number of players: eight or more.
- ▼ When to introduce in a practice session: At the middle of the session.
- ▼ Aim of the game: learn to pass and develop cooperation among teammates.
- ▼ Physical requirements: low.
- ▼ Suggested time: 5 - 7 minutes.



D.1

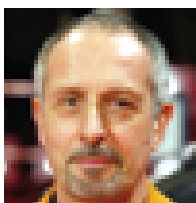
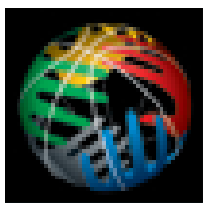


D.2



D.3





# PLAY WITH US

## LET'S TALK OF REFEREES

Would you please answer a few questions regarding refereeing? There are many books and technical magazines and articles for the coaches, but there are any books or magazines for referees? If yes, where can I order them?

The second question is related to camps for referees. The summer camps for players of different ages and levels are extremely popular in every European country and throughout the United States, but I would like to know if something similar exists for referees and where they are located.

**Olivier Legrange, Nice, France**

*To the best of our knowledge, there is a monthly magazine in U.S. called "Referee." The articles are about not only basketball, but focus on refereeing different sports. Here is the address:*

*Referee - P.O. Box 161  
Franksville, WI - USA  
Tel. ++262-6328855 - [www.referee.com](http://www.referee.com)*

*At the magazine's site you can also order y booklets on a variety of basketball officiating-related topics, from the three-men officiating crew to the particular assignments and responsibilities of the leader, center, and trail referee.*

*Moreover, you can also find books on refereeing at the Human Kinetic Publishing Internet site, [www.humankinetics.com](http://www.humankinetics.com). One book published in 1999, "Successful Sports Officiating" by Jerry Grunski, touches upon different aspects of sports officiating. The specific one for basketball is "Officiating Basketball", American Sport Education Program, 2005.*

*As for referees' camps, they are very common in the U.S. at the high school and college level. It is possible to obtain information from the Director of Officiating of a particular state high school Federation. A good one to try, for example, is the Indiana High School Athletic Association, [www.ihsaa.org](http://www.ihsaa.org). Another good source is the Director of Officiating of the top college conference (such as the Atlantic Coast Conference, [www.theacc.collegesports.com](http://www.theacc.collegesports.com) or Big East, [www.bigeast.collegesports.com](http://www.bigeast.collegesports.com)). Finally, there you can also contact the National Association of Sports Officials,*

*[www.naso.org](http://www.naso.org). There are no referees' camps in Europe at this time because each national federation organizes seminars and classes for their own referees.*

## VIDEO SCOUTING

I heard that the pro and college coaches use special software and video for analyzing the performance of their own team as well as their opponents. Please fill me in with the particulars.

**Jerry Staumbach, Perth, Australia**

*Each NBA team has a person on their coaching staff, who acts as the team's video coordinator. They work with the most sophisticated equipment for digital video editing and analyses, enabling them to monitor the performance of each player on their team, as well as the players on opposing teams. They can provide the coaching staff all the necessary information shortly after the game has ended. All the top Division I university teams use video coordinators and use similar equipment.*

*Here some of the companies, which produce these specific tools:*

*XDS Technologies. Inc  
601 Codisco Way  
Sanford, FL 32771  
++1-407-9360800  
[www.xostech.com](http://www.xostech.com)*

*LRSSports  
[www.lrssports.com](http://www.lrssports.com)*

*U.S. Sports Video  
[www.ussportsvideo.com](http://www.ussportsvideo.com)*

*CoachComm-Sports Electronics  
[www.coachcomm.com](http://www.coachcomm.com)*

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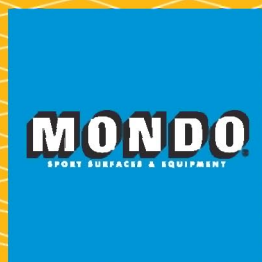
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