



ASSIST¹⁷

FIBA ASSIST MAGAZINE FOR BASKETBALL ENTHUSIASTS EVERYWHERE NOVEMBER / DECEMBER 2005



FIBA

We Are Basketball

DIRK BAUERMANN
GERMANY'S GAME PLAN

PEDRO FERRÁNDIZ
EDUCATIONAL PROFESSIONALISM

ALAN RICHARDSON
MENTAL SKILLS FOR REFEREES,
MENTORS AND INSTRUCTORS

EMIR TURAM
TURKEY: A MODERN
SPORTS CONCEPT

ELIZABETH HUNTER
ANTI-DOPING:
IT'S A GLOBAL CAMPAIGN

PANAGIOTIS GIANNAKIS

EUROBASKET CHAMPION OFFENSE



FIBA
STUDY CENTRE

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WE ARE BASKETBALL & FIBA ASIA

We are Basketball is a program designed for the basketball world. I believe that it is one of the most important programs FIBA offers to its member countries.

The popularity of basketball is growing daily. In addition to being the third most popular sport on the schedule of the Olympic Games, basketball is now one of the most popular sports in Asia, too.

FIBA ASIA is doing its best to promote the sport in the entire Asian region with the able assistance of 44 affiliated federations from the Asian countries.

The FIBA Asia Championship for Men is already well known to all basketball fans and is very famous in the region.

The 23rd FIBA ASIA Championship for Men, which was the Asian Zone Qualification for the FIBA World Championship 2006, was held recently in Doha, Qatar.

China, Lebanon, and Qatar have quali-

fied for the upcoming FIBA World Championship, which will be held in Japan.

This will be the first World Championship held in Asia since it was last organized in Manila, Philippines 28 years ago.

Being the host nation, Japan automatically qualified for the tournament, making a total of four teams from the Asian zone that will participate.

FIBA Assist magazine is a tremendous asset for basketball and the breadth of topics that it covers in each issue is a great asset not only to readers from the Asian Zone, but for lovers of basketball the world over.

I hereby extend my congratulations to FIBA Assist Magazine for its continuous and helpful contribution to the basketball family.

Sheikh Saud Bin Ali Al-Thani
President - FIBA ASIA

FIBA ASSIST MAGAZINE

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8, CH. Blandonnet, 1214 Vernier/Geneva
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e-mail: info@fiba.com

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EDITOR-IN-CHIEF

Giorgio Gandolfi
Editorial Office: Cantelli Editore,
V. Saliceto 22/E, 40013 Castel Maggiore
(BO), Italy, Tel. +39-051-6328811,
Fax +39-051 6328815
E-mail: fibaassist@cantelli.net

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.

The magazine is published 6 times per year.

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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.



FIBA ASSIST MAGAZINE WISHES ALL OUR READERS A HAPPY HOLIDAY SEASON

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2005 - 2006 FIBA CALENDAR

DECEMBER 2005

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

18 - 19.12 FIBA Africa Central Board in Abuja, Nigeria

21 - 29.12 FIBA Africa Championship for Women in Abuja, Nigeria*

JANUARY 2006

15.01 Draw for the 2006 FIBA World Championship in Tokyo, Japan
20.01 World Technical Commission in Geneva, Switzerland

31.01 Draw for the 2006 FIBA World Championship for Women in Sao Paulo, Brazil

FEBRUARY 2006

01 - 28.02 South American League for Men's Clubs
19.02 NBA All-Star Game in Houston, Texas, USA

MARCH 2006

15 - 26.03 Basketball Tournament of the Commonwealth Games in Melbourne, Australia

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14 - 21.03 Finals of the FIBA EuroCup
Women (sites tbd)

16 - 23.03 Finals of the FIBA EuroCup Challenge
(sites tbd)

31.03 - 02.04 Final Four FIBA EuroLeague Women
(site tbd)

APRIL 2006

01 - 03.04 NCAA Men's Final Four in Indianapolis, USA

07 - 09.04 FIBA EuroCup Final Four (site tbd)

28 - 30.04 Euroleague Final Four in Prague, Czech
Republic

MAY 2006

19 - 21.05 FIBA Women's World League, Preliminary
Round Group A, P.R. Of China

26 - 28.05 FIBA Women's World League,
Preliminary Round Group B, Pecs,
Hungary

tbd Asian Champions Cup for Men

AUGUST 2006

19.08 - 03.09 FIBA World Championship for Men in
Japan

SEPTEMBER 2006

12 - 23.09 FIBA World Championship for Women in
Brazil

* This championship qualifies for the 2006 FIBA
World Championship for Women in Brazil



by Giovanni Piccin



by Gianluca Basile

COMING OUT OF SCREENS



Giovanni Piccin started to work with the Italian National Teams Department of the Federation in 1986 as assistant coach of the Youth National teams. He then coached Udine in the A2 Division for three seasons, and then he was back to the Federation with the Men's team. He was the head coach of the University Games team in 1993, and then assistant coach of the Men's teams, which won a silver medal at the Goodwill Games, a silver medal (1997), gold medal (1999), and a bronze medal at the 2003 FIBA European Championships. His teams also won the gold medal at the Mediterranean Games and a silver medal at the 2004 Olympic Games. He was on the coaching staff of teams that participated in the 2000 Olympic Games and the 2001 FIBA European Championship.

Gianluca Basile started his career at the top level with Reggio Emilia, Italy, and then went to Fortitudo Bologna, where his team won Division I titles in 2000 and 2005. He was MVP of the Italian Division I championship in 2004. He presently plays with Barcelona, Spain. With the National team, he won a gold and bronze medal at the FIBA European Championships and a silver medal at the 2004 Olympic Games.





With aggressive defenses and athletic defenders it is very important to exploit the screen of a teammate to receive the ball, and shoot before the defender's recovery. In the following examples, we will see how the player should exploit the screen, without considering the movements of the screener.

To exploit a screen, a player should know how to move on the court, looking at the position of the defender, and then bring the defender into the screen, and come out from the screen to receive the ball. The first movement entails getting as close as possible to the defender, making contact with him, and then making one or two steps to the opposite direction of where you expect to get a screen. Quickly change direction and sprint towards the teammate, who is setting the screen.

It is very important to go "shoulder-against-shoulder" with the screener, really brushing the shoulder of the screener, preventing the defender from sliding in between the screener and yourself. It is also important to place the inside arm, the one nearest to the screener, bent at about a 45 degree angle and in front of defender's hip.

Let's review various situations and the defender's reactions.

THE DEFENDER STAYS ON THE SCREEN

The offensive player comes out of the screen, receives the ball, and makes a jump shot. Note how the feet roll and that both are in front of the basket (photos 1, 2, 3, 4, 5, 6, and 7).

THE DEFENDER FOLLOWS AND POPS OUT WHERE THE OFFENSIVE PLAYER WILL RECEIVE THE BALL (FADE AWAY)

The offensive player gets far from the screen, goes in the opposite direction of the defender, and then receives the ball and takes a jump shot. Note how I lean against the screener's hip and I push with my hands on his hip. Look at my left leg and how I use it to help myself get on the opposite side of the defender. When I am about to receive the ball, I turn my body and my feet towards the basket (photos 8, 9, 10, 11, 12, 13, 14 and 15).

THE DEFENDER FOLLOWS AND TRIES TO SLIDE OVER THE SCREEN (CURL)

The offensive player turns around the screen, cuts in the lane, and he now can:

- ▼ Receive and shoot under the basket, if the defender is late and if he remains on the screen (photos 16, 17, 18, 19, 20, and 21);
- ▼ Receive and take a jump shot, if the defender tries to recover the position in the lane (photos 22, 23, 24, 25, 26, 27, 28, 29, and 30).

If the defender slides over the screen, another possibility is to come back where to the original position and then make a back door move to the basket.

IMPORTANT DETAILS

- ▼ The teammate, who is near where the screen is to occur, doesn't have to look at the player that has





16



17



18



19



20



21

the ball or to who is making the screen. This prevents his defender from knowing that a screen is about to occur.

- ▶ No running frenziedly toward the screen, but use changes of speed and direction.
- ▶ Leave adequate time for the teammate to make the screen.
- ▶ Exploit the screen through broken and not straight lines. Align the body with the teammate who sets the screen, creating an angle that prevents the defender from sliding on the inside of the screen.
- ▶ Stay low when going towards the screen and receiving the ball in order to speed up the shot or the movement around the screen.
- ▶ Be ready to receive the ball and shoot immediately.

We would like to thank the Italian Basketball Players Association (GIBA), and Giacomo Galanda, captain of the Italian National team, for their collaboration.





by Kevin Sutton

PLAYER AND SKILL DEVELOPMENT: THE POST

Kevin Sutton is the head coach of Montverde Academy in Florida, one of the top high schools in US. He has over twenty years of coaching experience, as assistant coach at James Madison University and Old Dominion University. He has built his reputation as an excellent teacher of the fundamentals and he is a regular lecturer at the Nike Skills Academy and Five-Star, the two top US summer basketball camps. He has produced two DVDs, "30 Drills for Building a Complete Guard" and "30 Drills for Building a Complete Post Player" (Championship Productions).

INTRODUCTION

Player development/skill development has always been my passion! I have been blessed to have help develop six professional players and 94 collegiate players. The things I have always enjoyed and provide a great deal of personal satisfaction include: 1) seeing a player develop the proper work ethic that will serve him well through his life; 2) studying the game; 3) designing drills that address the individual areas of improvement; 4) learning the motivational level of the individual; 5) designing a challenging and great workout.

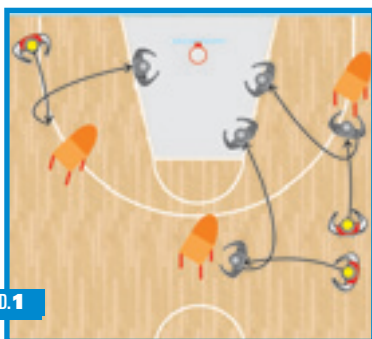
In this article, I want to share with you these three objectives:

- 1) My philosophy on player/individual development.
- 2) My philosophy on planning a workout.
- 3) My philosophy on what it takes to be a successful post player.

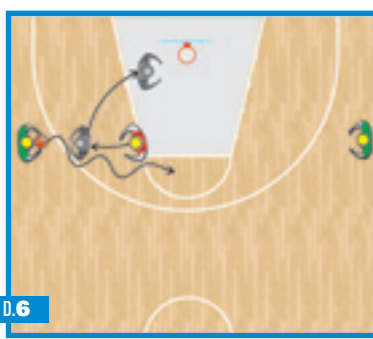
MY PHILOSOPHY ON PLAYER/INDIVIDUAL DEVELOPMENT

My philosophy on player/individual development is that the player has to be provided a well-organized workout. When the workout is organized, then it shows thought (why did we choose these drills?). The progression from one drill to the next drill is vitally important to the success of the workout (i.e. catch-and-shoot drill to a shooting-on-the-move drill). I

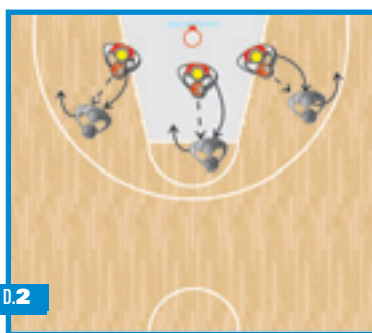




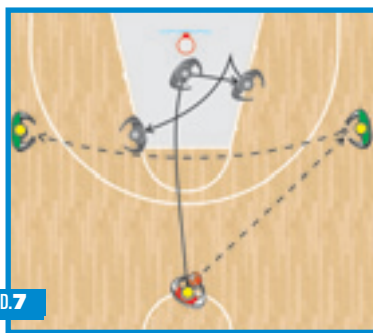
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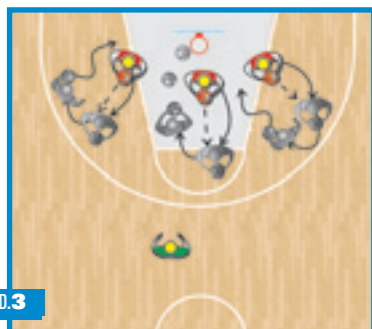
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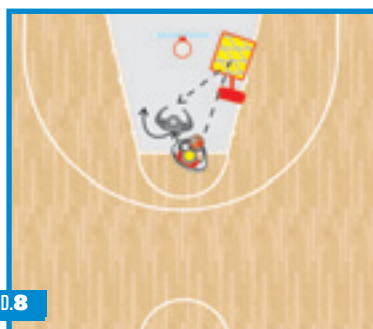
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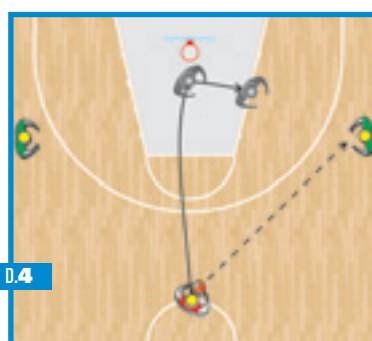
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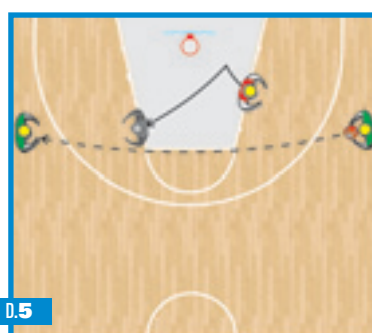
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like to use a conditioning drill like push-ups or else, free-throws as a penalty or else use a water break to help transition from one section of the workout to the next. The transitions help to teach the competitiveness that is needed to improve.

The workout has to be challenging, mentally challenging, with multi-dimensional drills that require the individual to think the game and use his basketball IQ (attacking the defense with three different dribble moves). The workout must be physically challenging, using conditioning drills such as sprints while dribbling, push-ups, sit-ups, jump rope at different points in the workout, limiting the number of water breaks, or rewarding water breaks when maximum/game like effort is given.

The workout has to focus on improvement. Too often players equate a good or bad workout on the number of shots made. I feel that especially when you are learning a new concept(s), the focus has to be on the individual's ability to try/attempt and on their ability to grasp what is being taught to them. Their ability to leave their comfort zone in an attempt to learn a new concept that will help improve their game is very important.

The workout should be competitive. Chart

their shots to give them feedback. Give them goals to reach within each segment. Use rewards and penalties within each drill or segment. Choose drill leaders and then hold them accountable to lead the drill properly. Rotate your leaders within a drill segment; this will help them to learn how to be a leader and how to follow when they are not the leader. To the player and/or players, who desire to be great, their competitive spirit/character will come to the surface.

The workout should be creative/imaginative. The use of objects (cones, chairs, trash cans), are very important to the success of the workout. Their ability to learn visually is being taught. Vary the angles of the drills to increase their imagination and grow their creativity. Provide the drills or moves names of players that they can identify the move with (example: triple threat ball place: Tim Duncan = shoulder to shoulder, Allen Iverson = ankle to ankle). I also like to name drills after my players, who perform the drill really well or I will name a drill after a player, who needs to improve in this area. Another idea that I use to keep my workouts creative/imaginative is changing the drill order, the basket, and the location points. By doing these things, boredom and complacency are eliminated. Finally, the workout should be fun without being silly.

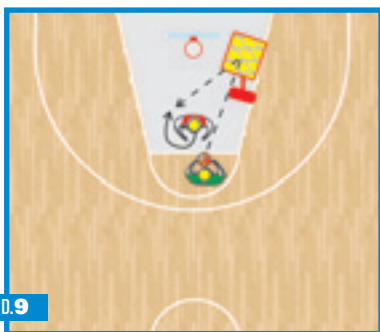
MY PHILOSOPHY ON PLANNING A WORKOUT

I design my workouts to address the following fundamental areas:

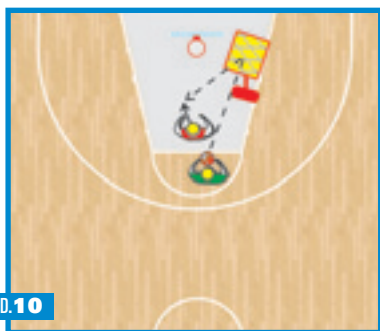
- ▼ Ball handling.
- ▼ Dribbling.
- ▼ Footwork.
- ▼ Shooting.
- ▼ Passing.
- ▼ Conditioning.

Within these areas, the drills are further broken down into positional drills. For example, the footwork for the post is not the same as for the perimeter: back to the basket footwork for the posts versus facing the basket footwork for the perimeter players. I am also a big believer that you must rotate your "sub drills" each third day and then introduce a new sub drill. An example of this is the two ball stationary dribble and then the two ball dribbling on the move.

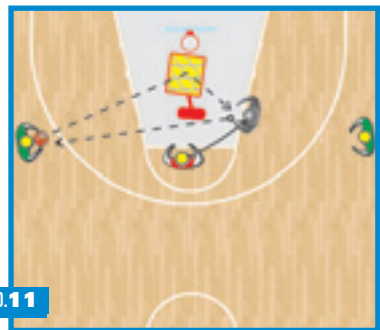
I like to use my conditioning drills as transitional drills from one segment to the next. Conditioning is such an important part of the game. The mental as well as the physical toughness should be developed in the athlete during the workout. A very big part of my workouts is spent on developing the confidence outside their comfort zone. The development of security versus insecurity within an athlete starts with their ability to encourage a teammate. That is why I am a big believer that within a good workout you hear a lot



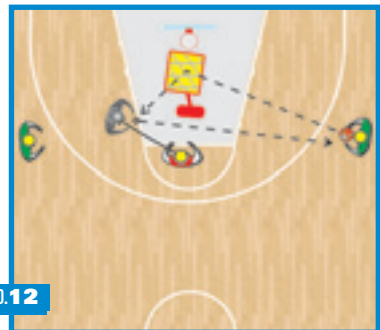
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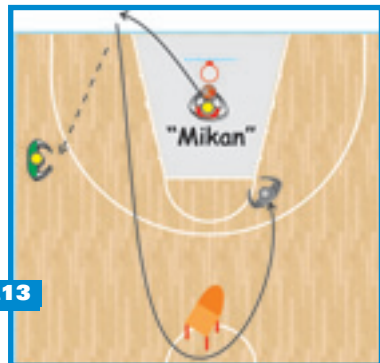
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D.12



D.13

of good/positive talk taking place. Thus, it is important to choose your drill leaders and rotate them to ensure that the development of leadership and "fellowship" are both learned.

MY PHILOSOPHY ON WHAT IT TAKES TO BE A SUCCESSFUL POST PLAYER

To be a successful post player I think a player needs the following:

- Passion - Pure joy/drive.
- You have to want to be a post player. Be what I call a P.I.G. (A pig loves to get dirty). P.I.G. also stands for: P-assion to play in the post / I-ntensity to compete/ G-uts to battle on every play.
- Great Feet (allows on balance).
- Great Hands (catch everything).
- Great Vision (sees everything /feels everything).

I also believe that the truly great post players do five things great:

- They run the floor (win the foul line to foul line race/great shape).
- They are relentless rebounders.
- Good free-throw shooters.
- Develop an unstoppable go to move.
- Develop a counter to their go to move.

POST WORKOUT

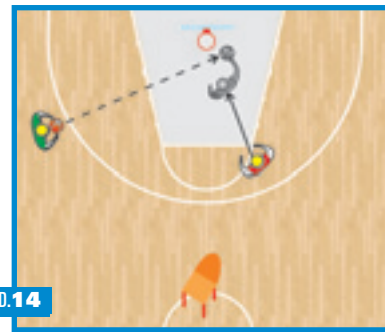
A. Footwork Drills

- Quick catch reads (diagr. 1).
Three chairs with a ball in each chair: the player runs to the chair, makes a two-foot stop, with the bent knees, pivots, and makes:
 - ▼ One dribble lay-up
 - ▼ One dribble jump shot.
- Self pass, jump stop drill, then execute a pivot, no shot (diagr. 2).
- Self pass, jump stop drill, with reaction to coach's commands (diagr. 3):
 - ▼ Drop step to the baseline on the left side.
 - ▼ Jump shot on free-throw line.
 - ▼ Jump hook in the middle of the lane from left side.
- Battle ground drill
The player starts at the three-point line, passes the ball to the wing, and then:
 - ▼ Runs until he is under the rim and he then he makes a sharp cut and posts up (diagr. 4).
 - ▼ From the low post to high post on a swing pass (diagr. 5).
 - ▼ A ball screen series: pick-and-roll, pick-and-pop, early slip (diagr. 6).
 - ▼ The under the basket and flash cuts (diagr. 7).

At the end, 5 free-throws.

B. Catching the Ball Drills (with toss back device)

The toss back is an elastic net that passes



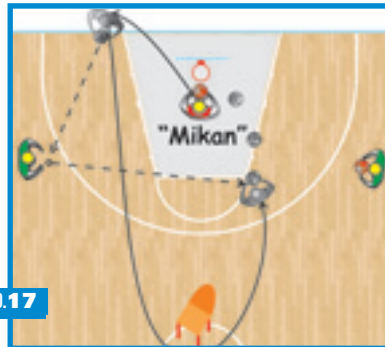
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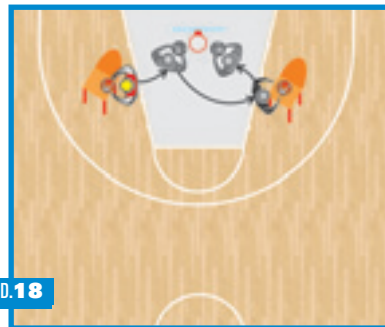
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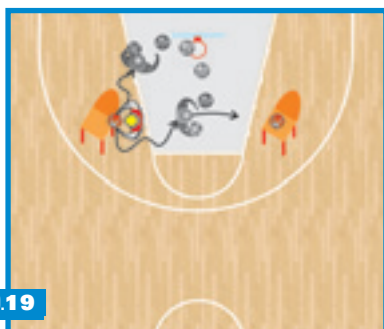
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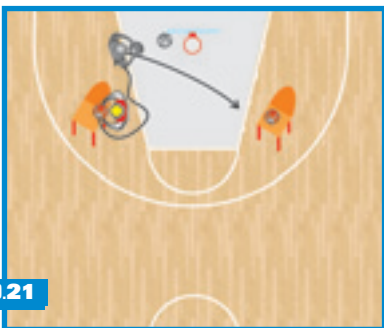
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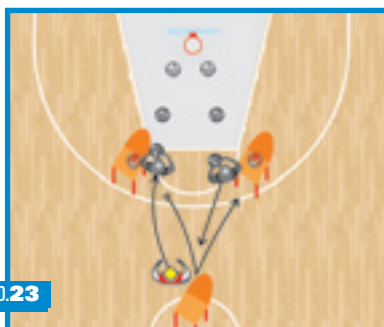
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D.22



D.23

back the ball. The player starts the drill throwing the ball into the toss back, and then he makes a:

1. 360° turn and catch drill (diagr. 8).
2. The player fronts the coach, who throws the ball into the device: the player makes a 180° turn and catches the ball (diagr. 9).
3. Blind catch: the player has his back to the toss back and the coach throws the ball into the device: he must turn immediately and catch the ball (diagr. 10).
4. Foot fire catching drill: the player starts in the middle of the lane, and must catch the balls thrown into the device by both coaches at a 180°: he must catch the ball on the opposite side from where it is thrown into the toss back (diagr. 11, and 12).

At the end, 5 free-throws.

C. Scoring on the Move Drills

The player starts under the rim, makes four Mikan drills (two short hooks on the right and then two on the left side, without letting the ball touch the floor), then goes out on the baseline, passes to the coach, runs to the middle of the floor and around a chair and makes:

1. On the rim shot drill, after changing direction and pace (diagr. 13).
2. Shot fake and direct drill (diagr. 14).
3. Jump shot as a trail of a fast break (diagr. 15).
4. Jump shot as a trail with ball screen series: pick-and-roll, pick-and-pop out, and early slip (diagr. 16 and 17).

At the end, 5 free-throws.

D. Two-Chair Low Post Moves/Block-to-Block Drills

1. Drop step baseline (diagr. 18).
2. Jump hook baseline and middle (diagr. 19).
3. Dribble drop (diagr. 20).
4. Reverse pivot to a jump hook (diagr. 21).

At the end, 5 free-throws.

E. Two-Chair Mid/High Post Jumper Drills:

1. Continuous flash jumper drill (diagr. 22).
2. Trail jumper drill (diagr. 23).
3. Continuous sprint ball screen drill on both sides of the lane (diagr. 24 and 25).

At the end, 5 free-throws.

F. Three-Chair Post Moves Drills (low-middle-high post)

1. Multiple Sequence using drills from:
 - a. Scoring on the move - on the rim.
 - b. Low post moves - reverse pivot to a jump hook (diagr. 26).
 - c. High post moves - trail jumper (diagr. 27).

At the end, 5 free-throws.

G. Conditioning Drills

1. Heavy rope - 4 sets x 30 jumps = 120 jumps.
2. Speed rope - pyramid: 30 secs, 45 secs., 1 min., 45 secs., 30 secs.
3. Sit ups - crunches - 4 sets x 25 crunches = 100 crunches.
4. Ball push-ups (with the hands on basketballs) - 4 sets x 10 push-ups = 40 push ups.

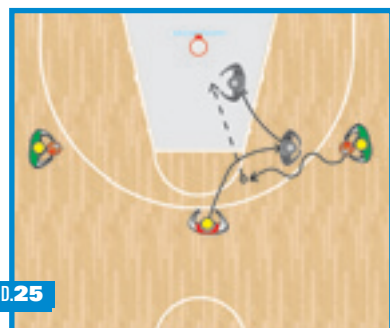
CONCLUSION

Now I challenge the player to ask himself these questions:

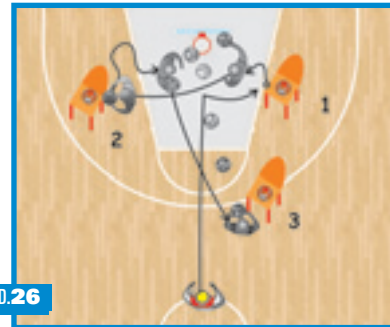
1. Am I passionate?
2. Am I willing to work to develop myself?
3. How good do I really want to be?



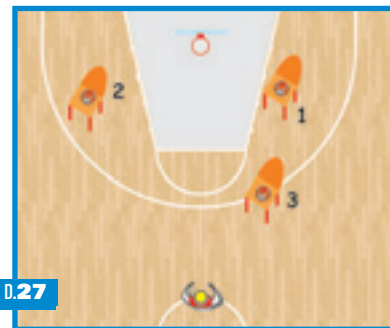
D.24



D.25



D.26



D.27



by Pam Tanner



by Tanya Haave

THE "ADVANTAGE" AND OTHER DRILLS

Pam Tanner begins her 11th season at the helm of the University of Denver women's basketball program. During these years, Denver basketball passed to Division I in 1998 and appeared for the first time in the NCAA Division I Tournament in 2001. She has been named Conference Coach of the Year three times, including back-to-back Sun Belt Conference honors in 2000 and 2001. Tanner is the all-time winningest coach in Denver women's basketball history.

Tanya Haave begins her first season as assistant coach at the University of Denver. Previously, she was an assistant coach at the University of Colorado for three seasons, from 2001-2005. She was also an assistant coach at Regis University in Denver from 1999-2000. Before joining the collegiate ranks, Haave was a great basketball player in France, Italy, Sweden and Australia, winning lots of personal awards. She also served as coach in Satila, Sweden.

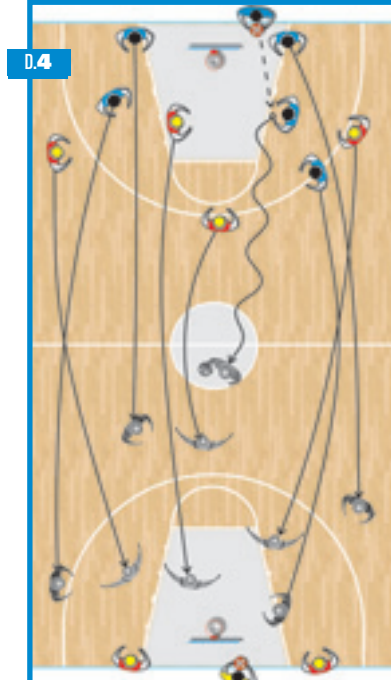
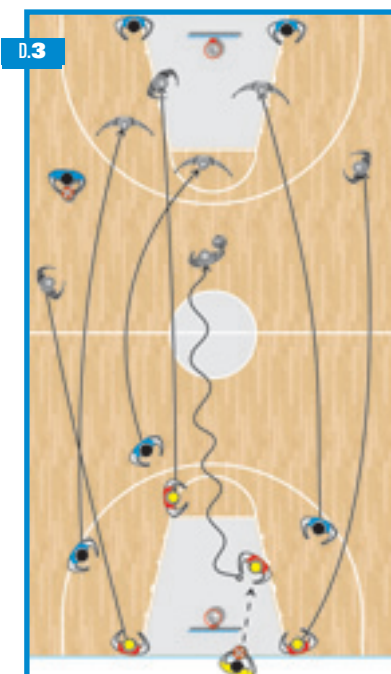
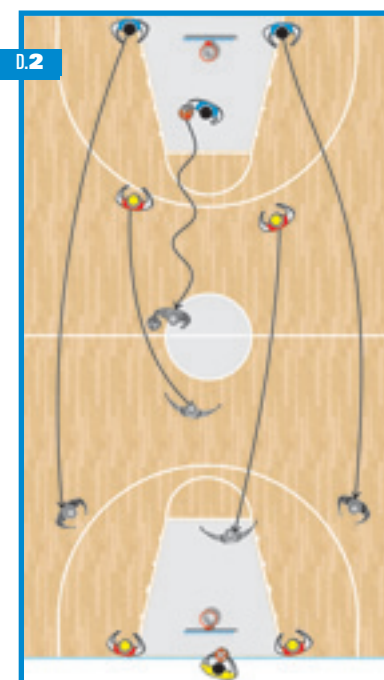
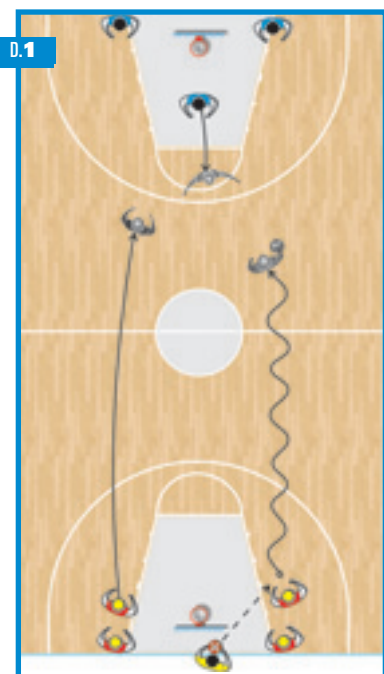
INTRODUCTION

The "Advantage Drill" is a transition drill we run in practice to work on our offensive and/or defensive concepts. Offensively, the drill's purpose is to recognize and understand the differences between running a primary or less organized transition break and moving into a more organized secondary transition opportunity. Defensively, the drill focuses on defending situations where we have a numerical disadvantage. In these situations we go into our "scramble defense" mentality which allows us to rotate until we are matched back up.

Ex: 2 on 1, 3 on 2, 4 on 3, 5 on 4, traps and screens on ball.

The drill begins with five players on each baseline (two teams, one on each end) and one coach on each baseline. The coach is there to help the drill run smoothly and to be the outlet on every change of possession.





The ball starts on one end (right end) of the court in the coach's hands with two players on that end ready to begin the drill. The three remaining players on that end of the court are on the baseline, waiting to come in on changes of possession on their end of the court.

On the opposite end of the court (left end), one player starts in the lane, ready to play defense against the two players, who will transition down as the drill begins. The other four players will be waiting on the baseline with the coach, waiting to come on changes of possession on their end of the court.

The drill begins when the coach hands the ball to one of the players on the right end of the court. Those two players run a primary break down versus the one player on the other end. Play continues until there is change of possession.

On any change of possession, the ball must be passed to the coach on that end before play continues. On the change of possession, two new offensive players (from the baseline) join their one teammate, who was playing defense running the offensive transition down to the other end. Those players, who came down on offensive transition initially, now become defensive players.

For example, the drill began with a 2 on 1 (diagr. 1).

On the change of possession, the drill has now become 3 on 2 (diagr. 2).

When there is a change of possession, the 3 players who were just on offense running from left to right now transition back as 3 defenders. The two players who were just on defense, now add 2 more players from the baseline as they pass the ball to the coach and now we have a 4 on 3 (diagr. 3).

Key: On every (including steals) change of possession, the coach on that end of the court must be passed the ball by the new offensive group.

On the next change of possession, the 3 defenders add 2 new players and transition down on offense 5 against 4 (diagr. 4). This is where we teach the difference between our primary and secondary breaks.

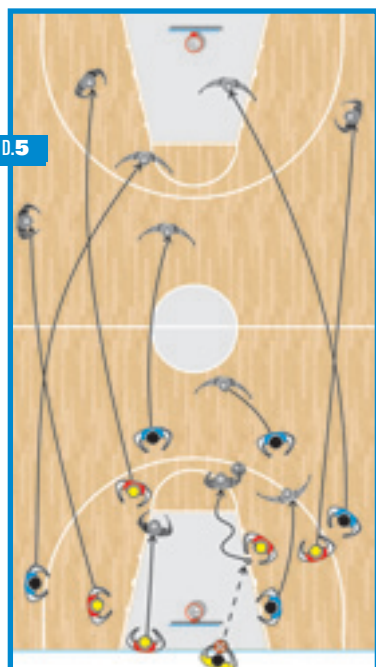
In the last change of possession, the 4 defenders now add the only 1 remaining player to their team (diagr. 5), and now transition down 5 on 5 (our secondary break).

You can keep score a number of different ways. Sometimes, we keep only offensive or defensive points, not worrying about the overall baskets scored. Other times, we track the percentage of possessions scored. We typically run this drill twice, with one team starting the drill on offense the first time and the other team beginning the drill the second time.

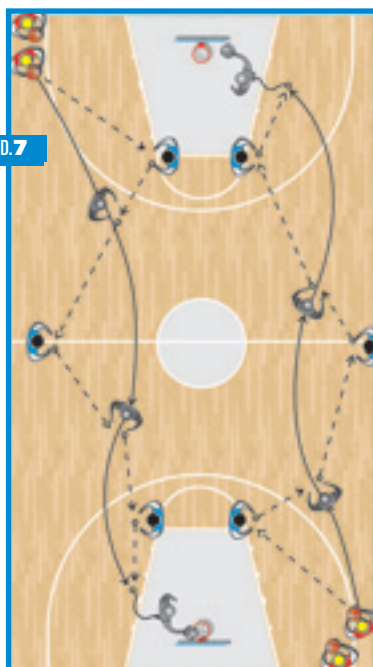
The first three players to start the drill participate in the entire drill so it is important to rotate those initial players. Rotating those initial players also give players different decision making opportunities to based on the number of players/positions on the floor.

Defensively, our goal is to teach our transition defense from a disadvantage standpoint. For our team we try and stress the odds of each situation. For example, in a 2 on 1 situation, our goal is to give up the pull-up jumper instead of the lay-up (not an easy concept for some.) In a 3 on 2, 4 on 3 situation, our goal is to make the offensive team make one more pass in order for our trail defenders to get into the play. Our "scramble defense" is a mentality we practice on a daily basis and is beneficial in rotating after traps, screen on the balls and defending penetration, etc.

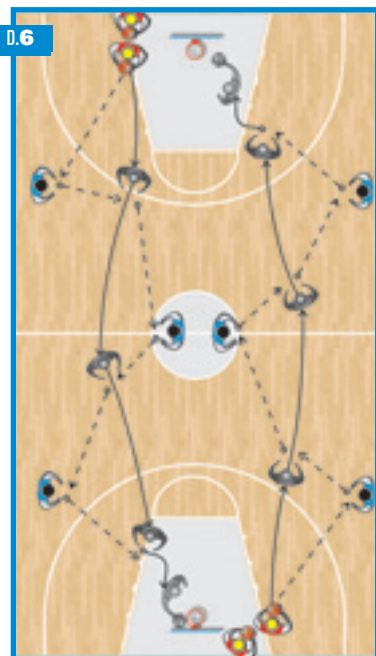
Offensively, we want our players to understand the difference between a primary break, where we have an advantage that we



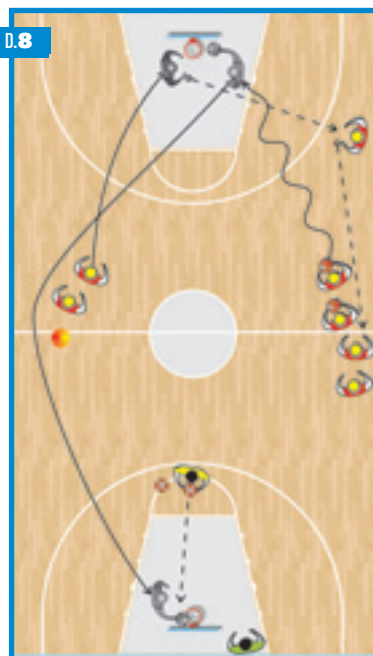
D.5



D.7



D.6



D.8



want to exploit quickly and explosively, and a secondary break, where the defense has most of its team back, and we want to look for a quick, good shot, but understand that we will probably be reversing the basketball and getting into an offensive set.

BUMPERS

This is a great conditioning drill. Lines start at the baseline on both ends. Each player in line needs a ball. The drill starts with a quick pass and a return pass from the "bumper." After the last bumper the player will go hard in for a lay-up and go to the end of the next line (diagr. 6).

- ▼ Time: 30 seconds.
- ▼ Go right and left hand Lay-ups.
- ▼ Count Misses.

Variation

Start lines in the corner. Use different angles and cuts (diagr. 7).

SPRINT LAY-INS

This is a great conditioning drill.

Start with a shooting and rebounding line and a person at the outlet position. The first two people in the shooting line have balls.

You will need two coaches (or a manager/injured player) as the passer and rebounder at the far basket. The coach at the top of the key will need two balls. Both coaches need to be ready and alert.

The drill can start with a dribble or pass. The shooter goes in for a lay-up then fills the

opposite lane wide and receives a pass from the coach at the other end.

The rebounding line rebounds the made basket, then takes it out of bounds and throws it to the outlet. The outlet passes the ball to the next player in line. The rebounder becomes the outlet. On a missed lay-up the rebounder passes the ball to the outlet.

Use cones to keep the players wide:

- ▼ 2 right hand lay-ups.
- ▼ 2 left hand lay-ups.
- ▼ 2 down the middle (r,l).

Variation

Have the players shoot jump shots after they receive the pass from the coach (diagr. 8).



by Panagiotis Giannakis

EUROBASKET CHAMPION OFFENSE

Panagiotis Giannakis is the head coach of the Greek National team, which won the 2005 EuroBasket. He is one of the most popular Greek basketball players of all times. He played for Aris Thessaloniki, Panionios Athens, and Panathinaikos Athens, winning numerous awards, including a FIBA European Championship with the Greek National Team in 1987. He began coaching Panionios Athens in 2001, and moved to Maroussi Athens in December 2003, reaching the Greek League Final.

We, the technical staff of the Greek men's national team, have based our offensive tactics at the 2005 EuroBasket on the individual characteristics of the players on our twelve-member squad.

The key-elements we viewed for success:

- a) We counted on all twelve players on an equal basis (no one was underestimated, nor overestimated). We tried to isolate and make use of each player's individual strengths and weaknesses in light of certain offensive and defensive situations, and the next opponent we were to play.
- b) Luckily enough, we had the chance to pick our twelve players from a quality sample. Several players had the ability to play more than one position (at least two or even three). This made us flexible in our tactics on both offense and defense, creating trouble for our opponents, when they scouted our games.
- c) Our low post game was based on our center, Papadopoulos, as well as on our small forwards and point guards (usually Papaloukas and Diamantidis), who were taller than their defenders, creating mismatch situations.

In this article, I would like to present two of our basic plays that were used in crucial games and "showed us the way" to the top of the 2005 EuroBasket.

Please, bear in mind that the five players listed on these two plays changed during the course of the Eurobasket competition.



PLAY ONE: 1-3-1 SET

Option A

We used the following players:

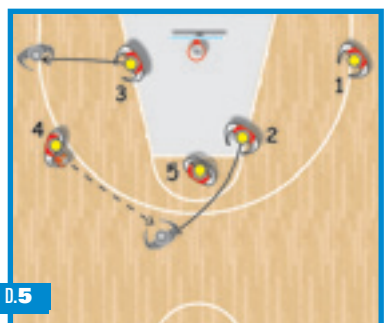
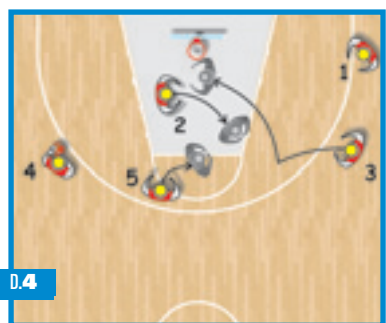
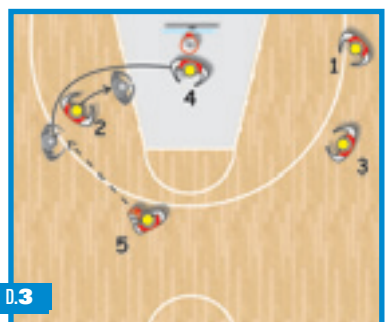
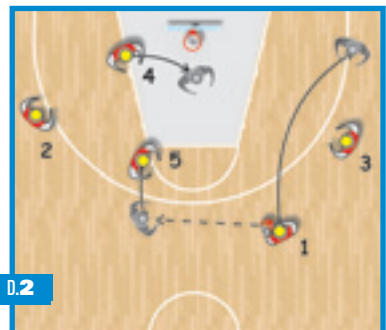
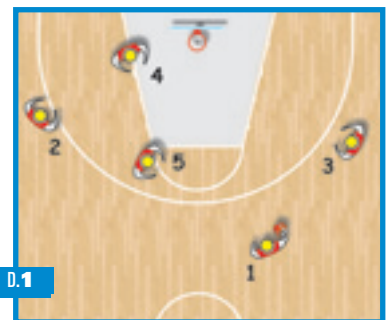
- 1- Papaloukas
- 2- Zisis
- 3- Kakiouzis
- 4- Dikoudis
- 5- Papadopoulos

The players start in a 1-3-1 formation (diagr. 1). The point guard 1 makes the entry pass to 5, who steps up outside the three-point line to

receive the ball, while, at the same time, 4 cuts to the basket. After the pass, 1 cuts to the deep corner, outside of the three-point line (diagr. 2).

When the ball is in the hands of 5, 2 makes a down screen for 4, who changes pace and direction, and pops out on the perimeter, outside of the three-point line (diagr. 3).

When 4 receives the ball from 5, he can try to shoot or play one-on-one. After screening 4, 2 goes to make a back screen on 3. At the





same time, 5 makes a down screen, parallel to 2, again for 3. In this option, 3 receives the screen from 2, and cuts to the low post position, trying to receive the ball from 4 (diagr. 4). If 3 does not receive the ball, he pops outside the three-point line, in the deep corner. At the same time, 5 screens down for 2 (screen the screener action), who pops out to the three-point line, receives the ball from 4, and shoots (diagr. 5).

If 2 cannot shoot, then 5 ducks in the lane after the screen, and can receive the ball from 2, while the teammates on the perimeters create spaces to receive a possible kick pass from 5, if the defense collapses inside the three-second lane (diagr. 6).

With this play, we try to take advantage of the mismatch created when 3 receives the screen and also on 5's screen.

Option B

The play is run as described previously (see diagr. 1, 2 and 3). In this option, 3 reads the defensive situation and he does not use the screen of 2, but that of 5, curling around him (diagr. 7).

3 continues his cut until the low post area and tries to receive the ball, while 2 receives a screen from 5 and pops out to the three-point line. 4 has two options: pass to 2 on the perimeter for a three-point shot, or to 3 in the low post (diagr. 8).

If 3 does not receive the ball, he pops out to the three-point line, in the deep corner, and 4 passes the ball to 2 (diagr. 9).

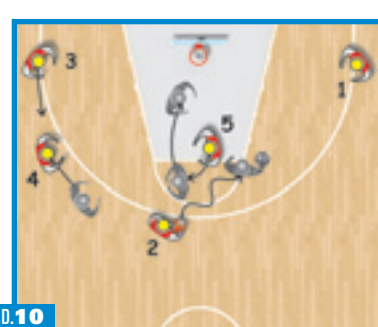
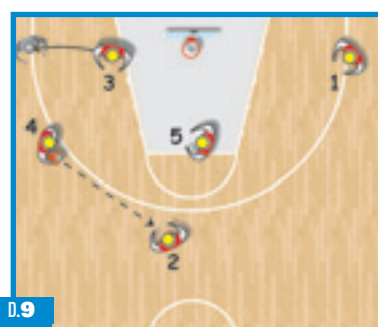
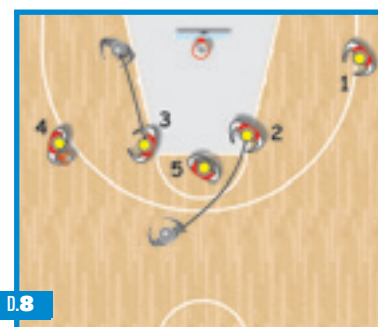
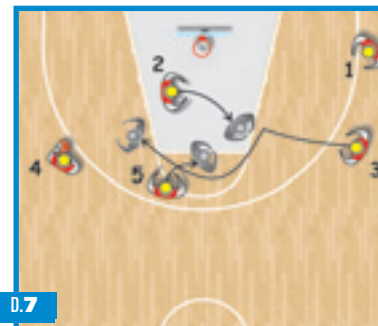
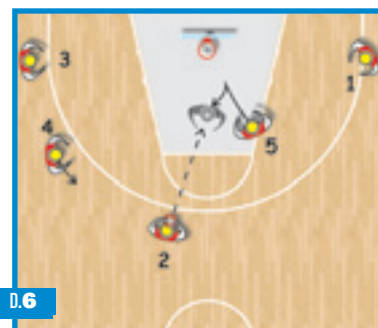
When the ball is in 2's hands, 5 makes a pick-and-roll play with 2, while the players on the perimeter spot up, ready to receive a possible kick-out pass, if the defense helps, and take a three-point shot (diagr. 10).

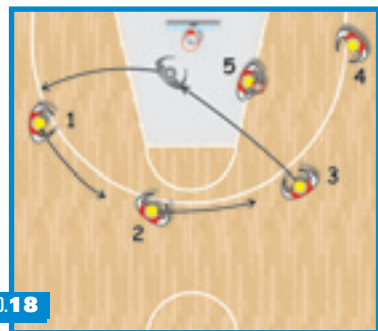
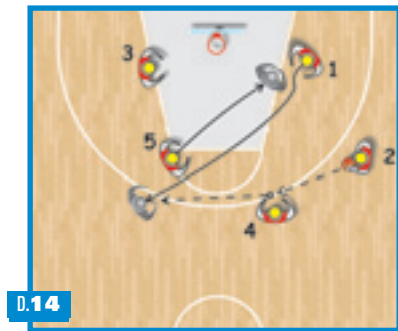
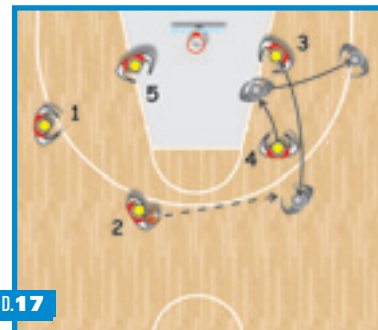
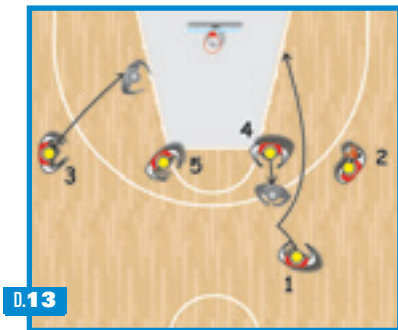
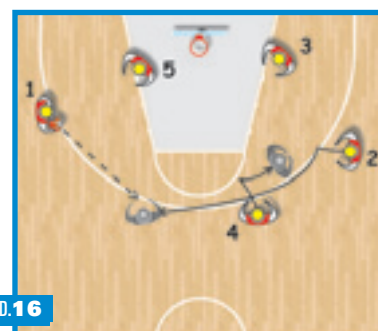
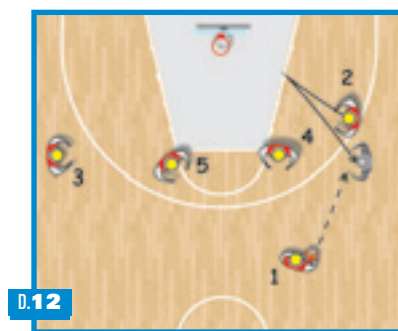
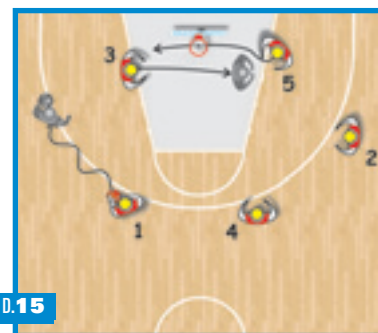
PLAY 3

We used these players for this play:

- 1- Diamantidis
- 2- Xatzivrettas
- 3- Kakoiuzis
- 4- Fotsis
- 5- Papadopoulos

The players start with a one-four formation, with the power forward and center at the elbow of the free-throw area (diagr. 11).





The point guard starts the play on a side of the entry pass (in this example, it's the right side of the court). 2 makes a "V" cut to receive the ball from 1 (diagr. 12).

Right after 2 receives the ball from 1, 1 makes a "UCLA" cut, using the back screen of 4 to go in the low-post position on the same side of the ball. Also, 3 goes to the low post position on the other side of the court (diagr. 13).

If 2 cannot give the ball to 1, he passes to 4, who popped out of the screen, outside of the three-point line. 4 can shoot or play one-on-one. As soon as 4 receives the ball, 5 will make a diagonal down screen for 1, who comes high, outside of the three-point line parallel to 4. He receives the ball from 4

and reads the defense to see if there is the possibility of a shot or a mismatch play (diagr. 14).

When the ball is on the hands of 1 and nothing happens, 3 makes a cross screen for 5, creating a one-on-one situation on the low post area on the ball side. It is important that 1-if he cannot shoot or pass to 5 on the screen and roll-dribbles to the side to improve his passing angle to 5 in the low post (diagr. 15).

If there is no solution at this point in the play, 4 makes a "V" turn. This means that he fakes to go in one direction and then screens away from the ball for 2, who pops out beyond the three-point line, and close to the elbow of the free-throw area on the ball

side. He is ready to receive the ball from 1 for a shot or a one-on-one situation (diagr. 16). If nothing happens, with the ball in 2's hands, 4 then makes a down screen for 3, and then pops out in the corner. 3 comes high and can shoot or play one-on-one (diagr. 17).

At the end of every play, and when the ball is on the low post side, the strong side player, 4, in this case, stays in the corner. He is one pass away from the ball. 3 in this example, makes a strong cut in the lane, and comes out on the other side of the court, while the other two perimeter players spot up outside of the three-point line, ready to receive a kick pass and shoot (diagr. 18).



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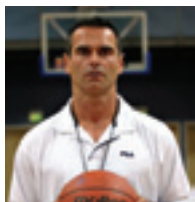
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by Dirk Bauermann

GERMANY'S GAME PLAN

Dirk Bauermann, a former assistant coach at Fresno State University (US), was the head coach of Bayer Leverkusen, where he guided his teams to six German titles and three German Cups. He also coached the German National team from 1994 to 1998. In addition, Bauermann also coached Sunair Ostende (Belgium) and Apollon Patras (Greece). He presently is the head coach of Bamberg (Germany) and of the German Men's National team. His team won the silver medal at the 2005 EuroBasket in Belgrade.

Winning the silver medal in Belgrade at the 2005 EuroBasket was a tremendous achievement, made possible thanks to great team chemistry, a total commitment to defense, an offense that stressed discipline and ball movement of the players, and... a certain, incredible player named Dirk Nowitzki, who, for his superior basketball skills, total team commitment, and mental toughness was the point of reference for our team. Dirk was elected Most Valuable Player of the 2005 EuroBasket.

OFFENSIVE STRATEGY

Having a player like Nowitzki made it natural and easy to build everything around him. We wanted to take advantage of his tremendous versatility by putting him in various situations such as:

- ▼ Post-ups, to exploit smaller defenders;
- ▼ Isolations, to exploit slower defenders;
- ▼ Pick-and-rolls, or pick-and-pop out, either with him, or with the ballhandler as a picker.

We wanted Nowitzki to

be able to make the decision in terms of how to attack his defender, as opposed to having the coach or a point guard making that decision for him.

In order to allow him to make that decision himself, we devised the following options (in the diagrams, Nowitzki is indicated with the No. 4):

Everything starts with a UCLA cut, which means the ball handler 1 passes the ball to 2, at the wing position, and cuts on 4, set on the high post, at the corner of the free-throw area. After the cut, 1 posts up in the low-post position (diagr. 1).

- ▼ Option one: If Dirk wanted to run a lateral pick-and-roll, he stepped out to pick 2. Everyone else had to read his move, and react according to what he did after the point guard runs the UCLA cut. After the cut and post up, 1 cuts in the three-second area, receives a staggered screen by 3 and 5 and comes up

high outside of the three-point lane (diagr. 2);

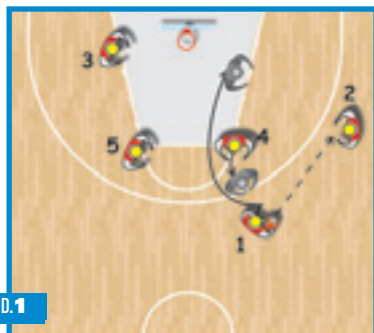
- ▼ Option two: two different solutions. Low post: If Dirk wanted to post his defender up, he would make a vertical screen on 1 (which is also called "pin down") and bring 1, the point guard back up, outside the three-second lane, which gives him the possibility to play in a post-up situation (diagr. 3).

One-on-one on the perimeter: If he was not aggressively posting-up, we went to phase two of the play, which would put him in a situation of isolation on the top of the free-throw area.

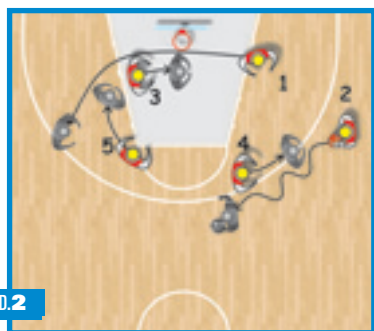
After having received the ball from 1, 2 passes the ball to 3, who received a screen from 5, and popped out. 4 comes high and screens for 1, who, after the screen, rolls to the wing position (diagr. 4).

4 receives the ball from 3 and can play one-on-one on the perimeter (diagr. 5).

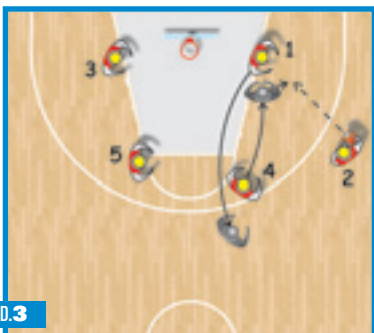




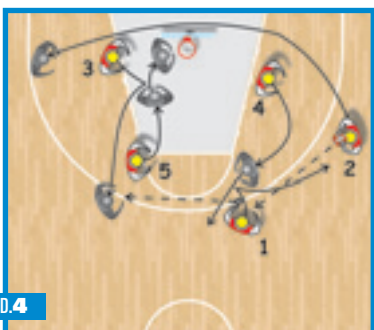
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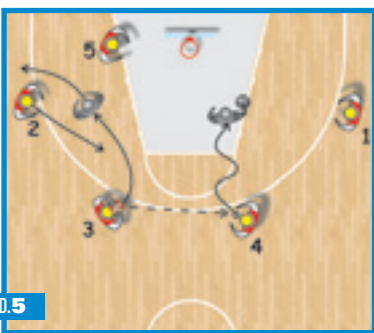
D.2



D.3



D.4



D.5

▼ Option three: If he wanted to come off a baseline pick to free himself up for a shot, he would make a diagonal screen ("pin down" diagonally) and then come off a single screen, made by either our center, 5, or our point guard 1. Since most power forwards are not used to defending a shooter coming off a pick (usually, the perimeter players, guards and small forward, must chase shooters around screens and the power forwards defend the screener), it's rather difficult to switch (Dirk went by a center on a switch and shot over the point guard). This

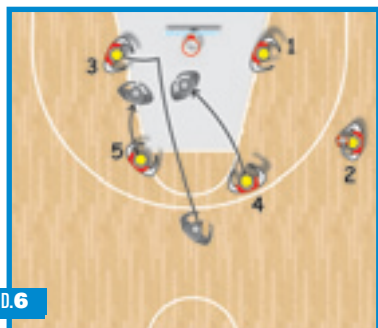
option was very good for us (diagr. 6 and 7).

▼ Option four: We also wanted to put him in a high pick-and-roll, because:

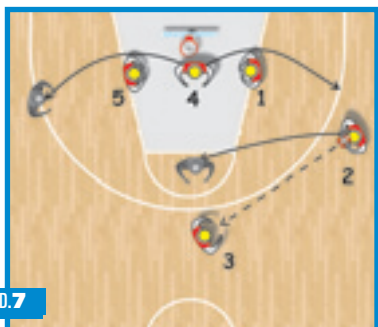
- 1) He had successfully done this in the NBA;
- 2) With his size and vision, he is a great passer;
- 3) Most power forwards are not used to guarding a ballhandler in a pick-and-roll situation (diagr. 8 and 9).

We were confident that even against a very strong Greek defense we would

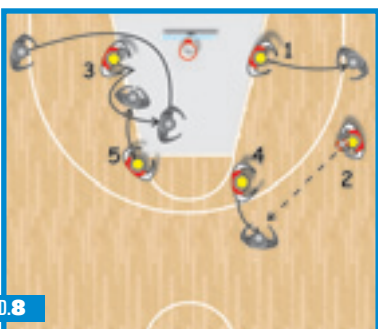




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score enough points to have a chance to win the championship game.

We did not feel that a lot of offensive adjustments would be necessary or helpful. First, because we only had 24 hours to prepare the game, and, secondly, because I did not want our players to think too much and worry about the strength of the Greek defense. We wanted them to play with tons of confidence, be aggressive offensively, and stay with what had gotten us this far.

DEFENSIVE STRATEGY

Defensively, we felt that we needed to come up with a solid game, and if we had to do some things that we had not done much before, we were willing to do that.

Our basic premises were to make them beat us from the outside, but not give up easy basket inside.

In the two games we had played against them before the 2005 EuroBasket final, they took our guards inside and either scored on them at will, or else they got them into foul trouble.

We also were not been able to control their big center, Papadopoulos, in the three-second lane.

Even though, we were well aware of their tremendous passing ability (for example, Diamantidis is one of the best passers out of the post that I have seen in a long time), we felt that, because of the big pressure they were under to beat us, the fact that they had a relatively young team, and because of the fatigue factor, they right struggle from the outside.

Consequently, we decided to trap any post-up off the nearest perimeter defender (usually the passer), as soon as they put the ball on the floor.

In other words, we trapped on the first dribble and not when the player received the ball.

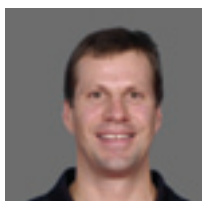
We also hoped to create some turnovers and score in transition that way, knowing how difficult it would be to score against their half-court defense.

Lastly, we wanted to be the most aggressive team in the first five minutes and were hoping to surprise them with this a sound, but risky strategy.

The Greeks beat us by playing a great game and by utilizing their biggest asset, which was their defense.

However, I was and still am extremely proud of how all my players performed in that game, especially Dirk Nowitzki, one of the best basketball players in the world.





by Mike Wilhelm

DEFENSIVE DRILLS OF THE CHICAGO BULLS

Mike Wilhelm has been an assistant coach/ scouting director of the Chicago Bulls for four years. Previously, he was a scout of the Denver Nuggets and the Cleveland Cavaliers, and he was an assistant coach of the Cleveland Rockers (WNBA). He coached Sundvall in the Swedish League for two seasons.

The Chicago Bulls obtained the good reputation for being a very strong defensive team in the last season. Scott Skiles, the coach, and his staff always demanded the greatest attention on every defensive drill and situation. We are so sure about the importance of our defensive philosophy that our basic concepts are introduced on the first day in training camp. At heart, there is the belief that every player must believe in not being beaten by the offensive player, who is covering, and in the help coming from his teammates. Players must understand the roles that everyone has when employing our defensive sets.

For this reason, we were the best NBA team last season in holding opponents to the lowest overall shooting percentage. We were second best team in holding opponents to the lowest three-point shooting percentage, and the seventh best team in holding opponents back offensively. We reached these goals by working hard during our daily defensive drill practice sessions that I'll describe. Our players always practiced at the top speed, just like during a game.

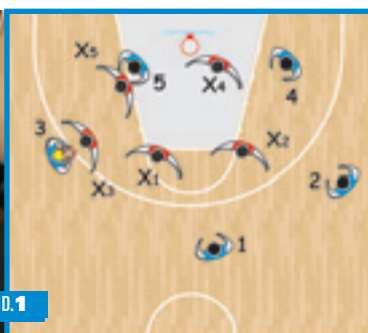
FIRST DRILL

5 V. 5 FRONTING THE POST AND DOUBLING THE BASELINE

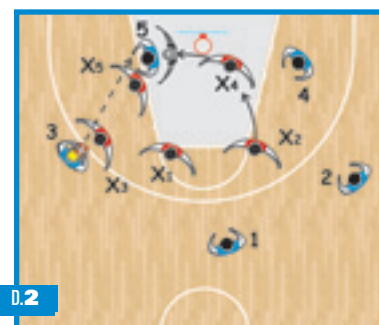
When first introducing the drill, walk through it slowly, so everyone knows what is expected of them. Play at normal speed the second and the third time, then have the defenders become the attackers and vice versa. Five players are on the court. 3 has the ball, while 5 is in the low post position, an offensive player is in the middle lane of court, another forward and another low post player take their position. When you front the post, there should be a big pressure by X3 on the player with the ball, and a good help on the weak side by the other three players, X1, X2 and X4 (diagr. 1).

5 receives the ball and X4, running along the baseline, doubles on 5 with X5. X2 slides low and he covers 4, while X1 guards 1 (diagr. 2).

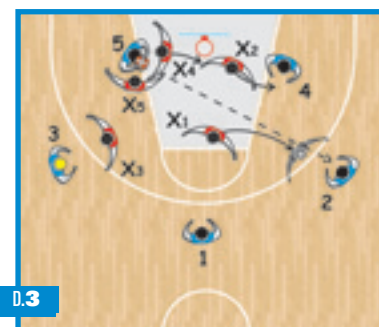




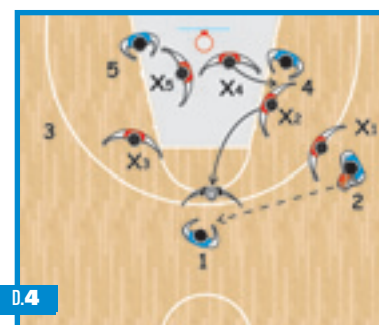
D.1



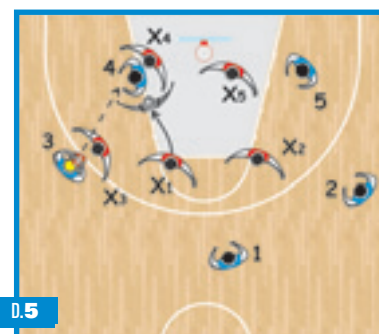
D.2



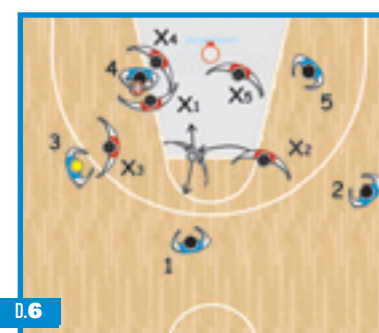
D.3



D.4



D.5



D.6



On the pass by 5 from one side to the other of the court, X4 stays under the basket for a while, towards the side of the ball, and X1 runs to cover 2 (diagr. 3).

X2 runs to cover X1 and X4 covers 4 (diagr. 4).

SECOND DRILL

5 V. 5 - FRONTING THE POST AND DOUBLING FROM THE CENTER OF THE COURT

If we guard a good offensive low post player, we double again, but this time, we have a defender that comes down from the central lane of the half court to help out. As before, describe the drill by walking through it for the first time, play normally the second and the third time, then have the defenders become attackers and vice versa. X1 runs to the low post and he doubles with X4, while X3 covers 3 face-to-face. After 3 has passed to 5, don't allow him to get the ball back (diagr. 5).

X2 rotates from the weak side and he defends against 1 in the central lane of the half court (diagr. 6).

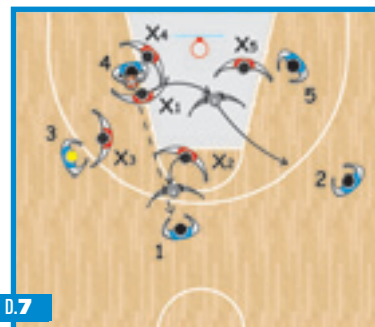
On the outside pass, out of the trap, from 4 to 1, X2 runs to cover 1 in the central lane of the half court. At the same time, X1 runs from under the basket, quickly reads the defensive situation, and he goes to guard the open player, 2 (diagr. 7).

If, instead, the outside pass out of the trap is made by 4 toward the opposite side of the half court to 2, X2 guards 2 and X1 comes out from under the basket and runs to cover 1 (diagr. 8).

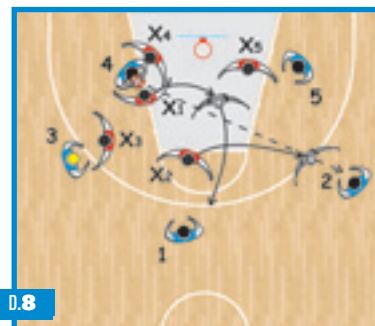
THIRD DRILL

5 V. 5 - DOUBLING IN THE CENTRAL LANE OF THE HALF COURT

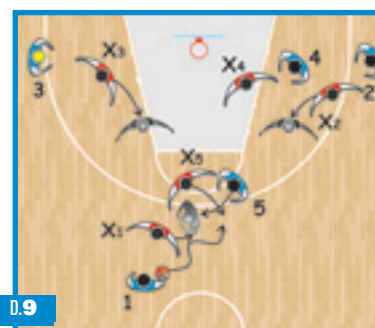
This is the case where we double in the central lane of the half court, when a pick-and-rolls occurs, and the other three offensive players are set low, along the baseline. As before, describe the drill by walking for the first time, play normally for the second and the third time, then have the defenders become attackers and vice versa. 5 comes out from the high post position and screens for 1. X5



D.7



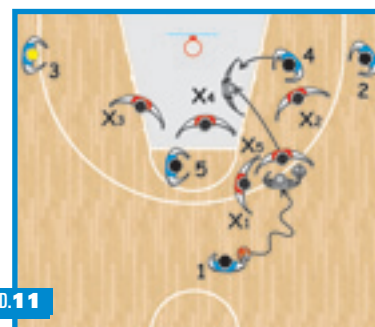
D.8



D.9



D.10



D.11

comes out and he traps with X1 on 1, but always remaining in contact with 5, his assigned offensive player (diagr. 9).

X3 and X2 come up toward the free-throw line and they make defensive fakes, moving up and down from their position, but always over the line of the ball (diagr. 10).

X4 comes up to guard 5, who rolls to the basket, while X5 runs under the basket to cover 4, who has cut to the basket. He is prevented from receiving the ball (diagr. 11).

X5 doesn't leave the trap until he and X1 have not stopped 1, who has the ball (diagr. 12).

FOURTH DRILL

5 V. 5 - PUSHING TO THE BASELINE

In this case, we practice pushing the offensive player, who receives the side screen

towards the baseline. As before, walk the players through their assignments, play normally the second and the third time, and then the defenders become attackers and vice versa.

5 comes up from the low post position and he makes a side screen for 2, who has the ball (diagr. 13).

X2 forces 2 along the baseline and he doesn't allow him the drive to the middle of the three-second lane or make a direct drive (diagr. 14).

X5 stops the penetration of 2 and forces him to stop the dribbling and pass the ball. X5 must not be beaten by 2 (diagr. 15).

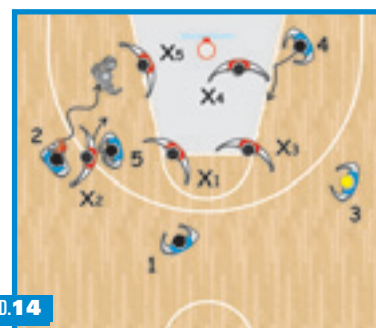
When 2 passes the ball to 5, X5 runs to cover 5, with the arms held high and knees bent (diagr. 16).



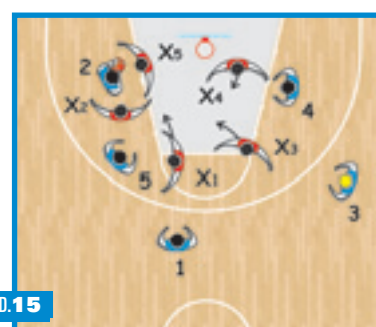
D.12



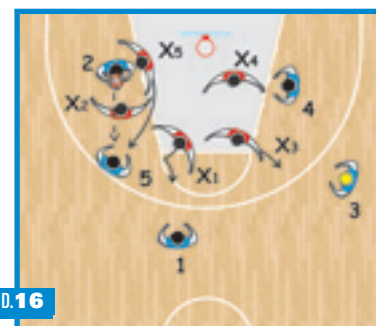
D.13



D.14



D.15



D.16

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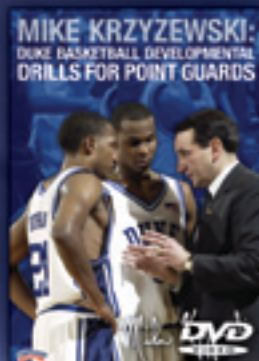
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by Pedro Ferrándiz

EDUCATIONAL PROFESSIONALISM

Pedro Ferrándiz, former head coach and General Manager of Real Madrid, Spain, is one of the most successful coaches in European basketball. He won 17 Division I Spanish Championships, 11 Spanish Cups, and 5 European Cups. He was also coach of the Men's Spanish National team. Founder and first President of the World Association of Basketball Coaches (WABC), he also founded the International Center of Research and Documentation of Basketball-Pedro Ferrándiz Foundation, in Alcobendas, of which he is President.

I am briefly going to put forward my concept and philosophy on the formation of a child through a sport such as basketball. As a coach, I have not been an educator in the strictest sense of the word, but I have had a formative influence on athletes in which an educative role logically plays a part.

I understand that this philosophy may clash with theories that put forward formulas that are more educational and less materialistic, but this is what I have practiced throughout my sporting life. I have not yet found a reason to apologize.

Ever since I started as a coach, centuries ago, I have instilled the idea of professionalism into the players. I have done this from children's teams to the big stars of Real Madrid. This philosophy could be defined as professional education and it starts at the very beginning of a player's formation. During the early years, when players are just teenagers, financial reward obviously does not exist in the minds of most players. Even so, I unwaveringly applied the concept of professionalism in the development of the players and teams. Giving absolute priority to their education, I expelled players, who got bad marks from the team. I demanded punctuality for training sessions and



games. I wanted a total commitment in the exercises and daily training sessions. I demanded respect for the referees and opponents, and I urged them to develop one obsession: to win.

All of the school, children's, youth, and junior teams that I coached before joining Real Madrid became Spanish champions. And I had the great satisfaction of watching many of those children that I trained grow up to become great sporting and social figures.

A child knows from a very early age that someday he is going to have to work, and that for this work he will be paid. He also knows that in order to get good marks he has to study. He also feels that he has to be the best in the class and the best on his team, although sometimes he does not achieve these goals. In my opinion, stimulating these values and helping him achieve his objectives, while accepting that there may be others better than him, is fundamental in his sporting formation.

Sport accepts and develops the human competitive instinct and this creates a type of natural selection which, sooner or later, eliminates the less competitive elements, in the sporting sense. Those who are not cut out to succeed in sport choose other roads in life and go on to become leaders, maestros, or geniuses in their chosen field. Even so, the sporting formation and discipline helps them in their triumphs.

Finally, I don't want to give the impression that iron discipline must be imposed without any concessions to fun, recreation, or humour. Quite the contrary, once the guidelines have been laid down and accepted I can assure you that, at least in my experience, the training sessions and games are great incentives and athletes come to them happily and in a great spirit of comradeship.

One of my biggest satisfactions is that my teams have always been those that commit the least technical fouls, sometimes complete seasons without committing one. I think that I have not received more than three in my entire career as a coach.

Sometimes I have asked the children in a school "Would you like to earn money playing basketball when you are older?" Guess what is their unanimous answer.





by Lothar Bösing

GERMAN BASKETBALL COACHES ASSOCIATION

Lothar Bösing is the Chairman of the Basketball Coaches Commission of the German Basketball Association. He is responsible for the coaches' education and training program in Germany. He has coached basketball teams at every level.

The German Basketball Coaches Commission (LTK) is part of the German Basketball Federation (Deutscher

Basketball Bund, DBB). The LTK is the leading rule developing body for the coaches' education and training. It consists of six people (coaches and officials), including Dirk Bauermann, head coach of the German men's national team. The members of the LTK are appointed by the German Basketball Federation.

The goals of the LTK are as follows:

- ▼ To develop and advance the sports discipline of basketball in Germany.
- ▼ To organize and develop the education and training of basketball coaches in Germany.
- ▼ To develop and improve the coaches license system.
- ▼ To organize high level events such as international coach clinics.
- ▼ To raise the level of knowledge and



professionalism of basketball coaches in Germany.

- ▼ To safeguard all coaches' interests.

Basketball coaches in Germany are divided in a nation-wide 3-license-system: C, B and A. The 16 Regional Federations organize the award of C-licenses.

The Regional Federations start coaches' education and training on the level of a so-called D-license, which is not applied nation-wide.

Coaches, who want to get a C-license, have to meet the following requirements:

- ▼ Membership in a basketball club of the Regional Federation.
- ▼ Minimum age 16 years.
- ▼ Certificate of a course in first aid (16 class sessions of 45 minutes).
- ▼ Knowledge of rules.
- ▼ Ability to play basketball.
- ▼ Successful attendance at several courses.

The award of B and A license is organized by LTK. To get a B-License the coach has to hold a valid C-license and has to prove that he/she has worked in the field of competitive sports over the last two years. Candidates for a B-License have to pass the complete education and training program, which consists of a basic course, an advanced course, and an additional advanced course that the candidates can choose.

Additionally, the candidates for a B-license have to prove ten presences to practice sessions (one at least 90 minutes) of at least two different coaches of national teams or first league teams with an A-license.

To get an A-license the coach has to hold a valid B-license and has to prove that he/she has worked in high competitive sports for the last two years. Candidates for an A-License have to pass the complete education and training program, which consists of a basic course, an advanced course, and a course that the candidates can choose from a number of advanced courses.

Additionally, the candidates for an A-license have to prove ten presences to practice sessions (one at least 90 minutes) of at least two different coaches of national teams or first league teams with an A-license.

To get an A-license the basketball coaches in Germany must successfully attend several class sessions:

1. Theory (34 class hours)

- ▼ Training sciences, sports sciences (6 class hours).
- ▼ Aspects of performance (1 class hour).
- ▼ Sports scientific foundations concerning referees (4 class hours).
- ▼ Sports psychology (8 class hours).
- ▼ Methodology and didactics (1 class hour).
- ▼ Working with the media/ technique of interviews (6 class hours).

- ▼ Scientific aspects of coaching as a profession (4 class hours).
- ▼ New media (2 class hours).
- ▼ Scouting (2 class hours).

2. Sports practice and special methodology (26 class hours)

- ▼ Individual practice in professional sports (2 class hours).
- ▼ Team tactics (12 class hours).
- ▼ Work with video in practice and competition (4 class hours)
- ▼ Play styles and concepts (2 class hours).
- ▼ Recruiting players (2 class hours).
- ▼ Preparation for the practical test and final examination.

There are 8,500 licensed basketball coaches in Germany, 3,742 with a D-license, 3,634 with a C-license, 790 with a B-license, and 334 with an A-license.

All the contents of courses in coaches' education and training in Germany are determined by the LTK, but there is always a fruitful discussion about its contents and concept between the LTK and Regional Federations. This ensures there will be a fertile development of coaches' education in Germany.

Professional coaches of national teams and first league teams are responsible for a certain part of the coaches' education and training and their participation in coach clinics helps with the teaching process.





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by Raffaele Imbrogno

DUKE BASKETBALL SIX-PACK DVDS

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.

"Mutual commitment helps overcome the fear of failure—especially when people are part of a team sharing and achieving goals. It also sets the stage for open dialogue and honest conversation."

Mike Krzyzewski

Mike Krzyzewski's Polish surname is difficult to pronounce, so everyone calls him "Coach K." Over the years, he spread his basketball ideas and winning system in books, videos, and DVDs. In our showcase, we tried to keep abreast of the large output by this successful American coach. From 1987, the publication year of his two little handbooks, "Duke's Man-to-Man Defense Book" and "Duke's Motion Offense," complete with two video tapes: ("The Winning Attitude: Duke's Man-to-Man Defense" and "Duke's Offense: Attacking Man and Zone Defense"), Coach K has published a lot. Among the most interesting of his titles: "Winning Hoops with Coach K" on CD ROM, 1996, produced by Intellimedia Sports Inc. In May 1996 came the "Duke Basketball Series-A clinic with Coach K," produced by Human Kinetics first, then later repackaged in three different DVDs: "Team Defense, Transition Game, and Championship Practices"; ESPN Instructional—"Let's play basketball with Mike Krzyzewski", a video tape produced in July 2000 by ESPN Video; two books: "Leading with Heart - Coach K's Successful Strategies for Basketball, Business, and Life" (March 2001, Warner Business Books) and "Coach K's Little Blue Books, Lessons from College Basketball's Best Coach" (March 2004 Sport Classic Books).

However, the head coach of Duke University exceeds himself today with "Duke Basketball-Six Pack", produced by Championship Productions, where Krzyzewski (NABC - the National Association of Basketball Coaches- Coach of the Decade) opens his "secret archives" for everyone who wants to know and understand his basketball philosophy. Let's look at these six DVDs. The first one is "Developmental Drills for Post Players" and it features Coach K with the help of his assistant, Steve Wojciechowski. The video starts with warm - up exercises for internal players, then moves to post player offense and defense. The footwork practice is analyzed in both defensive and offensive situations. This DVD is 43 minutes in duration.

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.

In the second DVD ("Developmental Drills for Perimeter Players"), Coach K, three times the NCAA champion coach (1991, 1992 and 2001), presents, together with Johnny Dawkins, his former player and now first assistant, the strong work reserved for perimeter players of his team. The DVD, similar to the previous one, describes how to free oneself and how to take an open shot in the different perimeter positions; and how to effectively defend external players. This DVD is 48 minutes and contains new and very effective drills.

The third DVD ("Developmental Drills for Point Guard") is with





Duke assistant coach and former Duke player, Chris Collins. The two coaches present drills for the development of the point guards. The goal of the video is to show effective strategies for point guards so they come to understand their role. The DVD also has extensive exercises for dribbling, passing, and shooting. This DVD is 45 minutes and I recommend it to every coach looking for ways to create a team playmaker.

With the fourth DVD (*"Duke Basketball Attacking the Zone"*), we leave role-specific drills and take on the Duke University offensive system used to attack the zone. 40 minutes of the presentation reveal secrets and of principles that created a simple, but very effective attack, against every kind of zone.

In the fifth DVD (*"Duke Basketball: Breaking the Press"*), we have every drill used on Cameron Indoor Stadium to overcome every kind of full, three-quarters, and half-court press. Finally, with the sixth DVD (this one is 50 minutes long), Coach K describes how to teach the right discipline and attitude needed to build a strong team defense. This is an extensive and well-produced work. The DVDs can be purchased separately or as a six-pack at the Internet site www.championshipproductions.com



by Laszlo Nemeth

THE SEARCH FOR ETERNAL TRUTH ON THE COURT

Laszlo Nemeth has been coaching since 1975. He coached in Hungary, Kuwait, Iceland, United Arab Emirates, and Saudi Arabia at Division I level, winning four titles. He also coached the National Teams of Kuwait and Iceland, and then was head coach of the English national team for ten years. He was also selected Coach of the Year twice in Iceland.

A forced marriage for a limited period? Irreparable differences forever? Meaningless debate about the game that we passionately love? It was about 20 years ago during a tournament in Ipoh, Malaysia, that I attended an international referee clinic. Until that day I had no special interest about what the whistle masters thought of the game. When I left the lecture hall after the first day, I had mixed feelings. I was stunned by the fact that certain issues overlooked by coaches were vital to officials while others that coaches felt to be crucial were not even mentioned. Furthermore, approaches to many problems were entirely different when viewed by referees and coaches.

As the game progressed, officiating progressed too, despite the fact that some of my fellow coaches still believe that the officials lag behind. Well, some individuals may lag behind but overall a very organized collective effort is being taken to update the knowledge and educate the referees, and officials further.

Ever since that day, I've tried to attend a referee clinic at least every two years to learn more about the latest trends in officiating. I make it a point to consult and talk with international referees. It was 30 years ago when

I got my senior coaching diploma that I had to pass the basic referee exam to receive my coaching certificate. Looking back, I do not regret taking the time to study the rules and officiating principles.

Here is the first hand grenade that referees throw at the coaches when the argument becomes heated during a game. "Sit down. You do not know the written rules." To be honest and frank, we often do not know them word-by-word.

The quite straightforward answer from a coach is that knowing the rules does not necessarily mean knowledge and a feel for the game. Knowledge can be developed but feel is similar to "height" in coaching terms. You just can not teach height. And it is almost impossible to teach the feel of the game. The coaching community highly respects and likes officials who have a feel for the game rather than referees with a scholastic, almost perfect knowledge of the rule book.

I have almost 30 years of full time professional coaching behind me. At the same time, I have a lot of officiating practice as well. Don't forget that coaches must officiate during scrimmages almost on a daily basis, and often become a subject of abuse from their own players because of various calls. Many times, I cannot take the replies from the players after I make a call and I have told players to make their own calls during the scrimmage. While this works in a three-on-three half court game, the result is chaos and endless abuse when the game is played out on a full court.

The next step I took was assigning one of the players to officiate. The result was similar. However, this method helps build some



respect and understanding amongst the players towards the referees. Following several days of these "trials," the whistle always returned to the coach. This indicates that a professional coach officiates as many accumulated minutes, if not more, than a top referee. Let's acknowledge that a professional coach has the feeling for the game, but his knowledge of the written rulebook is surely inferior to an international FIBA referee.

The game has become more physical, players are more athletic, and basketball has become a much more aggressive sport than it ever was before. We coaches rate aggressive athletes, bangers, and extremely competitive players very highly. The game on and off the court is regulated by the rules, including current attempts to limit the use of drugs in sport. The coach is the person expected to prepare the team to win, to



overcome every obstacle at almost any costs. So what are the tactics really? Apart from the offensive and defensive strategy and game plan, it is pushing the team to act at the very edge of the rules written in the book and supervised by the referee on court during the game.

We follow you ref, we know your officiating philosophy, and it is best for us if you have one. Coaches even exchange points about the on-court performance of the referees. We note who calls three-second violations and who rarely does. We notice who doesn't like to make offensive charging calls, and who is physically fit and does not trail behind in the final quarter of the game. The outcome of the game is often decided in the last few seconds. Promotion and relegation can depend on one basket. A coach's job is always on the line. Therefore, it is important to know who is

going to officiate a game. Who it may be as important as scouting your future opponent. Here are the common areas where disagreements often arise between coach and referee.

FOUL

In a contact sport like basketball, we all want to avoid having our sport taking the route of handball, but at the same time we encourage and teach physical contact, regardless of our opponent having the ball or not. We often use contact throughout the game as a means of wearing down the other team or star players. We know that it is impossible to call all such contacts as violations, but at the same time-on the receiving end-we expect to get as many calls as possible. The call is in the hands of the referee, but even when we attack, a no call might help

the offensive team and the flow of the game, where the foul does not significantly affect play. The hottest topic is the offensive foul or charge. It is almost impossible to expect the defenders to stay motionless while the offensive player drives into the "wall." The decision is the referee's. It is crucial that he be consistent since we coaches spend a great deal of time teaching positioning in defense. To achieve an offensive foul is one of the most valuable defensive acts because the ball returns to us-a turnover for our opponent-and we register a personal foul, too.

TRAVELLING

A huge number of minor travel violations happen during a game that should not be called, except when a team gains a huge advantage as a result of the violations. If the player is far from the basket and there

is no defensive pressure at all, minor travel violations - and I emphasize minor-should not be called. If the player commits a travelling violation as a result of physical contact and the foul is a no call, the travelling should be a no call too, if he does not gain advantage.

ARGUMENTS WITH THE TABLE OVER TIMEKEEPING AND THE SCOREBOARD

This is an explosive situation and it happens very often. The errors of the table officials could hurt a team, and the coach feels very strongly that it is his duty to make this point. The coaches box limits movement, but if one coach goes to the table, the other feels he must be there as well to ensure a deal is not done "behind his back." Seconds could decide games and jobs. Who is the coach who has not heard, read about, or seen the Munich Olympic final in 1972? Very few, I guess. This is a classic case in basketball. It is still an ongoing debate and many more Munich-like fiascos at the end of a game have happened since. When an extra three seconds are awarded it can mean a lot for a team. Both coaches should be informed if the clock is adjusted- or if no-and what is the reason behind it. If the scoreboard is wrong, despite the fact that it is not the official source, the team may be misled. This may have disastrous consequences during the final moments.

TECHNICAL FOULS

The "T" always raises a few eyebrows. If it follows a clear warning, there is not much to contest. If it comes "out of the blue," the referee should give a brief and clear reason, especially if the call is against a player on the court or on the bench. The coach should know the reason so he can take appropriate action. The "T" against a coach is difficult to accept by a coach and usually both parties remember it for a long time. However, I talked to a colleague of mine who stated that he sometimes deliberately provokes a "T," hoping that this will shake up his team. Hmm... Quite an interesting approach.

WAYS OF COMMUNICATION, SUBSTITUTIONS, TIME OUTS

The coach often feels he has to communicate with the officials to clarify certain situations. Coaches are less knowledgeable of the rulebook and will often need clarification of a call. I feel strongly that a coach is entitled to an answer if the question is addressed in a proper manner. Many of my fellow coaches use the time outs to argue with officials rather than talk to their team. I assure all referees that this is not taught in coaching courses. The simple reason for

this is that many of us feel that this is the only moment when he/she can address the refs.

CALLS AND NO-CALL SITUATIONS

I mentioned this earlier and it is related to the "feel" of the game. Many coaches accuse the referees that because they've never played the game themselves at a high level, they have no feeling for the game and merely learned how to apply the rules from the book. I must admit that this statement is partially true, although largely incorrect. If a referee wants to be a top FIBA official, he has to start to climb the ladder very early on. It means regular weekends and travelling for many years to officiate in low level games. The current system does not really support former star players to become top officials. On the other hand, they are not keen at all to be referees and we may look at this fact as an acknowledgement of how hard it is to officiate. The commercial interest of the game is that it should flow and be exciting. Our international governing body regularly modifies the rules to serve this purpose. The officiating philosophy should accommodate this desire because there is huge competition for audiences, real and digital alike. Properly distinguishing between call and no-call situations could make a difference between an excellent and an exceptional referee. The commercial interest has increased the number of games that are played and some of these matches do not always reach the desired standards. Due to a variety of reasons, huge score differences might appear at the early stage of the game. It is not the referee's duty to make these games exciting. If he does, his rating will drop.

NEUTRALITY

"Is this referee neutral?". This is often put up as a question, and I dare to say-whether my fellow coaches like it or not-in 95 percent of the cases this is an unfair accusation, one that is often motivated by emotions, particularly from the losing side. Since we are all human, emotions often play a part in our judgements. If two people have a history with each other, then a tough final together will mean a lot of prejudice before the tip off.

The International and National Governing Bodies put a great deal of time and effort into controlling and reporting on the performances of its officials. Weaker performances are often related to factors other than simply neutrality. But one poor referee performance could put him in a box, where the "He hates us" sentences appear. So what can we do to make this relationship better and more workable?

A. JOINT PRE-SEASON COACH AND REFEREE CONFERENCES

I have witnessed some of these attempts and the results were mixed. Unfortunately, on many occasions, my fellow coaches were using this as "moaning sessions" to complain about calls against their team the previous season. This is not right. A pre-season conference should present and inform attendees about the actual changes in the rules, and evaluate the past season from the referees' point of view. Discussion should focus on the season ahead, and clear guidelines not defined in the rulebook should be reviewed. These should be the matter of debate.

B. CONTEST OR CHALLENGE REFEREE'S CONDUCT

Doing this on the court during a game is counterproductive and I think the majority of coaches agree with this. However, we coaches strongly believe that we must broadcast a signal that we follow and watch the referee's acts during the game.

The digital age, with CDs, e-mail, and short video files, allows us a chance to contest or challenge the work of a referee. We should ask for clarifications. Objective approaches should have a proper positive well-thought out response. It is important that the response comes within a limited period and the "steam" should not be allowed to build up between coach and referee.

I must assure the officials that we coaches know that they talk and rate us based on our on-court conduct and personal conversations (if any). We coaches do the same and pass information to each other about individual refs. Furthermore, we instruct players to focus on the game rather than the referee. We strongly believe that if a player pays too much attention to officiating, his on court performance declines. I always tell the player this short tale: The ref calls an offensive foul against you. Your response is to ask if his parents ever got married. During my 30 years of coaching I have not met a ref, who said, "My parents never got married. You are right. The call is withdrawn, the ball is yours, and your opponent gets a "T."

C. EDUCATION AND MUTUAL UNDERSTANDING

I strongly feel that referees should attend a coaching clinic or a coach education course. This will help improve their performance on the court. On the other hand, coaches should attend a referee clinic. This could improve their on-court game conduct. As a final word to everybody: There is no game without a basketball and no game without a referee.



by Alan Richardson

MENTAL SKILLS FOR REFEREES, MENTORS, AND INSTRUCTORS

Alan Richardson was FIBA referee from 1978 to 1998. He then became Referee Clinic Instructor from 1996 to 2000. Since 2000, he is the Technical Advisor of the Referee Department of the Euroleague.

EMOTIONAL INTELLIGENCE

Basketball will always be an emotional experience for all participants, either positive or negative.

Officials, who cannot control their emotions, will find themselves fighting inner battles. How do they handle emotion with intelligence? How can they enhance and energise performance rather than allow disruption? Self-control, then, requires the intelligence to manage yourself and those around you in emotionally charged situations.

Self-control is the "ability to perform well under a variety of stress-producing circumstances".

CHECKLIST FOR OBSERVERS OF OFFICIALS (EMOTIONAL INTELLIGENCE)

Responses are:

Always / Never / Sometimes

- ▼ Prepares mentally for games.
- ▼ Able to handle the big game.
- ▼ Maintains self belief with positive self talk.
- ▼ Persists in the face of frustration.
- ▼ Adapts easily to any situation.
- ▼ Copes calmly with stress.
- ▼ Can be relied upon in critical moments.
- ▼ Deals with other people in a mature, positive manner.
- ▼ Accepts accountability for actions - never seeks excuses.
- ▼ Can be trusted regardless of circumstances.

A 12 STEP STRATEGY FOR ACHIEVING SELF-CONTROL

Like confidence, self-control is a quality that officials must possess. Even if they

cannot control what is happening in the environment, they can choose how they will react.

Self-control is based upon the relationship between thoughts and emotions. We know that our state of mind influences our emotions. Which in turn, energises our performance. So in order to improve performance by controlling emotions we need to change our thinking.

1. Awareness - analyse when loss of control occurred in the past. Why, when and where did it happen? Identify your personal weaknesses.
2. Understanding - realise why your thinking changed and how it caused an emotional imbalance.
3. Differences - remember examples of when you kept control and lost control in similar circumstances. What were the differences in your attitude, emotions and behaviour?
4. Problem - try to find the problem. (e.g.). Is it a sense of failure?
5. Belief - raise the expectation you have of yourself, include self-control as one of your virtues.
6. Reinforcement - behaviour change is accelerated by reinforcement, so reward good behaviours.
7. Goals - always set yourself a series of achievable small goals that will effect change.
8. Techniques - build a series of behavioural techniques for maintaining calm and self-control (how you will react to pressure.)
9. Planning - achieve your goals by following a planned programme.
10. Progress - improvement comes in a series of ups and downs, so be patient.
11. Setbacks - accept that setbacks will occur from time to time, be tolerant and become even stronger mentally.

12. Remember - review and recall what you are doing in order to grow and improve.

TECHNIQUES TO IMPROVE SELF-CONTROL

Pre-game preparation

Most situations can be anticipated and discussed before the game. Strategies for dealing with such situations can be agreed at this time. Mental preparation enables officials to be ready for any eventuality.

Experienced instructors can help officials understand the link between thoughts, feelings and actions. Video analysis can help this process.

Be relaxed

The ideal performance state for officials is that of "relaxed readiness", possessing energy without tension. This state allows the officials to stay calm, loose and responsive to the emotional pressures of the game.

Relaxation techniques can help officials control their thinking, so they can trigger emotions that remove unnecessary tensions and conserve energy.

Anxiety is often described as "information that will not go away". Relaxation clears the mind and enables the officials to deal with it and move towards relaxed readiness.

Relaxation techniques include:

- ▼ Stretching.
- ▼ Breathing control.
- ▼ Arousal management (music, video).
- ▼ Massage.
- ▼ Visualisation.

Officials wishing to develop relaxation skills should organise a quiet place with a comfortable seat. They should try to select something to focus on, allow a passive attitude to develop and seek to enjoy a state of nothingness. The officials should be able to

use these techniques in moments of stress.

Develop Performance Routines (Rituals)

Behavioural routines that help control our thinking will ultimately lead to better self-control.

When preparing for the game, all officials are subjected to positive and negative thinking, but attitude is a choice. The mentally strong official will only allow positive thoughts to predominate. That is why an active behavioural routine before every game keeps officials busy, comfortable and focused on positive thoughts.

Pre-game routines can even be produced in written form in much the same way as a pre-game mechanics board.

Pre-Game Routine Card (Self Talk)

- ▼ Be confident.
- ▼ Know my job.
- ▼ Breathe deeply, stay cool.
- ▼ Do simple things well.
- ▼ Feel good, look confident.
- ▼ Deal with adversity.
- ▼ Relax and enjoy myself.
- ▼ Stay strong, however long the game lasts.
- ▼ Seize the moment and have no regrets.

Positive Self Talk

Officials should discipline themselves to allow only positive self-talk.

Physical Reminders

Behaviour/actions that trigger positive self talk.

Modelling

When officials are having problems with self-identity, a way to create a positive attitude is to model an official he/she admires.

Visualisation

A process in which the official visualises the desired performance and banishes all negative thoughts.

SUMMARY

If anxiety is information that will not go away, then the greatest danger to officials self-control are the internal or external distractions that can destroy concentration and trigger negative thoughts. Officiating is the process of reading and reacting, with officials reading the ever changing flow of the game., choosing and executing the correct responses. Successful officials excel at both reading the game and knowing how to ignore distractions from both participants and spectators.





RIGHT OR WRONG?

QUESTIONS

1. During the last two minutes of play in the 4th period, A2 commits a 3-second violation. Team A then requests and is granted a time-out. When play resumes, shall the resulting throw-in take place at the center line extended, opposite the scorer's table?
2. Twenty minutes before the game is to begin, both coaches agree to exchange the baskets that they will attack when the 1st period begins, but continue to occupy the benches assigned to them by rule. Shall the officials permit this exchange?
3. During the final two minutes of play in the 4th period, team A has been in control of the ball in the team A backcourt for 5 seconds, when B4 deflects the ball out-of-bounds. Team A then is granted a time-out. On the throw-in at the center line extended that follows the time-out, the ball is passed to A2, who is in the team A backcourt. Shall team A now have only 3 seconds to advance the ball to the frontcourt?
4. On a single free-throw awarded to A3, the ball is in the air on the shot when a double foul occurs between A4 and B4. The ball then misses the basket on the free-throw attempt. Shall play resume with a throw-in at the free-throw line extended for team B?
5. A5 is designated on the score sheet as the captain of team A. A10 enters the game as a substitute for A5 and to replace A5 as captain. While A5 is not participating, coach A receives a disqualifying foul. Team A does not have a designated assistant coach. Shall A10 assume the position of team A coach?
6. Near the end of the 1st period, A3 releases a shot for a basket. After the release of the shot but before A3 has returned both feet to the floor, A3 is fouled by B3, after which the signal sounds to end the period. The shot for the basket is successful and A3 is awarded one free-throw. Coach B requests a time-out before the ball has been handed to A3 for the free-throw. Shall the time-out be granted?
7. During the final two minutes of play in the 4th period, a travel violation is



8. committed by A5, who is in the team A front court. A substitution is then granted to either team A or team B. Shall the game resume with a team B throw-in at the center line extended opposite the scorer's table?
9. A4 is awarded two free-throws. The final free-throw is successful. After the final free-throw but before the ball is handed to team B for the throw-in, team A requests a time-out. Shall the time-out be granted?
10. While A3 is in the act of shooting for a field goal but before the ball has left A3's hands, a double foul is committed by A4 and B4. The ball becomes dead immediately. Shall free-throws be awarded to A3?

ANSWERS

1. **No.** If, however, a time-out were to be awarded to team B, the resulting throw-in would be administered at the center line extended, opposite the scorer's table.
2. **Yes.**
3. **No.** The ball has already been advanced to the frontcourt because of the throw-in at the center line extended. Team A shall have a new 8-second period.
4. **Yes.** This is a special situation. In determining how play shall resume, the normal double foul penalty is canceled, leaving only the penalty for the free-throw violation to be administered.
5. **No.** A5 shall become the new team A coach because A5 is the player designated as captain on the official score sheet.
6. **No.** The period has ended and therefore an interval of play has begun. A time-out cannot be granted during an interval of play.
7. **No.** The throw-in shall take place at the sideline or endline place nearest to where the travel violation occurred.
8. **No.** If a foul is committed during an alternating possession throw-in, the team entitled to that throw-in continues to be entitled to the next alternating possession throw-in.
9. **Yes.**
10. **No.**



by Emir Turam

TURKEY: A MODERN SPORTS CONCEPT

A former player for the Turkish National team in 215 games, Emir Turam has been the Director of International Relations for the Turkish Basketball Federation (TBF) since 1995. For the past year he has been a member of the FIBA Europe Competitions Committee and FIBA Youth Commission. Turam is also an Assistant Professor of Political Communication at Bosphorus University.

This is a short summary of the comprehensive theory and applications behind the "12 Giant Men" Project, which was designed to help develop basketball in Turkey, by Turkish Basketball Federation (TBF).

MODERN ORGANIZATIONAL STANDARDS OF TBF

The Turkish Basketball Federation has come a long way since a dedicated, but small number of people, sharing responsibilities worked for the state supported Federation. While cliché, personalized, typical success definitions dominated daily operations. There was neither accumulated marketing experience nor any long term strategies in those days; it was still too early to start thinking of "basketball creating its own revenues."

Today, it is important to understand the importance of the new understanding that has been put into effect within the TBF. With strong support from TBF top management, all functional levels within the Federation and all of the 67 employees-well educated and professional-pursue com-





petitive long-term institutional goals, with a strong marketing understanding felt in decision-making at all levels.

THE IMPORTANCE OF LONG RANGE PLANNING: THE 20/10 DEVELOPMENT PLAN

The mission statement of the Turkish Basketball Federation is "To develop basketball in Turkey in every aspect..." The introduction of the 20/10 Basketball Development Plan became an important step in medium- to long-range strategical planning. This plan targeted the year 2010, as it was introduced in 2001. Some of the many goals established within this detailed plan, to be realized by the year of 2010, are:

- ▼ To become one of the Top 10 Basketball Countries in the World.
- ▼ To have an equal number of licensed men & women players, totalling 1% of the population of Turkey.

- ▼ To make watching basketball one of the primary entertainment choices of Turkish families.
- ▼ To have modern club management capable of creating their own income.
- ▼ To enjoy the support of commercial companies choosing basketball over other promotion platforms.
- ▼ To make TBL one of Europe's most valuable basketball leagues.
- ▼ To host the 2010 FIBA World Championship.
- ▼ To make "12 Giant Men" one of the well known brands in Turkey.

DEVELOPING TBF SPONSORSHIP PROCEDURES

Sponsorship understanding came a long way from the initial approach concentrating on the amount of support, while little notice was paid to anything else. Within the last decade, TBF gradually

concerned itself towards working on creating added value for its commercial partners. Nowadays company satisfaction is the primary target, while an important factor is the search of TBF to combine efforts with partners that will actually enable the creation of the highest added value for basketball.

The development in sponsorship procedures of TBF within the last 12 years is not difficult to trace. Company names associated with events making them "Presenting Sponsors" became a new motivation in 1993, along with the official registration of sponsor company names together with club names. The "Reebok All Star Weekend" initiated the development of entertainment projects in 1995, followed by the naming of the Turkish Basketball League the "Ruffles League" (Ruffles is a food company) in 1996.



The following years witnessed further developments in sponsorship concepts, which laid even more importance on social aspects. By 2001, TBF was ready to launch an important concept with most effective public relations consequences: the "12 Giant Men" Project.

The goal of the "12 Giant Men" Project is to create a brand that will make masses follow and love basketball and enable the creation of funds necessary for the development of it.

FOUNDATIONS OF THE "12 GIANT MEN" PROJECT

A successful project needs to lean on strong foundations. Some of them are:

- ▼ A strong vision and capable management team.
- ▼ A successful team on the court.
- ▼ An important international event for the launching of the project in Turkey.
- ▼ A strong partner, who believes in the project: Garanti Bank.

A strong National team on the court

In preparation for FIBA Men's EuroBasket 2001, a talented generation of players was selected in 1995 and carefully worked upon, starting from the Cadets category. Special practice and game schedules were prepared to develop this group of players within the years leading to the championship. Success was quick to follow:

- ▼ 1995 Cadets, 7th in Europe, Almada-Portugal.
- ▼ 1996 Juniors, 5th in Europe, Tarbes-France.
- ▼ 1996 Young Men, 4th in Europe, Istanbul-Turkey.
- ▼ 1997 Young Men, 6th in the World, Melbourne-Australia.
- ▼ 1998 Young Men, 3rd in Europe, Sicily-Italy.
- ▼ 1999 Men, 8th in Europe, Paris-France.

The final result: 2001 FIBA European Men's Championship Silver Medal - and the "12 Giant Men"!

Organizing an Important International Event for Launching of Concept: 2001 EuroBasket

With the importance of public awareness and support in mind, it was decided that organizing an important international event for launching the "12 Giant Men" Concept would be critical. FIBA approved of Turkey hosting the competition in 1998, after much hard work dating all the way back to 1993. The successful organization of 2001 EuroBasket created a lot of national and international recognition, in addition to providing an excellent launch for the project.

- ▼ First senior national team to play the final game in Europe.
- ▼ First "sold out" championship.
- ▼ Unprecedented national recognition and support within Turkey.
- ▼ First ever TV broadcast ratings higher than soccer ratings.
- ▼ International recognition & praise for the quality organization of the championship.

The "12 Giant Men" Brand Profile

It is very important to create certain attributes that will bring together the image of the "brand profile" when creating a social concept. Once clearly defined, such brand profiles give followers of basketball and sponsor companies strong concepts they can associate themselves with. The "brand



profile" of the "12 Giant Men" Concept consists of carefully selected attributes:

- ▼ Strength
- ▼ Success
- ▼ Modern
- ▼ Quality
- ▼ Dedicated to "fair-play"
- ▼ Team play
- ▼ Toughness and endurance
- ▼ Sharing
- ▼ Concentration
- ▼ Clever
- ▼ Courageous
- ▼ "Winner" attitude
- ▼ Young
- ▼ Dynamic

Brand Reinforcement

After the initial launching of the "12 Giant Men" Concept, a multi-faceted brand development/reinforcement project was put into effect. A special theme song was developed and TV commercials were launched to promote the concept. While new goals were set for the national team on the court,

new platforms and side projects were designed based on bringing pride to the country and creating a strong feeling of togetherness for the Turkish people. The main channels used for brand reinforcement are:

1. Specific brand theme song (and theme dance)
2. Promotion films (TV Commercials)
3. Billboards and advertising
4. Merchandising
5. Prestigious basketball organizations
6. Quality game environment
7. Social activities
8. Brand-specific transport vehicles
9. Basketball education.

1. "12 Giant Men" Theme Song

- ▼ Specifically created for the "12 Giant Men".
- ▼ High quality music - Great success.
- ▼ Dynamic tempo that activates crowds.
- ▼ Easy to remember wording that is "full of energy".
- ▼ (Easy to do) "12 Giant Men" dance.
- ▼ International recognition.

2. "12 Giant Men" Promotion Films

- ▼ A "Turkish" brand.
- ▼ Design and creation of a new film every year (with every new target tournament).
- ▼ Content designed to get masses involved in basketball.
- ▼ Sharing of enthusiasm and pride on a national level.
- ▼ High frequency on national TV channels before championships.

3. Billboards and Advertising

- ▼ Frequent advertising in newspapers & magazines.
- ▼ Billboards on main avenues in different cities.

4. Merchandising

- ▼ Production of official game uniforms and other souvenirs.
- ▼ National and international sales.
- ▼ Special sizes and products for children.
- ▼ Organized fan support in "Turkish sections" for international games.
- ▼ Prizes, sweepstakes.

5. Prestigious Basketball Organizations

Top level tournaments were utilized in order to maintain the flow of excitement coming from the basketball court. Participation in official FIBA events became a crucial factor. In the 2002 FIBA World Championship, a detailed promotion plan was staged around the "12 Giant Men":

- ▼ Unprecedented 5,000 Turkish fans were brought in from Turkey, as well as all over United States.
- ▼ Strong fan support in the stands.
- ▼ Successful promotion of the Turkish culture and the "12 Giant Men".
- ▼ Turkish Day in Indianapolis.
- ▼ Exhibitions.
- ▼ Concerts.

Besides official championships, an annual international basketball event-the Efes Pilsen World Cup-was developed to become one of the largest and most important basketball events in Europe (and also in the world), besides providing a strong promotion platform for the "12 Giant Men". Participation and results of the first four years of the tournament are shown in the table below.

6. Quality Game Environment

All arenas involved in such events, but mainly the Abdi Ipekçi Arena, owned by the Turkish Basketball Federation, are used as models of quality game environment.

Sufficient parking, attractive concessions, clean toilets and various other offerings are used to draw families to

games.

The environment associated with the "12 Giant Men" concept designed to create extra leverage targeting families:

- ▼ Family atmosphere
- ▼ Numbered seating
- ▼ Courtside VIP boxes
- ▼ Modern concession stands
- ▼ Convenient parking premises.

7. Social activities

Certain social activities outside the basketball arena are organized to promote the concept within society, some of which are:

- ▼ Community "Role Modelling"
- ▼ Official visits
- ▼ Media conferences
- ▼ Discussion panels

- ▼ Celebrations.

8. Brand Specific Transport Vehicles

- ▼ Quality travel environment.
- ▼ Custom design.
- ▼ Public interest during travels.

9. Working into the future: "12 Giant Men" Basketball Academies

- ▼ Currently 50 cities in Turkey; increasing every year.
- ▼ 2,000 young players in the winter (weekends).
- ▼ Over 3,000 young players in the summer months.
- ▼ Standard practice program, equal opportunities for everybody.
- ▼ Affordable non-profit prices.
- ▼ "Basketball Culture" oriented approach for player selection, with individual talent being of secondary importance.



Year	2002	2003	2004	2005
Serbia & Montenegro	1	3	*	5
Canada	2	*	*	*
Brazil	3	*	*	*
Turkey	4	2	2	1
Bulgaria	5	*	*	*
China	6	*	*	*
Angola	7	*	*	*
Algeria	8	*	*	*
Russia	*	4	3	3
Italy	*	1	*	2
Latvia	*	5	*	*
New Zealand	*	6	*	*
Slovenia	*	*	1	4
Germany	*	*	4	*
Israel	*	*	5	*
France	*	*	*	6



by Antony Thiodet

ASVEL VILLEURBANNE: OUR AIMS

Antony Thiodet was Commercial Director of A.S. Saint Etienne soccer team (France). Then he was Marketing and Communications Director of French Basketball Federation, Sport Marketing Director for Soccer Adidas Europe, Managing Director of Occade Sport, Executive Director of Asvel Villeurbanne and, since November, also Vice President of Group Gones and Sports.

Since I have been thoroughly involved in the overall management of ASVEL over the past four seasons, under the auspices of President Gilles Moretton, it was immediately apparent to me that my responsibilities included the way in which we were going to prepare the club for future challenges, while treating our incomparable history with due respect. We quickly attempted to project ourselves beyond preconceived ideas that might have limited the scope of our thoughts, especially those ideas that are held, either consciously or subconsciously, at the very core of the way in which French sports have evolved: to blossom fully, professional sports should be played apart from amateur sports.

The sports results thus serve as the only reliable driver behind economic development.

SUSTAINABLE DEVELOPMENT

With regard to the first of these ideas, we oppose those philosophies that currently guide the world of business and that concern sustainable development.

A company ought to aim for the best possible economic development. Yet, when the company does so and does not take pains to preserve its environment, then the company is, at least in part, responsible if its raw materials dry up once and for all.

Within the world of sports in general and particularly in the world of basketball, such excesses may arise if a professional club that is placed at the cen-

ter of a network of amateur clubs smothers the entire network because it has only a narrow vision of its mission.

At the center of our own project, we have placed the responsibility that weighs upon us with regard to the need to address all the founding missions that justify why we play sports, not simply the entertainment value. By developing plans of action that aim to cover the educational and cultural functions, as well as the function of strengthening the social connection, we are putting conditions in place, so that relations with the amateur sector are revitalised and so that the greatest possible number of key players are involved in the local scene as part of a dynamic that emphasises fruitful cooperation.

This in no way prevents us from pursuing our sports performance goals for our first team, if we also decide to achieve economic performance goals.

On the contrary, sports performance fuels economic performance, since influential partners, also trying to act as tools that enhance their sense of corporate responsibility, have joined us with regard to these foundations. When Adecco, a worldwide leader in the area of temporary work, joined us, the company found that ASVEL could provide them with the right conditions for expressing a clear meaning associated with the initiated partnership; this meaning has encouraged their thoughts of image positioning.

Let us stop imagining that our salvation lies in segmenting our practices, with professional basketball on one side, and amateur basketball on the other.

On the contrary, faced with competition that is springing up around the world, basketball must, from our point of view, contemplate an alternative route, one that emphasises the harmonious, synergic development of all our practices. That is what we have been trying to do at the local level, and we have achieved concrete results.

A STRUCTURE THAT SERVES AN AMBITION

With regard to the second of the above-mentioned ideas, the idea that would put sports results at the epicenter of everything, our opposition lies in our belief that a flawless recipe for the achievement of results is still unknown, so it is risky to consider results as the main driver behind the development of a club.

When we link this consideration to the fact that consumption habits change, our supporters are revealed to be as fair-weathered as all other consumers, so the supply of entertainment and leisure offerings should expand each day. We can no longer be content simply by seeing clients come to us on the basis of possible sports results.

Let us accept that, for us, just as it is the case elsewhere, the "core target" of our business, those who consume simply because they love to do so, makes up only 30 to 35% of our potential.

And let us consequently endeavour to look for and develop loyalty amongst other types of clients. New perspectives are consequently opening up, based on the idea that a recent study conducted Euroleague demonstrated that 42 million Europeans say that they are interested in basketball. What a great opportunity to take advantage of!

What have we been waiting for to adopt a proactive attitude as far as managing this market potential is concerned?

Beyond the shadow of a doubt are the courage and determination of a visionary Board of Directors that has agreed right away to reduce its sports-related activity (the wage mass that has been committed to on the field) in order to consolidate the club's sales and administrative structures.

Also doubtless is the existing opportunity to merge Adecco ASVEL and other sports events (the Lyon Tennis Grand Prix, the Lyon Marathon, etc...) within the same umbrella legal structure, the Gones & Sports Group, and to thus mu-





tualize its structure-related costs. In any event, we are now equipped with a team of collaborators comprising about forty individuals, including about ten, who are fully dedicated to our sales development, the conquest of new subscribers, the recruitment of influential sponsors, and group sales. In addition to other favourable developments, the implementation of such an organization has enabled us to generate a cumulative growth rate of 236% for our subscription turnover over the past four seasons, despite the fact that they have not even been the most prolific years in the club's history as far as sports performance is concerned.

As the sales force is in place, and given the fact that we are confronted with stiff competition (the flattering results of the Lyon football club, which has just won its fourth consecutive championship title), we have, at the same time, tried to produce the best services for all of our clients.

From infrequent spectators to sponsors, all our clients receive a welcome that reflects standards that have been raised as high as our structures can allow for us.



For example, we have giant screens that enable the main rules of the game to be broadcast, while the game is going on, so that all spectators can understand what is happening in the sports arena.

We also offer a top-quality hospitality village, a system of signs to make it easier for spectators to find their seats, and a childcare service for the youngest spectators to enable families with young children to come and spend an evening together as a family.

However, despite all these efforts, we will be quickly outstripped by the evolving entertainment markets, if we fail to convince our community partners to start work soon upon the new, multi-purpose amphitheatre that will enable us to challenge our competitors.

Unless we make this ambition a reality, we will have trouble fulfilling future commitments. But, just as basketball deserves plans for the most stunning of futures, as long as we are not content merely waiting for peripheral players (TV) to help basketball take off, but rather take responsibility for it ourselves, we can contemplate the most radiant future for basketball and for Adecco ASVEL.





JAPAN



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by Karen Strahl
FIBA Study Centre

"FIBA VILLAGE" AT 2005 FSB

The FIBA Research & Study Centre returned to the International Trade Fair for Amenity Areas, Sports, and Pool Facilities (FSB) for the fifth time, and introduced the "FIBA Village" at the event, which took place this time in Cologne, Germany at the end of October.

The FSB Cologne exhibition successfully generated new business opportunities and networking for FIBA partners who were among the 480 exhibitors.

The world governing body for basketball, FIBA, with its Research and Study Centre, gathered FIBA partners and sponsors to introduce innovative products, concepts, and solutions for the leisure market and growing sports; basketball in particular.

With a "FIBA Village" of more than 1,200 square meters, including a large basketball court with daily basketball activities, the International Basketball Federation had one of the largest exhibit areas. Of the 50 partners involved in regular Study Centre activities, more than 20 partners and sponsors had their own booths within the village. These included Adecco, Baden, Bertelè Sport, Bodet., Champion, Daplast, Fox 40, Gramet Sport, Haro Sports, Molten, Mondo, New Deal, Oiko Service, Philips, Porter Athletic Equipment Co., Robbins, Schelde International, Seicom, SportSystem, and Zepter. These companies represent the FIBA Study Centre's eight product categories: backboard support units, basketballs, wooden flooring, synthetic floorings, electronic score-

boards, seating systems, technical equipment, and miscellaneous products. With their contributions at the trade fair, they helped us make basketball the "Ideal Sports World."

In the village, one may have also found two other booths dedicated to some of FIBA's current activities. Information about the World Championship 2006, which will be held in different cities of Japan, from August 19 to September 3, 2006, was displayed in one of the booths. The second booth featured information on a possible Future Sports and Commercial Hall that could open in the next couple of years. With sketches and miniature model of the building process, different facts were raised and explained, such as safety standards, sporting activities areas, spec-





tator areas, support services areas, and technical plants.

At the center of the FIBA Study Centre area, a slightly scaled-down basketball court (13 x 22.5 m) was installed to the satisfaction of FSB visitors, and local German teams. With full-size basketball backstop units (provided by Schelde International and Bertelè), full-size scoreboards (made available by Bodet and Schelde International), and the flooring (offered by Limonta and Haro Sports), which highlighted synthetic flooring on one side and wooden flooring on the other, three top teams from the German Division I demonstrated their talents. Indeed, the German Basketball Federation, present during the entire event, managed different daily court activities with RheinEnergy Cologne, Telekom Baskets Bonn, and women's team Belkaw BasCats Bensberg.

Additional performances took place with children and athletes coming through the International Paralympic Committee. The FIBA Village offered interactive entertainment with mini-basketball teams from RheinEnergy. Boys and girls under the age of 10 played on the FIBA court under the

supervision of their coach David Irnich and the Italian coach Maurizio Mondoni. Later on, a wheelchair basketball demonstration, composed of several players from RSC Köln, created a dynamic atmosphere and generated much interest.

A disc jockey and a moderator entertained players and visitors the entire three days. Shooting competitions took place regularly, with t-shirts and basketballs offered as prizes. A large exhibit of basketballs was displayed in the FIBA showroom nearby, giving all visitors the opportunity to feel the texture of a full range of basketballs available from the FIBA Study Centre partners involved in ball manufacturing.

In addition to the intensive activities that took place at all parts of the trade fair, the FIBA Study Centre organized a dinner, gathering sponsors, partners, and friends to share their experiences. Roland Geggus, President of the German Basketball Federation, received congratulations for the performance of the German national team at the previous Eurobasket Championship. In his keynote speech to the audience, Patrick Baumann, FIBA Secretary

General, noted the increasing number of women involved in the FIBA Study Centre activities and the basketball world in general. "The FSB Cologne Exhibition is definitely the place to be," said Baumann. "The FIBA Study Centre is unique: FIBA is the only sports organization that has an entity dedicated to improvement of sports facilities and equipment standards. Not only does the Research and Study Centre gather partners with the right ideas to match one need, but also FSB definitely creates additional business opportunities for our partners. We can only hope that this long and lasting collaboration between FSB, the FIBA Study Centre partners, their distributors, their customers, and the public will continue to bring the best to the world of basketball!"

The international Trade Fair for Amenity Areas, Sports, and Pool Facilities proved to be a wonderful business opportunity for many. It's estimated that 13,000 visitors from more than 80 countries came to the fair seeking innovations and new ideas for the world of sports. In spite of the fact that FSB 2005 has only recently concluded, innovative ideas and plans are already in motion for the upcoming FSB 2007!



by Chip Sigmon

AGILITY DRILLS

Chip Sigmon has been the athletic trainer of the Charlotte Hornets (NBA), the Charlotte Sting (WNBA), and the Appalachian State University. He also coached Michael Jordan as assistant athletic trainer at North Carolina University. Now he is athletic trainer at the Carolina Sports Performance Center in Charlotte. He was co-writer of the book called "NBA Power Conditioning", and he also wrote the recent book called "52 week Basketball Training", both published by Human Kinetics.

JUMP ROPE ROUTINE

This jump rope routine is based on a square with four quadrants numbered as shown.

Perform each of the following drills in the order shown. If you struggle to finish all 10 drills in one session, work up week by week until you can successfully complete all of them (figure 1).

- ▼ Regular jumping x 50.
- ▼ Jumping side to side with both feet, 4 to 3 and back x 50.
- ▼ Up and back, 4 to 1 and back x 50.
- ▼ Boxer shuffle, 2 on right foot, 2 on left foot x 50.
- ▼ Up and back on one foot, 4 to 1 and back x 25 each foot.
- ▼ Side to side on one foot, 4 to 3 x 25 each foot.
- ▼ Triangle (1, 2, 4) alternate and switch (2, 1, 3) x 25.
- ▼ Four square jumping using both feet, then switch to just one, 1, 2, 3, 4 x 10 rounds.
- ▼ Double jump with bounce, rope under foot twice x 50.
- ▼ Bonus jump. Do as many regular jumps as you can in 30 seconds (110 times is the number to beat).

HOME BASE DRILL

Stand in the middle of the lane in a defensive position. Note the numbered positions on the

figure of the court. You can put blocks on the court with these numbers. On a coach's command, run in place.

The coach then calls out a number for you to move to. Move to that numbered position as fast as possible and then return to home base, at which point the coach calls out numbers 2 or 3, sprint to those positions; then power slide shuffle back to home base.

When the coach calls out positions 1 or 4, power slide shuffle there and back.

The drill should last 25 to 30 seconds, and you should touch with your foot as many numbered blocks as possible (figure 2).

DOT DRILLS

Some of the best foot quickness drills begin with dot drills and line drills.

No equipment is needed except some athletic tape to make dots (figure 3).

Five parts

This drill consists of five segments, each of which is done down and back three times. The goal is to complete all five segments in 30 seconds or less.

- ▼ Down and back. Start with feet split, one foot on dot 1 and one on dot 2. Jump to dot 3 with both feet, then to dots 4 and 5 with feet split. Repeat the steps jumping backward.
- ▼ Single-leg hop using the right foot. Form a figure eight down and back.
- ▼ Single-leg hop using the left foot. Form a figure eight.
- ▼ Turn around. This is the same as "down and back", except that you turn your body around to go in the other direction.

Single-leg Triangle

Hop on your left leg to form a triangle in a counterclockwise direction for 10 seconds; then switch legs and perform the same movement for 10 seconds (2-3-1-2).

Go back to the left leg and form a triangle in a clockwise direction for 10 seconds. Repeat with the right leg (1-3-2-1). Count how many times around the triangle pattern you can go in 10 seconds with each leg.

Single-leg Z

Form a Z pattern (4-5-3-1-2) using one leg. See how fast you can get from the top of the Z to the bottom with each leg. You may also form a Z with both feet together.

Single-leg M

Form an M pattern (4-5-3-2-1) using one leg. See how fast you can form the pattern with each leg. Again, you may use both feet, keeping them close together, side by side.

LINE DRILLS

Find a straight line anywhere on the floor from one to two feet in length (or make using athletic tape). When performing line drills, make sure your feet with little sound coming from the contacts on the ground. Each drill should last anywhere from 10 to 15 seconds.

- ▼ Front jump. Face the line and jump over and back with feet together.
- ▼ Side jump. Jump over the line sideways with feet together.
- ▼ Side step 1-2. With the line beside you, step over with one foot, then the other, and step back over the same way.
- ▼ Front step 1-2. With the line in front of you, step over with one foot, then the other, and back over the same way.
- ▼ Side hop. With the line beside you, hop over with one leg, then the other. The trail comes over the line but does not touch the ground. As soon as the trail leg goes over the line, hop back across to the other side of the line and repeat the side hops, being as light on your feet as possible.
- ▼ Single-leg hop. Jump over the line sideways and back on a single leg.
- ▼ Switch hop. Start with the line in front of you, with your right foot on one side and your left foot on the other. Jump and switch foot positions as quickly as possible, moving your feet backward and forward.
- ▼ Side switch hop. Start with your feet straddling the line. Hop quickly with your right foot going over to the other side of the line at the same time as your left foot goes over to





where your right foot was. Start with your right foot moving in front of your left. After 15 seconds do the same drill with your left moving over your right.

LANE AGILITY BOX DRILL

Set up for cones, one on each corner of the free-throw lane as shown in the figure 4. If using a high-school court in which the lane is 12 feet across, move each cone out 2 feet so that they form a lane 16 feet across (this is the size on which the times below are based). Start beside one cone in a two-point stance. Sprint to the baseline cone; then the

power slide shuffle facing away from the court to and past the second baseline cone.

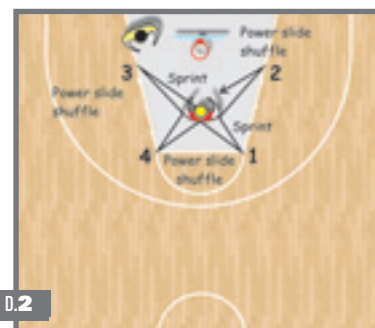
When past the second baseline cone, backpedal to and past the elbow cone, then power slide shuffle across and past the starting cone.

When you pass the starting cone, reverse the process by power slide shuffling across the free throw line, sprinting to the baseline cone, and power slide shuffling across the baseline.

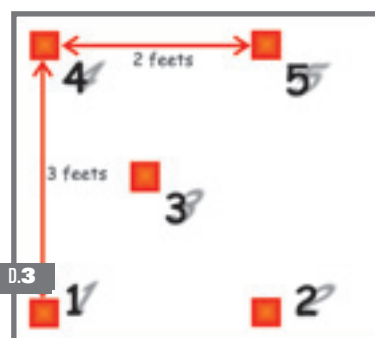
When you're past the baseline cone, backpedal to and past the start/finish cone and compare your time to the table.



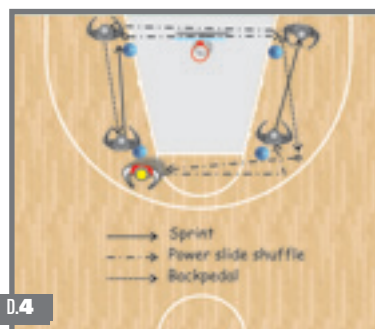
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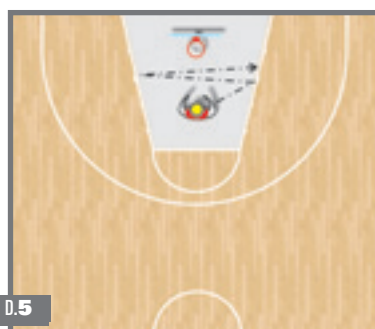
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0.3



0.4



0.5

Perform three to four sets with 45 seconds rest between each.

Position	Time for male(s)	Time for female(s)
Guards	10.2 to 10.9	13.0 to 14.5
Forwards	11.0 to 11.4	14.6 to 15.5
Centers	11.5 to 12.3	14.6 to 15.5

QUICK FEET BOX STEP DRILL

Find a stable box that is 12 to 15 inches high. Start with one foot on the box and one foot on the floor, with your toes pointed straight ahead and your upper body in an erect neutral position. On command, move the foot that is on the box to the floor and the foot on the floor to the box. Keep switching foot positions for 15 to 30 seconds. Move as quickly as possible with your feet while still staying under control (meaning that no extra upper body motion occurs except arm and shoulder movement as you were running).

LANE SLIDE DRILL

Start directly at the bottom of the free throw circle facing the baseline.

On command, power slide shuffle in either direction, touching the line with your foot; then shuffle across the lane to the opposite line. Continue shuffling back and forth 30 seconds.

See how many times you can cross and touch each line without crossing your feet. Your goal should be 25 or more line touches in 30 seconds (figure 5).

HALF-COURT LAYUP AGILITY DRILL

Start at the midcourt corner. Run in and receive a pass at the three-point line; then come in for a jump shot at the elbow or a layup. After the shot or layup, power slide shuffle across to the other side of the court facing the baseline. When you are at the corner of the baseline/sideline, backpedal on your toes to the hash mark. Turn quickly and sprint to the midcourt corner; then turn and run to the nearest elbow while receiving a pass at the three-point line. Repeat the drill to the other side of the court. Performing this drill to one side of the court and then the other counts as one repetition. Work up to two to three sets of five reps while shooting 10 free throws between sets (figure 6).

STAR AGILITY DRILL

Use nine cones or athletic tape to make a star as shown in the figure 7.

The tip of each point of the star should be 15 yards from the middle. Start in a defensive position and power slide shuffle to the middle cone; then sprint to each cone

or marker and shuffle back to the middle. Try different combination runs and shuffles and even backward runs. See how many outside cones you can touch in a 30- to 45-second time period.

TRIANGLE SIDE DRILL

Set up three cones (or use athletic tape) to form a triangle that is equal on all sides.

Place one cone or tape marking three feet beyond the free throw line. Place the other cones or tape two to three feet to the outside of the lane. Starting at the cone above the free throw line and facing midcourt, power slide shuffle to either of the midpost markers or cones. Continue across the lane to the other marker or cone, then back to the top marker or cone. See how many cones you can get to in a 30-second time period (figure 8).

T SLIDE DRILL

Set up four cones 10 yards apart in a T formation. Start by sprinting to the middle of the T; then slide shuffle to the cone on the right, turn, and sprint to the one on the far left.

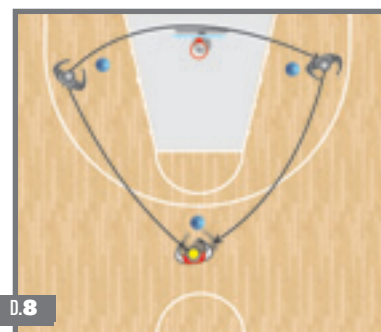
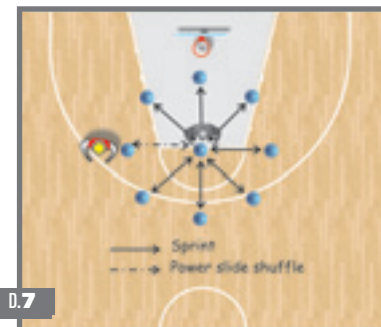
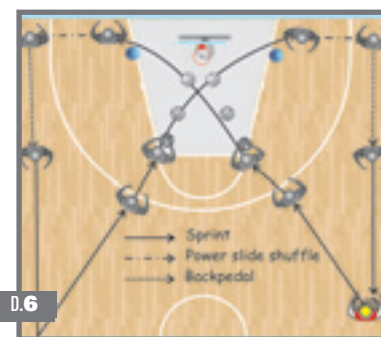
Continue by slide shuffling to the middle of the T (while facing the start/finish cone); then sprint past the start/finish cone. Be creative by trying different combinations of runs and shuffles (figure 9).

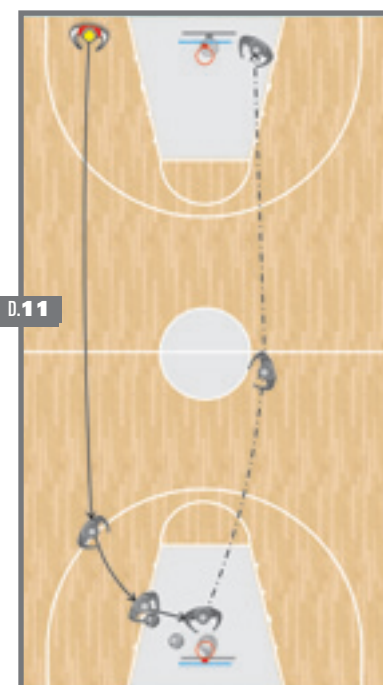
REVERSE 7 DRILL

Set up three cones or pieces tape 12 to 15 yards apart to make the shape of a 7 (see diagram). This is very similar to the triangle drill, except that in this drill you are only doing two-thirds of the triangle. Start by sprinting to cone 2, then backpedaling to cone 3. As soon as you pass the third cone, accelerate and sprint back to cone 2. When passing cone 2, assume a low position and power slide shuffle to the start/finish cone. Once again, try different combinations of sprints and shuffles; you can even add two to five vertical jumps when you reach each cone (figure 10).

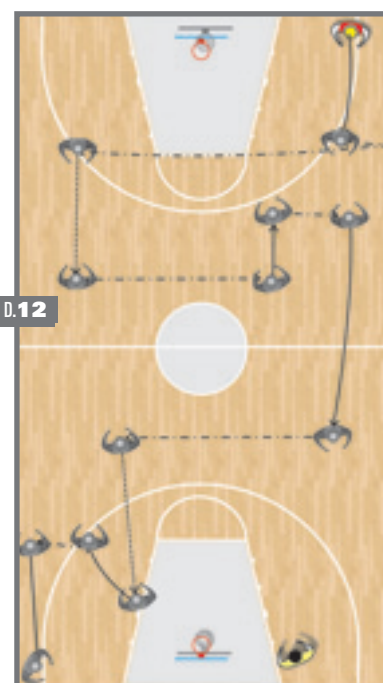
PATTERN RUN I DRILL

Starting at the baseline, sprint to the top of the key at the other end of the court, where you receive a pass from your partner or coach. At the elbow, shoot a jumper or go in for a layup. After your shot, do five quick backboard taps, backpedal on your toes to half court, and perform five deep power jumps. After your jumps, slide shuffle back to the baseline. Goal time to complete the drill should be three sets, each under 45 seconds. Shoot 10 free throws between sets (figure 11).





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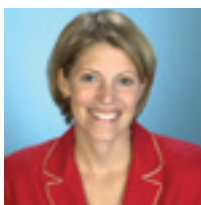
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PATTERN RUN II DRILL

Pattern runs may also be performed using commands from a coach or partner. Your coach starts you by shouting "sprint", and at any time may again shout or point to the direction of your slide shuffle or backward run or have you sprint forward again to finish the drill.

The drill should last between 30 and 45 seconds (figure 12).

This article is taken from the book "52-week basketball training", published by Human Kinetics, 2004.



by Elizabeth Hunter

ANTI-DOPING: IT'S A GLOBAL CAMPAIGN



Elizabeth Hunter joined the World Anti-Doping Agency (WADA) in April 2005 as its Communications Director. The Communications Department is responsible for the magazine "Play True", media relations, athlete outreach programs, and the organization's Web-based initiatives. She was also Senior Director of Communications and member services for the United States Chamber of Commerce. From 1999 to 2001, she served as marketing director for the U.S. Chamber's joint venture ChamberBiz.com, a business-to-business web portal.

The World Anti-Doping Agency (WADA) is the international independent organization created in 1999 to promote, coordinate, and monitor the fight against doping in sport in all its forms. The Agency is composed and funded equally by the sports movement and all governments of the world. WADA's first mandate was to globally harmonize rules relating to doping in sport. In achieving this, the Agency developed and ensured implementation of the World Anti-Doping Code (Code), the document harmonizing regulations regarding anti-doping in all sports and countries.

HOW SPORTS AND GOVERNMENTS HARMONIZE EFFORTS

Doping in sport is a serious problem that is not limited to one sport, nor to one region of the world—it is an epidemic that reaches across borders and deep into communities everywhere, raising serious concerns for athlete health, public health, and ethics in sport.

Concern for athlete health provided the original impetus for anti-doping activities. Over time, several doping-related deaths of high-profile athletes have drawn attention to the fact that not only is there abuse of drugs designed for therapeutic purposes, but also of new underground concoctions

that have not been submitted to appropriate trials for health and safety. Adverse health effects of doping range from stunted growth, dramatic mood swings and aggressive behavior, to liver damage, higher risk of heart disease and stroke, and suicide.

This concern expands to that for public health. Once it becomes known that some elite athletes are using these drugs, then the message is that, if you want to play or compete at that elite level, you will have to do the same. That message goes all the way down the line, so that you are no longer dealing with a few hundred elite level athletes, but instead a pyramid which has at its base hundreds of thousands of young people, all of whom believe that, to get to the top, it looks as if they will have to take drugs.

Third is the concern for ethics in sport. Rules in sport are to protect the sport and the athletes—they ensure that there is a level playing field and that athletes and teams can compete honestly and fairly. Just as there are rules regarding equipment and court size, there are rules against doping. Doping is cheating—it creates an unfair imbalance in the competition.

Prior to the creation of WADA and the Code, it was primarily the sports organizations which led the fight against doping within their own respective realms of influence. Their isolated efforts, while well intentioned, continued to reinforce weaknesses arising from the lack of a harmonized anti-doping program, thereby thwarting the ability to effectively address concerns relating to athlete and public health and ethics in sports.

In 1998 a large number of prohibited medical substances were found by police in a raid during the Tour de France. This scan-

dal was the "wake-up" call that led to governments and sports joining forces to fight against doping in an organized and coordinated manner on an international level. At the first World Conference on Doping in Sport (1999), the consensus of governments and sports led to the creation of WADA to act as the independent international agency to coordinate efforts to rid sport of doping.

The principal tool in these efforts is the World Anti-Doping Code (Code) which sets up the framework for the fight against doping to be won in all sports and in all nations. Key elements to this framework are the list, testing, and sanctions.

The List of Prohibited Substances and Methods (List) defines what substances and methods are prohibited, whether in- or out-of-competition. A substance or method may be added to the List if it meets two of three criteria: it is performance enhancing, poses a danger to athletes' health, and its use is against the spirit of sport as defined in the Code.

There is also the uniform testing standard, incorporating tests both in- and out-of-competition and with no advance notice. Under the Code, sports federations and anti-doping organizations are given guidance for planning effective testing and maintaining the integrity and identity of the sample, from notifying the athlete to transporting samples for analysis. Independent administration of the testing program is also an important aspect. Samples are analysed in WADA-accredited laboratories which are independent from the sports organizations. Laboratories are given guidelines for the proper management of sample analysis, from receipt of samples to reporting of results. A uniform standard for sanctions is another key element.

The consensus of sports and governments at the Second World Conference

on Doping in Sport (2003) supported a two year sanction for a first serious anti-doping rule violation followed with a lifetime ban for a second violation.

The rule of strict liability was also adopted so that a violation occurs whenever a Prohibited Substance is found in an athlete's bodily specimen. The violation occurs whether or not the athlete intentionally or unintentionally used the substance. The result is that the anti-doping message is strong and clear to athletes—we take doping offences seriously.

WHAT DOES THIS MEAN FOR ATHLETES?

The best part of being an athlete is rising to the challenge, doing your best under the circumstances, and enjoying the process. The celebration of the human spirit, body, and mind, it is what we call "the Spirit of Sport," and is characterized by health, fair play, honesty, respect for self and others, courage, and dedication.

Doping in sport is the complete antithesis of the Spirit of Sport. Doping destroys all that is good and noble about sport. It jeopardizes the health and well-being of athletes and erodes public confidence. In addition to risking serious health consequences, athletes who test positive for doping ruin their good name and reputation, and may lose their employment.

Athletes and the Code

In 1999 the governments and sports of the world came together and agreed that there needed to be one set of rules to help combat doping in sport. This set of rules—the World Anti-Doping (Code)—helps level the playing field for athletes in all sports and in all countries of the world.

The Strict Liability Principle

Athletes should know that, under the Code, they are strictly liable whenever a prohibited substance is found in their bodily specimen. That means that a violation occurs whether or not the athlete intentionally or unintentionally used a prohibited substance or was negligent or otherwise at fault. It is very important therefore for athletes to understand not only what is prohibited, but also what might potentially cause an inadvertent doping violation. The athlete is responsible.

The Prohibited List

The List, published by the WADA, is the international standard that athletes should use to know what is prohibited in- and out-of-competition. The List also indicates whether particular substances are banned

in particular sports. The List is updated annually—published in October to go into effect in January. The 2006 List of Prohibited Substances is available online at www.wada-ama.org.

What else should an athlete know about banned substances?

Athletes should always check with their International Federation (IF) to find out what substances and methods are prohibited in their sport because additional categories or substances may be added to the List for that particular sport. Also, athletes should always make their doctor aware that they are bound by the specific rules of their sport. Those who are unsure of what a product contains should not take it until they are sure it is not prohibited. Ignorance is never an excuse.

Extreme caution is recommended regarding supplement use. It is WADA's position that a good diet is of utmost importance to athletes. The use of dietary supplements by athletes is a concern because in many countries the manufacturing and labeling of supplements may not follow strict rules, which may lead to a supplement containing an undeclared substance that is prohibited under anti-doping regulations. A significant number of positive tests have been attributed to the misuse of supplements, and taking a poorly labeled dietary supplement is not an adequate defense in a doping hearing.

What about medical conditions?

Athletes, like all others, may at times experience a medical condition that requires using particular medicines. The substances that an athlete may be required to take to treat a condition could fall under the Prohibited List. However, by

applying and obtaining a therapeutic use exemption (TUE) in advance from the IF or National Anti-doping Organization (NADO), an athlete may be allowed to take the necessary medicine. The TUE will be taken into consideration if the substance is detected in the athlete's sample, and it will protect the athlete from sanctions if the medical justification is confirmed. Athletes who need to apply for a TUE should request a form and information about the TUE application process.

International level athletes should ask their IF and national level athletes should ask their NADO.

Information Resources

WADA has a number of resources available to athletes and their support personnel to better understand their rights and responsibilities under the Code:

- ▼ Doping Quiz: an online interactive quiz to test your knowledge about doping rules.
- ▼ Prohibited List: updated annually, the "List" identifies substances and methods prohibited in sport.
- ▼ Athlete Guide: provides an overview of the Code, and includes athlete rights and responsibilities relating to the doping control process.
- ▼ TUE Leaflet: information on the Therapeutic Use Exemption (TUE) process.
- ▼ Doping Control Video & Leaflet: a step-by-step description of the doping control process.

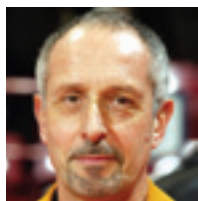
Visit WADA's Web site at www.wada-ama.org for these materials and more.

WHAT DOES "PLAY TRUE" MEAN?

The World Anti-Doping Agency (WADA) works towards a vision of the world that values and fosters doping-free sport.

WADA's "play true" tagline, along with its logo—the green equal sign centered in a black square—expresses the universal spirit of sport practiced naturally within the rules and free from artificial enhancements. The equal sign represents fairness and equity, while the square represents the rules all players agree to respect. WADA's colors have meaning as well: black stands for the fairness of the referee while green evokes the image of health, nature, and the traditional field of play.

WADA seeks to protect athletes' fundamental right to participate in clean sport and thus promotes health, fairness, and equality for athletes worldwide.



PLAY WITH US

YOUTH TOURNAMENTS AND CLINICS IN EUROPE

I am a coach and recently had occasion to read FIBA Assist. I found it very interesting and helpful. In a previous issue, you printed a letter from a reader, who was looking for youth basketball tournaments and coaching clinics. I am wondering if you could also provide information on women's youth tournaments (ages 18 to 20) in Sweden and the Czech Republic in August 2006. I am coaching youth women's teams of different ages at provincial and national schools in Zimbabwe, Africa, and I am very interested on information on this topic.

Coach Jabulani Maseko
jabu65m@yahoo.com.au

Unfortunately, it is a little early to secure dates and places for tournaments of the type you are looking for, because the clubs will start to work on their tournament schedule in April or May. My suggestion is to contact the two Federations in the spring of 2006. Here are their addresses:

*Czech Republic Basketball Federation
Zatopkova 100,
P.O. Box 40,
160 17 Prague 6
Czech Republic
Tel. ++420-2-57 21 23 38
Fax: ++420-2-33 35 64 40
E-mail: cbf@cbf.cz
Web site: www.cbf.cz*

*Swedish Basketball Federation
Idrottens Hus
11473 Stockholm
Sweden
Tel. ++46-8-6996000
Fax: ++46-8-6996306
E-mail: sbbf@basket.se
Web site: www.basket.se*

REQUESTS FROM NIGERIA

I have three requests. I am very interested in downloading the current edition of FIBA Assist, as well as previous editions. I would like to read them online and then download the most interesting articles. Please direct me to the site and explain how I go about downloading.

I would also like to order the book "Basketball for Young Players." Finally, I would like to correspond with Dave Norris, Chief Executive of the North Harbour Basketball Association. Please let me know how I can contact him.

Emmanuel Adeseri, Lagos, Nigeria
emmaadeseri@yahoo.com

For reading and downloading past articles of FIBA Assist, you need to go to www.fiba.com. Click on Training on the left side of the homepage, then on Coaches Corner. On the right side you will find all past 17 issues of the magazine. You can also order paper copies through the Internet, at FIBA Store at the same address.

To order the book, "Basketball for Young Players," which is published by FIBA, go to Coaches Corner. At the bottom of the right column are book ordering instructions.

We can provide you with the telephone number of Dave Norris, the Chief Executive of the North Harbour Basketball Association, in New Zealand: ++64-21-743762

Editorial Office: Cantelli Editore, V. Saliceto 22/E, 40013 Castel Maggiore (BO), Italy
Tel. +39-051-6328813- Fax +39-051-6328815
Editor-in-Chief: GIORGIO GANDOLFI
E-mail: fibaassist@cantelli.net

Note: Readers who wish to send technical or non-technical articles are kindly requested to read the information in the box INVITATION TO THE READERS on page 4 (or online at www.fiba.com).



JAPAN



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molten
For the real game

The New Global Standard



GL7/GL6 | GIUGIARO DESIGN

Molten, maker of official game balls around the world, introduces advanced styling and technology, setting the standard for the future of basketball.

Top-level players around the world win international competitions with Molten official International Basketball Federation (FIBA) game balls. As they step up their game, so do we by introducing a new global standard for international play—the next-generation basketball. Conceived by the minds at world-renowned Giugiaro Design, the new 12-panel design offers improved visibility and unmistakable style, especially compared to traditional eight-panel balls.

But its beauty is more than skin deep. Inside we've incorporated innovative Molten Dual-Cushion Technology, which combines a top-quality, high-density high-cushion foam architecture with special soft rubber around the seams. This technology maintains the rebound speed of traditional balls while allowing lower inflation pressure, and increases grip and durability. The Molten Flat-Pebble Surface increases grip, too, for superior ball control.

And Molten Full-Flat Seams help players achieve a consistent, smooth backspin to boost shooting accuracy. The result? A ball with zero trade-offs—style, speed, control and accuracy all in one. Once again we've fused our traditional know-how with innovative technology to advance the global standard. The future of basketball and the start of a new legend are here and now.