



FIBA

We Are Basketball

ASSIST05

FIBA ASSIST MAGAZINE FOR BASKETBALL ENTHUSIASTS EVERYWHERE / NOVEMBER / DECEMBER 2003

SLAVKO TRNINIC
THE INTEGRATED IN-SEASON
TRAINING OF CADETS

JEAN-PIERRE DE VINCENZI
DEFENSE AGAINST PICKS OF
PLAYERS WITHOUT THE BALL

























PAUL BLAKE
BASKETBALL IN THE COMMUNITY:
NEWCASTLE EAGLES

ILKER YÜCESİR
MOVEMENT ANALYSIS IN SPORTS
AND BASKETBALL

MAURIZIO CREMONINI
A SAMPLE LESSON FOR FIVE AND
SIX YEAR OLDS

GREGG POPOVICH THE GAME PHILOSOPHY OF THE SPURS







THE PROGRAMS AND AIMS OF EABC

Basketball is a popular sport that has developed and prospered in Europe even though its original roots are not in our continent. Basketball has advanced here, however, thanks to our coaches, many of whom have studied in the past with the great American teachers, and then went on to put their own stamp on basketball in their respective countries.

Basketball did not develop and prosper in only one country, but came to be a popular sport in Spain, France, Italy, Greece, Yugoslavia, and many other European countries. The coaching associations that were developed in those countries have become role models for other European countries to emulate.

Today, we look with pride to the players who have been totally developed in Europe, both technically and at the competitive level. Some have gone on to play in the United States, while many other top players stay and play for the most powerful teams throughout Europe. Now, because of this, the dream of basketball fans and league administrators and coaches has come to fruition: European national teams now play against USA national team with both sides using NBA players.

With the increasing number of young athletes beginning to play the game throughout Europe, we need to focus our continuing attention on developing and enhancing their technical skills. We now have basketball coaching associations in each country of Europe. Coaching clinics are put on in most countries, and many informative coaching seminars are offered throughout the year. In addition, we now have a variety of publications geared for the coach.

The European Association of Basketball Coaches (EABC) was created in 1979 with the primary goal of assembling all the national coaches associations of the continent and to help to create new ones in the countries that did not have a national coaching group. The fundamental responsibility of EABC was to coordinate all the instruction programs coming from all the various European coaching associations.

I was chosen as President of the EABC in 1990. My aim has been to stimulate all basketball activities throughout Europe through regular clinics, seminars, and

publications. In this work, I always counted on the important help of FIBA, through the former General Secretary Boris Stankovic, and now with Patrick Baumann, the current General Secretary, as well as from George Vassilakopoulos, President of FIBA Europe. These people have always backed us in helping develop all types of formative programs for our European coaches, including bringing over the top coaches from the United States (NBA and NCAA).

The experiences and knowledge of our coaches is now disseminated through the programs of FIBA, and also other national and international associations, such as Olympic Solidarity. Our goal is to share our expertise with coaches in those countries where basketball is not so popular, whether in Europe or other continents.

The EABC created a program called "Young Coaches," that was developed specifically to create a new legion of coaches who will help prepare our young players, and we want to make it work in all countries of our continent.

To complement the program, we have also published—with the help of FIBA—a new book, "Basketball for Young Players: Guidelines for Coaches." It currently is available in English, French, and Spanish editions and will soon be published in Russian, Arabic, and Chinese, with other language editions to come soon after.

Only by continuing to develop our own coaches, instructing them not only in game tactics but in the latest training techniques and sports psychology, will we be able to establish the strong base that will be needed to sustain the future of European basketball. By having a large pool of talented homegrown players playing in Europe, we will then be able to reverse the negative effects caused by the loss of our best players to the NBA. In that way, our teams will continue to remain highly competitive for years to come.

Anton M. Comas
*President of the European
Association of Basketball Coaches*

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THE MISSION

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

The magazine is published 6 times per year.

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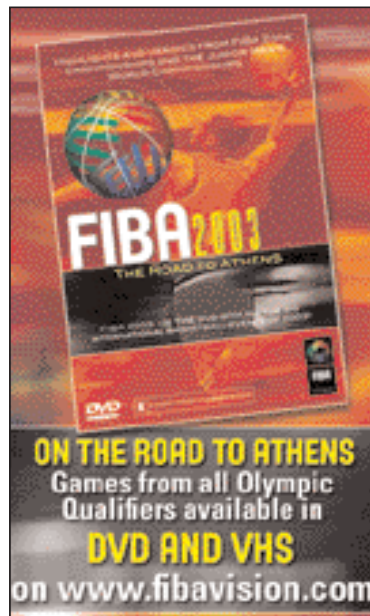
AN INVITATION TO OUR READERS

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.

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2003-2004 FIBA CALENDAR**DECEMBER 2003**

13.12 Draw for the Eurobasket 2005 for Men in
Belgrade, Serbia & Montenegro
17-18.12 FIBA-Africa Central Board in Maputo,
Mozambique
17-18.12 FIBA-Africa Central Board in Maputo,
Mozambique
19-28.12 18th African Championship for Women 2003 in
Maputo, Nampula, Mozambique
20-27.12 14th Asian Champions Cup for Men 2003 in Kuala
Lumpur, Malaysia

JANUARY 2004

13-19.01 20th Asian Championship for Women in Sendai,
Japan
26.01 Draw for 28th Olympic Games Basketball
Tournament for Women in Athens, Greece

MARCH

tba 6th Board of FIBA-Europe
27-28.03 FIBA-Europe Cup Men 2004 - Final Four

APRIL

01-05.04 21st U18 European Championship for Men 2004 -
Challenge Round

02-04.04 NCAA Women's Final Four 2004 in New Orleans,
USA
03-04.04 FIBA-Europe Cup Women 2004 - Final Four
03-05.04 NCAA Men's Final Four 2004 in San Antonio, USA
14-18.04 21st U18 European Championship for Women
2004 - Challenge Round
16-18.04 FIBA EuroLeague Women 2004 - Final Four
23- 25.04 FIBA Europe League 2004 - Final Four

MAY

tba Central Board of FIBA in Geneva, Switzerland
14.05 7th Board of FIBA-Europe in Prague, Czech
Republic

14-16.05 49th Session of FIBA-Europe in Prague, Czech
Republic

20-30.05 FIBA Women's World League 2004, Preliminary
Round

JULY

tba 19th African Cup for Men's Champion Clubs
Qualifying Round
tba 3rd African Championship for Young Men in
Senegal
tba 2nd African Championship for Young Women

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ATTENTION:

FOR READERS WHO ARE INTERESTED IN CONTACTING THE
AUTHORS OF THE ARTICLES, PLEASE SEND AN E-MAIL TO

FIBAASSIST@CANTELLI.NET

tba	3rd U16 European Promotion Cup for Men in Andorra	AUGUST tba	15th African Championship for Junior Men 2004	15-25.10	FIBA Women's World League 2004, Final Round
tba	3rd U16 European Promotion Cup for Women in Andorra	tba	Oceanian Championship for Junior Women 2004	NOVEMBER tba	Central Board of FIBA in Kuala Lumpur, Malaysia
tba	9th European Promotion Cup for Men in Scotland	tba	Oceanian Championship for Young Men 2004	tba	8th Board of FIBA-Europe in Estonia
tba	8th European Promotion Cup for Women in Luxembourg	05-08.08	1st FIBA Diamond Ball Tournament for Women 2004 in Iraklion, Greece	tba	19th African Cup for Men's Champion Clubs 2004 Final Round
tba	27th William Jones Cup for Men in Taipei, Chinese Taipei	06-15.08	18th U16 European Championship for Men 2004 Division A & B	tba	Oceania Tournament for Young Men 2004
09-18.07	21st U18 European Championship for Men 2004 Final Round in Zaragoza, Spain	13-29.08	28th Olympic Games: Tournament for Men 2004 in Athens, Greece	tba	Oceania Tournament for Young Women 2004
09-18.07	21st U18 European Championship for Women 2004 Final Round in Bratislava, Slovak Republic	13-29.08	28th Olympic Games: Tournament for Women 2004 in Athens, Greece	DECEMBER tba	9th African Championship for Junior Women 2004
23.07-01.08	7th U20 European Championship for Men 2004 Final Round in Brno, Czech Republic	SEPTEMBER tba	34th European Championship for Men 2005 Division A & B Qualifying Rounds	THE EVENTS MARKED IN RED QUALIFY FOR THE OLYMPIC GAMES IN ATHENS 2004.	
23.07-01.08	3rd U20 European Championship for Women 2004 Final Round in Vannes, Quimper, St. Brieuc, France		30th European Championship for Women 2005 Division A Qualifying Rounds		
30.07-08.08	18th U16 European Championship for Women 2004 - Division A & B		Paralympic Games 2004 in Athens, Greece		
31.07-03.08	2nd FIBA Diamond Ball Tournament for Men 2004 in Belgrade, Serbia & Montenegro	OCTOBER tba	30th European Championship for Women 2005 Division B Qualifying Rounds		


FIBA

We Are Basketball



by Lionel Hollins

Lionel Hollins, a 10-year veteran NBA player, was the assistant coach at Arizona State University and then an assistant with the Phoenix Suns. He served as an assistant, and later as the interim head coach with the Vancouver Grizzlies. Hollins is now an assistant coach of the Memphis Grizzlies.

A screen, also called a "pick", is a legal block set by an offensive player on the side of or behind a defender in order to free a teammate to take a shot or receive a pass. In the NBA, screening is a huge part of our game plan, and there are a number of different types of screens we like to use. The screens are so effective because it's impossible for the defense to take away all the available options that the offense has at disposal.

On all screens, the defense will try to play you a certain way, according to their philosophy or strengths and weaknesses. The offense, however, always has options, usually two, and sometimes three, depending on how the defense chooses to play.

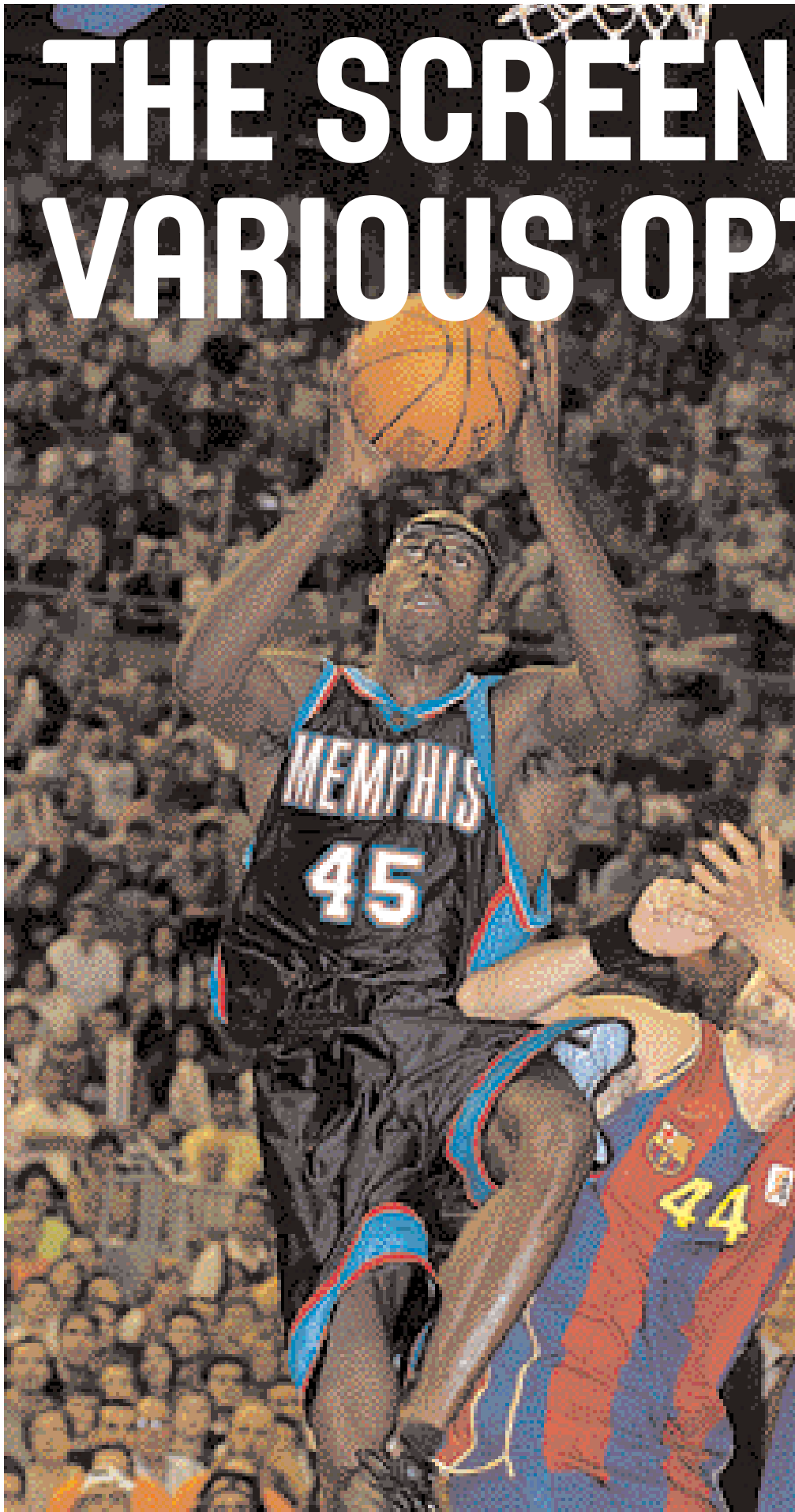
The key to the success of using a screen is not how fast the offensive player goes off the screens, but how well you read what the defense is doing against the screen. The options you have include:

- a. To go low.
- b. To go high.
- c. To go behind.
- d. To go over the top of the screen.

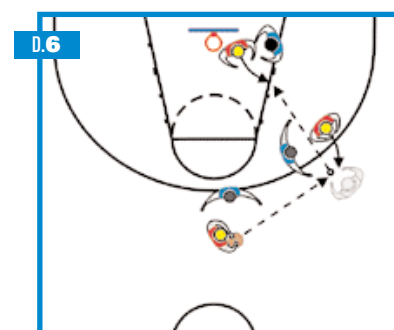
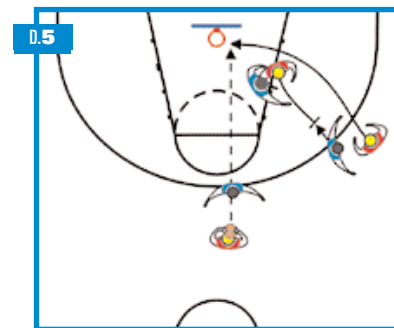
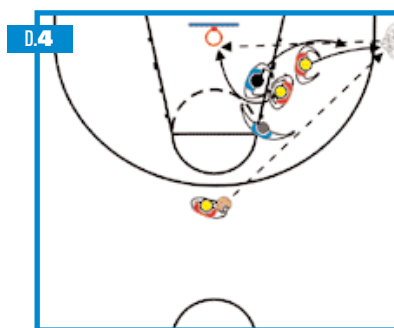
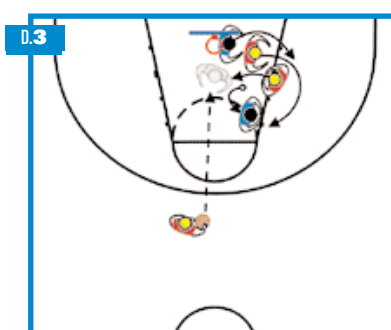
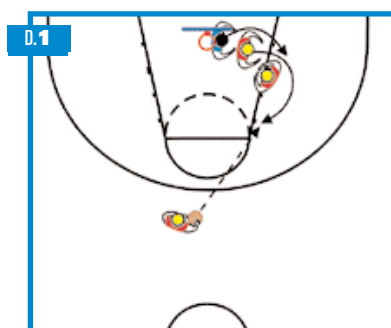
On some screens, you can bump back for a jump shot, or square up for a one-on-one situation. Usually, the three screens you can bump back on include the "UCLA" screen, the "Flex" screen, and the "Hawk" screen (please, see the following descriptions for each).

Off-the-ball and on-the-ball screens usually involve at least two players, and each has their own responsibilities. The screener usually picks an area and gets stationary while the player using the screen waits until the screener has gotten set. He then sets up his man by faking away from where he

THE SCREEN VARIOUS OPT



IS AND TIONS



actually wants to go. The two offensive players must then read whether the defense follows or shoots the gap.

Let's start to analyze the different screens off and then on-the ball, but first I will describe some counter moves needed based to the reaction of the defense to the screen.

a. Curl: If the defense follows or trails the screened player, this player curls to the passer. By this I mean that the player circles around the screener and then cuts to the basket to receive the ball (diagr. 1).

b. Curl/Slip: If on the curl the defender of the screener helps out and leaves his man, the screener will then roll to the basket for a pass. This is what we call a "slip" (diagr. 2).

c. Bump: If on the curl the defender of the player, who was screened, shoots the gap or takes a short cut, the screener adjusts his screen with a drop step to screen the defender. The player who should receive the screen, executes a bump, and quickly pops

away from the screen (diagr. 3).

d. Bump/Slip: If the defender of the screener helps out and goes out to guard the player, who bumped and popped out, and this player has received the ball, the screener quickly slips to the basket for a pass from the player who has now popped out in the corner (diagr. 4).

SCREENS OFF-THE-BALL BACK SCREEN

- ▼ If the defender stays on the screen, the player, who received the screen, cuts in the lane and receives a lob pass (diagr. 5).
- ▼ If the player with the ball cannot pass directly to the player, who cuts off the screen, the screener then pops out, receives the ball, and passes to the player, who has now posted up (diagr. 6).
- ▼ If the defense goes low, he cuts over the top (diagr. 7).
- ▼ If the defense goes high, he cuts low (diagr. 8).

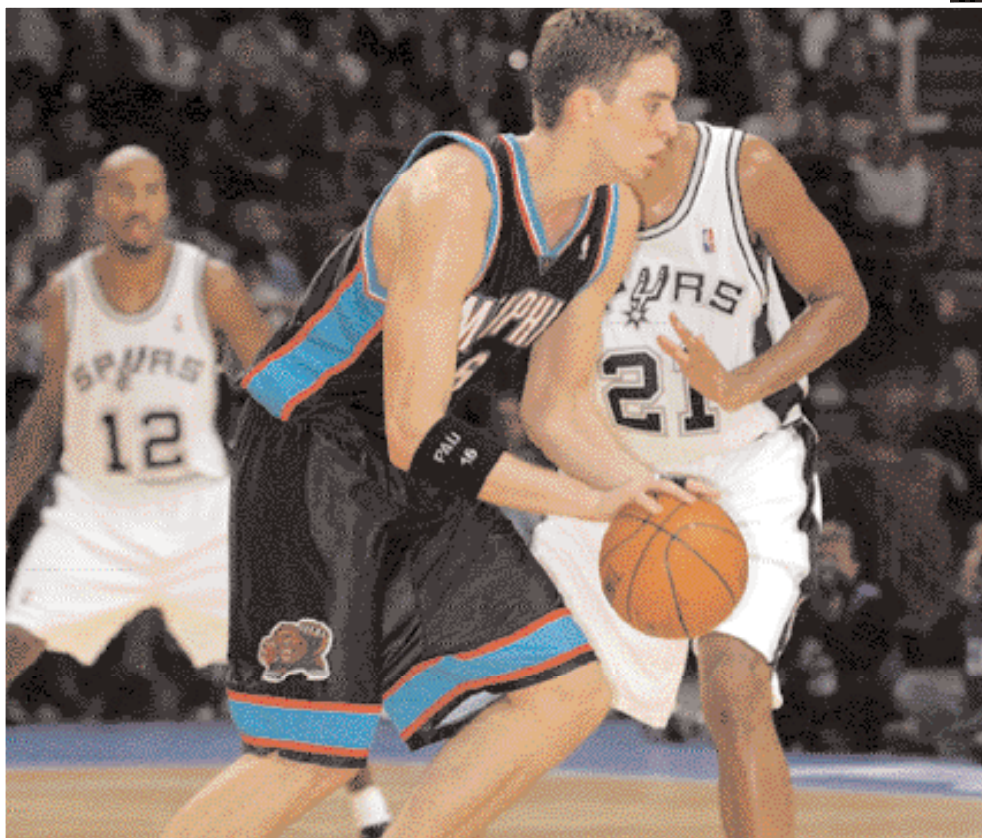
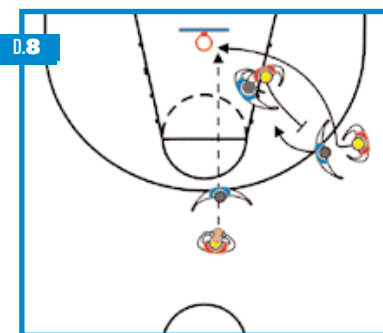
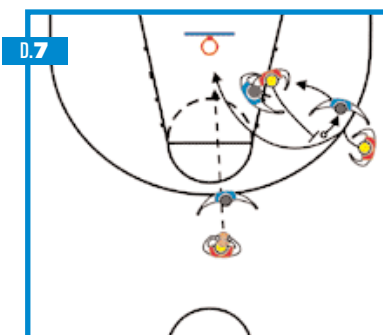
- ▼ If the defense cheats, he bumps and pops up to receive the ball (diagr. 9).

"UCLA"

- ▼ If the defense stays on the screen, the player immediately cuts and receives a lob pass (diagr. 10).
- ▼ If the defense goes outside, the player cuts inside (diagr. 11).
- ▼ If the defense goes inside, the player cuts outside (diagr. 12).
- ▼ If the defense cheats, the player bumps and pops up to the ball (diagr. 13).

"FLEX"

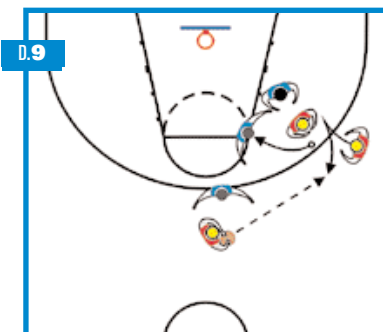
- ▼ If the defense goes high, the player cuts low on the baseline (diagr. 14).
- ▼ If the defense goes low, the player cuts high (diagr. 15).

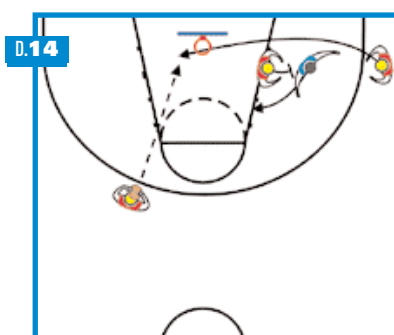
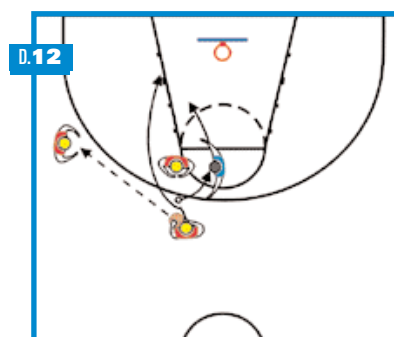
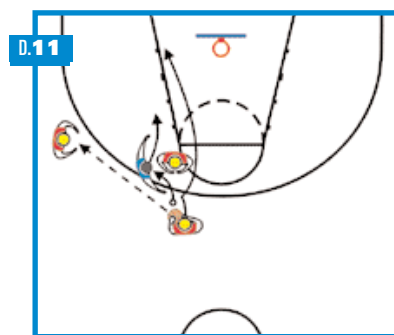
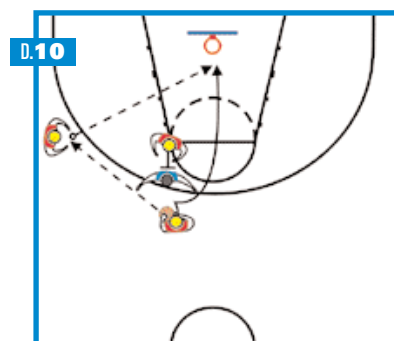


- ▼ If the defense cheats, the player bumps and pops to the ball (diagr. 16).

"HAWK"

- ▼ If the defense goes low, the player cuts outside (diagr. 17).
- ▼ If the defense goes low, the player cuts high (diagr. 18).
- ▼ If the defense cheats, the player bumps and pops up to the ball (diagr. 19).





"FLARE"

- ▼ If the defense goes inside, the player flares outside (diagr. 20).
- ▼ If the defense goes over, the player flares and then cuts in the lane (diagr. 21).
- ▼ If the defense cheats, the player cuts directly in the middle (diagr. 22).

"WIDE ANGLE PIN DOWN"

- ▼ If the defense follows, the player curls (diagr. 23).
- ▼ If the defense goes under the screen, the player bumps and then pops out (diagr. 24).
- ▼ If the defense goes on top of the screen, the player makes a backdoor cut (diagr. 25).

CROSS SCREEN

- ▼ If the defense goes over the screen, the player cuts low along the baseline (diagr. 26).
- ▼ If the defense goes under, the player stops in the lane (diagr. 27).
- ▼ If the defense cheats, the player stops near the basket and receives a lob pass (diagr. 28).

DOWN SCREEN

On this type of screen, the player receiving the screen must wait for the screen, and then the screener pops out or flashes.

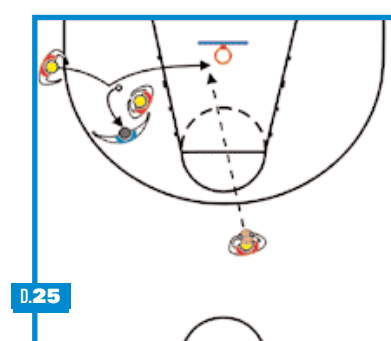
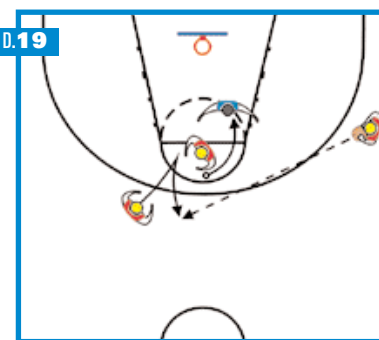
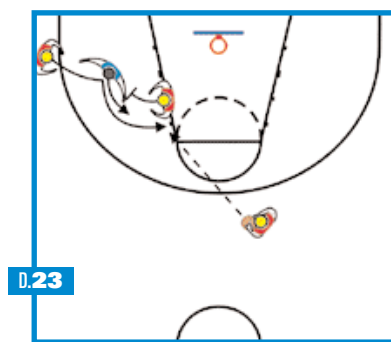
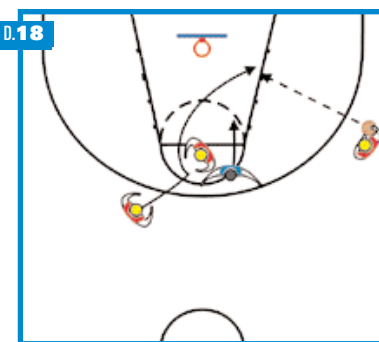
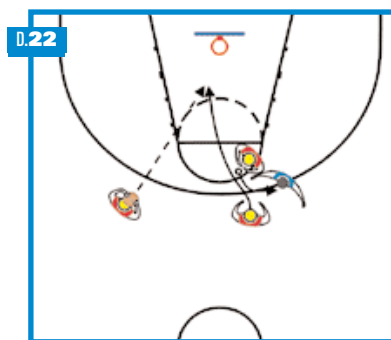
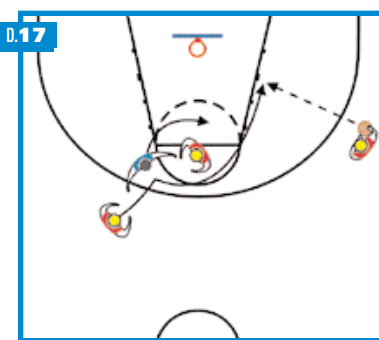
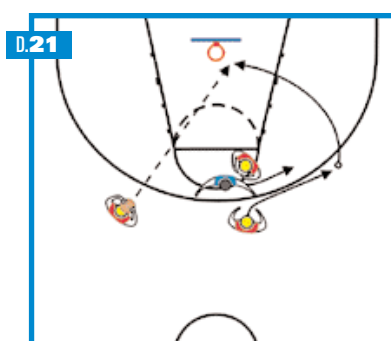
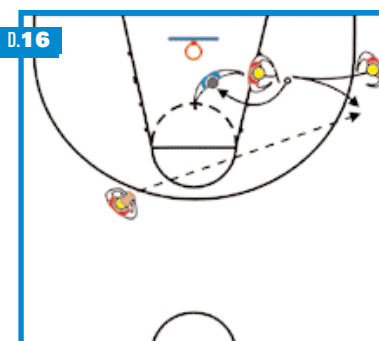
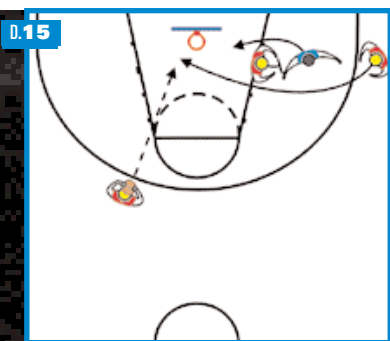
- ▼ If the defense follows, the player curls around the screen (diagr. 29).
- ▼ If the defense goes under the screen, the player bumps and pops out (diagr. 30).
- ▼ If the defense cheats, the player makes a backdoor cut (diagr. 31).

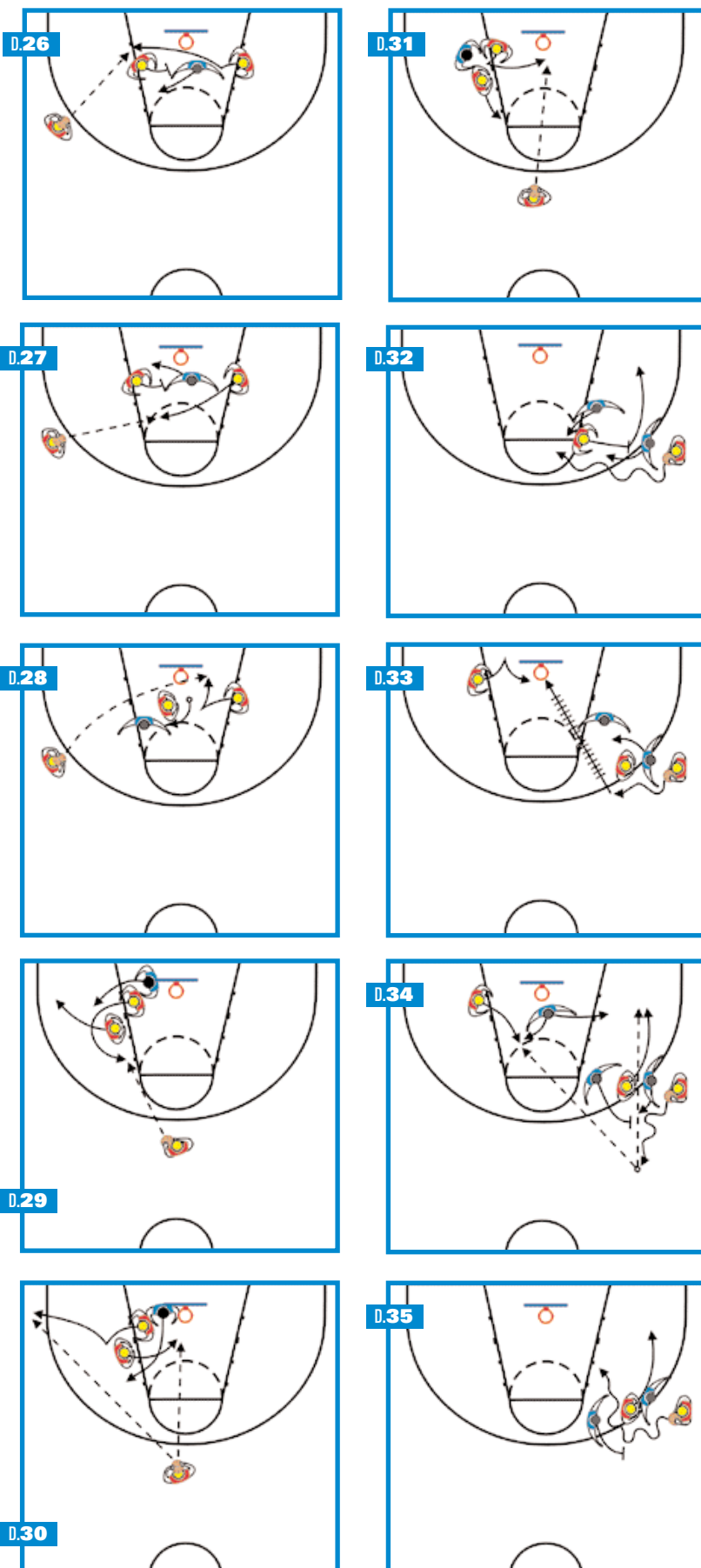
ON-THE-BALL SCREENS**SIDE SCREEN**

On-the-ball screens, the players on the weak side are on a triangle, and the post player always ducks in. If there is an "ice situation", where the dribbler is forced to the baseline, the post comes to the strong side corner of the free-throw lane.

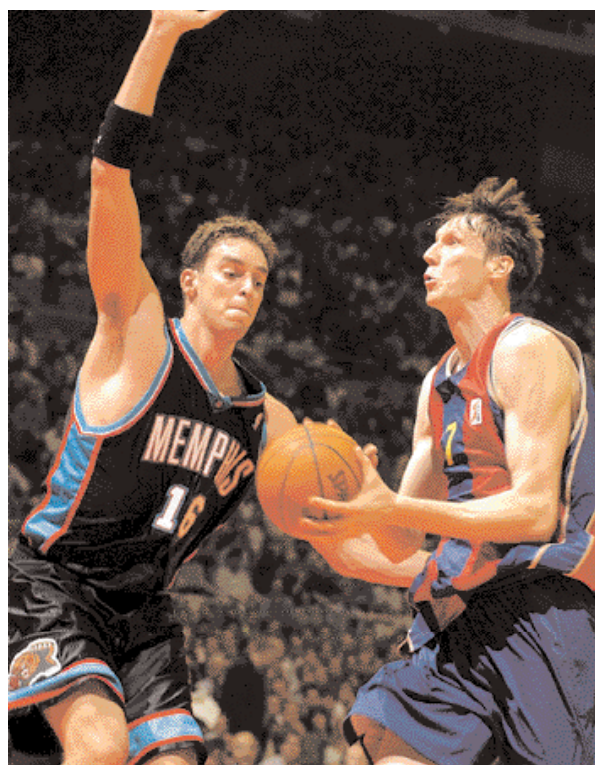
- ▼ If the defense follows the player who received the screen, this player turns the corner, and the screener rolls to the basket (diagr. 32).
- ▼ If the defense goes under, the player with the ball stops and takes a jump shot (diagr. 33).







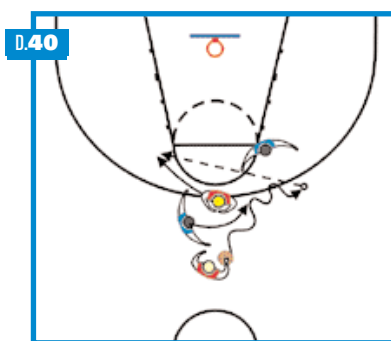
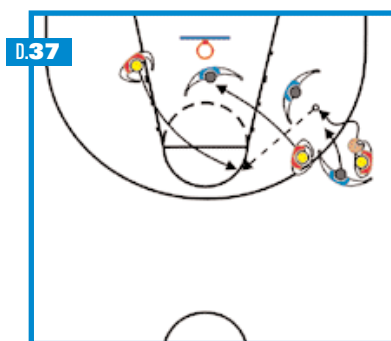
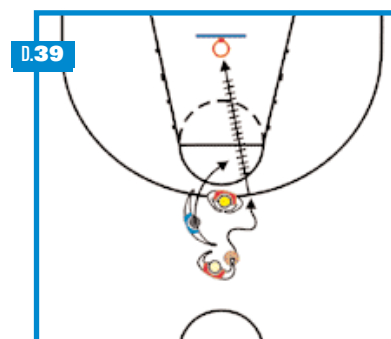
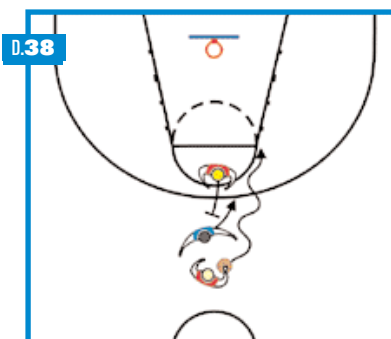
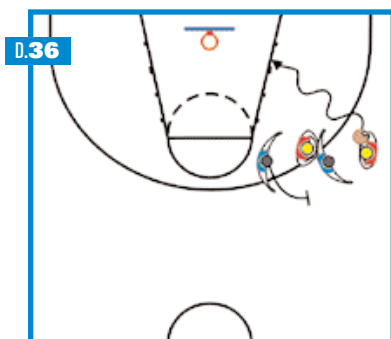
- ▼ If the defender follows and traps with the screener's defender, the player with the ball takes two dribbles away and finds the open teammate:
 - the screener, who rolls, or
 - the teammate whose defender has gone to help on the roll of the screener (diagr. 34).
- ▼ If the screener's defender appears, but doesn't appear ready to play hard defense, the player with the ball splits in between (diagr. 35).
- ▼ If the defense cheats, the player drives to the baseline (diagr. 36).



- ▼ If the defense forces him to the baseline- what we call an "ice situation"- the dribbler can drive to the middle for a jump shot or pass to the screener, who rolls to the basket. He can also pass to the player, who has flashed up from the low post to the corner of the free-throw lane (diagr. 37).

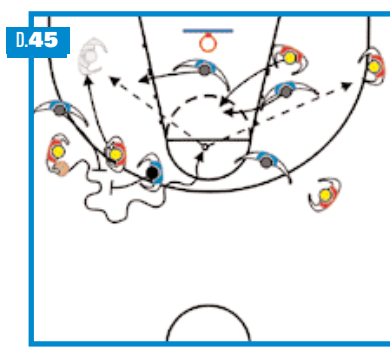
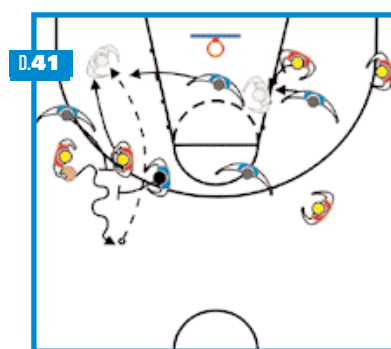
TOP SCREEN

- ▼ If the defense follows, the player turns the corner (diagr. 38).
- ▼ If the defense goes under the screen, the player stops and takes a jump shot (diagr. 39).
- ▼ If the defense forces the player with the ball outside, he passes to the screener, who rolls (diagr. 40).



OTHER OPTIONS TRAP AND ROTATE

▼ If the defense traps and rotates, the offense has to spread the defense. It does this by passing the ball to the open player as soon as possible (diagr. 41). The screener may want to slip the screen early to provide an outlet for the passer, forcing a rotation and then finding the open teammate quickly (diagr. 42).

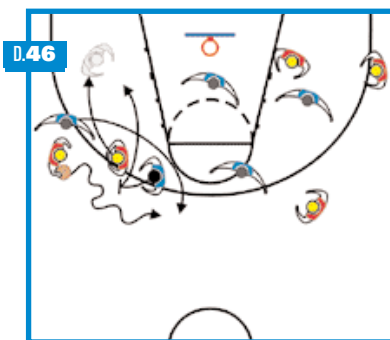
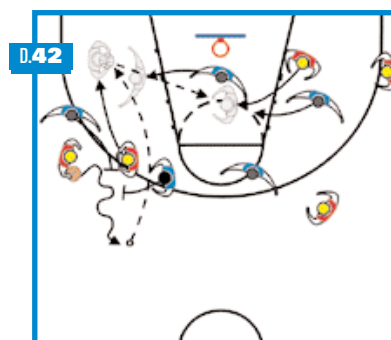


"SHOW AND OVER"

On the "show and over move" of the defense, the dribbler has two options:

1. To go out and around the show (diagr.43).
2. To go in and split the show (diagr.44).

Either way, it is important to keep the dribble alive and get separation from the screen. Good spacing force player rotation and enhances the changes of getting an open shot (diagr. 45).

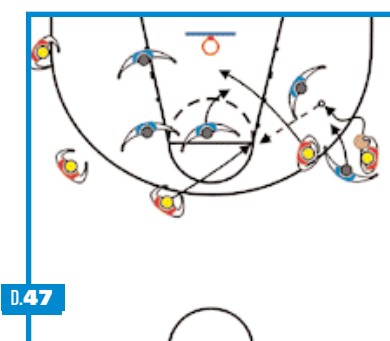
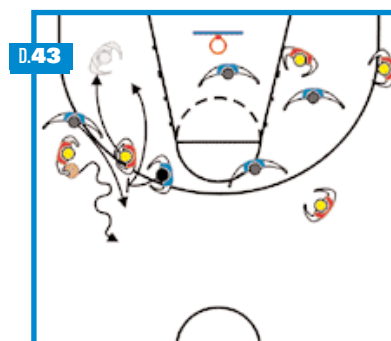


"SHOW AND UNDER"

If the defense decides to go under, it is because the opponent thinks your ball handler is an inconsistent shooter. Even with defense going under, some guards get in the lane and create possibilities for their teammates (diagr. 46).

FORCE TO THE BASELINE

If the defense forces the dribbler to the baseline after the screen, the center rolls to the basket and the nearest teammate flashes to the free-throw lane corner (diagr. 47).



THE INTEGRATED IN-SEASON TRAINING OF BASKETBALL CADETS



by Slavko Trninic

Slavko Trninic is a Professor at the Physical Education University in Zagreb, Croatia, and a member of the Board of the Croatian Basketball Coaches Association. He was the former head coach of Zadar, and Split, in Croatia, and Ljubljana, in Slovenia. He served as the assistant coach of the Yugoslavian National team at the Olympic Games in 1980, at the FIBA European Championship in 1981 and 1985, and he was the assistant coach of the Croatian national team at the Olympic Games in 1996.

The game of basketball is a complex motor multi-structured team activity, based on the symbiosis of cyclic and acyclic movements of individual players with and without the ball, the performance quality of which is directly related to motor-functional conditioning status (fitness) of athletes and their body composition. The internal load players have to sustain in practice and games is determined by the role in the game, by the style of team play, and the intensity requirements of play. For the author, basketball is primarily a sport of agility, the latter being a complex combination of several motor abilities (Figure 1).

Professional basketball training practice recognizes two successive objectives and directions of operating: production of quality players and production of high competitive and sport achievements. The process of producing top players is a long-lasting system of teaching and learning.

This process demands hard work and continuity, a systematic and gradual approach to mastering and perfecting



skills from different sport preparation training programmes. The general goal is shaping, enhancing, and maintaining the quality of players (overall performance in the game).

The most crucial task of basketball coaches is to create elite players by designing and implementing developmental training cycles that consist of versatile synergistic training sessions.

Developmental training is a complex, gradual, and multi-annual process directed at the acquisition and perfection of technical-tactical skills, knowledge, and habits. It also concerns encouraging positive changes (transformations) in non-specific (basic) and specific abilities and characteristics that will permit stable top performances throughout the long sports specialization process. The success of a player or overall performance quality is directly related to the developmental level of relevant basic and specific anthropological attributes, as well as to their interrelation (see again Figure 1).

The work with young players should include methods of assessing and monitoring the actual quality (overall performance) of the players.

The competition system should be correlated with physical conditioning; technical-tactical, psychological and theoretical preparation; as well as with

a system and means of regeneration and recovery (Figure 2).

The two-mesocycle developmental training units consist of the following components of preparation:

- ▼ Multilateral: basic and special conditioning program.
- ▼ Technical - tactical: theoretical and psychological preparation program.
- ▼ System of competition.

Basketball players 15 to 16 years of age (late and post-puberty) are able to integrate the developmental and competitive objectives during the season, if alternating work intensities are implemented during microcycles.

Young players benefit from strength and power development training, and it's also an optimum period to teach game tactics. To get started, first come diagnostic procedures, and then objectives of training are set. Training contents and methods are selected and distributed after the periodization calendar is organized. The prescribed load volumes and intensities should permit in-season developmental training workouts prior to the specialization to the roles/positions in the game. The degree of biological maturation of players (early developers or delayed maturers) should be a

decisive criterion for individualized training programming (prescription). The proposed training model (for late and post-puberty) consists of multilateral and introductory-specialized programs, as well as of procedures of early orientation (specialization) of players to broader roles and/or positions.

The experimental training program can be divided in two mesocycles:

- ▼ The first mesocycle: 28 days, 21 training sessions and 4 matches. Average duration of the daily training load (volume): 145 minutes. Average intensity: 60% of maximum.
- ▼ The second mesocycle: 29 days, 20 training sessions and 4 matches. Average duration of the daily training load (volume): 130 minutes. Average intensity: 75% of maximum.

The load is progressively increased during the first three weeks in each mesocycle by 2.5% (by means of increased number of reps in a set and number of sets in conditioning drills-volume-and by a higher intensity of work-execution pace), whereas in the fourth week it was decreased to allow adaptation to the workload.

A TWO-MONTH DEVELOPMENTAL TRAINING PLAN AND PROGRAM

PERIOD MESOCYCLE	COMPETITION SEASON		
	1ST	2ND	1ST + 2ND
DURATION	30.09 - 27.10.1999	30.10-28.11.1999	30.09. - 28.11.1999
MO-FU: TECHNICAL-TACTICAL	35 : 65	45 : 55	40 : 60
NUMBER OF MICROCYCLES	4	4	8
NUMBER OF DAYS	28	29	57
NUMBER OF PRACTICE DAYS	25	26	51
NUMBER OF TRAINING SESSIONS	21	20	41
NUMBER OF GAMES	4	4	8
REST DAYS	3	3	6
VOLUME	145	130	137,5
INTENSITY	60	75	67,5
TESTING	28-29.09.1999	28-29.11.1999	28-29.09. / 28-29.11.

MO - FU: MOTOR-FUNCTIONAL CONDITIONING AS PERCENTAGE OF THE MAXIMUM VALUE
VOLUME: AVERAGE DURATION OF EACH WORK-OUT (MIN)
INTENSITY: AVERAGE LOAD LEVEL IN A SINGLE PRACTICE (%)

The training contents used are aimed at developing and/or maintaining of:

- ▼ Flexibility: stretching exercises-active method, static and ballistic; passive method and combined method or PNF stretching.
- ▼ Trunk strength: exercises for core strength enhancement-abdominal, hip, and back muscle groups (important for preventing injuries).
- ▼ Specific explosive power: vertical jumping ability exercises.
- ▼ Specific ballistic explosive power: catching and throwing a weighted medicine ball.
- ▼ Anaerobic endurance: various sprinting exercises on the basketball court with situation-related exercises (covering technical-tactical skills of playing transitional offense and defense, at a high-work intensity mode).
- ▼ Balance (dynamic stability): specific exercises to develop and maintain balance (forwards, backwards, and sideways-balance squats; balance lunges; release lunges; jumps from a basketball stance with 90 to 360 turns with open or closed eyes; and contact



DISTRIBUTION OF MOTOR-FUNCTIONAL EXERCISES IN A MICROCYCLE - 1ST MESOCYCLE

	MON	TUE	WED	THU	FRI	SAT	SUN
TRUNK STRENGTH	X	X	X	X	X		
FLEXIBILITY	X	X	X	X	X		
BALANCE		X		X			
AGILITY		X		X			
BALISTIC EXPLOSIVE POWER		X		X			
EXPLOSIVE LEG POWER							
VERTICAL JUMPING ABILITY	X		X				
ARM AND UPPER-BACK STRENGTH	X		X				
ANAEROBIC ALACTATE ENDURANCE	X		X				
ANAEROBIC LACTATE ENDURANCE		X		X			
TECHNICAL AND TACTICAL	X	X	X	X	X		
SKILLS AND CO-ORDINATION CAPACITY							
THEORETICAL PREPARATION						X	
GAME						X	

DISTRIBUTION OF MOTOR-FUNCTIONAL EXERCISES IN A MICROCYCLE - 2ND MESOCYCLE

	MON	TUE	WED	THU	FRI	SAT	SUN
TRUNK STRENGTH	X	X	X	X	X		
FLEXIBILITY	X	X	X	X	X		
BALANCE		X		X			
AGILITY		X		X			
BALISTIC EXPLOSIVE POWER		X		X			
EXPLOSIVE LEG POWER							
VERTICAL JUMPING ABILITY	X		X		X		
ARM AND UPPER-BACK STRENGTH	X		X				
ANAEROBIC ALACTATE ENDURANCE	X		X		X		
ANAEROBIC LACTATE ENDURANCE		X		X			
TECHNICAL AND TACTICAL							
SKILLS AND CO-ORDINATION CAPACITY	X	X	X	X	X		
THEORETICAL PREPARATION						X	
GAME						X	

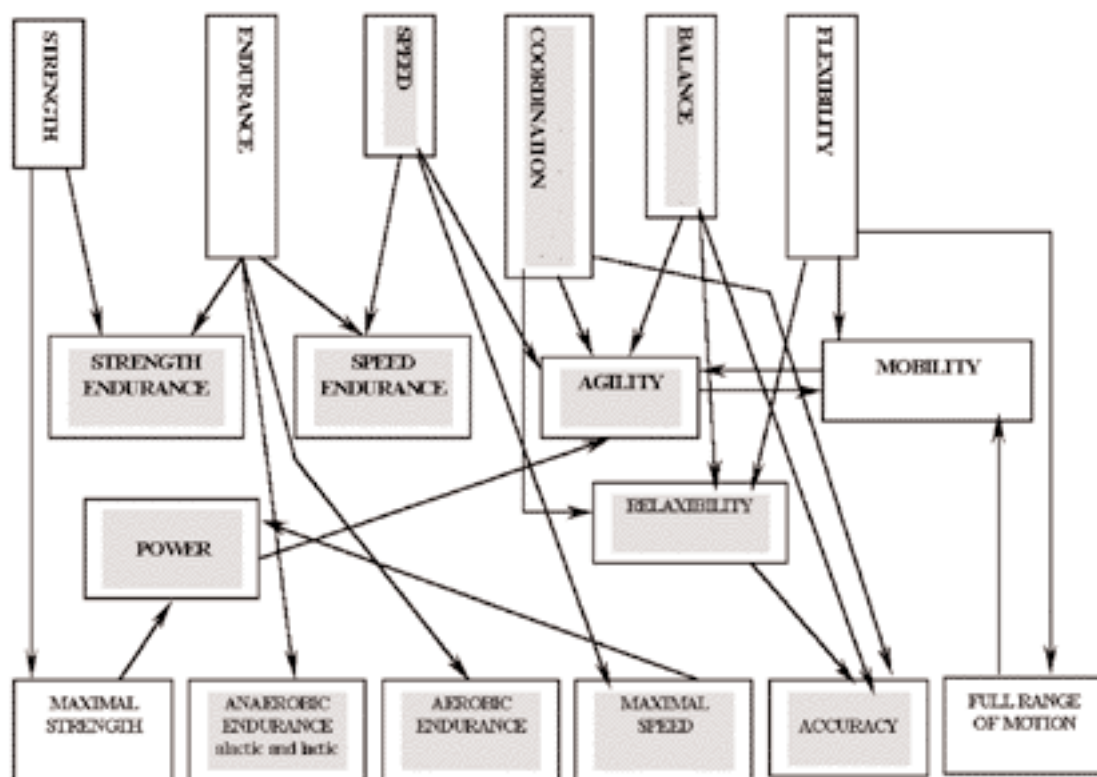


Fig. 1.
Phenomenological
scheme of mutual de-
pendence of bio-motor
abilities (modified ac-
cording to Bompa).
Shaded abilities show
attributes important to
top basketball perfor-
mance.

exercises with an opponent on offense and defense).

- ▼ Agility and quick reaction: agility should be developed in puberty and post-puberty, afterwards it should be maintained with various basketball- specific exercises that

simulate game situations, e.g. moving on the court in all directions while maintaining the basic offensive or defensive stance: changing along the court's longitudinal axis with and without the ball; offensive exercises without the ball with multiple

changes of pace and direction- these exercises are aimed at overcoming the body mass inertia at the highest speed with maintenance of balance and purposeful organization of a particular movement structure (skill).

- ▼ Arm and upper-back (shoulder) power: weight-room strength-training exercises-different lat-machine pulls and pull-ups.
- ▼ Anaerobic endurance: developmental exercises include starts and accelerations from different positions over various distances up to 28 meters; a series of two and one-foot hops and jumps from the squat position, up to 10 seconds; leaps and jumps forward, sideways, and backwards; handicapped sprints over various distances up to 28 meters; various plyometric stepping exercises.
- ▼ Technical-tactical skills and co-ordination capacities: exercises focused on versatility of details, technical finesse, and variations of the performance rhythm.
- ▼ Theoretical knowledge: aspects of the game and training, proper performance of technical-tactical skills, and principles of the game.

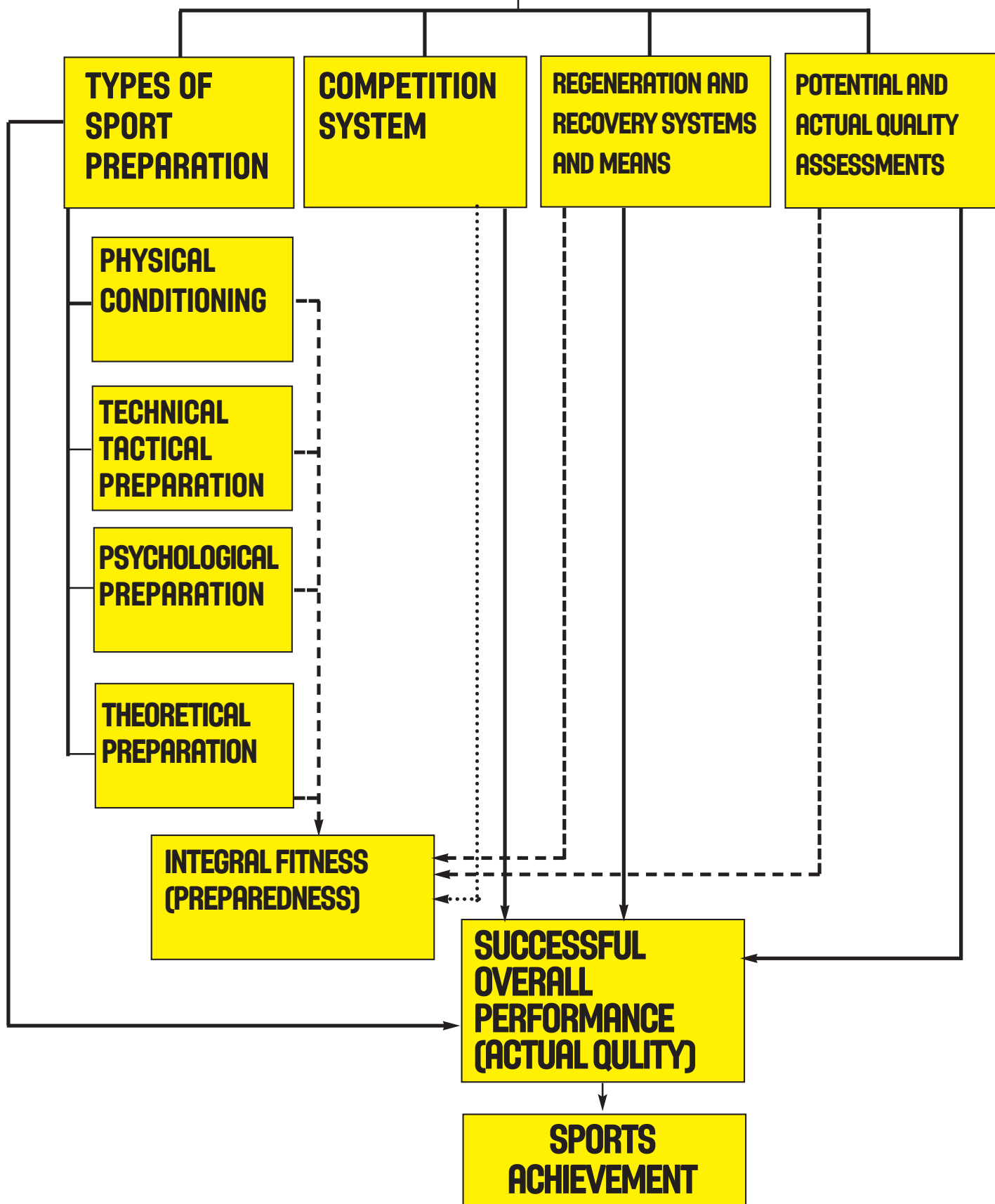
CONCLUSION

The applied developmental training process produces significant changes in parameters of the motor-functional condition (preparedness) of young players in season, with no substantial interference with their performance. When I applied this training cycle to my team, the team won all eight matches in the period in which the experimental program was implemented (stable performance). It indirectly reinforces the opinion of certain experts that the in-season work on improving motor-functional conditioning does not substantially affect overall performance or situation-related efficiency of cadets, probably due to the fact that technical-tactical skills and performance are founded on the specific motor-functional condition.

The competition calendar (one match in a microcycle) and just one workout per day determined the system of sports preparation-players had enough time to rest and recover. As opposed to senior teams, where the primary objective of the in-season training is to maintain condition and sport form, in junior and cadet teams it seems feasible to apply the proposed model of developmental training cycle (integrated sports preparation). The feasibility is based on the main objective of work with this age: to develop the potential of players and transform it into individual and team performance.



STRUCTURE OF SPORT PREPARATION



THE GAME PHILOSOPHY OF THE SAN ANTONIO SPURS



by Gregg Popovich

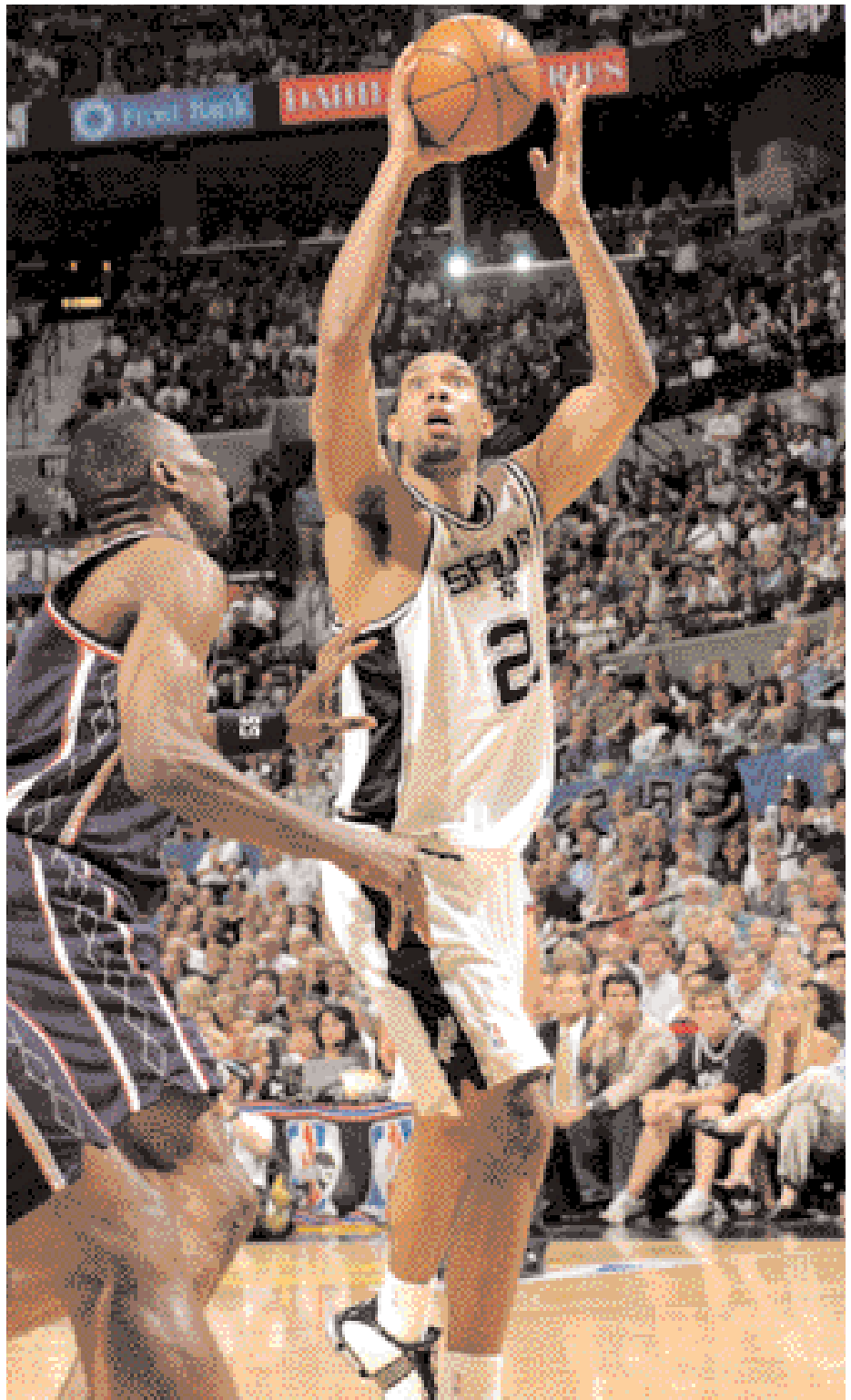
Gregg Popovich, the head coach of the San Antonio Spurs, won NBA titles in 1999 and 2003. He started his NBA career in 1988 as assistant coach of San Antonio, went on to be an assistant coach with Golden State before coming back to San Antonio as the coach and General Manager. He was also assistant coach of the US National team at the FIBA 2002 World Championship.

This article is taken from the Belgrade (Serbia and Montenegro) Clinic 2003, organized by the Yugoslavian Association of Basketball Coaches.

The defensive philosophy of the San Antonio Spurs starts with the answer to the question: At which part of the court do we begin to play defense? Full-court defense, if played from one baseline to the other one, is called "40"; if we play from the free-throw line at the front half of the court we call it "30," from mid-court is "20," and in the shooting zone is called "10".

Coach Dean Smith of the University of North Carolina taught me this very simple way to play defense and I have found that the players easily understand it. If we are playing against a team like the Los Angeles Lakers that is not making too much transition, but relies mainly on the set offense around the lane, then we play a full-court defense to use up their offensive time and change their passing angles. We don't let them start their famous "triangle offense," but make them use up time in the front court.

On the other hand, when we play against teams like New Jersey Nets, against whom we played in the NBA Finals last season, our tactics are different. The Nets



run an excellent fastbreak, so there will be no full-court pressing, especially when Jason Kidd is playing point guard. Compared to the majority of NBA teams, we play a different half-court defense (diagr. 1). We put pressure on the player with the ball: X1 plays aggressively against 1, and X2, the player, who is one pass away from the ball, plays in a closed stance and doesn't let 2 receive the ball. X3, the player who is guarding 3, who is two passes away from the ball, slides towards the ball and under the passing line. The passing line is the imaginary line between the player with a ball and 3.

One of the best positions for shooting is when the player is positioned in the corner on the ball side. The majority of coaches want their players to try and stop the penetration by moving the defender X4 to play this defensive role. I do just the opposite. A defender from the angle never helps on penetration because I won't let the offense make a shot from the corner. This defensive concept is, among other things, one of the reasons why San Antonio was second in the NBA defensive statistics for the lowest percentage of three-point shots made by opponents.

My second rule is that the player with the ball can never penetrate to the middle of the court. Our goal is to always direct him to the baseline. If the defender of the player with the ball lets the penetration into the middle, I will immediately take that player out of the game. In practice sessions I constantly underline to my players the proper way to approach to the offensive player. This means that the leg of the defender farthest from the baseline must be over the farthest leg of the offensive player. X2, the player, who is one pass away from the ball, must be in a closed stance at the three-point line and, if there's penetration, he immediately leaves his offensive player and slides down at the help side, to the spot of X3, who must run to stop the penetration and place himself between the player with the ball and his teammate under the passing line.

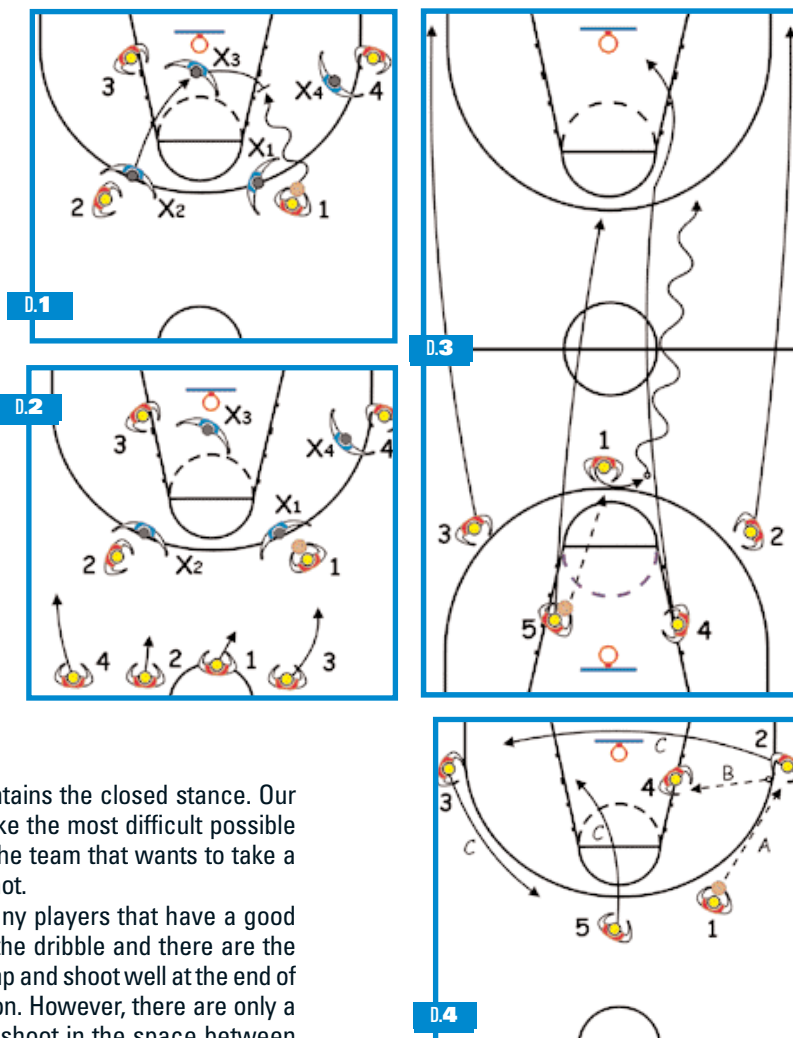
Penetration is stopped by going face to face with the player with the ball. X2 goes all the way down, and if there's a pass, he must go for it. While approaching the player with the ball after he receives the pass, the defender must again force him to the sideline of the court, without letting him penetrate in the middle.

The defender of the player with the ball in the corner must follow the same rule. Also, if there's penetration of the player with the ball from the corner to the middle, the defender that is the first pass away does not

help. He maintains the closed stance. Our goal is to make the most difficult possible situation for the team that wants to take a three-point shot.

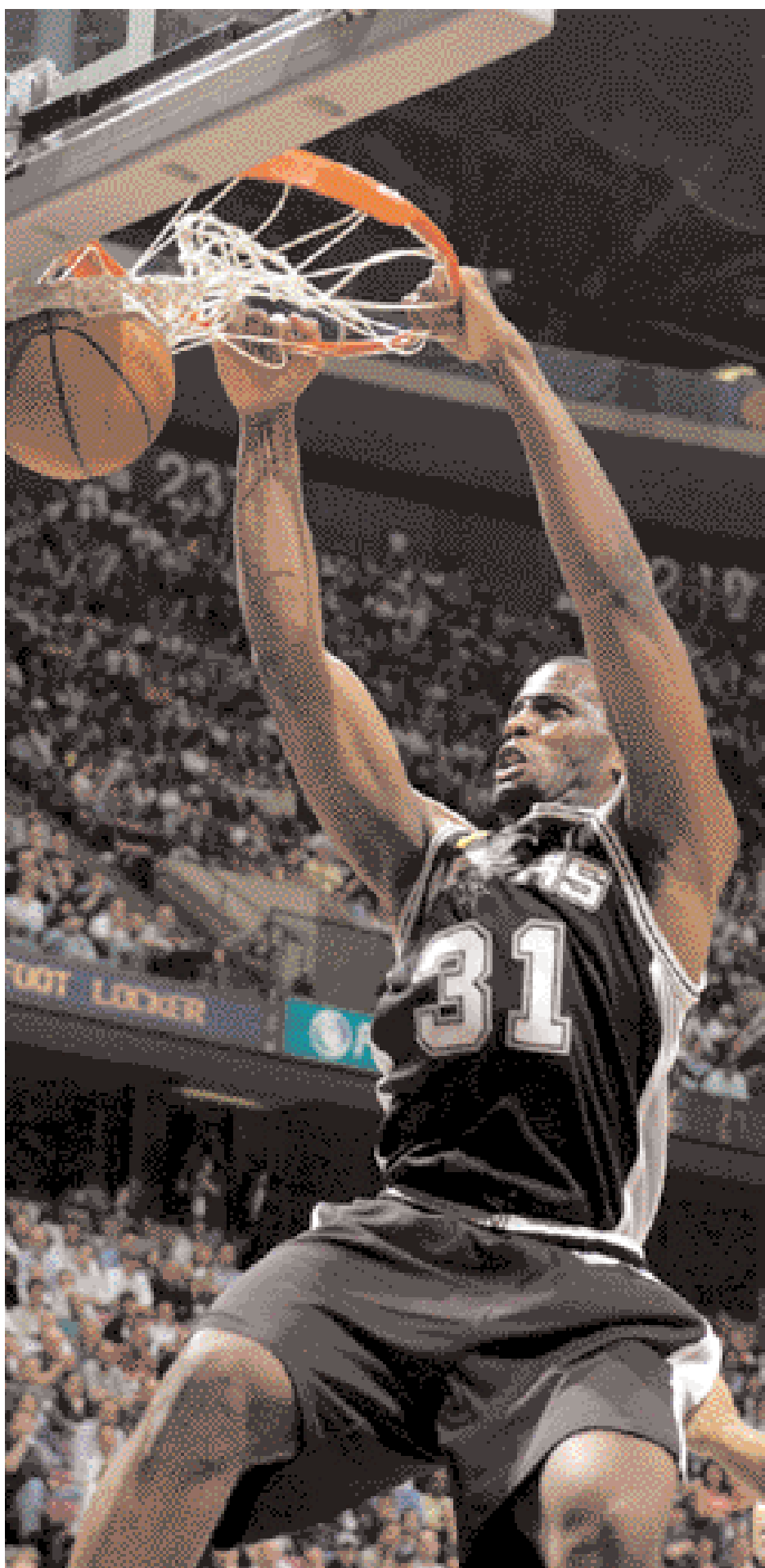
There are many players that have a good first step off the dribble and there are the those that jump and shoot well at the end of the penetration. However, there are only a few that can shoot in the space between the start of the dribble and the position they finally reach under the basket. That's because they have a defender by their side and another one, usually a tall player, that runs towards him to stop penetration to the basket. These shots in the lane are difficult, if not impossible ones to make and usually you will find that the offensive players in these situations will kick the ball out to a teammate. In this situation, the defender who goes to cover the ball, forces the player with ball to the baseline.

In short, we don't help out defensively if we are one pass away from the ball. Every time we force the player with the ball to the baseline, and we help at the penetration from the help side (i.e. from the lower position, a defender from the baseline), and we approach the offensive players, we apply the same rules, always forcing to the baseline. Naturally, when the ball is passed, a defender must jump to the ball and move to a good defensive position. We practice our defensive rules for 20 to 25 minutes a day, playing four-on-four at both halves of the court. All players run these drills so they become automatic. The following drill is a 4-on-4 (it is called 4-4-4, because there are



three teams of four players involved) and it serves to convince players that they don't win with the offense but rather by playing tough defense, especially in the last quarter of the game. At San Antonio, this drill is run by the youngest team player, Tony Parker, as well as by the oldest player, Kevin Willis, so they clearly understand what is necessary to win.

While running this drill, we typically play up to seven points. The offensive players can play any way they want (diagr. 2). If any of the four players on offense score, they gain a point. If they miss a shot, the defense gains a point. If the offensive players do not score, they play defense against the other team, positioned at mid court. The coach stays under the basket to get the ball if the basket is made and pass it to the next team, which immediately starts to play. The players don't have time to talk or rest, and they must quickly communicate and decide who they will guard. I use this defensive drill every day and we play with the maximum intensity. In this way, the players gain the self confidence necessary to play a tough defense. They learn to communicate with their teammates and make



switches, when necessary, to stop their opponent. As a penalty, the teams that lose the game have to perform extra running drills.

The final item I focus on is rebounding. If the offense takes a shot, misses, and grabs the rebound, the defensive team loses a point. In some cases, a defensive team that keeps losing rebounds can end up with minus points, below zero, putting even more pressure on them to tighten their defense. This drill is a basic part of each practice session and, on average, we spend a third of the practice session performing it.

Let's now talk about offense. Let's assume we start the offense with a defensive rebound (diagr. 3). The forwards run and the first big man, 4, in this case, runs on the same side of the ball and tries to set himself into the low post position in front of defensive player to get the ball and score. Of course, if the defensive player is behind him, he seals the defender and he can easily receive the ball. However, if the defensive player is contesting the pass, he must push him completely under the basket and look for the ball. Karl Malone of the Los Angeles Lakers is a master of this move. The perimeter players run near the baseline to force the defense to run behind them and to make it possible for the high post player to receive the ball.

If we can't score off the fastbreak, I believe that the best way to play offense is the inside game (diagr. 4). The ball is passed to 2, the player in the corner, then to the low post, 4. After the pass, 2 runs alongside 4, the player with the ball, near the baseline, and the other post player, 5, goes to the low post position on the opposite side of 4. The player in the other corner, 3, goes to the top of the lane. If there's no double team by the defensive players, the player with the ball in the low post, 4, can play one-on-one. After the cut of 2, 1 goes in the corner, and then 3 takes the place of 1. After the pass and cut of 2, 1 goes in the corner, and 1 is replaced by 3.

If we do not want to or simply can't pass the ball in the corner (diagr. 5), the pass is made from 1 to the second trailer, 5, and from him to the other side of the court, a reversal pass, to 3. The first big man, 4, flashes to the other side of the lane to get the ball. After the cut of 4, 1 and 5 make a staggered screen, one screen after the other, for 2, who comes high at the top of the lane. After the first screen, 1 goes to the other side of the court where he and the other two players set a double screen or another staggered screen for the screener. In this last situation, it does not matter what you will do because there are many options

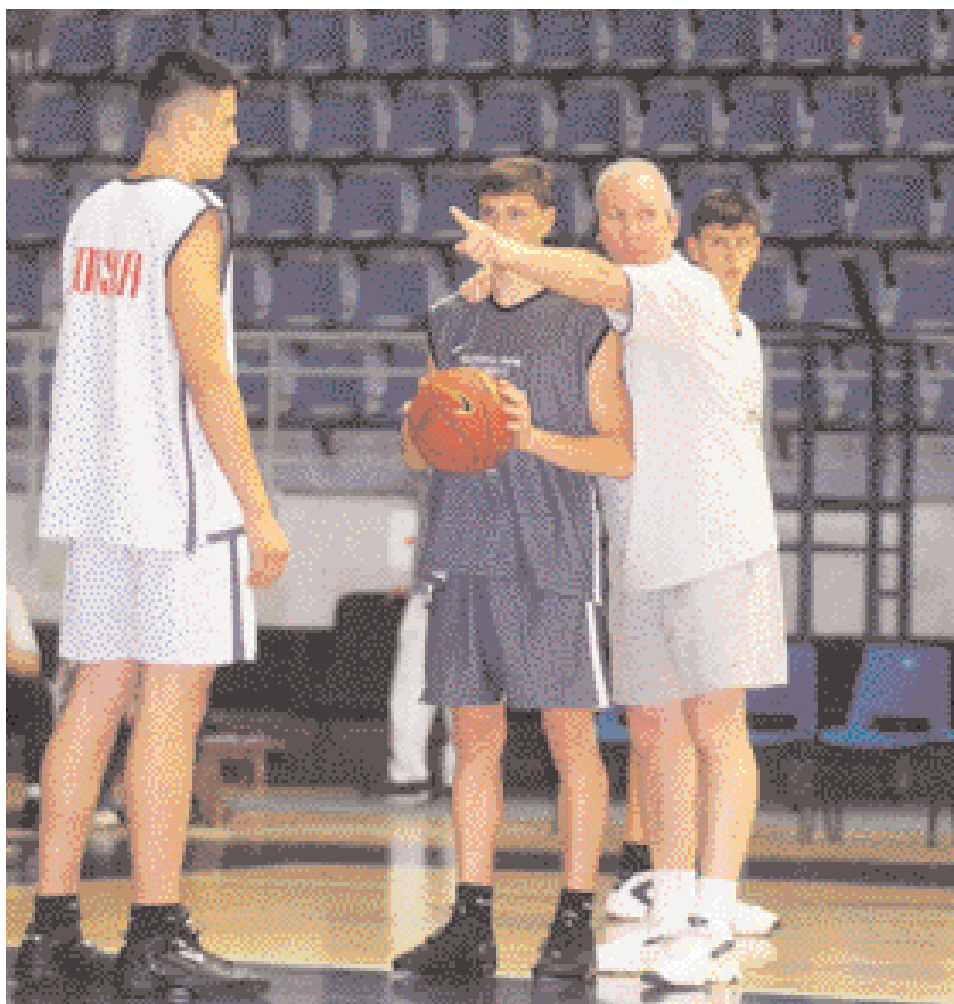
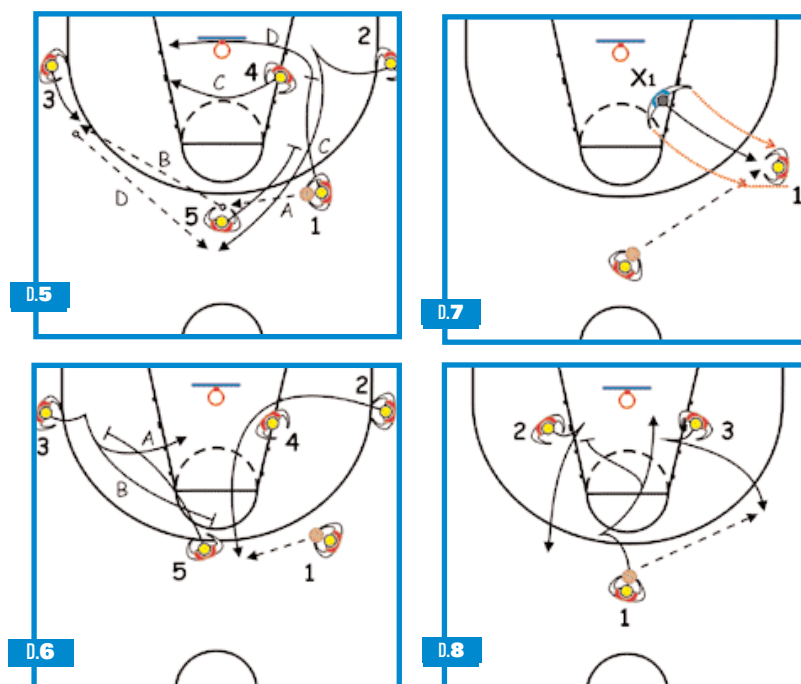
which can be signaled with a fist or some other pre-determined signal.

Unless we can give a ball to one of the three players on the same side, we try to pass the ball to the low post player. If we cannot do this, then this player can go to the free-throw line, receive the ball and play one-on-one or else pass the ball back to the player who made the pass and play pick-and-roll with him. This is an excellent situation to use against the teams that pop out vertically to the player from the pick-and-roll.

We have two options to begin our offense. First, the ball goes to the corner and then to the low post. Second, the ball is passed to the other trailer on the other side and then there is a staggered screen. To move the ball effectively, we do not always need to dribble on offense. A lateral pass can be done immediately to get the ball in the corner. This position on offense gives us a lot of possible options. The trailer (5) has to guess the offense: if the ball goes to low post, he goes to the other low post position. If the ball is passed around, he moves to the other side of the court and participates in the staggered screen and later, in the lateral two-on-two play. If we do not manage to get a good situation for shooting and the offense time starts to run out, players should be aware of how much time is left for offense and the ball immediately goes to the side. The players clear out to play one-on-one or pick-and-roll. Tall players have a special responsibility in this situation should always be prepared to start a pick-and-roll as the final seconds tick away. I have already described the basic cutting that allows us numerous options, and now I'd like to focus on just one of these options. 2, the player, in the corner, cuts around the post, 4, and runs to the top of the lane (diagr. 6). The second post, 5, from the top of the lane, screens on 3, the player in the corner, who cuts to the basket. We can call this a sort of offense in a triangle ("loop" option). After a screen, the player in the corner does not go towards the basket, but instead goes to screen the player with the ball. They then play pick-and-roll. If the pass to the trailer is not possible, the trailer makes a backdoor cut, goes to the low post position and the player with the ball dribbles to the top of the lane and changes the offense side.

The key issue is that the ball changes the side and defense moves from one side to the other. If there's penetration along the baseline, we always want to have a player available on the opposite angle for an open pass and shot.

The following five-on-five drill is similar to



the previous four-on-four drill but the points are awarded differently. If the offense scores (they don't have to use any set plays), the offense go on defense and the defense on offense. The team on offense does not win any points for scoring a basket. If offense

does not score and the defense rebounds, the defense gets a point and can immediately fastbreak. Should they score off a fastbreak, they earn another point. Even if they don't score from the fastbreak, the same five players remain on defense, and have the

possibility to earn more points. We play until a team scores 10 points. The losing team has to perform extra running drills.

I have always tried to increase the pressure in practice. The Spurs have not been a good free-throw shooting team—we were 26th out of 29 NBA teams last season. What I do is choose one player from the team that lost the game to 10 and have him shoot two free throws. If he scores both free-throws, his teammates do not have to run. If he misses, they all run.

My final thoughts: The team that plays strong defense is going to win. If you can get your team to play tough defense, they will lead you to victory.

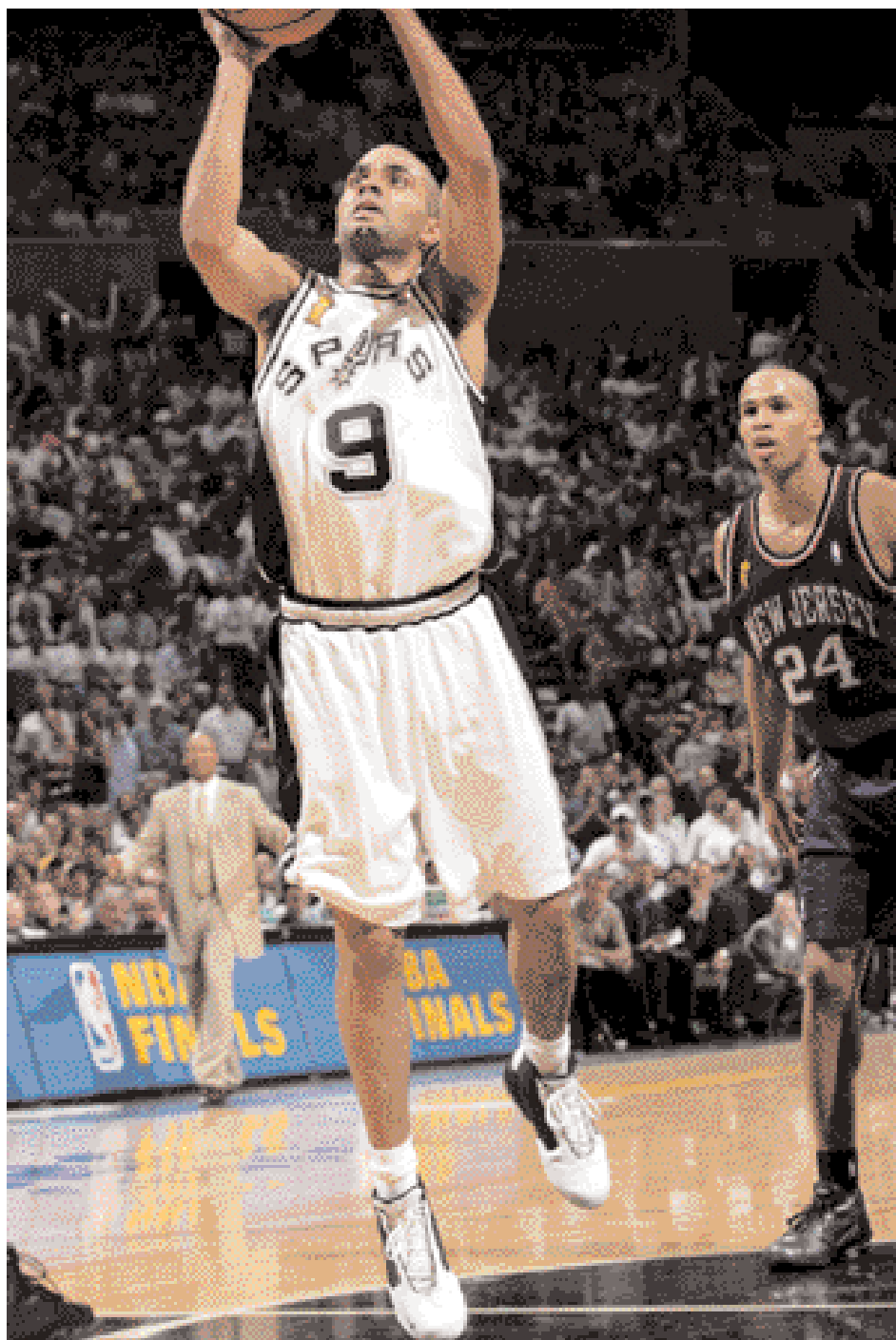
Question: How do you get the motion of offense started?

There are no special calls for starting the offense. When I was a player, my position was playmaker. I knew that two guards had to run in front of the ball and that the first tall player had to go to low post and that the second trailer came last. Sometimes, while starting offense, a playmaker may call the trailer to begin a pick-and-roll at half court. In such situations, help from the defense most frequently comes from the corner, leaving the shooter alone in the corner. There are no calls on offense and the player with the ball will pass it to the corner or else will bring it to the corner. After the pass, the player in the corner may run behind the tall player. The ball may be returned to the playmaker that also has a few solutions depending on whether the trailer is open for make a pass or not.

Running an offense is based on the defensive situations and the score of the game, and other situations that present themselves on the court. Certainly, in some situations I react. For example, if Tim Duncan hasn't received the ball for three to four minutes, I will naturally call a play for him.. I am not a coach like Phil Jackson of the Los Angeles Lakers, for example, who lets a player run a play for as many as eight times. I will call a timeout if that happens. The cutting that I have described in our offense gives equal opportunities for all the players to score. If it's not working or getting the results I want, I will call for a special offense.

Question: What's the best way to force the offensive player to the baseline and how do you practice these situations?

There are various drills we do on defense to push the offensive player to the baseline so he can't make it to the middle. One of these drills is a full-court one-on-one where the aim is to return to a good defensive position after a penetration. This entails sprinting up to the player and, without pu-



shing, use some hand contact and a good defensive stance to force him to the baseline.

We also use a half-court drill to achieve this objective. After a pass is made, the defensive player runs towards the offensive player and they play one-on-one. The offensive player tries to penetrate in the middle and the defense tries to force him to the sideline (diagr. 7).

Winning basketball teams are those that believe in what they do and stick to what they do best. The key to winning basketball are basic skills performed well. The following drill is a basketball basic and should be

performed every day in order to make players pay attention to basic details. Three offensive players are placed on the half court, one in the center of the court and the other two on the wings. The two on the wings should get free to receive the ball. After making a pass, the passer goes away from the ball a step or two and then tries to pop out to receive the ball.

Each time, before receiving the ball, the player should cut away from the ball and then move towards the ball and cut in. A low screen can be made at the opposite side from the ball (diagr. 8), and then the player should roll toward the ball.



by Ernie Kent

THE OREGON UNIVERSITY OFFENSE

Ernie Kent, former head coach of St. Mary's College, since 1997 is on the bench of Oregon University. Assistant coach of the US Under 21 Men's National team in 2001, he was head coach of the US Men's Junior National team at the last FIBA World Championship for Junior Men.

MAN-TO-MAN OFFENSE

"EAGLE"

"Eagle" is one of our primary half court set plays. We like this play because it gives us both inside and outside scoring opportunities.

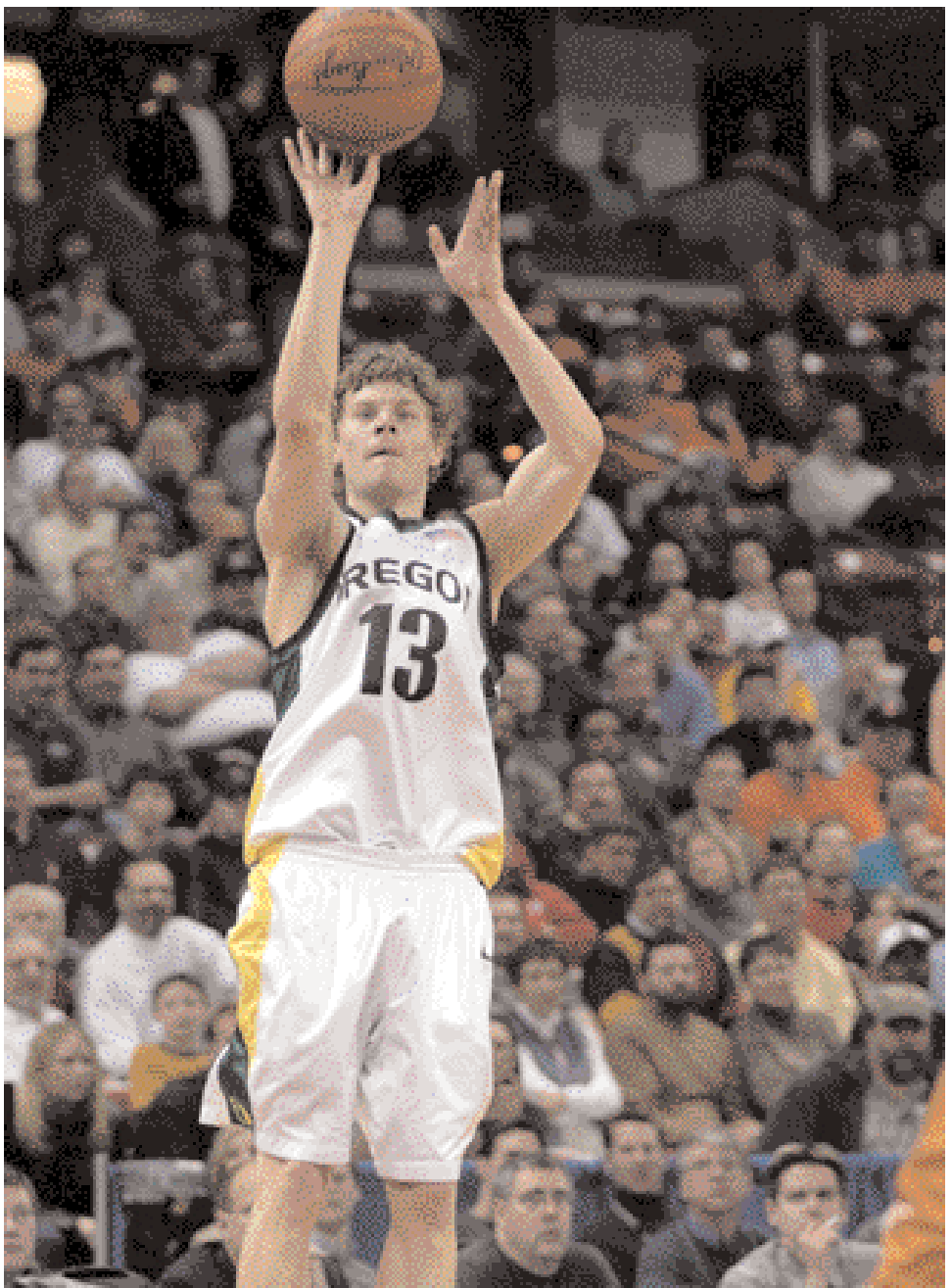
It is a very difficult play to defend because our alignment forces the weak side defender to make decisions about guarding our post man or concentrating on covering the shooter, who comes off the double pick.

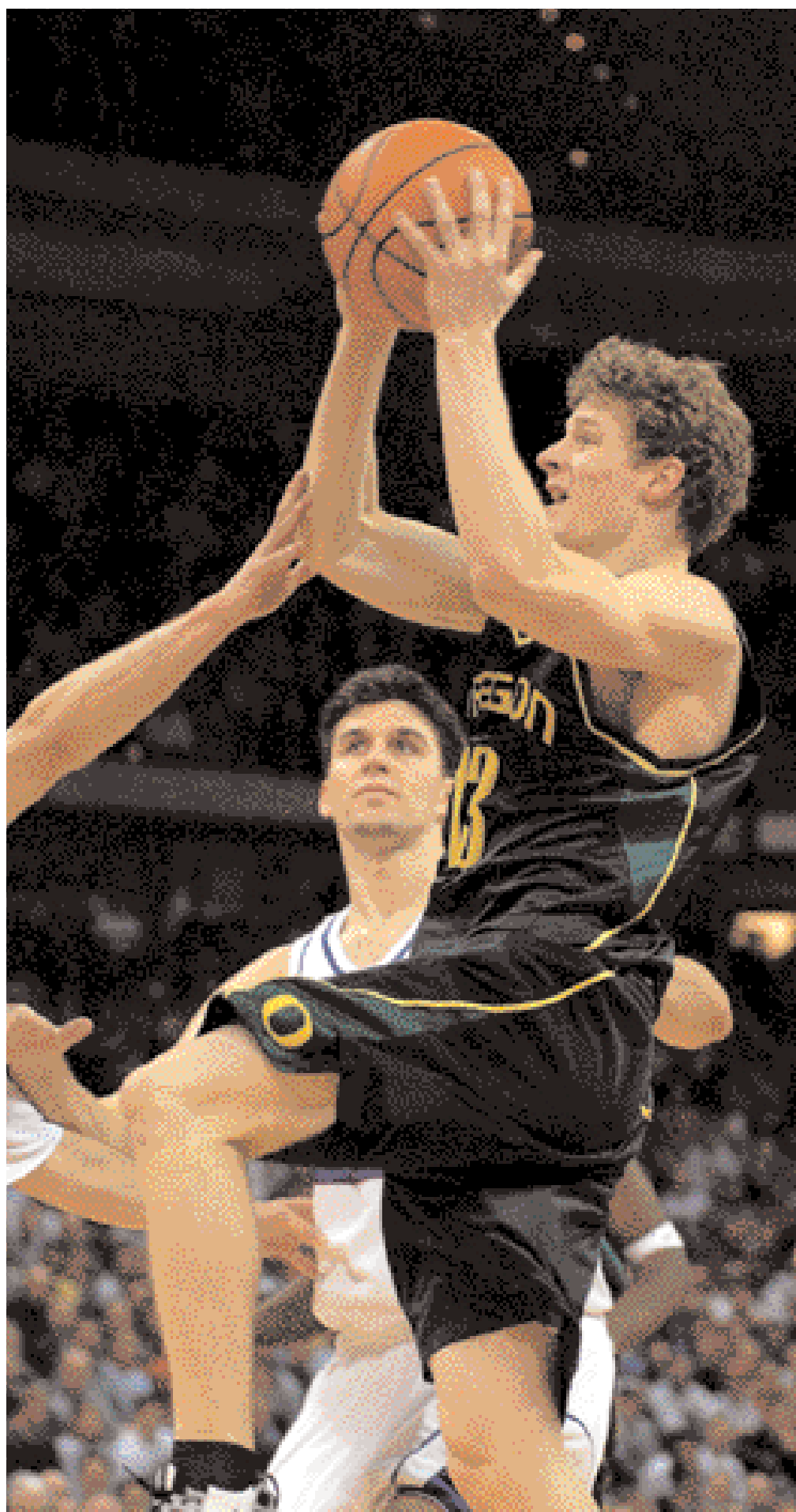
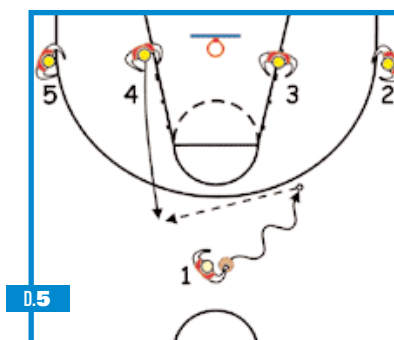
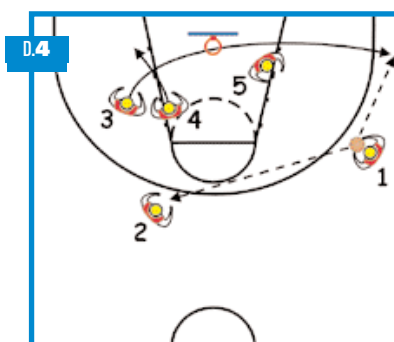
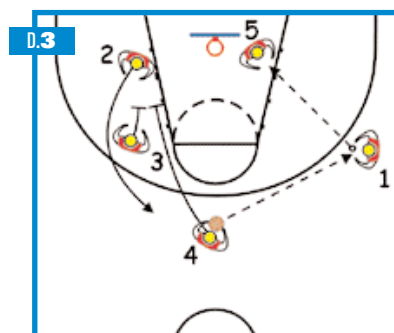
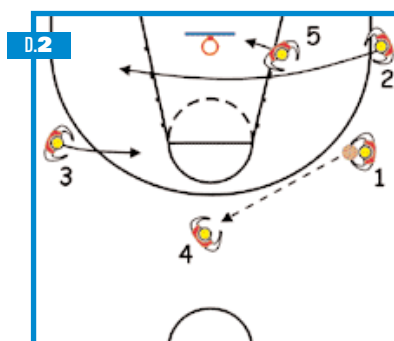
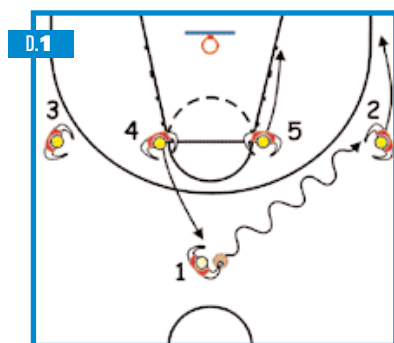
ACTION

- ▼ The set: one point guard, 1, two wings, 2, and 3, two big men, 4, and 5 at the corner of the free-throw lane.
- ▼ 1 dribbles the ball to the right side of the court. As he does, the ball side post, 5, slides down the lane to the low post position and the ball side wing 2 slides to the corner.
- ▼ 4 readies himself to pop to the high post as the point guard 1 reaches the wing area (diagr.1).

SECOND ACTION

- ▼ As 1 makes a reversal pass to 4, 2 makes a flex cut off of the post 5. While doing this, he is looking to run into 5's defender to clear some space for the big man to post up deeper into the lane.





- ▼ 2 continues through the lane to the weak side block area.
- ▼ 3 slides in toward the lane (diagr. 2).

THIRD ACTION

- ▼ As 1 gets the ball back from 4, he immediately looks to dump the ball inside to the post if he is open.
- ▼ Otherwise, he directs his attention back toward 2 as he comes off the high double screen set by 4 and 3 (diagr. 3).

TAIL END

- ▼ The tail of the play has 3 going out to the ball side baseline after he sets the double for the shooter 2.
- ▼ If 5 cannot receive the ball in the low post, he turns and screens in for 3, who goes in the opposite corner, and 1 passes the ball to 3 (diagr. 4).

"3"

"3" is designed to get a three-point shot for our best shooter. We use a "flex" action to disguise movement.

ALIGNMENT

We begin in a one-four low set across the baseline, and our best shooter, 2, in this case, is always in the right corner.

ACTION

- ▼ 1 dribbles to 2's side, staying even with the lane line.
- ▼ 4 flashes up the lane to receive the ball from 1 (diagr. 5).

NEXT ACTION

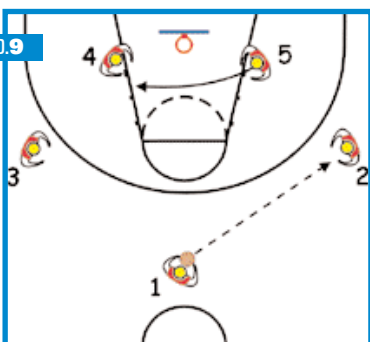
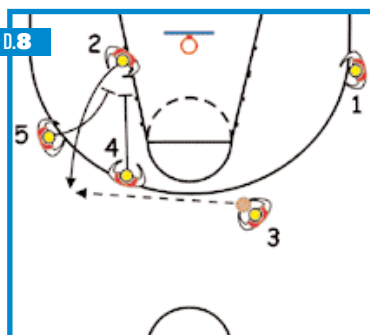
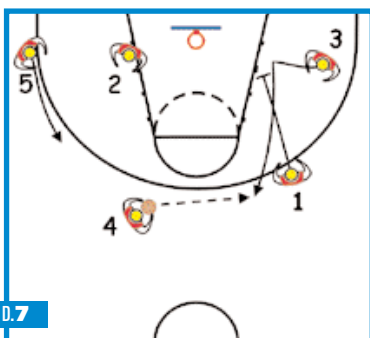
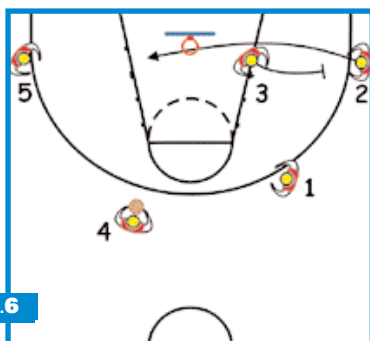
- ▼ 3 takes one step off the lane and sets a back screen for 2.
- ▼ Using 3's screen, 2 makes a "flex cut" across the lane to the low block (diagr. 6).

NEXT

- ▼ As 2 cuts off 3's back screen, 1 should be screening down for 3 (his man should be helping defensively in the lane). 1 then clears to the corner.
- ▼ 4 hits 3 with a pass.
- ▼ 5 should slide out of the corner to get a better screening angle (diagr. 7).

FINALLY

- ▼ 5 and 4 set a double screen for 2 for the three-point shot (diagr. 8).



ZONE OFFENSES

"STACK"

"Stack" is one of the simplest, yet most effective plays to use versus the zone defense. By out-manning the defense (three offensive players vs. two defenders) inside, we are able to score with easy baskets to force our opponent back into a man-to-man look.

ACTION

- ▼ The action starts out of a one-two-two set.
- ▼ 1 initiates the play by passing the ball to the best shooter 2.
- ▼ The ball side big man 5 slides across the lane to form a low stack with 4. We always want 5 to be the high man in the stack (diagr. 9).

NEXT ACTION

- ▼ 2 passes the ball back to the point guard 1, who dribbles opposite and passes to 3 on the other wing.
- ▼ 2 runs off the stack set by the two big men 5 and 4, and loops up off the baseline to draw the outside defender in the zone with him (diagr. 10).

NOTE: If the outside defender does not guard our cutter, we will throw the ball to him for the open jump shot.

We want the cutter to drag the defensive forward to the corner with him so that we can get the ball into the short corner area vacated by the defense.

SCORING ACTION

- ▼ After 2 runs off the double pick of 5 and 4, our top big man 5 screens the middle man in the zone. The low man 4 steps to the short corner directly behind 5's screen and looks for the pass from 3 for the short jumper or drive to the basket (diagr. 11).

STACK HIGH

- ▼ "Stack High" is essentially the same plays "Stack" except we begin the action from a different set, one-three-one as opposed to a one-two-two look.
- ▼ As noted in the diagr. 12, 4 lines up on the wing and 2 in the high post to begin the play.
- ▼ The point guard always begins the action with a pass away from 4. As he passes to the wing, 4 moves to the block and 2 cuts under the basket.

- Once the point guard receives the return pass, he dribbles to the wing and the big men run our stack action as 2 cuts to ball side corner (diagr. 12).

"STACK & HOLD"

"Stack & Hold" is used against teams playing a zone defense with one or two defenders on the baseline (i.e.: one-two-two or one-three-one).

The idea is to flood the baseline area with three offensive players against their one or two men.

If properly executed, the play results in either a fifteen-foot jump shot or a pass to the post for an easy score inside.

ACTION

- The action starts out of a one-two-two set with 4 and 5, who form a low stack on either side. As in stack, we always want our 5 as the high player in the stack, as his job will be to screen, then post up low.
- 1 initiates the play by passing the ball to the guard on the stack-side of the court, 3 in this case.
- As the pass is being made, 5 screens in the low defender and 4 pops to fifteen feet for the short jump shot (diagr. 13).

SECOND ACTION

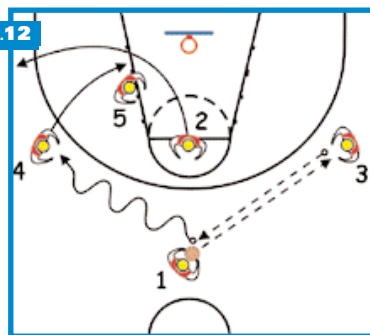
- If the defense gets wise to our strategy and decides to cheat out on 4 popping out, we tell to 5 to "find the next defender" and post him up in the lane. The passer reads the defense and then looks inside to our 5 posting up as he'll be one-on-one with his defender and with the both feet inside the lane (diagr.14).
- As with all our offense, we emphasize shot selection and discourage taking poor shots. If we get nothing out of the action, we tell our inside players not to force a shot, but to kick the ball to our perimeter players and allow us to reset the play to the opposite side of the floor.

"5"

"5" is designed to get a high percentage shot against a zone defense. It is very similar to "Stack" in that we are trying to draw the defensive forward to the sideline and screen the middleman in, leaving an open area in the short corner.



D.11



D.12



D.13



D.14

ALIGNMENT

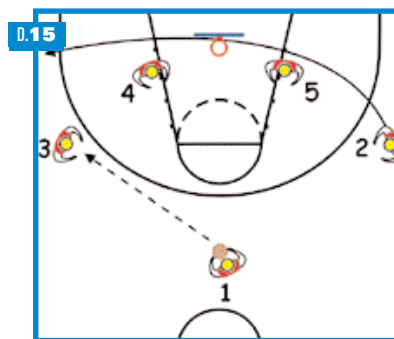
- We start the play in a one-two-two alignment with the big men on the low blocks.

FIRST

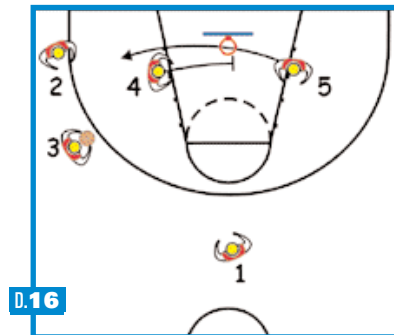
- 1 passes to 3 to initiate the play.
- 2 cuts along the baseline to the strong side corner (diagr. 15).

NEXT

- As 2 cuts by the post players 5 and 4, 4 turns and screens for 5 the middle man in the zone.
- Using the screen, 5 cuts right off of 4's hip and moves to the short corner (diagr. 16).



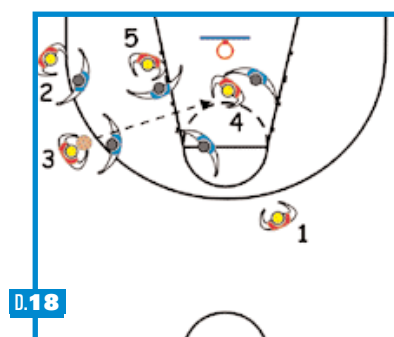
D.15



D.16



D.17



D.18

FINISH

- 3, the passer, must read the defense to make the correct pass.
- If the defensive center gets held up on the screen, 5 in the short corner should be open (diagr. 17).
- If the defensive center slides through 4's screen to cover 2 in the short corner, 4 should be open on a post up (diagr. 18).

NOTE: It is imperative for the offense to read the defense and make the correct play.

This is a very tough play to defend if we screen well and make the proper pass.



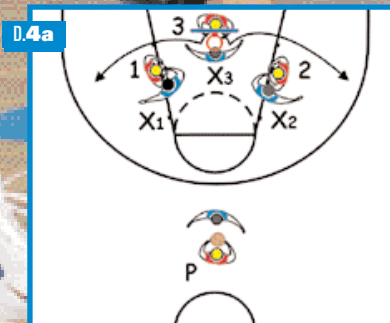
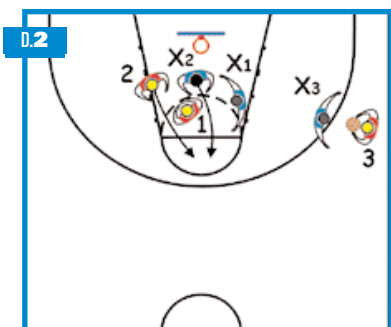
by Jean-Pierre
de Vincenzi

DEFENSE AGAINST PICKS OF PLAYERS WITHOUT THE BALL

Jean-Pierre de Vincenzi won a gold medal as head coach of the Junior Men's French National team at the FIBA European Championship in 1992, and a Silver Medal at the Olympic Games in 2000 with the Men's French National team. He is now Technical Director of the French Basketball Federation.

When talking about defense, there is usually a tendency to talk more about defending the player with the ball. There is little discussion about defending the player without the ball, and even less so about defending a player who is working on picks away from the ball.

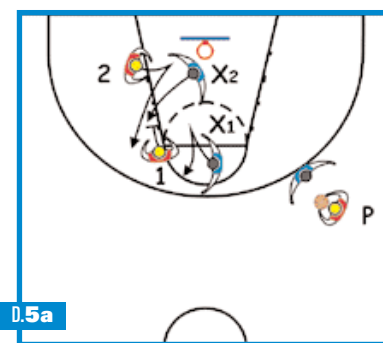
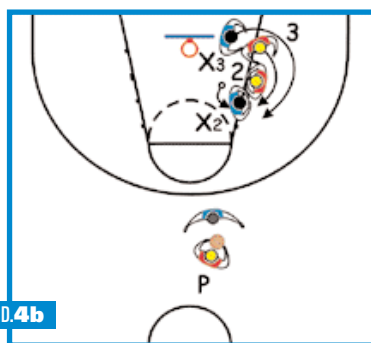
This, in my opinion, is all the more regrettable since many offensive moves have their origins off well-executed picks or, at the least, gaps are created out of picks between players without the ball. For this reason, defenders should anticipate the various offensive moves that their opponents can use with picks. I would like to point out certain situations which often occur on the court that necessitate immediate defensive decisions being made, both by the individual defender as well as by the rest of the team members.



1. CLASSIC THREE-POINT SHOT SITUATION

1, 2, and 3 are offensive players and X1, X2, and X3 are defensive players. Here's a situation where 1 passes to 3. After the pass, 1 will screen 2. 2, who is setting up his defender for the pick, starts to shift (diagr. 1).

X2 must anticipate the move and jump forward in order to overcome the pick (diagr. 2). When 1 screens X2, the two defenders could switch, a very effective move for the defense (diagr. 3).

**2. PICK BETWEEN INSIDE AND OUTSIDE PLAYERS**

Drill 3-on-3 with a stationary passer.

1 and 2 are inside players positioned at the low post and act as screeners for 3. 3, with his back to the baseline, facing the passer P, will use 1 or 2's pick. He will move in one or the other direction and will take advantage of X3's reaction (diagr. 4A). A defender, who, at the request of the coach, will apply more or less defensive pressure, will guard P.

The orders to the defense will be as follows:

- ▼ The defender of the player with the ball puts defensive pressure according to the coach's wishes.
- ▼ X3 follows 3.
- ▼ X1 and X2 step out.
- ▼ If 3 curls, the defenders can switch between X3 and X1 or X3 and X2 (diagr. 4B).

3. PICK BY INSIDE PLAYERS FOR AN OUTSIDE PLAYER

- ▼ 2, positioned at low post, comes high to get free by using 1's pick at the high post (diagr. 5A).
- ▼ P will pass to 2.
- ▼ X1 will defend by stepping out to help against the defensive move by X2, who will follow 2 (diagr. 5B).
- ▼ If 2 curls, X1 and X2 switch.

It is also possible that X1 will bump 2 to allow X2 to follow and recover on 2.

4. PICK BY AN INSIDE PLAYER FOR AN OUTSIDE PLAYER

In this case, the high post serves as a relay for an attacking roll (diagr. 6A and 6B).

The aim of the defense is to force 4 to screen as far up the court as possible, thus forcing 1 to receive the ball away from the basket (diagr. 6C).

- ▼ X1 will follow 1.
- ▼ X4 will a step out.
- ▼ X4, following 4's pass to 3, will bump 4 to make his task of screening X1 more difficult and ineffective.
- ▼ If 1 curls, X4 and X1 switch as they did before. X4 can also bump 1 to help X1 to recover on 1.

5. PICK BETWEEN OUTSIDE AND INSIDE PLAYERS

- ▼ P is the passer.
- ▼ 1 cuts and uses 3's pick.

- ▼ X3 and X1 do not switch.
- ▼ X1 follows 1 while X3 bumps 1.
- ▼ Then X3 opens up to the ball to prevent P's pass to 1 as he goes in the lane after 3's pick (diagr. 7).
- ▼ 1 screens 2.
- ▼ 2 will cut in the lane using 3's pick.
- ▼ His defender (now X1) will follow him while X3 will step out.
- ▼ Here too, if 2 curls, X2 or X1 can switch with X3.

Note: The coach can also add a defender on the passer and this player can apply more or less pressure.

6. PICK BY AN INSIDE PLAYER ON AN OUTSIDE PLAYER

At the coach's signal, player 2 will cut to the opposite side towards 1 or go up-court to use 3's pick (diagr. 8A).

Each of these defensive situations has already been seen in the previous paragraphs. Switching the defensive players could also be recommended (diagr. 8B), for example, X1 or X2 takes 1, and X3 takes 1 or 2.

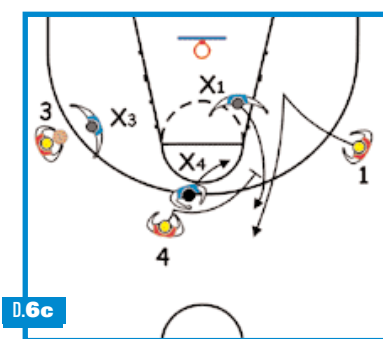
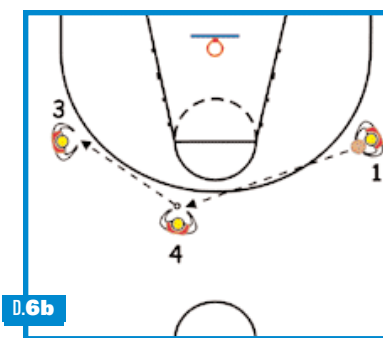
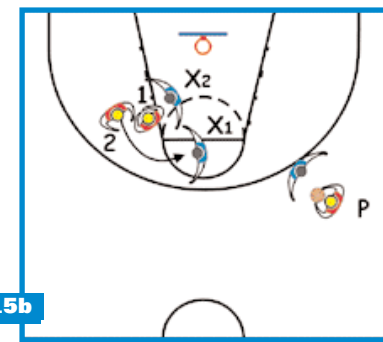
7. PICK BY AN OUTSIDE PLAYER ON AN INSIDE PLAYER FOLLOWED BY A PICK BY AN INSIDE PLAYER ON AN OUTSIDE PLAYER

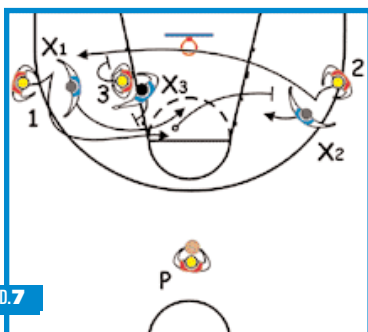
- ▼ 3 is a power forward.
- ▼ 5 is a low post.
- ▼ 4 is a high post.
- ▼ 1 is the passer.
- ▼ The coach requests the type of defensive pressure that he wishes the passer to be placed under.
- ▼ 3 breaks away and screens 5, who will cut along the baseline to place the defense in difficulty. This move forces X3 to bump 5 long enough for X5 to recover on 5. Then X3 recovers on 3, who goes back up-court to take advantage of 4's pick to receive the ball, and either shoot or penetrate (diagr. 9).
- ▼ If 3 passes back, 4 goes down.

The situation can then be continued as follows:

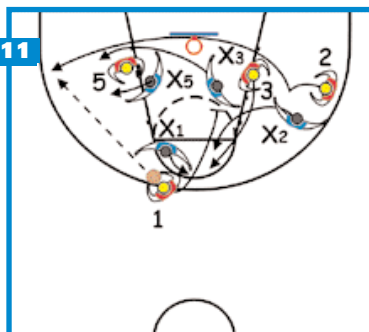
- ▼ 3 positions himself with his back to the baseline and can use of either 4 or 5's pick (diagr.10).

The defensive situation described in diagr. 4A is thus seen again.





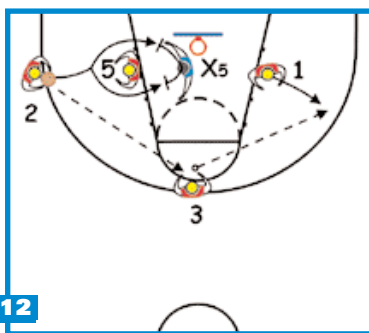
D.7



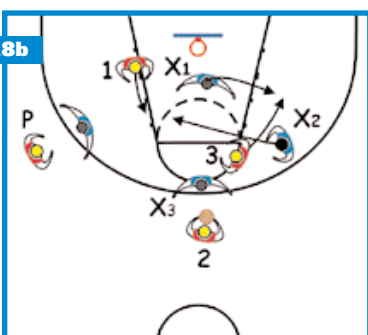
D.11



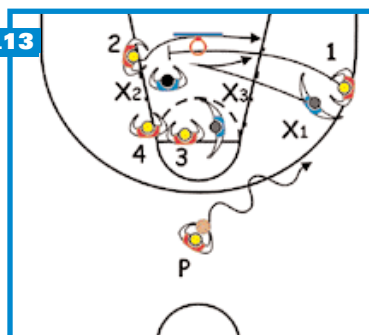
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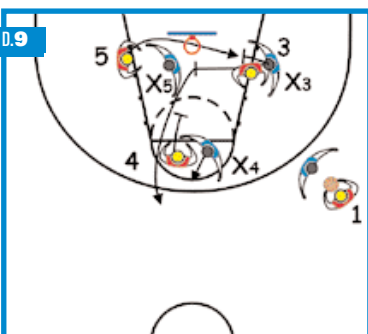
D.12



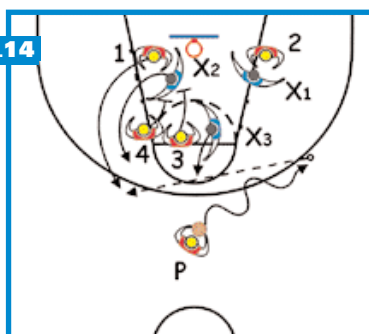
D.8b



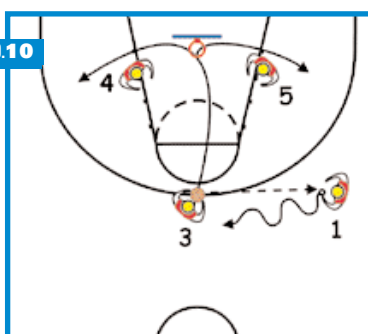
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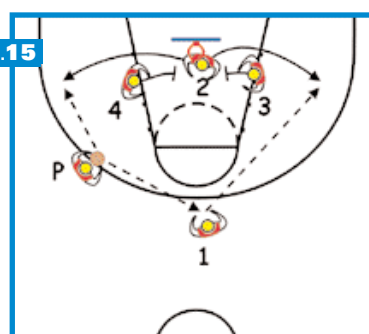
D.9



D.14



D.10



D.15

8. PICKS BETWEEN OUTSIDE-INSIDE PLAYERS AND OUTSIDE PLAYERS

1 is the passer and his defender follows the coach's orders. When 2 cuts using 3's pick, there can be a defensive switch between X3 and X2. Then 3 goes up towards the high post to use a pick by 1: the two defenders X1 and X2 (or X3) will switch (diagr. 11).

Player 2, continuing in the same direction, will use a pick by 5:

- ▼ X2 follows him while X5 steps out.
- ▼ If 2 curls, X5 and X2 can switch, if necessary.
- ▼ If 2 receives the ball, he passes back to 3 then cuts into the lane.
- ▼ X5 will bump 2 in order to let X2 recover to defend efficiently against 2 (diagr. 12).

9. PICK BY INSIDE PLAYERS FOLLOWING BY A DOUBLE PICK OF TWO OUTSIDE PLAYERS

- ▼ The defenders will switch (diagr. 13).
- ▼ 1, after the screen of 2, goes back up-court to take advantage of a double pick by 4 and 3.
- ▼ X2 will step out, X1 will defend in the lane, and X3 will follow him (diagr. 14).
- ▼ The coach will decide how much pressure the defender of the passer P will put on him.
- ▼ After the pick on 2, 1 will take up position in the opposite low post while 3 will go down to the low post on the same side.

2 will come into the center of the lane with his back to the baseline and will get free from his opponent by going out of 4 or 3 pick (diagr. 15). The defensive players will move as seen in the previous diagr. 4A and 4B.

BACK PICK BY THE HIGH POST ON THE PLAYMAKER

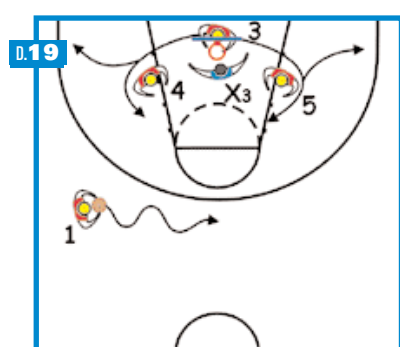
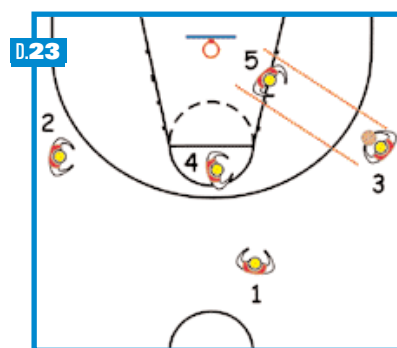
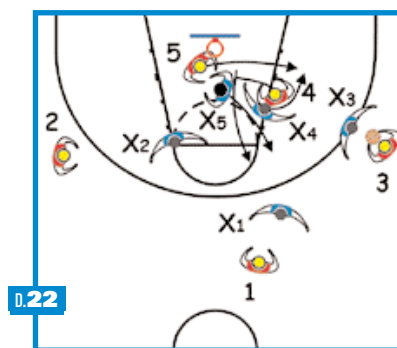
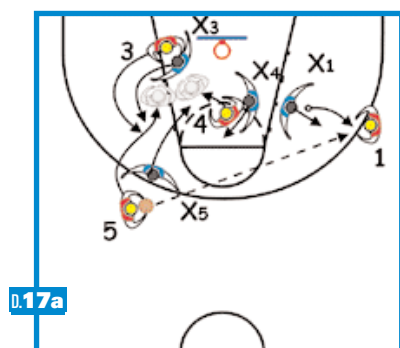
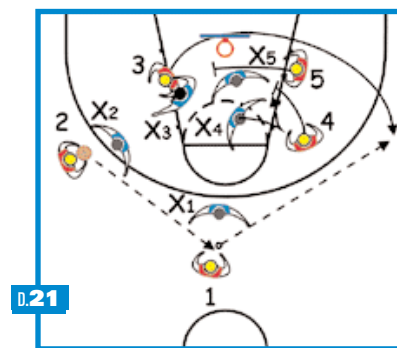
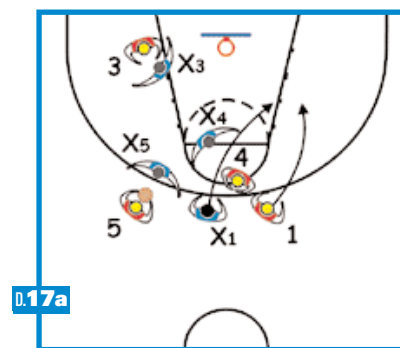
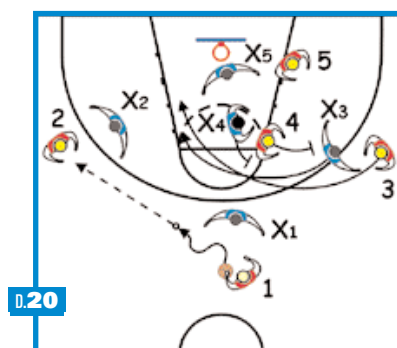
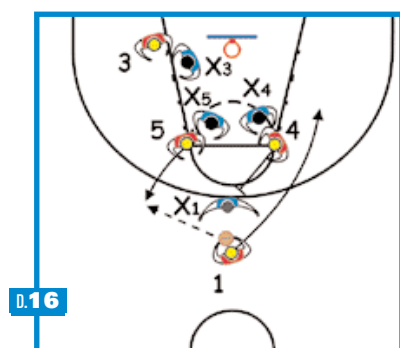
- ▼ 1 passes to 5.
- ▼ 4 screens X1 and 1 takes advantage to get free by making a backdoor cut to the wing (diagr. 16).
- ▼ X4 lets X1 slide between him and 4, while X5 must apply strong defensive pressure to make it difficult for 5 to pass to 1 (diagr. 17A).
- ▼ Should 5 pass to 1, 5 and 4 will screen 3, so he can receive and shoot or penetrate and go to the basket.
- ▼ In this case, X4 steps out, X3 follows 3, and X5 stays in the lane (diagr. 17B).

Pick after a handoff pass.

- ▼ 1 passes to 3.
- ▼ 3 returns the ball to 1, who comes behind him to get the ball with a handoff pass.
- ▼ 3 plays on 4's back pick.
- ▼ X4 bumps 3.
- ▼ X3 follows and continues to cover 3 (diagr. 18).
- ▼ The same offensive and defensive situation continues as in exercise II, with 4 and 5 being sent down to the low post area (diagr. 19).

10. A GAME SITUATION COMMONLY USED AT HIGH LEVEL

- ▼ In this game situation, X4 will bump 3 to slow



him down and allow X3 to continue defending against 3.

- ▼ X4 stays with 4 (diagr. 20).
- ▼ While 3 cuts again, X5 contests 2's pass to 5.
- ▼ X3, surprising his opponent very early while he is still breaking through, attempts to render 5's pick on 3 ineffective.
- ▼ X4 steps out, knowing that X3 is following 3. If 4 continues with a pick on X5, then X5 and X4 will switch (diagr.21).

X5 will be very careful to regain first place against 4 when he opens up to the ball and possibly goes up to the high post position (diagr. 22 and 23).

11. SPECIAL GAME SITUATION FOR THREE-POINT SHOTS

- ▼ 2 uses 4's horizontal screen while 1 dribbles forward.
- ▼ X2 will follow 2.
- ▼ X4 allows X2 to pass between him and 4.
- ▼ While 1 is dribbling forward, 5 screens 3.
- ▼ X5 bumps 3 and then guards 5.
- ▼ X3 follows 3 who has been bumped by X5 so X3 can better guard his man (diagr. 24).
- ▼ 1 passes to 2, 3 cuts, 2 moves forward instead of 3 in the wing area at the baseline (diagr. 25).
- ▼ At the same time, 3 moves back up towards the high post to take advantage of 4's pick, or again cuts to the baseline on the opposite side to receive the pick of 5 (diagr. 26).

In both cases, he will be in a position to take a three-point shot and X4 and X5 will step out. X3 will follow (same options as in the diagr. 8A).

SWITCHING FROM 2-3 ZONE TO MAN-TO-MAN DEFENSE



by Jasmin Repesa

Jasmin Repesa, former coach of Cibona Zagreb and Split, Croatia, and Tofas Bursa, Turkey, won three championships and two Croatian Cups. In Turkey, his teams won two Cups and one President's Cup. As assistant coach of the Croatian National team, he won a bronze medal at the 1995 FIBA European Championship. He is currently the coach of Fortitudo Bologna, Italy.

There are many situations during the game when it makes sense to mix things up defensively and go from one defensive alignment to the other. I want to discuss the success I have had going from the 2-3 zone to man-to-man.

WHY - One of the main reasons because we use this system is to create instant trouble and doubts for the opponent, forcing them to break their comfortable rhythm and make it more difficult for them at certain parts during the game. With the introduction of the 24-second rule, quickly changing the defense puts more pressure on the offense to react in a timely fashion.

WHEN - We can make these defensive switches at various times throughout the course of the game, but I suggest that you introduce changes after dead-ball situations, following a made shot, or a made free-throw.

POSSIBLE SETS

1. 1-1-3 FULL COURT

One defensive player sets in the lane near the offensive basket, another one near the mid-court circle, and three on the same line near the defensive basket (diagr. 1).

A. In case of a long pass made from the out-of-bounds, the defender under the defensive basket runs to the mid court and the defender at mid court covers the offensive player, who receives the long pass (diagr. 2).

B. If the ball is inbounded and the player who receives the ball starts to dribble, the defender



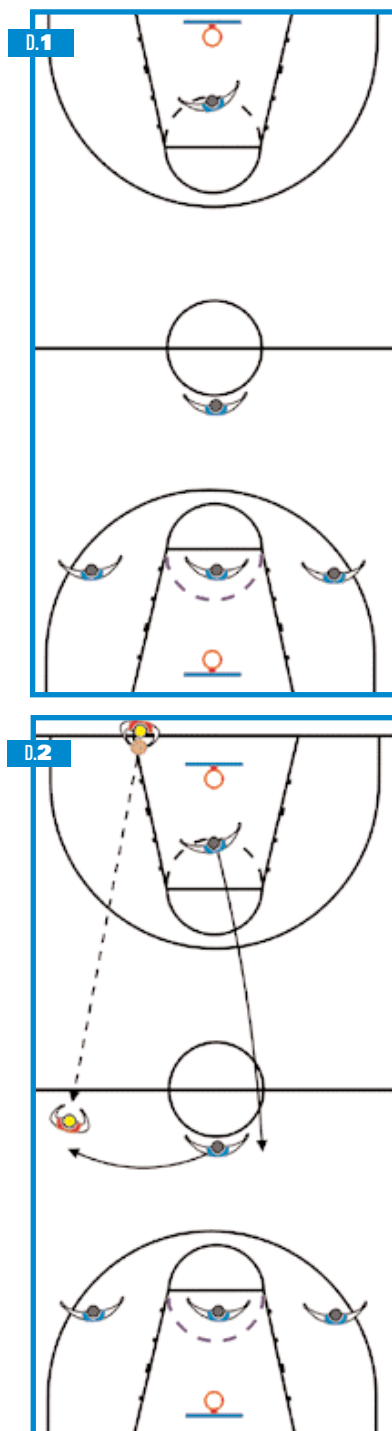
of the first line guards the dribbler, while the defender at mid court slides toward the lane (diagr. 3).

C. If the first defender is beaten by the dribbler, there will be another change: the defender at mid court runs to cover the player with the ball, and the first defender runs to fill the empty spot at mid court (diagr. 4).

2. 2-3 FULL COURT

Two defenders are set near the offensive basket at the extension of the free-throw lane, and the other three on the same line near our defensive basket (diagr. 5).

We let the ball come into the court without attempting a steal, because one of our main goals is to make the opponent team lose time. We also let them make horizontal passes. If the ball is inbounded to the right side of the court, the defender on this side will guard the man with the ball, while the other one will slide down, toward the ball, ready to help and cover



the offensive player, who made the inbound pass (diagr. 6).

3. SET IMMEDIATELY THE ZONE TO PROTECT THE LANE

If the offensive player, who inbounded the ball, receives a pass back, the defender, who previously went over towards the ball, goes back to cover the man with the ball (diagr. 7).

In the first two situations, our main goal is to slow down the ball without letting the opponent make long passes (the three players behind are responsible for them), and prevent the man with the ball from easily beating his defender. This is how we set up in the two-three zone (diagr. 8).

2-3 ZONE HALF COURT

When the ball gets close to the three-point line, we use the 2-3 zone following the traditional rules, but adding some other specific rules.

A. When the ball is in the forward position, we don't allow an easy reversal pass, putting the body of the defender parallel to the sideline (diagr. 9). If the ball comes back in the middle of the court, we don't let a pass be made to the other side (diagr. 10).

B. We don't let inside passes be made to the low post. X5 guards the low post in a three-quarter anticipated position, X2 puts a lot of pressure on the offensive player with the ball, and X3 is in a position where he can help on 5, and also recover on his man (diagr. 11). If the ball goes in the corner, the three defensive players will change their positions as seen in the diagr. 12.

C. We also do our best to prevent inside passes to the high-post (diagr. 13).

D. We let (or better yet, we force) the opponent to pass the ball to the corner. In this way, we don't need a help-and-recover situation, so every player can easily keep a balanced defensive position, staying near an opponent (diagr. 14).

E. When we will have that situation, the center of our zone X5, our "defensive playmaker," will order a change to the individual defense by means of a conventional signal. In this moment, our transformation from zone defense to individual defense is completed (diagr. 15).

F. There are two other situations in which it's possible to make the transformation from zone defense to the individual defense: Specifically, when the ball gets far (with passes or dribbles) from shooting range, we have more time (seconds) to change the defense (diagr. 16 and 17). It is important to remember again that in this defensive system the most crucial and responsible man for this defense is the center, X5,

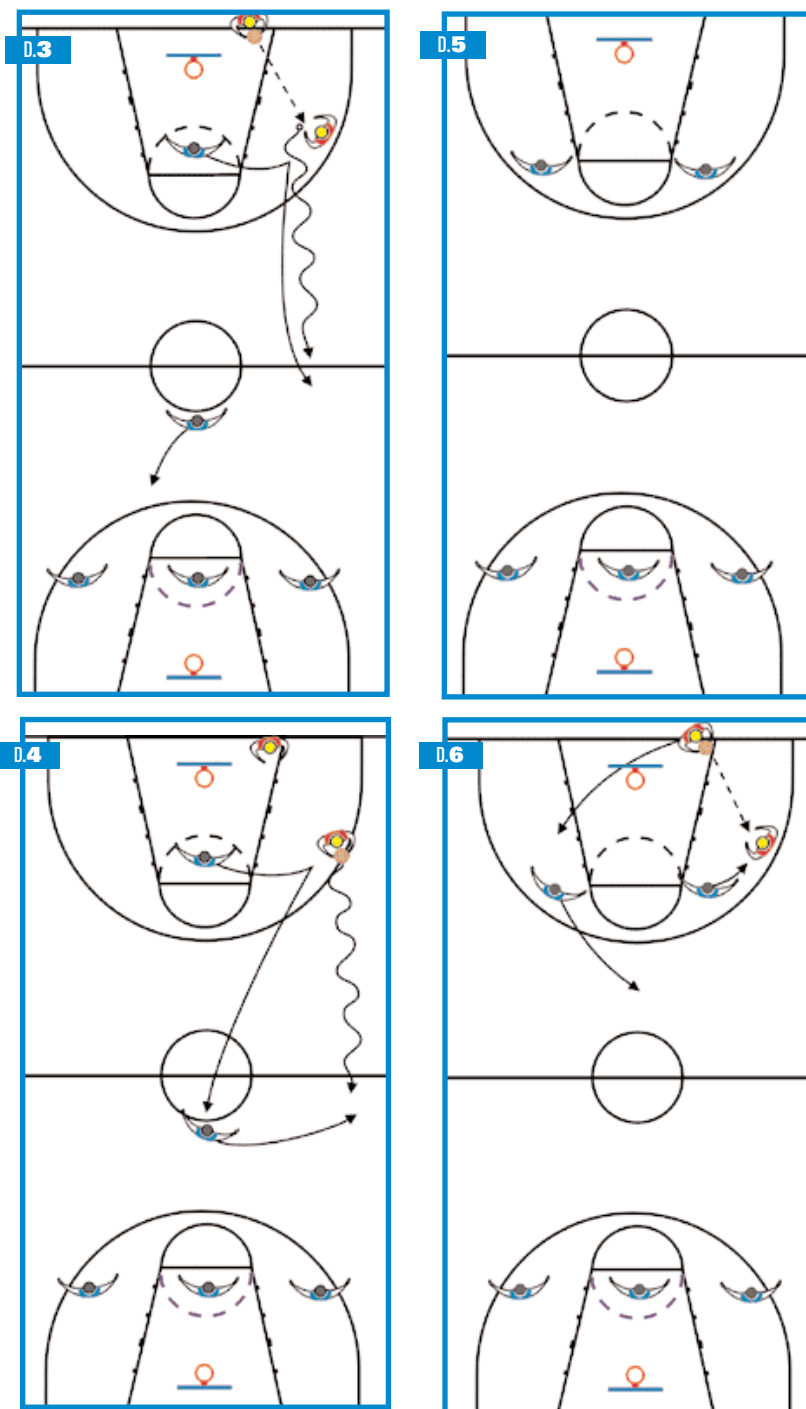
because he is the one who can and must control the different situations on the court. At the right moment, X5 is the player who will order the changes in defensive alignment.

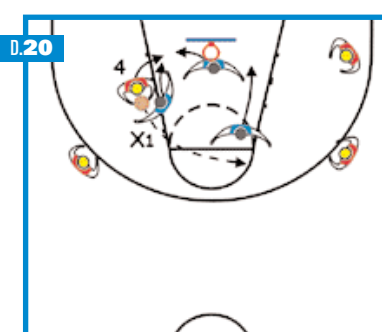
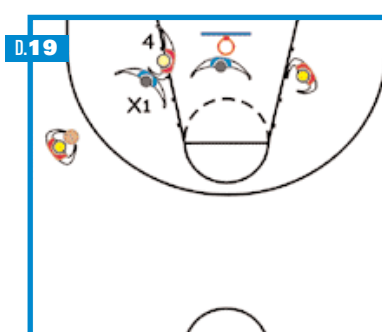
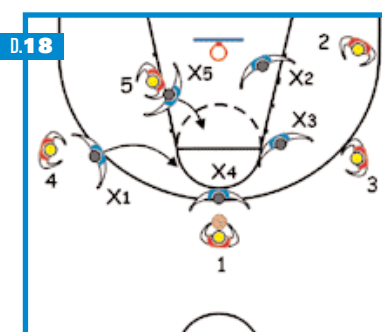
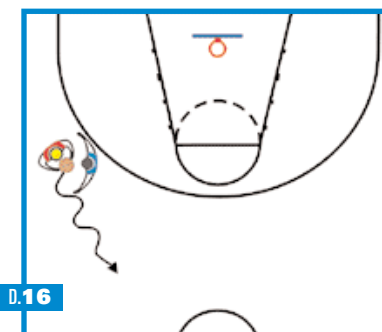
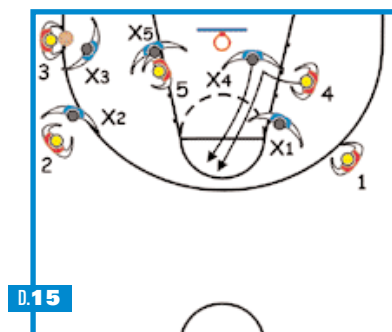
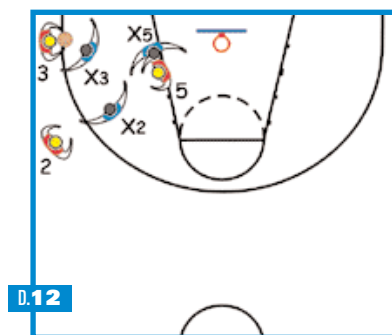
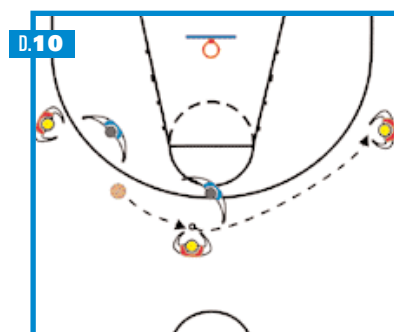
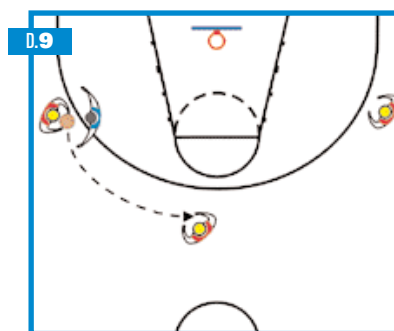
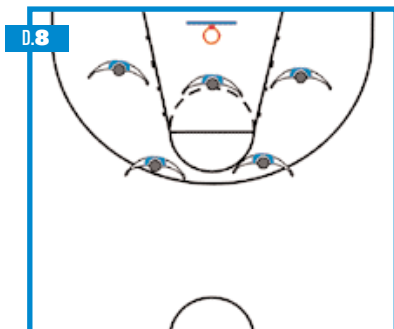
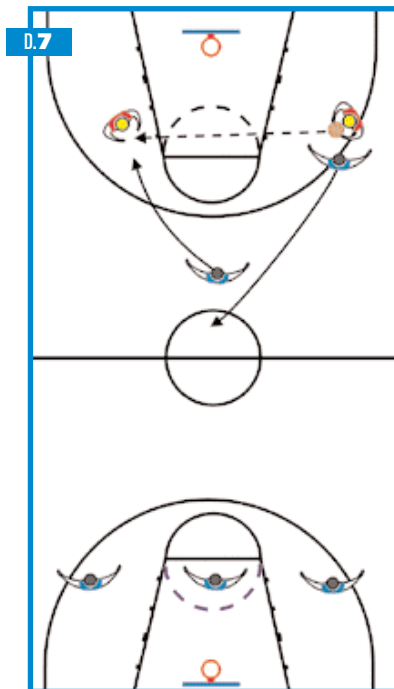
INDIVIDUAL DEFENSE

Our individual man-to-man defense will start when the clock indicates there is 10 seconds (or less) until a shot has to be made, without letting the opponent have enough time to organize a good shooting situation. In that case, the offense can try a "one-on-one" or a "two-on-two" solution (pick-and-roll, pick-and-pop-out). Against the "one-on-one", our main goal is a con-

tainment defense, which means filling the lane and forcing the dribbler to pass the ball out. Against the "two-on-two," our main goal is to systematically switch to play a containment defense.

However, we know there can be some risky situations when making a defensive switch, particularly between a big man with a perimeter player far from the lane, or between a perimeter player with a big man near to the basket. In the first situation, our goal is a containment defense, filling the lane without permitting easy penetration (diagr. 18). In the second situation, there are two primary difficulties that have to be overcome.





First, don't let the offensive player make the inside pass.

The defender must be in front of the opponent in the low post (diagr. 19). Then, if the ball arrives to the low-post, organize a quick rotation

on the baseline with the closest defender of the man with the ball: we don't let him make any central penetrations or reversal passes, and we force him to dribble to the baseline (diagr. 20).

CHALLENGES FOR THE COACHES



by Serguei Chernov

Serguei Chernov is President of the Russian Basketball Federation, and President of the FIBA-Europe Competitions Commission. From 1980 to 1982 he was head coach of the Soviet Women's National team.

It is imperative in modern basketball to have a very well organized and scientific program if you want to reach and remain at the top level of your sport. To be successful, coaches need to follow many aspects and trends in order to maintain proper direction. These trends are on four levels and I will put them in their order of importance.

- ▼ General Trends: The general aspects concerning the development of each type of sport.
- ▼ Common Trends: The general aspects related to each sport, both in training and during competition.
- ▼ Specific Trends: Aspects related specifically to basketball.
- ▼ Particular Trends: Developing a specific practice plan to encompass the different fundamentals of basketball.

GENERAL TRENDS

The Sport Business

Compared to just a few years ago, the economics of sport is emphasized more and more. Now, words such as sponsorship, marketing, and advertising are integral parts of the sports dictionary, and commercialization is an integral part of any sport.

The Increasing Role of Publicity

The sport must fulfill the requirements of TV in terms of scheduling and time-outs during games. It must also recognize the important role played by other media, such as radio, newspapers, magazines, and the Internet.

Psychological Pressure of Competitions

The increasing number of competitions, tournaments, and games creates tremendous pressure and expectations on both a team and its players. The comparisons between the top players of each team will always be an endless challenge for these superstars.

COMMON TRENDS

There are many popular sports in the world-basketball, soccer, volleyball, and rugby-and while each one has its different characteristics, each of them also has common trends. They include:

- ▼ The increasing speed at which the game is played, bigger pressure, and higher demands in practice sessions: The intensification of the game's dynamics and big pressure and higher demands during training sessions are caused by the necessity of raising the level of action per time unit and by the need to develop and enhance a player's talents and attributes.
- ▼ Enhancing intellectualization: This means emphasizing the "thinking" part of the game, namely the quickness and the precision of operative thinking of each player. Anticipation (prognostic skills) is highly valued. As young players are being taught the technical aspects of the game, this aspect of learning must be taught as well. It is one of the most important features of a player's education in sport.
- ▼ The growing need for fast execution: This manifests itself primarily in the increasing efficiency of competitive activities.

SPECIFIC TRENDS

Specific trends of basketball development can be seen as such:

- ▼ Aggressiveness: Through the number of various tactical schemes of the offense-defense relationship.
- ▼ Versatile Players: The ability of players to play in multiple positions on the court.
- ▼ Increasing the quantity of contacts per time unit: This is determined by the tough struggle for playing space and a more physical game, as permitted by the rules.
- ▼ The constant timing deficit while in possession of the ball: It is caused by the modern rules, which bring about fast reactions.

PARTICULAR TRENDS

Particular trends of basketball development may be detailed as follows:

- ▼ Physical fitness: The increasing reliance on strength and power for high-level sports requires regular strength training sessions for years and points to the importance of conditioning sessions for athletes throughout the entire year.
- ▼ Aerobic power, or cardiovascular endurance: It must be stressed as well. Playing success depends on the ability of the athlete to maintain a high level of speed throughout the course of a game without fatiguing.
- ▼ Technical preparedness: Coaches must employ technical methods with his athletes involving speed reactions (passing and dribbling), teach them how to read a variety of offensive and defensive situations, and find fast and effective solutions. Athletes must also have the ability to effectively implement the technical aspects of the game with precision. Mental strength has to be maintained when the opponent begins to apply pressure.
- ▼ Tactical preparedness: The simplification of the offensive tactical schemes occurs when tactics are quickly implemented and require fewer and fewer actions in order to score a basket. The regular changing of defensive schemes is based on the types of defense to be used (man-to-man, zone, pressing), as well as on different variants within one such type (e.g., from a 2-1-2 zone to a 1-2-2 zone, then to a 1-3-1 zone).

By analyzing the offensive and defensive tactics employed by the world's leading teams, coaches can learn new offenses and defenses. Practice sessions can be devoted to their implementation. They are as follows:

- ▼ Situational practices are designed to specifically teach tactical combinations with plenty of variants.
- ▼ Some training sessions should stress the players, such as shooting sessions in pressure situations.

The concept of world basketball is close to becoming a reality as the talent gap (athletes, coaching, and training concepts) becomes much smaller. Players and coaches are not only part of this trend, but so are managers and sports administrators.

In the end, the real breakthrough will be made by coaches who can combine all the trends I've outlined above to develop players and a team with a successful chemistry.



by Luis Alberto
Martínez

THE ARGENTINEAN ASSOCIATION OF BASKETBALL COACHES

Luis Alberto Martínez is the President of the Argentinean Association of Basketball Coaches, and President of the America Association of Basketball Coaches. He coached two club teams to national championships in 1985 and 1986.

The Argentinean Association of Basketball Coaches (ATEBARA), founded in 1973, has 1,800 members. Most of the members are novice coaches, who work at the youth level.

We also have one Commission (Co.Di.Te.P.) that was formed by the professional coaches to work with the three Argentinean National Basketball Leagues.

Recognized by the Argentinean Federation of Basketball and by FIBA, the World Association of Basketball Coaches, and the America Association of Basketball Coaches, ATEBARA helps with the development of coaches throughout the country with a variety of annual courses and clinics. ATEBARA also has an extensive technical basketball library.

This library, the only one in South America, is one of the most important basketball library collections in the world. The library has over 200 instructional videos and well over 700 books about the game and coaching written in Spanish, Italian, Portuguese, German, French, and English. The library is accessible to coaches of all levels.

ATEBARA is the only association in

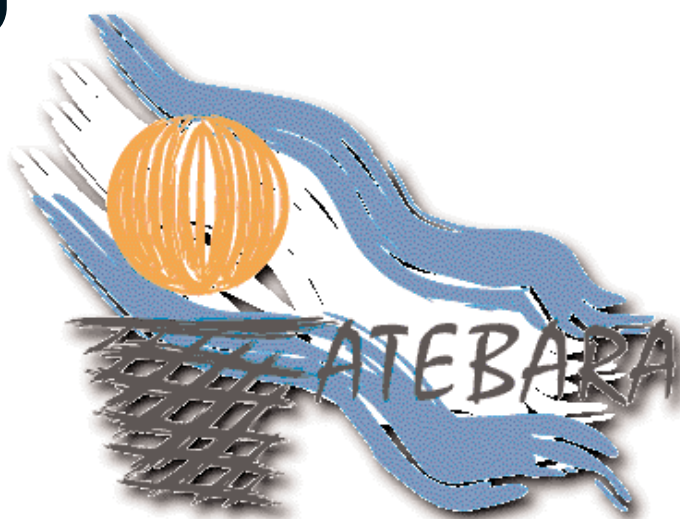
Argentina that conducts courses for coaches of all the divisions.

Since 1994, through the Commission of Professional Coaches and an agreement with the Association of Clubs, we also create and administer the courses needed in order to obtain the National League Coaches license. Those coaching courses are organized through the National School of Coaches (ENEB) that works within the Federation. We provide all of the instructors for the various courses.

There are three levels of courses offered. After a coach completes the third level, he can begin course work necessary to become a coach in the Professional League.

For the past eight years, we have organized national clinics for all coaching levels. Some of the guest lecturers have included NBA coaches of the past and the present, including Jack Ramsay, Hubie Brown, Stan Albeck, Del Harris, Rick Pitino, and Larry Brown.

Top international coaches who have lectured at our clinics have included Lolo Sainz, Manel Comas, Mario Blasone, Moncho Monsalve, Ettore Messina, Zelimir Obradovic, Ary Vidal, Helio Rubens, and Dusko Ivanovic. These coaches have helped improve the quality and number



of our coaches. Many Argentinean coaches have now gone on to work in countries throughout South America and Europe.

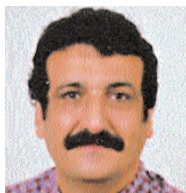
Our top coaches are now highly valued and we regularly send them to lecture at coaching clinics throughout South America. We generally have the collaboration of the Spanish Association of Basketball Coaches and the European Association of Basketball Coaches for these international gatherings.

In the past twenty years, Argentinean basketball has evolved tremendously and made great strides on the world arena.

The proof of this lies in the number of Argentinean players who now participate in the most important professional basketball leagues of the world. Part of this evolution, of course, is due to the great work carried out by our many coaches.

Another part of the success is also due to the important work of an Association that continues to play a major role in the development of coaches throughout Argentina.

BASKETBALL COACHING AND TRAINING AIDS



by Raffaele Imbrogno

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.

If we think of a basketball coach as being a talented artisan, one who works hard and long at his job, taking the secrets from old and experienced masters, then it is also reasonable to think that basketball coaches need some additional coaching tools to help enhance their skills.

We start immediately think of books, videos, CD-ROMs, and notes taken at clinics as useful tools. Only a few, however, would think of "real" tools, of special devices created or adapted for teaching shooting, dribbling, passing, and re-bounding.

The range of these tools is wide and varied, but with only one fault: they are all manufactured exclusively in the United States, which adds to their cost when ordered from abroad. Korney Board Aids is one of the most recognized companies selling basketball tools and this company has a vast catalog of items for the basketball coach (www.kba-coach.com), including coaching boards for diagramming plays. Korney sells many types of boards, from the classic

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.



that uses dry-erase markers, to the wall mounted or roll-away boards, to the classic chalkboard and the magnetic version.

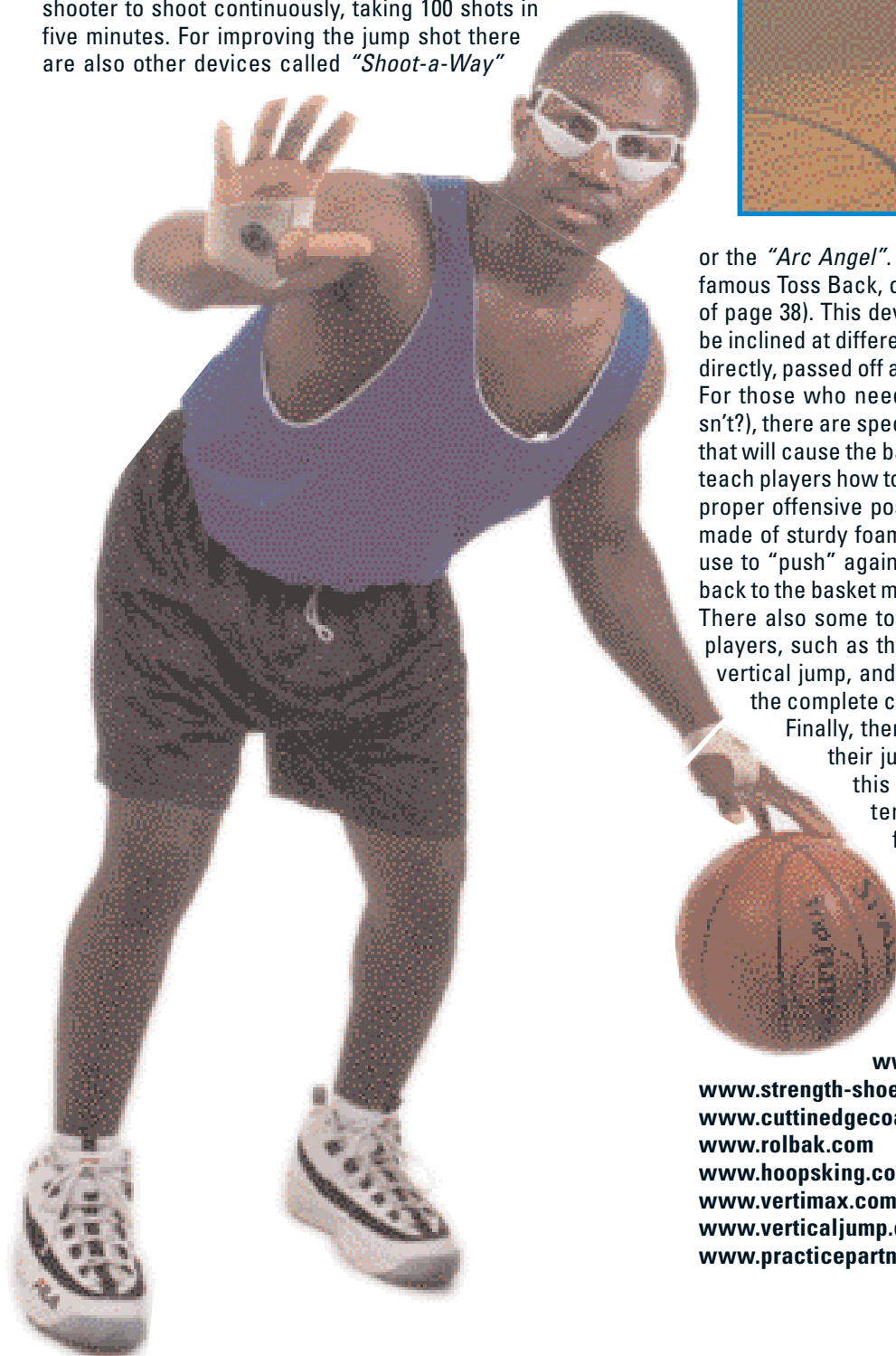
To help improve a player's dribbling skills, there are now special eyeglass frames without lenses that a player wears, preventing him from seeing where the ball is as he dribbles. There are also special gloves that help teach dribbling with the fingertips. For passing drills, coaches can buy oversized and extra-heavy basketballs that can help strengthen the wrists, arms, and shoulders.

When it comes to shooting, there is a wide spectrum of aids



available. You can start by affixing undersized shooting rings to the basket cylinder. These dramatically reduce the diameter of the basket, forcing the shooter to put more of an arc on a jumpshot in order for the ball to go in. There are also special shooting gloves that force the player to shoot more with the fingers and fingertips instead of the palm of the hand. Other devices can be worn that correct the alignment of the shoulder, arm, and hand during the shooting motion.

Of all the basketball aids, the ones developed for shooting are the most numerous. The *Hoopmaster* has been created by Ed Palubinkas, one of the top shooting coaches in United States. Palubinkas, a former two-time leading scorer at the Olympics Games (he was also the personal free throw instructor for Shaquille O'Neal, a notoriously poor shooter of free throws), sells a tool (see photo) which allows the shooter to shoot continuously, taking 100 shots in five minutes. For improving the jump shot there are also other devices called "*Shoot-a-Way*"



or the "*Arc Angel*". For enhancing passing skills, there is the famous Toss Back, created by Korney Board Aids (see photos of page 38). This device features a sturdy elastic net that can be inclined at different angles so the basketball can be passed directly, passed off a bounce, or lobbed at the net.

For those who need to work on rebounding (and who doesn't?), there are special rings that can be snapped onto the rim that will cause the ball to rebound away. For helping the coach teach players how to read the defense and "push" oneself into proper offensive position, there are special *Blocking Shields* made of sturdy foam that the coach, playing on defense, can use to "push" against the offensive player. Players with their back to the basket meet this kind of aggression each game.

There also some tools for improving the conditioning of the players, such as the *Vertimax*, for increasing the speed and vertical jump, and the *Core Strenght Rack*, which develops the complete core strength.

Finally, there are devices that help players increase their jumping ability. The *Strength Shoe* created this interesting product category more than ten years ago and has many testimonials from top athletes who made significant increases in jumping after training with these shoes.

Here a list of Internet sites where you can read more about these basketball-training tools and also order those that interest you:

www.kbacoach.com

www.freethrowmaster.com

www.strength-shoes.com

www.cuttinedgecoach.com

www.rolbak.com

www.hoopsking.com

www.vertimax.com

www.verticaljump.com

www.practicepartner.com



FIBA

We Are Basketball

AUSTRALIAN OFFICIATING EDUCATION SYSTEM



by Bill Mildenhall

Bill Mildenhall, an Australian FIBA referee, has been working for the Australian Basketball Federation as the National Referees Manager since 1991. He is responsible for the education, training, and resource production for Australian officials at all levels, from the novice to the elite. Mildenhall, who has had a FIBA license since 1978, has officiated at two Olympic Games and five FIBA World Championships.

Attached is an easy-to-read primer of the Australian Education System for basketball referees. The matrix was designed to provide all the core information necessary to implement a thorough education system inline with the current educational trends of Competency Based Training.

The principles of delivery and presentation must be the focus of each presenter in a competency based training system.

Delivery is the vehicle by which skills, knowledge and their actual application are conveyed in a way that ensures the learners acquire the competencies specified as essential in officiating. Delivery methods will aim to

1. **Achieve the prescribed competency standards.**
2. **Meet individual learner's requirements.**
3. **Be flexible.**
4. **Use materials and techniques relevant to current officiating practices.**

This Competency Based Training Program aims to include four key elements

1. **Course Administration.**
2. **Competency Statements.**
3. **Course Syllabus.**
4. **Officiating Practice.**

Obviously, the Australian system has its own idiosyncrasies that are specific to this country. However, the basic principles are the same the world over. As educators we need to provide the necessary education and training in such a format that is practical, efficient and most importantly successful. This system of education in Australia has achieved these aims over time. It continually requires updating and fine-tuning. It is a working model that needs to utilize the continually developing technology that makes the learning process more interesting and more effective. This manual aims to simplify the procedures required to educate and train both new offi-



cial and current officials while conforming to the accreditation requirements of the Australian Sports Commission.

REFEREE EDUCATION COURSE MANUAL

A. GENERAL

1. Course Name

- ▼ Level 0
- ▼ Level 1
- ▼ Level 2
- ▼ Level 3
- ▼ Level 4
- ▼ Level 5

2. Course Sections

The Course has three sections:

- ▼ Technical Knowledge

- ▼ Officiating Mechanics
- ▼ On Court Assessment (must be satisfied as described below).

3. Course Awards

A.

Upon the successful completion of all three components a candidate will be a:

- ▼ Level 0 (Local Association Badge)
- ▼ Level 1
- ▼ Level 2
- ▼ Level 3
- ▼ Level 4 (Level 3 referee with a National Badge)
- ▼ Level 5 (Level 4 referee with a National Badge and FIBA license)

B.

1. State can conduct an approved junior program within Level 0.
2. Can be graded within levels C, B, and A at the discretion of State.

4. Course Design

- ▼ Level 0: Designed for new/junior officials to start refereeing.
- ▼ Level 1: Designed for officials who will referee in junior events, minor State events, and local, domestic events.
- ▼ Level 2: Designed for officials who will referee in State, local elite domestic events, and nominated national events.
- ▼ Level 3: Designed for officials who will referee in national events, and elite State events.
- ▼ Level 4: Designed for officials who will referee in elite national events.
- ▼ Level 5: Designed for officials who are required to hold an international grading and who could be invited by FIBA to attend a FIBA event.

Level 0 is designed for officials, who will referee low grade domestic and/or junior events. All Level 4 and 5 officials will need to satisfy Level 3 requirements, and all Level 5 officials will need to satisfy Level 4 requirements.

5. Course Provider

- ▼ Level 0: Local Basketball Association, acting for State Body.
- ▼ Level 1: State Referees Body.
- ▼ Level 2: State Referees Body.
- ▼ Level 3: Australian Referees Body.
- ▼ Level 4: Australian Referees Body.
- ▼ Level 5: FIBA

6. Course Presentation

A.

Court Presenters Approval: For the Levels 0, 1, 2, 3, and 4 the Course Presenters must be approved by the course provider, while at the Level 5 the Course Presenters are approved by FIBA.

B.

Fees: For Level 0, 1, 2, and 3 minimum fees for course presenters will be as prescribed by State or delegated authority; for Level 3 as prescribed by the Australian Body, and, for Level 5 fees will be determined by FIBA.



C.

Presenter/Facilitator: From Levels 0 to 2, he must be an appropriately qualified educator/evaluator, approved by the State or delegated authority. For the Level 3 he must be approved by Australian Body, and at Level 5 accredited by FIBA.

D.

The recommended ratio of candidates to presenter for mechanics demonstration is:

- ▼ Level 0: 1 to 20.
- ▼ Level 1: 1 to 8.
- ▼ Level 2: 1 to 4 in a four hour period.
- ▼ Level 3: Same as above.

E.

For on court assessment need is:

- ▼ Level 0: A half game by 1 evaluator/observer.
- ▼ Level 1: A minimum of three games by 1 evaluator.
- ▼ Level 2: A minimum of five games by a minimum of 2 evaluators over different games.
- ▼ Level 3: A minimum of five games by 3 evaluators.

For Level 1 the number of games for on court assessment may be reduced to 1 game for C grade, and 2 games for B grade, when States have used C, B, A grades within Level 1.

For Level 2 two games for on court assessment may be done, while a candidate is completing the theory modules.

For level 3 games for on court assessment should be referred with different partners, some at a similar level to candidate, and others superior.

F.

From Level 0 to 3 theory component will be conducted in a "Classroom" environment with the following aids available:

- ▼ Whiteboard
- ▼ OHPP Power point
- ▼ TV/VCR
- ▼ Basketball

G.

- ▼ Level 0: Practice on basketball court.
- ▼ Level 1, 2 and 3: Practical demonstrations will be on basketball court.

H.

- ▼ Level 0: Course Notes, Simplified Rulebook, Video "Basic Basketball Officiating" and/or selected videos.
- ▼ Level 1: Course Notes, Rulebook, Mechanics Video, selected videos, Official Training Manual.
- ▼ Level 2: Course Notes, Rulebook, Mechanics Book, and Official Training Manual.
- ▼ Level 3: Course Notes, Rulebook, Mechanics Book, Score Table Manual, Officials Training Manual.

I.

- ▼ Level 0: Course to be conducted by local association or delegated authority.
- ▼ Level 1: Course to be conducted by local association or delegated authority by State accredited instructor (Level 1 or above).
- ▼ Level 2: Course to be conducted by State Body or by State accredited instructor (Level 2 or above).
- ▼ Level 3: Course to be conducted by Australian Body or

delegated Australian accredited instructor (Level 3), and special instructors in the case of special units.

Level 4: No specific course.

Level 5: Course to be conducted by FIBA, with FIBA accredited instructor.

B. COURSES

1. Time

- ▼ Level 0: 3 hours, plus practical assessment time.
- ▼ Level 2: 8 hours, plus practical assessment time (at the discretion of the provider, the course can be split in 4 hours for C grade and an additional 4 hours for B grade).
- ▼ Level 2: 16 hours, plus practical assessment time.
- ▼ Level 3: 16 hours, plus practical assessment time (this time can be extended for specialist presenters).
- ▼ Level 4: As determined by Australian Body.
- ▼ Level 5: As determined by FIBA.

2. Components

Level 0:

- ▼ Technical Knowledge: 3 modules in two hours.
- ▼ Officiating Mechanics: 1 module in one hour.

Level 1:

- ▼ Technical Knowledge: 5 modules in one hours.
- ▼ Officiating Mechanics: 1 module in one hour and one practical session in one hour.

Level 2:

- ▼ Technical Knowledge: 8 modules in two hours.
- ▼ Officiating Mechanics: 1 module in one hour, and one practical session in two hours.

Level 3:

- ▼ Technical Knowledge: 10 modules in two hours.
- ▼ Officiating Mechanics: 1 modules in one hour, and one practical session in two hours.

3. Course Entry Requirements

A.

- ▼ Level 0: No pre requisites.
- ▼ Level 1: Must have refereed a minimum of 5 domestic games, and completed modules 1, 2 and 3 from Level 0.
- ▼ Level 2: Must have been a Level 1 A for more than twelve months or a designated "fast track" candidate identified by State.
- ▼ Level 3: Recommended to have been a Level 2 for more than twenty four months or a designated "fast track" candidate, identified by Australian Body.
- ▼ Level 4: Recommended to have been a Level 3 for a minimum of twenty four months or a candidate with prior learning, identified by Australian Body.
- ▼ Level 5: Recommended to have been a Level 4 for a minimum of twenty four months.

B.

- ▼ Level 1: As a guideline, 15 years is the preferred minimum age.
- ▼ Level 2: Pass entry theory exam (pass requirements for C/B grade will be lower than A grade).
- ▼ Level 3: Pass entry theory exam.
- ▼ Level 4: Potential candidates may undertake special programs.
- ▼ Level 5: Must be nominated by Australian Body.

C.

- ▼ Level 2: Demonstrate superior Level 1 competencies when officiating.
- ▼ Level 3: Demonstrate superior Level 2 competencies when officiating.
- ▼ Level 4: Must be nominated by State or by Australian Body.
- ▼ Level 5: Can be graded by FIBA only.

D.

- ▼ Level 2: Recommended to enter course by State or delegated authority.
- ▼ Level 3: Recommended to enter course by State.
- ▼ Level 4: Can be graded by Australian Body only.
- ▼ Level 5: Invitation to attend course based on Australia's strategic plan and FIBA policies.

C. TECHNICAL KNOWLEDGE

1. Course Requirements

A.

- ▼ Level 0, 1, 2, and 3: Complete the stipulated technical knowledge modules.
- ▼ Level 4: No additional technical knowledge modules, but must have current Level 3 modules.
- ▼ Level 5: Attend and pass the FIBA course, but must complete requirement of Level 4.

B.

Level 0:

- ▼ Module 0.1: Basic Game Administration.
- ▼ Module 0.2: Basic Contact.
- ▼ Module 0.3: Violations.
- ▼ Module 0.4: Basic Mechanics.

Level 1:

- ▼ Module 1.1: Game Administration.
- ▼ Module 1.2: Contact.
- ▼ Module 1.3: Violations.
- ▼ Module 1.4: Mechanics.
- ▼ Module 1.5: Technical Infractions.
- ▼ Module 1.6: Timing Regulations.
- ▼ Module 1.7: Fitness Program.

Level 2:

- ▼ Module 2.1: Game Administration.
- ▼ Module 2.2: Contact.
- ▼ Module 2.3: Violations.
- ▼ Module 2.4: Mechanics.
- ▼ Module 2.5: Technical Infractions.
- ▼ Module 2.6: Timing Regulations.
- ▼ Module 2.7: Fitness Program.
- ▼ Module 2.8: Philosophy of Officiating/Self Reflection.
- ▼ Module 2.9: Preventative Officiating-People Management.
- ▼ Module 2.10: Game Trends and Relations.

Level 3:

- ▼ Module 3.1: Game Administration.
- ▼ Module 3.2: Contact.
- ▼ Module 3.3: Violations.
- ▼ Module 3.4: Mechanics.
- ▼ Module 3.5: Technical Infractions.
- ▼ Module 3.6: Timing Regulations.
- ▼ Module 3.7: Fitness Program.
- ▼ Module 3.8: Philosophy of Officiating.
- ▼ Module 3.9: Preventative Officiating-People Management.
- ▼ Module 3.10: Game Trends and Relations.



Module 3.11: Officiating Psychology.



Module 3.12: Evaluator Course.

2. Frequency

Level 0:

- ▼ Technical Knowledge accreditation is valid for 12 months only.
- ▼ Must undertake on court assessment at least every 12 months, but referee may be assessed any time and be re-graded.

Level 1, 2, and 3:

- ▼ Technical Knowledge accreditation is valid for the life of FIBA rules, up to a maximum of four years; however, after a major rule change it must be renewed in the next 12 months.
- ▼ Must undertake on court assessment at least every 12 months, but referee may be assessed any time and be re-graded.

Level 4:

- ▼ Must maintain Level 3 requirements.
- ▼ Must undertake on court assessment at least every 12 months, but referee may be assessed any time and be re-graded.

Level 5:

- ▼ Accreditation is valid for the life of the FIBA rules, up to maximum of four years; however, after a major rule change it must be renewed within 24 months and maintain Level 4 requirements.
- ▼ Pass FIBA on court assessment, but must also meet the requirements of Level 4.

3. Assessment

A.

- ▼ Level 0: No technical knowledge examination is required.
- ▼ Level 1: Pass approved technical knowledge examinations set by Australian Body.
- ▼ Level 2: Pass approved technical knowledge examinations set by Australian Body. State may direct more frequent examination.
- ▼ Level 3: Pass approved technical knowledge examinations set by Australian Body as required each year.
- ▼ Level 4: Pass approved technical knowledge examinations set by Australian Body as required each year.
- ▼ Level 5: Pass FIBA technical knowledge examination.

B.

Level 0, 1, 2, 3, and 4: Satisfactory completion of learning outcomes of modules.

C.

Level 0, 1, 2, 3, and 4: Only A and B above are required to complete technical knowledge of section of course.

D.

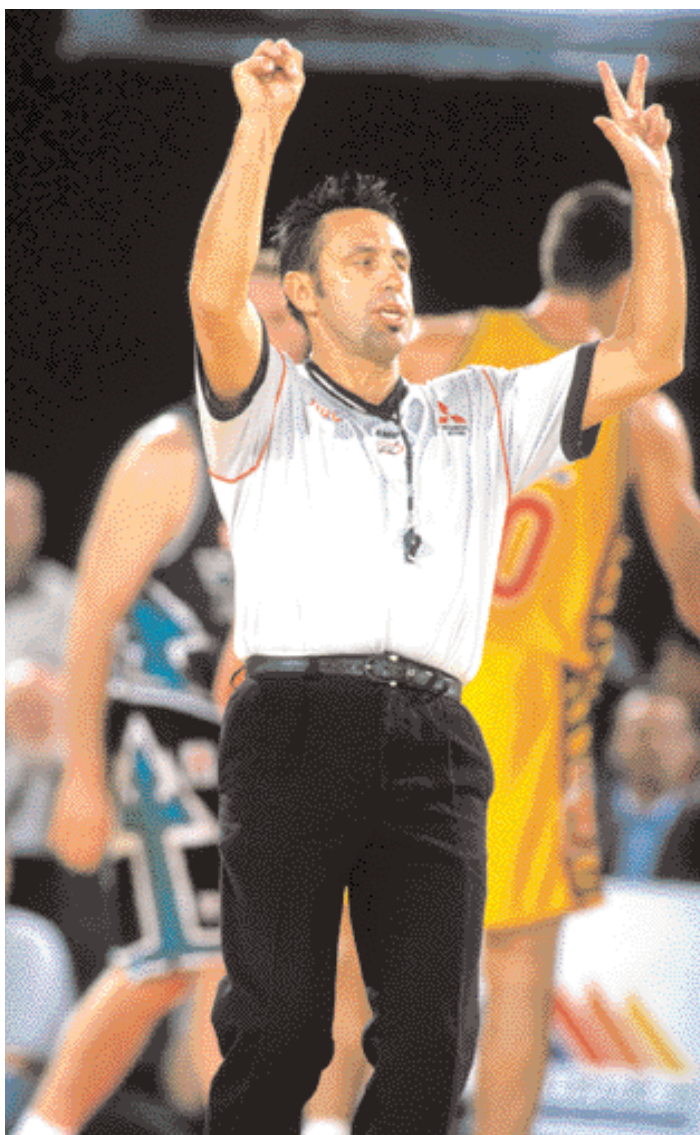
Level 0, 1, 2, 3, and 4: In addition, further assessment is done as part of on court assessment.

D. OFFICIATING

Mechanics

1. Requirements

- ▼ Level 0: Complete the stipulated demonstration module 0.4 - Basic Mechanics.
- ▼ Level 1: Complete the stipulated demonstration



module 1.4 - Mechanics a) Areas of responsibility; b) Signals.

- ▼ Level 2: Complete the stipulated demonstration module 2.4 - Mechanics Areas of Responsibility.
- ▼ Level 3: Complete the stipulated demonstration module 3.4 - a) Mechanics; b) Teamwork.
- ▼ Level 4: No additional practical demonstrations are required, but must have current Level 3 demonstration.
- ▼ Level 5: Exhibits mechanics and officiating techniques as required by FIBA instructor, but must also complete the requirements of Level 4.

2. Fitness/Nutrition

A.

- ▼ Level 0: No requirements to undertake any fitness module.
- ▼ Level 1: Completed fitness education module.
- ▼ Level 2: Satisfies basic fitness requirement conducted by State Body.
- ▼ Level 3: Satisfies basic fitness requirement conducted by Australian Body.
- ▼ Level 4: Satisfies fitness requirement of Level 3, as required during the season.
- ▼ Level 5: Satisfies fitness requirement as prescribed by FIBA, and conducted by FIBA.

B.

- ▼ Level 1: Module 1.7- Fitness Program.
- ▼ Level 2: Module 2.7- Fitness Program a) Physiology; b) Nutrition.
- ▼ Level 3: Module 3.7- Fitness program a) Physiology; b) Nutrition; c) Physical Preparation.

E. ASSESSMENT

1. Assessment

- ▼ Level 0, 1, 2, and 3: Satisfactory completion of learning outcomes of all modules.
- ▼ Level 4: Satisfies Level 3 requirements.
- ▼ Level 5: Pass FIBA mechanic requirements.

2. Evaluator

- ▼ Level 0: The on court assessment will be done by the local association or its delegated authority.
- ▼ Level 1: The on court assessment will be done by the local association or its delegated authority by a grade 1 evaluator.
- ▼ Level 2: The on court assessment will be done by the local association or its delegated authority by a grade 2 evaluator.
- ▼ Level 3: The on court assessment will be done by the local association or its delegated authority by a grade 3 evaluator.
- ▼ Level 4: The on court assessment will be done by the Australian Body.
- ▼ Level 5: The on court assessment will be done by a FIBA instructor.

3. Game Requirements

A.

- ▼ Level 0: The minimum time for the assessment is half a game by one evaluator.
- ▼ Level 1: The minimum time for the assessment is three games by one evaluator (this may be reduced to one game for Level C and two games for Level B).
- ▼ Level 2: The minimum time for assessment is five games by two evaluators.
- ▼ Level 3: The minimum time for assessment is five games by three evaluators.
- ▼ Level 4: The minimum time for assessment is five games by three evaluators.
- ▼ Level 5: The assessment time is determined by FIBA.

B.

- ▼ Level 0: The game standard for assessment is low grade/junior domestic games.
- ▼ Level 1: The game standard for assessment is senior domestic games.
- ▼ Level 2: The game standard for assessment is elite domestic games.
- ▼ Level 3: The game standard for assessment is elite State and national games with varied partners.
- ▼ Level 4: The game standard for assessment is elite national games with varied partners.
- ▼ Level 5: The game standard is as required by FIBA.

C.

- ▼ Level 1: The evaluator will use Bunn Sheets
- ▼ Level 2: The evaluator will use Bunn Sheets and State Body evaluation form.

- ▼ Level 3: The evaluator will use Bunn Sheets and State or Australian evaluation form.
- ▼ Level 4: The evaluator will use Bunn Sheets and Australian evaluation form.

4. Competency Description

A. Game Administration

- ▼ Level 0: Ensures score sheet is correct prior to start of games and completes at the end of game.
- ▼ Level 1: Administers all time-out and substitutions.
- ▼ Level 2: Ensures score's table is organized, checks equipment and controls warm ups.
- ▼ Level 3: Holds pre - game conference with partner.
- ▼ Level 4: Holds pre-game conference with partner and coaches.

B. Teamwork

- ▼ Level 1: Exchanges information with partner.
- ▼ Level 2: Provides assistance to partner as required.
- ▼ Level 3: Assists partner with support.
- ▼ Level 4: Works with partner as one team.

C. Decisiveness

- ▼ Level 0: Blows whistle for significant events.
- ▼ Level 1: Reacts to situation and makes a call.
- ▼ Level 2: Reacts to situation in a confident manner.
- ▼ Level 3: Reacts to situation in a strong, confident manner.
- ▼ Level 4: Reads the game to enable prompt reaction.

D. Consistency

- ▼ Level 1: Establishes a pattern of call selection that is generally maintained.
- ▼ Level 2, 3, and 4: Establishes a pattern of call selection that is strongly maintained.

E. Movement around Court

- ▼ Level 1: Generally moves around the court in an appropriate manner in accordance with game.
- ▼ Level 2: Less than an average of 10 questionable situations per game, due to poor court position.
- ▼ Level 3: Less than an average of 6 questionable situations per game, due to poor court position.
- ▼ Level 4: Less than an average of 4 questionable situations per game, due to poor court position.

F. Position on Court

- ▼ Level 0: Moves along the sideline.
- ▼ Level 1: Moves along the side/end line in accordance with lead/trail.
- ▼ Level 2: Movement to show understanding of 6 areas, transition and dead ball positions.
- ▼ Level 3 and 4: Movement to demonstrate teamwork and techniques to cover special play situations.

G. People Management

- ▼ Level 1: Makes a call after an inappropriate player/bench reaction.
- ▼ Level 2: Reacts promptly when player/bench behavior is inappropriate.
- ▼ Level 3: Ability to keep game behavior in control. Manage conflict.
- ▼ Level 4: Take appropriate action to be pro active in keeping player/bench behavior in control.

H. Game Control

- ▼ Level 1: Makes a call after a conflict situation to deal with that situation.
- ▼ Level 2: Reacts promptly when a game gets into a conflict situation.
- ▼ Level 3: Able to keep a game in control with appropriate contact situation.
- ▼ Level 4: Pro active role in keeping game control.

I. Verbal Communication

- ▼ Level 0: Communicates call to bench.
- ▼ Level 1: Communicates clearly to players and bench.
- ▼ Level 2: Uses voice for preventative action.
- ▼ Level 3 and 4: Uses voice to resolve conflict.

J. Visual Communication

- ▼ Level 0: Blows whistle and uses foul and out-of-bounds signal.
- ▼ Level 1: Uses signal as required.
- ▼ Level 2, 3, and 4: Uses all signal in the correct sequence in a sharp manner.

K. Rule Knowledge

- ▼ Level 1: Has less than an average of 5 rule errors as a result of technical knowledge based on Level 1 modules.
- ▼ Level 2: Has less than an average of 1.5 rule errors as a result of technical knowledge.
- ▼ Level 3: Has less than an average of 0.5 rule errors as a result of technical knowledge.
- ▼ Level 4: Has less than an average error per game as a result of technical knowledge.

L. Judgement

- ▼ Level 0: Makes calls on basic contacts and out-of-bounds.
- ▼ Level 1: Makes calls on majority of significant contact and violations.
- ▼ Level 2: Has less than an average of 12 questionable judgment situations per game.
- ▼ Level 3: Has less than an average of 8 questionable judgment situations per game.
- ▼ Level 4: Has less than an average of 4 questionable judgment situations per game.

6. On Court Assessment

A.

Level 0, 1, 2, 3, and 4: Need to complete the number of games at the required playing standard.

B.

Level 0, 1, 2, 3, and 4: Assessment is based on objective and subjective competencies with each candidates required to satisfy the competencies of the given level and those of the lower level(s).

C.

Level 0, 1, 2, 3, and 4: Where a number of evaluators are required, the evaluators should consult with regard to go candidate prior to the decision to grade the candidate.

D.

Level 0, 1, 2, 3, and 4: Completion of the on court assessment section occurs when competencies as described have been attained as judged by appropriate evaluator.

RIGHT OR WRONG?

1. While dribbling, A2 loses control of the ball. A2 then catches up to the ball and resumes the dribble. Is this action legal?

2. Dribbler A1 deliberately fouls defensive player B4. This is the 3rd team foul for team A in that period. Shall free throws be awarded to B4?

3. A2 is awarded a throw-in at a sideline. In making the throw-in, A2 takes three small steps in the same direction before releasing the ball but does not move a distance greater than a meter. Has A2 committed a throw-in violation?

4. A5 is injured when fouled while attempting a shot at the basket. A7 enters the game to replace A5 and take the free throws. Before A7's first throw, A8 asks to substitute for A7 if

A7's final free throw is successful. Shall the substitution be permitted?

5. Coach B is assessed a technical foul because of an action by an assistant to coach B. Later in the game, coach B is assessed a second technical foul because of the actions of the same assistant coach, after which he is assessed a third technical foul for personal unsportsmanlike conduct. Shall assistant coach B be permitted to act as the new team coach?

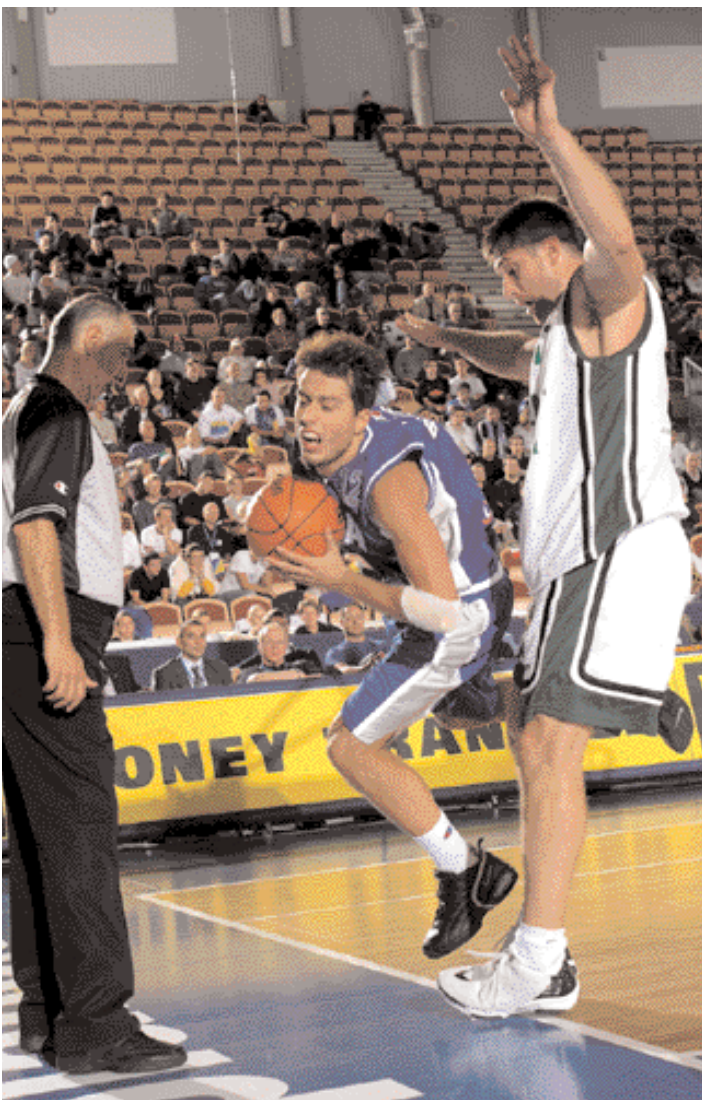
6. A4 is fouled but erroneously is not awarded merited free throws. A throw-in is instead awarded to team A. After the throw-in, the ball is controlled by A-2 who then commits a travel violation. The ball is now awarded to team B for a throw-in. After the ball again becomes live but before the release of the throw-in, the earlier error is discovered. Is that error still correctable?

7. A5 falls to the floor while holding the ball. Has A5 committed a travel violation?

8. Team A appears on the court with shirts that have a color on the front that is different than that on the back. Is this legal?

9. A1 jumps in an attempt to score a basket. After the ball has left A1's hand on the shot, it is blocked on its upward flight by B4. The ball returns to A1 while A1 is still in the air and A1 returns to the floor in control of the ball. Has A1 committed a violation?

10. A4's final free throw is successful. Before the ball can again become live, A5 commits an unsportsmanlike foul against B4. Team A now requests a time-out. Shall the time-out be delayed until after B4's free throws?



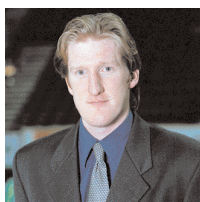
ANSWERS

1. Yes. Article 34
2. Yes. Article 46.
3. No. Article 26.
4. No. Article 28.
5. Yes. Article 16.
6. No. Article 56.
7. No. Article 35.
8. No. Article 13.
9. No. Article 35, 23.
10. No. Article 27.



FIBA

We Are Basketball



by Paul Blake

BASKETBALL IN THE COMMUNITY: NEWCASTLE EAGLES

Paul Blake is Managing Director of Newcastle Eagles Basketball Club.

Basketball in the Community: A Perspective on the Newcastle Eagles, the regions premier league basketball club and one of the Country's top professional basketball teams, based in Newcastle, at Newcastle Telewest Arena.

It does so by examining the Eagles beneficial impact on the young people of the region through projects and initiatives that tackle education, health and social exclusion issues. In particular it illustrates their role within the region's schools where, because of the captive youth audience much of their significant work to date has been implemented. It also emphasizes the importance of establishing strategic partnerships with the public, voluntary and business sectors to maximize potential impact and facilitate the delivery of successful schemes.

The popularity of basketball is increasing throughout the United Kingdom, and the profile of the sport in the region is higher than ever before. Basketball is very much a youth sport with a core following of young people of school age. The growing popularity of the sport, the star status of the professional players and the distinctive image that basketball engenders amongst the young are all factors that are enabling the Eagles to play an important role in influencing youngsters in our region to make positive lifestyle choices.

Through developing partnerships, promoting participation and acting as role

models, the Eagles are having an increasingly significant impact across a range of health, education and social exclusion issues, particularly within the region's schools. The Eagles are proactive in developing schemes to improve quality of life and promoting 'good citizenship' values with players acting as role models, delivering a range of positive lifestyle messages.

Over recent years the Newcastle Eagles, through a variety of partnership initiatives, have been involved in addressing social inclusion issues through a range of educational and health projects. Finance to implement these is generated via a number of sources including Local Education Authorities (LEA's), Health Authorities and sports related project funding, such as the Governments Sportsmatch program. The Club works very closely with schools in the region through the LEA's and many projects are funded through partnerships with schools. The Eagles receive numerous requests for both players and coaching staff to visit schools, acting as role models to present moral or educational messages and to deliver coaching. Alongside one-off visits the Eagles

front several regional schemes. The following case studies and examples demonstrate the impact of the Eagles work with young people. There is particular emphasis on their role within schools as this is where some of their most significant projects have been delivered.

LITERACY AND NUMERACY PROGRAMS

Newcastle Eagles launched a national literacy scheme called "Get Reading" which was piloted in Gateshead for two years before being extended. The Eagles, in partnership with Gateshead LEA and Gateshead Education Business Partnership worked for two years on the pilot to promote the Gateshead "Get Reading" Scheme, a program that originated as one of only twenty nationally funded DfES 'National Year of Reading' Projects.



The pilot program brought together all the secondary schools in Gateshead with a focus on year nine students (12-13 year olds). It had a number of aims:

- ▼ To improve reading standards and raise achievement in year 9.
- ▼ To provide positive role models for reluctant readers of all ages.
- ▼ To encourage parental involvement.
- ▼ To provide quality in-services for teachers on:
 - Strategies to encourage wider reading
 - Improving boys performance in English.

A booklet containing six literacy based tasks formed the body of the program. Through the Eagles partnership all year nine pupils in Gateshead were encouraged to fill in 'reading passports' in which they can score 'baskets' for completing the tasks. High scores were rewarded with vouchers for free tickets to Eagles games and the change of winning prizes such as bikes and signed balls.

The Eagles players visited all of the schools involved to launch the program in an assembly and returned to all schools to award certificates for participation. All those who participated were invited to an Eagles game at the end of the program and the message was reinforced throughout by a poster campaign in schools and libraries. The message the players gave was a simple one to demonstrate the importance of literacy in everyday life and how it has helped them in their careers.

The effects of the pilot have been far reaching. A total of 2,000 students participated each year. It is a quality schools led program, which has received incredibly positive feedback from teachers, students and parents in the past two years. Teacher's comments include:

Building on the success of their involvement in the two-year pilot project the Eagles continued to be involved in the development of the initiative with the extension of the program into secondary schools in Newcastle, North Tyneside, South Tyneside, Gateshead and Sunderland. All key stage 3 schools were offered the opportunity to participate. The extended program took the initiative to nearly 7,000 active participants making it one of the biggest education led projects in the region.

SOCIAL EXCLUSION

The Eagles have offered their support to

several community safety projects with the police, local councils and Youth Offending Teams across the region, and visited schools acting as positive role models.

This has included working with Gateshead Council and the police on a project aimed at improving community safety by reducing crime and drugs misuse by helping launch a major drug prevention initiative in schools across the borough and getting young people involved in participating in the sport. During the 1999/2000 season the players were used as role models to launch the scheme in school assemblies stressing the importance of staying away from drugs. Assemblies were followed with basketball 'masterclasses'. Year 6 pupils entered a competition writing poems to promote the importance of healthy living and dangers of substance abuse, for which the winner's school received £250. Again, feedback regarding the Eagles contribution was very positive as one head teacher commented: "These players are tremendous role models for the kids - they impress on them in a way the teachers cannot do. Children look up to sports stars", especially bearing in mind the height of the Eagles.

EAGLES 'HOOPS 4 HEALTH' IN NEWCASTLE

This program is the Eagles' most ambitious to date, working in the 2001/2002

academic year with 32 primary schools in some of the most deprived areas of Newcastle on a three-stage program promoting healthy living issues. The program has been developed in tandem with partners at Newcastle City Council, Newcastle Health Authority Primary Care Trust and four Single Regeneration Budget community projects supported the program across Newcastle, including New Deal for Communities, West into Work, East End Partnership and North West Partnership. Basketball was used as a tool to help encourage pupils to make positive healthy lifestyle choices, through physical activity whilst also providing a diversionary activity and delivering positive messages across a range of other social exclusion issues.

The scheme had three stages. Stage one involved a 'healthy living' road show in all 32 primary schools. Eagles' players and community coaching staff spend an afternoon in each school working with year 5 and 6 children, promoting nutrition, smoking cessation, physical activity and the importance of a healthy heart. The players act as role models in promoting each activity.

Stage two involved coaching pupils in basketball activity in preparation for school teams to participate in stage three, the Newcastle Primary Schools



Basketball Tournament. This was open to one or more teams from each school. The tournament phase was co-ordinated by the Tyne and Wear Basketball Development Officer. The semi finals and finals of the tournament were played at Newcastle Arena during the last two home games of the season.

Early rounds of the tournament were held at Westgate Centre for Sport and Benfield Centre for Sporting Excellence, two lotteries funded facilities in the west and east of the City. The program encapsulates all elements of healthy living, encouraging pre-teenage pupils to lead a healthier life. Opportunities are provided for continued participation in the sport once the project has finished through links with Westgate, Benfield and other facilities in the City as part of the Newcastle Basketball Development Scheme. The project has been phenomenally successful. Over 3,000 children have participated in the Hoops 4 Health road shows with 500 taking part in the tournament

ASSESSING THE IMPACT

The Eagles are now established as one of the North East's successful professional sports clubs and over the past few years have had a very positive impact within the region, particularly with young people in schools. No matter what the scope of their involvement, the Eagles play an important role, from participating in big schemes such as 'Get Reading' down to their one-off low profile visits to individual schools. The Eagles have made very significant contributions to multi-partner projects within the region, pioneering health and education programs linked to basketball. Across the 2001-2002 academic year the Eagles have worked with over 11,000 young people across the region on education and participation based programs, in over 160 primary, middle and secondary schools in the North East.

It is in recognition of their considerable hard work within the community that Sport Newcastle (previously Newcastle Sports Council) has made the Eagles their Community Team of the Year 2002.

However, it is not always easy for the club to develop and sustain ambitious programs. The Eagles are a small business. Balancing the demands of running a professional team with work in the community can be difficult. They do not have the resources to undertake the sheer scope of community work that some of the larger professional clubs do and their impact is limited by their



size. Despite this, their commitment cannot be faulted.

As the sport of basketball does not receive any significant sport development funding from central government, financial and staffing resources from a variety of sources are increasingly needed to deliver ambitious programs. The appointment of the partner funded Basketball Development Officer has gone along way to raise awareness of and promote participation in the game, but there has always been a need for a post dedicated to community liaison and development. Changes in the organization this season have enabled the club to appoint a Community Project Manager to fulfil this role and the benefits are already becoming apparent, particularly with the ambitious Hoops 4 Health scheme. In

recent months the development of coaching schemes has led to the employment of two full time community coaches and it is hoped that these positions can be sustained in the long term.

By the end of the 2001/2002 academic year the Eagles had worked with over 60% of Newcastle's primary schools.

Whilst this was a commendable achievement, it has not been replicated on a region wide basis. Lack of resources and funding limit the extent of the Eagles' involvement and much of their contribution has been in Tyne and Wear rather than throughout the entire region. This is an issue that needs to be considered, but whilst the appointment of the Community Manager will make some impact, it will

remain difficult to service the wider area unless there is a more significant increase in staffing and funding levels. The Eagles work directly with the governing body to promote the game and have a major role in catering for the overall development of the sport in the region. The work of the Eagles within schools and the community has had significant influence in increasing its popularity at grassroots level and now demand for this fast growing sport is exceeding supply.

To fully reap the benefits of getting young people involved for diversionary, healthy living or other reason, there needs to be a progressive and structured program with suitable exit routes for those who wish to continue. One of the problems facing basketball is that if players do wish to progress there is no infrastructure as with football - there is a lack of exit routes. As demonstrated, this situation is improving to an extent. More facilities are being developed and there is better communication and co-ordination of programs and initiatives. The work of the Development Officers and increasing support from local authorities and other organizations such as the University of Northumbria are facilitating this. However, there is still a way to go and if the Eagles are to continue their role in the development of the sport within the region, continuing financial and other support from partners and key organizations is essential.

LOOKING TO THE FUTURE

The emphasis on the building of multi-discipline partnerships across all sectors continues to grow and have a strong focus within government policy. It is the Eagles intention to be more proactive in their approach in working in multi-partner projects within council structures to provide holistic programs in line with current government initiatives.

The success of schemes such as Hoops 4 Health has served to increase the demands on the club and it is hoped that, with the appropriate funding, the Eagles can meet these new challenges, enabling schemes linking education and participation to be developed further.

All future work must link to the strategic development of England Basketball's 'superclub' structure.

Competitive opportunities for young people are limited in that there is no junior league structure for the sport in the region. As participation increases through the work that is being carried out, more opportunities to compete and progress to a reasonable level should also be available. The Eagles are working with various partners to develop central venue leagues for juniors and a strategic coaching structure with a network of coaches throughout the region, due to commence during the 2002/2003 season.

CONCLUSION

The value and influence of professional sports clubs is reflected in current political thinking: "professional clubs are a significant community resource and elite sportsmen and women can provide great motivation for young people". It cannot be disputed that, with the increasing popularity and profile of the game, basketball is a powerful tool.

As the role of sport is increasingly recognized by the government and other potential funding bodies it is essential that the clubs such as the Eagles have appropriate structures in place to secure funding, deliver programs and meet the demand for the sport arising from community activities.

Sport is not just for professionals or Olympians. Through more constructive leisure activities the quality of many young peoples lives can be drastically improved. Using their professional status, the Eagles are striving to do just this. By continuing to be proactive and increasing opportunities through partnerships they are maximizing the potential of basketball to influence key policy objectives within the region. With the appropriate support their role will go from strength to strength, reinforcing the premise that Basketball in the Community is a vital part of our regions sporting portfolio.



THE ROLE OF ADVERTISING IN STRATEGIC BRAND COMMUNICATIONS

by Jay Gladden

Jay Gladden is Associate Professor at the Department of Sport Management, at the University of Massachusetts-Amherst. This excerpt is taken from the book "Sport Promotion and Sales Management", Irwin-Sutton-McCarthy, Human Kinetics.

PREGAME INTRODUCTION

In addition to enhancing or reinforcing an image of the sport organization in the minds of consumers, advertising can serve to support the sales effort. As you may be already aware, there are many ways an organization can advertise its product to the consumers. The trick is to maximize the efficiency of the advertising effort. However, before the sport organization considers where it will advertise, it must consider how it will advertise. That is, the organization must first determine what images or associations it wants to create or reinforce. With respect to making this decision, we want to highlight the importance of maintaining a strategic focus toward creating positive feelings or capitalizing on positive feelings that a consumer has about a particular sport organization. These positive feelings are also referred as brand associations. Once the organization decides what its message will be, it must be consistent in communicating that message throughout the many different media through which it can be advertised

- this is commonly referred to as strategic brand communications. The advertising effort should seek to communicate reasons why consumers should spend their money on the sport product over the long term.

ADVERTISING

According to authors Mullin, Hardy, and Sutton, advertising is "any paid non personal (not directed to the individuals), clearly sponsored message conveyed through the media".

When the NHL [National Hockey League] promotes professional hockey as "The Coolest Game on Earth" on national television, this is advertising. Similarly, when the Pittsburgh Pirates [Major Baseball League team] purchase advertising in the Pittsburgh Post - Gazette to spur ticket sales under "You Gotta See'Em" tag line, this is advertising. However, when we think about advertising, we need to consider the term "media" from a broad perspective. It includes common mass media sources such as television, radio, newspapers, and magazines. It also includes outdoor advertising (billboards and transit vehicles), direct mail, and of ever-increasing importance, the Internet.

Advertisers are those organizations (private or public sector) that invest resources in purchasing time or space in the various forms of media just mentioned.

Defined, advertising management is "heavily focused on the analysis, planning, control, and decision-making activities of...the advertiser." Among other things, advertising management requires a situational analysis, performance-driven objectives, and a clear picture of the market targeted for an advertisement, all before a campaign is created.

MAKING AN IMPACT

Advertising is communication from the advertiser targeted to the consumer. First, the advertiser (or sender) creates a message that is sent through a medium toward the consumer (the receiver). However, before that message reaches the receiver, it usually encounters "noise". Noise (also referred as "clutter") is anything that competes with an advertising message for the receiver's attention. Did you realize that in an average day, you are exposed to 3000 advertising messages? This is clutter. The challenge for the advertiser is to have its message passed through the clutter and be received by the consumer. Only then can the receiver be affected by the message. Ultimately, the sender of an advertising message is typically trying to achieve six broad objectives. These relate to awareness, attributes, image, association, group norms, and behavior.

▼ Awareness. First, the advertiser may
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try to create awareness about his product. With the advent and growth of Internet, a number of Internet start-ups have attempted to use sport as a vehicle to create awareness for their sites.

- ▼ **Attributes.** Secondly, the advertiser may be trying to communicate information about the attributes or benefits offered by a product. Perhaps you remember the ESPN advertising campaign promoting the 2000 WNBA season. Under the tag line "They're better than you", the series of advertisements attempted to promote the high skill level of WNBA players by depicting them in situations versus male recreational players. This series of advertisements was consistent with the WNBA overall advertising theme "We Got Next," which suggests the serious and competitive nature of women's basketball.
- ▼ **Image.** A third focus of advertisers is to develop or change an image or personality. During the late 1990s, sagging attendance led the Chicago White Sox [Major League Baseball team] to revamp the makeup of its team from a team with some grumpy superstars to a team full of young talents. Accordingly, the White Sox changed their advertising to say: "These Kids Can Play," thus suggesting even though the team was young, the players were still going to work hard, hustle, and never quit.
- ▼ **Association.** Sponsorship is the perfect example of the fourth goal of advertising: to associate a brand with feelings and emotion.
- ▼ **Group norms.** A fifth goal of advertisers is to create group norms. Through Nike's marketing of the swoosh logo in conjunction with the "Just Do It" advertising, apparel with the swoosh on it became very popular during the mid-1990s.
- ▼ **Behavior.** Finally, advertisers seek to alter or affect behavior. Most specifically, this refers to causing someone to purchase a sport-related product.

The sixth goal of advertising, to precipitate behavior, reinforces the most often overlooked element of the advertising pro-

cess, feedback.

It is important to recognize that advertising is not a one-way communication. Rather, it is a two-way communication process in which the receiver provides feedback to the sender. This notion of two-way communication in the advertising process is important from two perspectives. First it suggests that sport advertisers should expend resources to solicit communication from consumers regarding the effectiveness of their ads.

In addition, if we assume that advertising is two-way communication, it becomes extremely important also to solicit information from consumers about their tastes, preferences, and interests so that the advertising messages will have a better chance of making it through noise and reaching the consumer.

THE IMPORTANCE OF A STRATEGIC FOCUS

Breaking through the noise is becoming increasingly difficult. As a result, more than ever, a strategic approach to advertising, which communicates with consumers on a number of different levels, is necessary.

Experts predict that marketing organizations, channels, media, and consumers will all ultimately create ongoing dialogue. Because it is increasingly possible to create dialogue with consumers, a major focus of advertising will be to forge an ongoing relationship with consumers. In fact, a strategic advertising program can provide the basis for creating such a relationship.

Thus, while the highly cluttered marketplace has led to a multitude of offerings and depersonalized the personal contact between the producer and the consumer, advertising can provide the means through which to foster interplay between the advertiser and the consumer. In order to be successful in such an endeavor, strategic brand communications is increasingly needed.

STRATEGIC BRAND COMMUNICATIONS

Many teams develop a new advertising strategy every year. Think about your favorite team: Can you remember an advertisement it has utilized over the past five years? If you can, that means the message made it through the noise and reached you.

Ultimately it boils down to viewing advertising not as advertising, but as a strategic brand communications. Before defining strategic brand communications, it is important to establish what "brand" means in the sport setting. A brand is a

name, symbol, or term that serves to differentiate one product from another. In sport setting, Notre Dame [the University famous for its American football team] represents a brand name that is clearly differentiated from other college sports brands. Similarly, the Brazilian national soccer team represents a brand. The goal of any brand is to develop strong, unique, and favorable associations in consumers' minds with brand names.

Such positive and favorable associations are created by communication.

From the sport consumer perspective, a team is a bundle of attributes (such as the players and promotions) and benefits (such as providing people with a source of identification and pride). The team sport manager must never forget this—it is his role to manage the sport entity accordingly.

A very important component in such management is the communications that the team emits to the public. If you cannot remember the advertising of your favorite team, it is more than likely that your favorite team has not practiced strategic brand communications.

Because there are so many facets to the sport brand (players, stadium, tradition, the ability to provide family connections, even the owner in many cases), an effective campaign will identify which elements of the sport brand are important to the sport consumer and emphasize them throughout all of its marketing communications.

This is strategic brand communications.

Strategic brand communications is important for several reasons. First, strategic brand communications considers all customer groups (and potential customer groups) that the brand is attempting to serve. Strategic brand communications places the consumer first and the entire organization adapts to focus on supporting the brand communications to reach the consumer. With such a focus, the messages are more cohesive, consistent, and strategically driven than they would be otherwise.

Finally, strategic brand communications is important because it is crucial to maintain the same voice in advertising messages over time.

Because the sport product is attempting to create meaningful associations over time, it only makes sense for the advertising about the brand to consistently emphasize and attempt to promote and foster those key associations.

This consistent communication is often referred as "one voice communications."

TIME FOR NEW END GAME?

by Drew Barrand



FIBA.....
taking control
of the ball

Drew Barrand, full-time staff writer of SportBusiness International magazine, debates on the comparative merits of two different types of selling structure.

The days of broadcasters throwing money at sport with no concern over return on investment are a thing of the past. Agencies can no longer provide up-front sums of money to sports properties outside of the major rights holders or indeed provide any guarantees as to the value of the rights

on offer.

Thus, some properties are cutting out the agency middle-man and moving the sale process of their rights in-house - a move that gives them greater control over the sales of their assets without having to pay agency commission on the rights contracts.

FIBA MOVE

One property to go down this path is the International

Basketball Federation (FIBA) which recently announced that it will not be renewing its agency agreement with Sportfive when it ends in December 2004.

However, Paul Stimpson, FIBA's head of television and the a man who will direct the new in-house team, told SportBusiness International that the decision had nothing to do with any dissatisfaction over Sportfive's performance but was borne out of the governing body's need to become more financially responsible for its rights.

"There was no issue with Sportfive at all. They did a very good job for us. We made the decision based purely with regard to the current market situation with agencies. The financial pressure of the market has determined that the guarantees and buy-outs that used to be prevalent in contracts between agencies and properties no longer exist.

"As a result of this situation, wearing our federation hat, we had to take the long-term view. It's difficult for agencies to take reduced fees in rights contracts as they have a certain bottom line they have to hit, when sometimes the deal on the table might represent a decent long-term proposition for the property.

"At present, we need the freedom to look long-term and expand our exposure levels in certain markets without worrying about the immediate financial returns. We also have a big archive of programming at our disposal - an asset can be helpful in developing relationship both with existing broadcast partners and to attract new ones.

RIGHT MOVE

"We're not pretending that it's going to be easy of that we can immediately replace everything that an agency offers a rights holder in terms of global contacts because it's not going to be that way. However, it is the right move for us at the time. At the moment neither Sportfive nor any other agency can deliver the long-term strategy that we require."

The creation of an in-house selling team is not something

that will be an immediate financial burden to FIBA in terms of staffing costs with the governing body set to build up personnel as and when the demands of the selling process require it.

Stimpson explains: "It's a step-by-step development process. We have a mix of pay-TV and free-to-air broadcast partners in order to make our budgets work but, like many other federations and properties that are outside the major sports rights, we garner 90 percent of our television revenue from about ten percent of the countries that cover our

events so it is easier to manage. As and when this expands, we will hire more staff to cope with the increased demand".

The switch of TV rights selling away from agencies to an in-house team has been mooted by a number of property rights holders, not least of which such big guns as soccer governing body of FIFA which has not ruled out such a move, albeit a few years down the line. However, Stimpson believes that the direction FIBA has taken is not necessarily the right move for all rights holders.

VIAIBLE OPTIONS

"Every federation or rights holder has to look at their own situation and make a strategic decision based upon their worldwide development and existing rights sales. While it is a viable option for a body of our size and strength, I would be surprised if the likes of FIFA did away with their agency contracts.

"Agencies have a lot to offer rights holders in terms of their selling expertise in getting the

best revenue available and contact network in terms of widening exposure levels - experience that cannot just be instantaneously replaced. We certainly have not ruled out a return to an agency contract. At the present time however, we believe that we can best move forward through a face-to-face relationship with our broadcasters."

The article has been published in the November 2003 issue of "Sports Business International" and has been reprinted with the kind permission of the publisher. For subscription information on SportsBusiness International please go to www.sportbusiness.com.



"At the moment neither Sportfive nor any other agency can deliver the long-term strategy that we require" Paul Stimpson, FIBA TV



by Aldo Vitale

ARENA PROJECTS

The FIBA Research and Study Centre is closely involved in a number of arena projects around the globe aimed at implementing the guidelines and recommendations contained in the FIBA Safety Standards in Halls (2002 Edition). The arena projects currently under active consultation by the FIBA Study Centre are sports facilities designed to host a wide variety of events, but specifically for the following upcoming main basketball competitions:

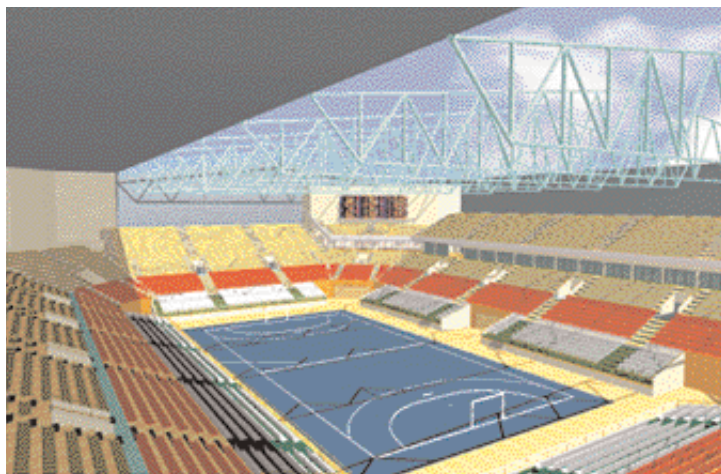
▼ The Olympic Games Tournament for Men and Women 2004 to be held in Athens (Greece). The Indoor Arena of the Helliniko Olympic Complex, located in the southern suburb of Athens, will be the site of the men's and women's basketball preliminary rounds. This is a 15,000-seat facility and is set for completion in January 2004. The basketball finals will take place in the Olympic Indoor Hall of the Athens Olympic Sports Complex, located in the northern suburb of Maroussi. During basketball game times, the capacity for this facility is 18,000. The construction of both of these facilities has been closely monitored through a series of inspection visits carried out by FIBA to ensure that the construction work adheres to the recommendations and standards outlined by FIBA for high-level competitions.

▼ The 2nd Diamond Ball for Men 2004 and the Final Round of the 24th European Championship for Men 2005 to be held in Belgrade (Serbia and Montenegro). The new Belgrade Arena has been inspected by FIBA and considerable technical advice has been given by the FIBA Study Centre in order to achieve the optimal solutions that combine adherence to the highest standards, cost effectiveness, and good management of the building.

▼ The XV Pan-American Championship 2007 to be held in Rio de Janeiro (Brazil). Plans have just recently begun for the new Multi Sports Arena at the Rio Race-Track Sports Complex. This facility, located in Barra da Tijuca, will have a capacity of 10,000 spectators for basketball.

▼ The Olympic Games Tournament for Men and Women 2008 to be held in Beijing (China). The Wukesong Cultural and Sports Centre has requested the FIBA Study Centre's involvement in their facility planning, in agreement with the International Olympic Committee's Sport Department. Additionally, in September 2003, the Russian Basketball Federation invited the FIBA Study Centre to consult on a large government project that will entail building 11 basketball facilities throughout Russia. These sports halls will be both for high-level competitions and many other sports activities.

As a prior condition for engaging the assistance of The FIBA Research and Study Centre, all basketball facilities should first meet the requirements laid out according to the legal provisions of the specific country pertaining to any aspect of the regulations with respect to the planning,



Helliniko Olympic Complex, Indoor Arena (Athens, Greece)



Helliniko Olympic Complex, Indoor Arena (Athens, Greece)

construction and operation of such facilities (with particular reference to safety, hygiene, and access for the disabled). In addition, the facilities have to meet the regulations laid out by the National Olympic Committees.

In addition to the basic local requirements, the guidelines and recommendations outlined in the FIBA Safety Standards in Halls (2002 Edition) specify the minimum qualitative and quantitative levels to be observed in the construction of new basketball court facilities, or in the work carried out on restructuring existing facilities with the aim of obtaining a building with all the requisite services for high-level competitions. The guidelines and recommendations contained in the FIBA Safety Standards in Halls (2002 Edition) start with the specifications and standards existing for facilities for basketball equipment already present in the Official FIBA Basketball Rules (2000 Edition). The most important aim is to obtain a degree of harmony and uniformity for structures within the facilities such as: sports flooring; supporting services sec-

Belgrade Arena (Belgrade, Serbia & Montenegro)



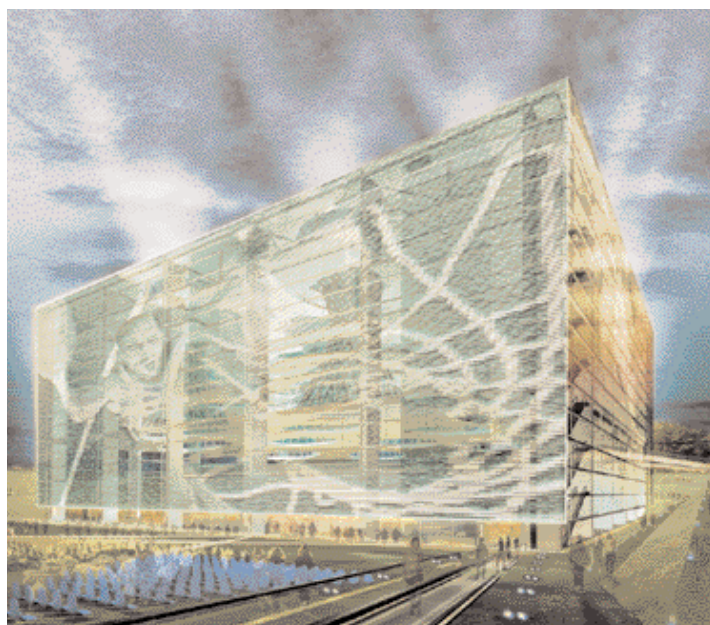
tions (athletes' changing rooms, changing rooms for referees and commissioners, doping control rooms, first aid rooms); lighting systems; heating and air conditioning; sound and public announcement systems. The conditions of the structures specified above can considerably influence the balance of fairness in a competition as well as impact the health and well-being of the players.

Another important aspect, apart from the health of the players, is the safety and comfort of spectators, which can be achieved by the appropriate sizing of the areas available (seating, tribunes, entrance halls, exits) and highly visible signs to indicate a clear separation of the spectator section from the supporting services and sports activities sections.

Moreover, the guidelines and recommendations specified in the FIBA Safety Standards in Halls (2002 Edition) are in compliance with Agenda 21 of the Olympic Movement, adopted by the IOC on October 22, 1999 with the objective of encouraging all the members of the Olympic Movement such as the IOC itself, international federations, National Olympic Committees, clubs, athletes, and coaches to play a more active part in sustainable development.

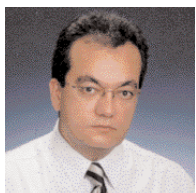
Indeed, sports facilities must be built or restructured in harmony with the local environment, both natural and artificial, and comply with land use. Durable and safe construction materials must be used, water and energy resources must be utilized appropriately, and waste managed efficiently. An important objective is the use of renewable energy resources and having all the construction and restructuring subject to environmental impact monitoring.

In conclusion, the thorough and dynamic involvement of the FIBA Research and Study Centre in the previously



Wukesong Cultural and Sports Center (Beijing, China)

mentioned arenas throughout the world and other projects in the future ensures that sports facilities aimed at hosting high-level FIBA competitions comply with the appropriate standards. This is consistent with the overall objective of the FIBA Study Centre to make all entities involved in the planning and construction of such sports facilities aware of the importance of the existing safety and technical standards for basketball and to recommend the best possible solutions to construct premier facilities.



by Ilker Yücesir

MOVEMENT ANALYSIS IN SPORTS AND BASKETBALL

Ilker Yücesir is a professor in the School of Physical Education and Sports at Istanbul University. He was medical coordinator at Eurobasket 2001 in Turkey. A member of the FIBA Medical Council, Yücesir was the team physician for a variety of club and national teams in different sports.

WHAT IS MOVEMENT ANALYSIS?

Modern human movement analysis is the interpretation of computerized data that documents an individual's upper and lower extremities, pelvis, and trunk motion during movement. Movement analysis has its roots in ancient times. Philosophers and physicians had been thinking and arguing about human movement. The beginning of dynamic calculations of human movement, however, began with Giovanni Borelli during Renaissance. Before Dr. James Naismith created the magical game called basketball, Muybridge was analyzing human and animal movements with photographs in 1870. Using cinematographic pictures, Braun and Fischer made their own calculations, transforming images to numeric values, like "change of location per second," which actually is the velocity of movement. For decades, taking moving pictures and processing them frame-by-frame, was the primary method for determining movement of athletes and animals. It was also a difficult method. In the past 25 years, however, the development and subsequent improvement of electronic technology and computer science has made it easier to analyze human movement.

The increasing involvement of technology in medicine has made some other methods and tools available for tracking and assessing human motion. Additional equipment, such as dynamic EMG, force plates, pedobarographs, electrogoniometers, and metabolic analyzers have made a more complicated, but also more complete acquisition of human movement available.

Hundreds of laboratories around the world are now working on movement analysis. These laboratories primarily work with patients with neurological, neuromuscular, and orthopedic disorders of locomotion. However, there is also important work being done in analyzing sports-related

movement.

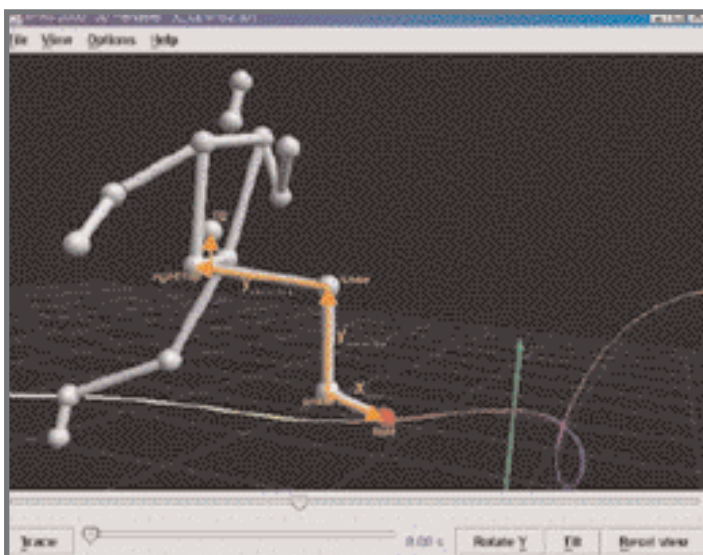
Sports performance is directly linked to human motion and performance. So, movement analysis is automatically a part of human performance assessment and analysis.

Today in many sports, sports scientists use movement analysis as a tool to enhance techniques, correct movement errors, assess metabolic costs related to a variety of movements, and aid in rehabilitation.

BIOMECHANICS AND MOVEMENT ANALYSIS

The study of the motion of living things is known as "biomechanics" which is a fusion of the disciplines of anatomy, physiology, physics, and engineering. Biomechanical research of human motion respects the human body as a mechanical system of moving segments upon which muscular, gravitational, inertial, and reaction forces are applied. Modern computerized systems of movement analysis generally consist of placing special markers on the subject that will transmit informative data from their position in space to receiver device(s) or force platforms that then assess those forces and moments related to gravity. Computer software programs are used to evaluate the collected data and process it.

Processing of data results in numeric values and graphics of different sorts, such as stick figures or other graphs of movement. With these software programs, it is now possible to make sophisticated calculations, statistical evaluations, and comparisons between subjects, cases, and models related with the movement.



Armed with this valuable information, movement researchers can determine abnormal biomechanics, measure deviations from a desired pattern, and assess a variety of biomechanical errors made by an athlete.

HOW CAN MOVEMENT ANALYSIS BE USED IN BASKETBALL

The use of movement analysis for athletic performance focuses on errors made by the athlete while performing a specific movement during the course of a game. Comparison of an athlete's movement stored in a computer with a database consisting of this particular athletic activity makes it possible to determine and correct errors made by the athlete.

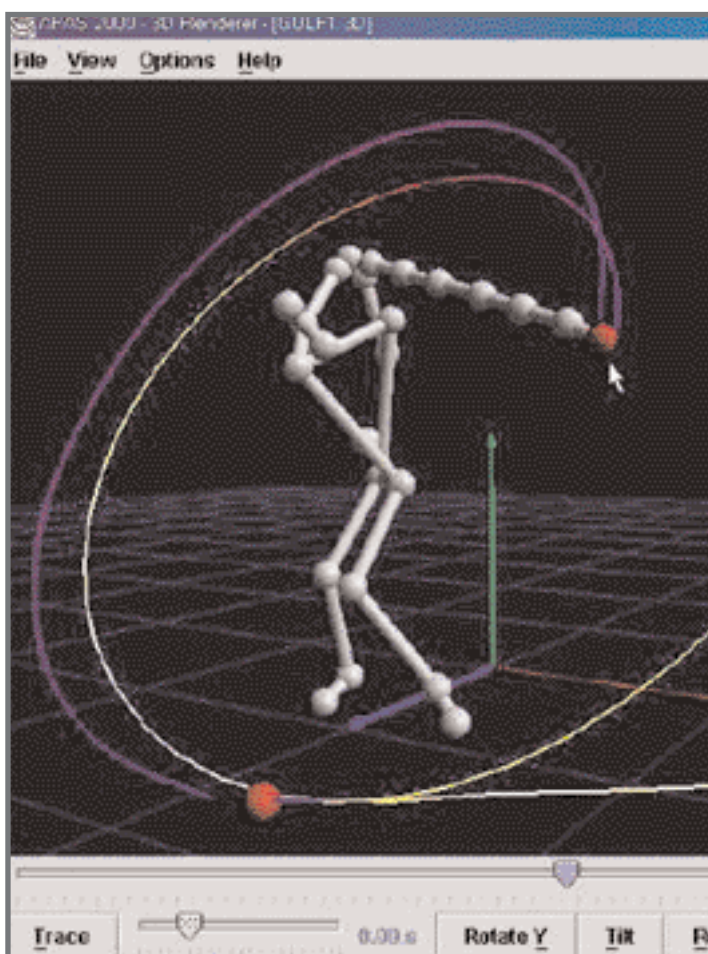
For this purpose, two kinds of databases can be used.

The first database is created from the movement data of elite athletes, while the second is created over time from the movement data of the athlete himself. For example, once you have a database of an elite athlete performing a particular movement—a jump shot, for example—you can then compare it with a particular player's execution of the same movement. Once you record a number of repetitions of a player for a certain skill, you can compare his/her bad performances with the performances desired.

You will then be able to say where he/she is failing and needs to pay closer attention in order to correct his/her technique.

You can compare a player's made free throws with the missed attempts, for example. Simple suggestions, such as telling the player to shoot with the elbow extended more, or with the wrist flexed may be enough to significantly increase free throw percentage. Some may say that an experienced coach is already making this movement analysis during practice sessions and games and therefore he really doesn't need to avail himself of this movement technology. However, while the coach can play a role in fine-tuning shooting technique, keeping track of subtle changes in movement over a period of years needs more than the eyes and memory of the coach.

With the use of modern movement analysis, researchers may help fine-tune everything from running, jumping, and



shooting. Correction of a simple error involved in placement of the feet prior to a jumpshot may lead to better running, jumping, and shooting abilities.

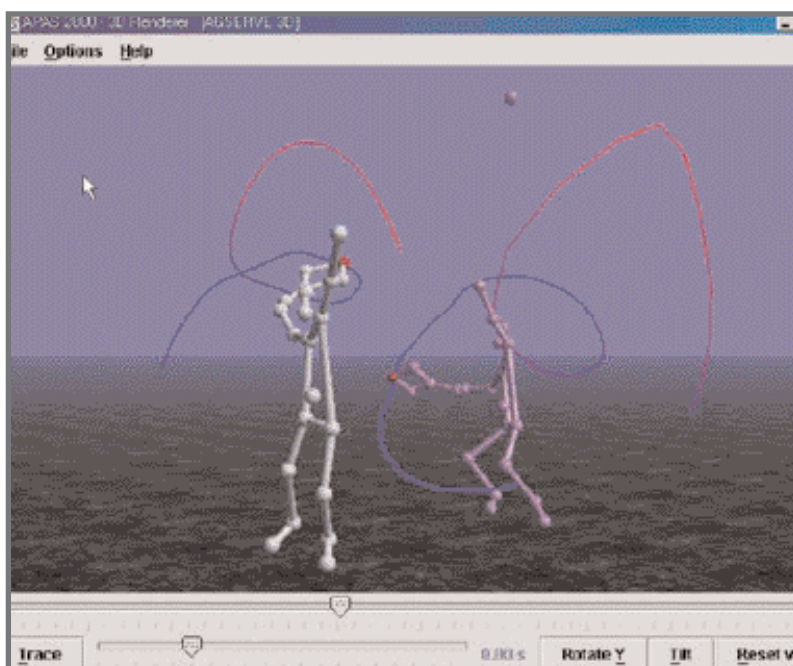
Another important aspect of movement analysis is its use in rehabilitation of injured athletes.

Athletes recovering from surgery or a serious chronic injury often require intensive correction of the motor abilities that were lost over time. Incorrect movement habits developed because of the injury need to be pointed out to the athlete and strategies have to be developed to help the athlete recover proper movement patterns.

Coupling audio-visual biofeedback along with the analysis of the movement during rehabilitation can also be used as an important part of the treatment.

SUMMARY

Analysis of movement is a developing area in sports science. Relying on one's natural athletic talent can take an athlete only so far. Movement analysis, however, can be the difference between the athlete making a team, significantly improving his skills, and returning to action after an injury.



All figures are copied from official website of Ariel Dynamics Inc., USA, and used with courtesy of Ariel Dynamics.

CONDITIONING PREPARATION: EXERCISING WITH A PARTNER



by Helen Chernoff

Helen Chernoff, a member of the faculty of Physical Culture and Sport Fundamentals, is a Doctor in Pedagogical Sciences at the Moscow State Pedagogical University. Chernoff has been working with the Russian Basketball Federation since 2001.

There are many ways to condition basketball players, and having them exercise with a partner certainly has an important role.

There's nothing you can do in the gym that you can't duplicate with a partner workout. Partner workouts work each muscle group without weights by using your partner's resistance and gravity. As a rule, partner exercises are used in warm-ups as well as in the training session itself.

Exercising with a partner has several advantages over doing them by yourself.

First, your partner can provide increased resistance over solo exercises. Another advantage is that your partner can encourage you as well as comment on your technique. Finally, working with a training partner in general can be motivating.

Below, you will see several partner exercises that will benefit basketball players. These exercises can be adapted or modified to suit your needs. It's best to work with a partner who is the same height.

EXERCISES FOR LEG MUSCLES

The Squat

1. Stand at arms' distance from your partner, your feet facing forward, hip-width apart. Keep your back straight and your weight firmly over your heels.



Extend your arms and grasp your partner's hands for balance.

Together, slowly squat down as if you were going to sit in a chair, lowering yourself until the tops of your thighs are parallel to the floor. Pause for one second. Pulling on your partner's hands for leverage, slowly rise up to standing position and repeat. This exercise will strengthen your buttocks, hamstrings, and quadriceps.

Single-Leg Squat

2. Stand facing your partner with legs hip-width apart. Grasp your partner's hands and extend your right knee, raising your lower leg to a horizontal position in front of you. Keep your back straight and your weight firmly over your left heel. Together, slowly squat down as if you were going to sit in a chair, lowering yourself until the tops of your thighs are parallel to the floor. Pause for one second. Pulling against your partner's arms for balance, slowly rise up to standing position and repeat with the opposite leg. This exercise will strengthen your buttocks, hamstrings, and quadriceps.

Leg Press

3. Lie on your back on the floor with your arms spread out at your sides. Roll your legs up so your upper thighs are resting on your abdomen and your feet facing the ceiling. Have your partner place his hands on the soles of your feet and extend his legs back so he now leans with his full weight on the soles of your feet. Extend and flex your hips and knees, raising your partner until your knees are just short of complete extension. Slowly return to the starting position. Repeat.

Back Hyperextension

4. Kneel on the floor, facing away from your partner. Have your partner firmly hold your shins. Arms folded across your chest or at your sides, keep your back straight, and slowly lower yourself to a 45-degree angle. Pause for one second and raise yourself back to the starting position and repeat.

The hyperextension is unsurpassed for development of the lower back, buttock, hamstrings, and abdominal muscles.

Walking with your partner

5. This classic exercise mainly works the legs, but also strengthens the whole body since you must support your partner's weight from your shoulders down to your feet. There are several variations you can try with your partner:

- a) on your shoulders;
- b) on your back;
- c) walking forward,
- d) walking backward,
- e) walking sideways,
- f) half-squatting.

EXERCISES INVOLVING PARTNER RESISTANCE

Squat

1. Squat down until your quadriceps are parallel to the floor, feet facing forward, hip-width apart. Have your partner stand behind you and place his hands on your shoulders. As he applies gentle resistance, begin to rise up, reaching a standing position at the count of 5. Repeat.

Leg Extensions

2. Sit on the floor facing your partner with your knees up against your chest. Place the soles of your feet against the soles of your partner's feet. Place your hands on the floor for support. As your partner supplies gentle resistance, push out against your partner's feet until your legs are fully extended. You then supply gentle resistance as your partner then pushes against the soles of your feet until your knees are back against your chest. Repeat.

Single leg hamstring curl

3. Lie flat on your chest on the floor, arms folded, and chin resting on your forearms. Raise your right leg to 90 degrees. Your partner kneels behind you and holds your right ankle and left heel. As he applies gentle resistance to your right leg, lower your right leg to the floor. As your partner continues with the pressure, raise your leg back to the starting position. Repeat with the other leg. Strengthens the hamstring muscles on the back of the thigh.

Double leg hamstring curl

4. Lie flat on the floor on your chest, arms directly out in front of your shoulders. Raise your lower legs to 90 degrees. Your partner kneels behind you and holds the soles of your feet. As he applies gentle resistance to your feet, lower your legs to the floor. As your partner continues with the pressure, raise your legs back to the starting position. This exercise strengthens the hamstring muscles on the back of the thigh.

The following partner exercises are performed with gymnastic equipment.

Squats while holding onto a bar

1. With your partner on your back or shoulders, stand in front of gymnastic wall bars and hold onto them for support. Make sure your back is straight and your weight firmly over your heels. Slowly squat down as if you were going to sit in a chair, lowering yourself until the tops of your thighs are parallel to the floor. Pause for one second. Pulling on the bar for leverage, slowly rise up to standing position and repeat. This exercise will strengthen your buttocks, hamstrings, and quadriceps.

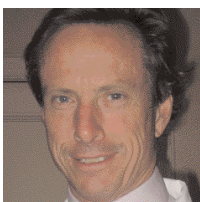
Groin strengthener

2. Sit on a bench, face to face with your partner. Raise your right leg as your partner raises his left leg and places his foot against your inside ankle. As your partner supplies gentle pressure, resist as he pushes your leg to the side. Pause for one second, push back against your partner's leg, and return to the starting position. Repeat several times and then switch legs. Strengthens the groin muscles on the inside of the thigh.

Quadriceps Strengtheners

3. Sit on a bench, face to face with your partner. Raise your right leg as your partner raises his right leg and place the sole of your foot against his foot. Holding onto the bench for support, push against your partner's foot until your leg is fully extended. Supplying resistance, allow your partner to push your leg until his leg is fully extended. Repeat and then switch legs.

STRENGTHENING THE ROTATOR CUFF



by Charles B. Goodwin

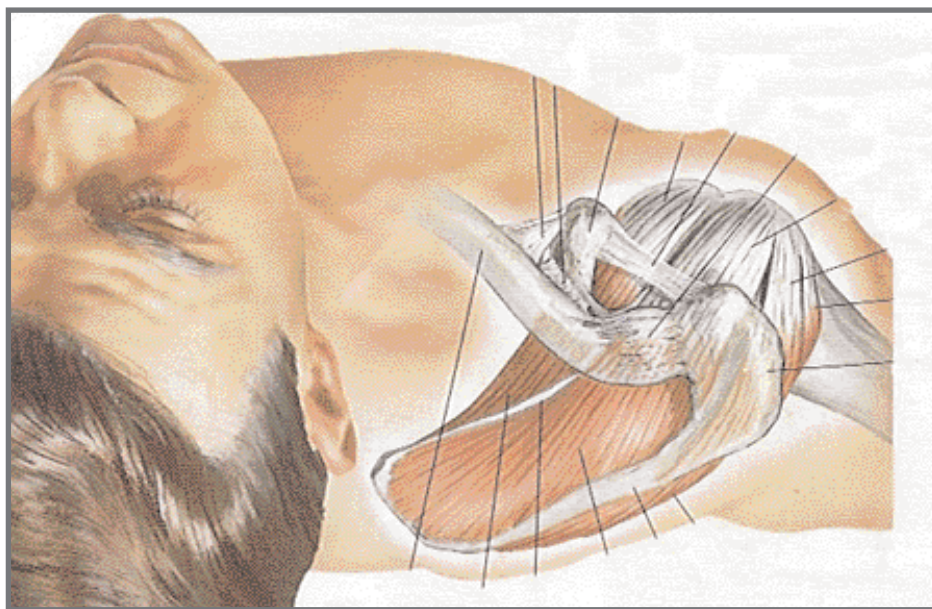
Charles B. Goodwin is an orthopedic surgeon. He has worked with the New York Knicks, the New York Mets of Major League Baseball, New York City Ballet, and the US Open and Virginia Slims tennis events.

Basketball players rely so much on shoulder power that you'd think that they would be outfitted with hulking muscular shoulders. The fact that many of them aren't especially broad-shouldered is due to the particular nature of the shoulder joint, and of a set of small delicate muscles hidden within it.

Flexibility is the shoulder's outstanding attribute—it is the body's most flexible joint, which is why you can perform such varied movements as swinging a racquet, swimming the crawl, and brushing your hair. But this great range of motion, which allows the shoulder to swing a full 360 degrees, comes with its own stiff price.

Unlike the hip, the body's other major joint, which is secured by ball-and-socket structures and strong ligaments, the shoulder socket is shaped like a small shallow saucer—an arrangement that allows for flexibility but doesn't hold the ball of the joint as firmly in place as other joint sockets. Then, too, the ligaments that keep the shoulder in place are relatively weak, with stability coming from the muscles and tendons running across the joint, plus a small rim of cartilage that increases the depth of the socket. If some of these muscles are weak or out of balance with other muscles, the risk of strains or sprains increases. Keeping them all strong and flexible may not only help prevent injury but can also improve your squash game.

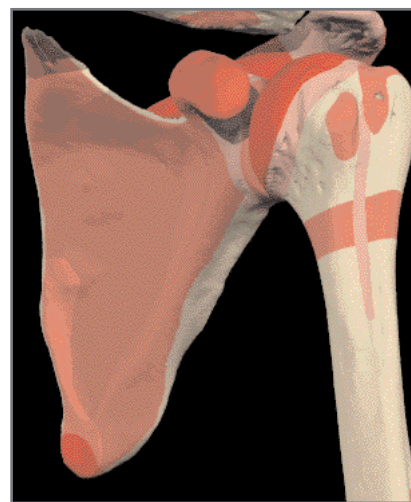
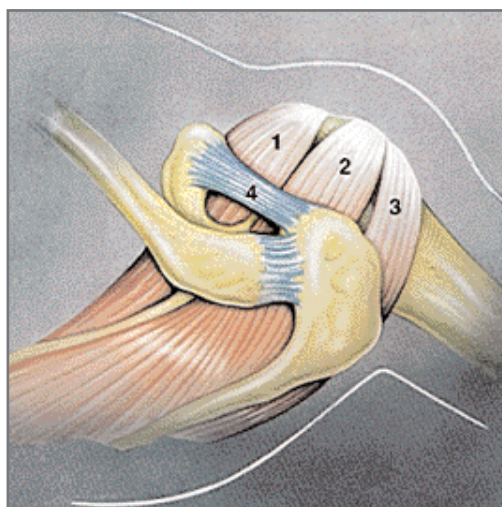
Crucial to the shoulder's many movements-



and yet often overlooked—are four small powerful muscles that, with their tendons, make up the rotator cuff. These muscles—the subscapularis, supraspinatus, infraspinatus, and teres minor—are located on or near the shoulder blade and tightly attach the upper arm bone to the shoulder socket. Because the muscles are located well inside the shoulder, most basketball players are unaware of their function and so ignore conditioning them. Unfortunately, the common repetitive

motions involved in basketball often weaken the cuff over time, causing microscopic tears that can lead to tendinitis (chronic inflammation) more severe muscle strains, and/or ligament sprains. Since the rotator cuff muscles are one of the most neglected areas in strength training it is easy to understand why so many athletes are sidelined each season with rotator cuff-related injuries.

The delicate structure of the rotator cuff can be easily damaged. For example,



repetitive motions involved in shooting jumpshots may cause irritation, pain, microscopic tears, and weakness to the rotator cuff. The first line of defense if you experience pain is to ice the shoulder after your activity for 20 to 30 minutes, and to repeat three to four times daily. Modify your game to avoid pain, and if very sore, stop the activity. With rehabilitation exercises, it may be up to six weeks before you are pain-free.

When the arm is repeatedly raised above the head—as in shooting or going for a rebound—the rotator cuff tendons rub against the bony underside of the shoulder blade, causing them to swell and even tear slightly because of the reduced space in the joint. The result can be inflammation, pain, and eventual weakness. Ice the shoulder three to four times daily.

Depending on the pain, reduce or avoid sports and other activities involving the shoulder. With rehabilitation exercises, improvement may be noticed within two to four weeks with recovery occurring within six to eight weeks.

Finally, playing basketball regularly and ignoring existing inflammation, or a suffering a fall on an outstretched arm while lunging for the ball, may cause the rotator cuff to tear partially or completely. An initial symptom is a sharp pain in the shoulder that may radiate down to the elbow. One may continue mild activity but should avoid painful motions. Surgery may be indicated.

CONDITIONING THE ROTATOR CUFF

Preventive steps aimed at maintaining the flexibility and strength of these muscles will help keep the shoulder stable and injury-free. The first three exercises will make your rotator cuff muscles more flexible.

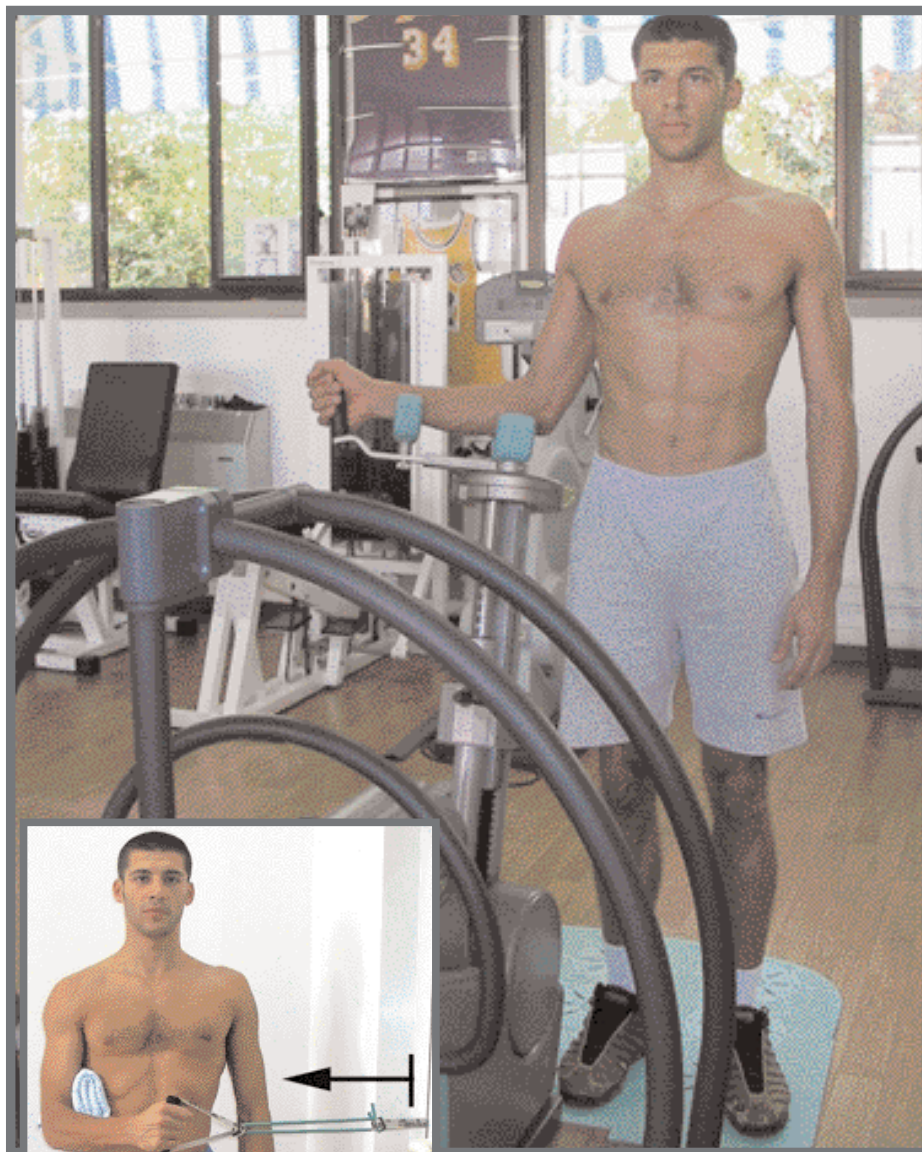
Back cuff stretch. Bring one arm across the front of your neck and rest it on the opposite shoulder. Place your free hand on the extended elbow and gently pull it so the arm crosses over the chest. Hold for 15 seconds, repeat five times, then switch sides.

Underside cuff stretch. Raise one arm and bend it behind your head to touch your opposite shoulder. With your free hand, gently push the elbow towards your back. Hold for 15 seconds, repeat five times, then switch sides.

Front cuff stretch. Put your arms behind your back, join your hands, and slowly raise your arms upward. Stand straight with your focus remaining level, hold for a 15-second count, return to the start, and repeat five times.

STRENGTHENING EXERCISES

The basic strengthening exercises will help maintain shoulder motion and enable the joint to withstand the power movements



common not only to squash but to so many sports. Use light weights (something you can control—2.5 pounds is a good starter weight—and allows you to finish the repetitions with good form. If you experience any shoulder pain, use lighter weights. Continuation of pain may indicate a rotator cuff injury. Contact your physician. **Internal rotation:** Lie on your side on a bench. Keep the upper portion of the arm

on the bench alongside your body and supported by the bench. Hold a light dumbbell in your hand with the palm facing upward, forearm pressed against your abdomen, and elbow bent at approximately 90 degrees.

Without moving your body and while keeping your arm close to your body, lower the dumbbell away from your body until it extends over the side of the bench. (How far your forearm will go below horizontal depends on your shoulder flexibility). Slowly raise the dumbbell to the starting position following the same arc. Repeat 10 times and then perform with the opposite arm.

External rotation: Lie on a bench with one hand supporting your head. Hold a light dumbbell next to your abdomen, palm facing inward, elbow flexed at 100 degrees and approximately 2 inches up from your side.

Keeping the elbow stationary, rotate the dumbbell as far as you comfortably are able. Slowly return to the start and repeat 10 times each side.


FIBA

We Are Basketball



by Maurizio Cremonini

A SAMPLE LESSON FOR FIVE AND SIX YEAR OLDS

Maurizio Cremonini, the Federal Coach of the Minibasket Department of the Italian Basketball Federation, received the Tricerri Award as the best Minibasket Instructor in Italy in 1996.

With five and six year old children, one of the most important tasks of the coach is to dispel the notion of a "typical" basketball lesson in their young minds. Even a simple sequence of common basketball drills for older children that have been scaled down the size and strength of five and six year olds are inappropriate because play has been completely taken out of the context of the game.

Minibasket lessons for these youngsters have to be exciting. The right atmosphere must be created, perhaps even starting with a story, fable, or a funny tale. Each, or course, is a great way of capturing the attention and imagination of the children.

SOME PRACTICAL EXAMPLES

GETTING STARTED

The Enchanted Forest

Without a basketball, let's go for a walk in the Enchanted Forest.

We walk to reach the forest, and we walk quickly because we are afraid; then we slow down and walk in silence, afraid to make any noise. Next, we crawl so we won't be seen or heard. If we hear a strange noise, we run fast. We stop at the signal.

The children run away when the dribbling wolves arrive (Whoever is touched by a wolf becomes a wolf, taking the basketball and continuing to dribble after the other children).

The children walk around the forest, dribbling basketballs and making noise. Merlin the Magician (the instructor)



arrives in the woods and whomever he stares at, he immediately freezes with his eyes. The "frozen" children must then kneel and continue dribbling the basketballs.

CENTRAL PART

The "Forest gnomes" game

Children are divided into two teams.

One team shoots at the basket while the other team of gno-



mes waits behind the sideline, dribbling in place.

The team that is shooting has nothing to fear until the witch/instructor raises his hand.

Whoever is shooting at that moment and misses, automatically releases the gnomes from the sideline. They must chase after and capture the children.



THE "THROW THE NUT IN THE BASKET" GAME

Two teams shoot at the basket. Whenever a child scores a basket, he goes to sit on the sideline. The first team that has all of its players sitting wins the game.

FINAL GAME

"The great challenge of the forest animals"

The children are divided into three or four teams, with each team representing an animal of the forest. To begin, each team sits in a circle at half court.

At the center of each circle are 6/8/10 different basketballs. Each child is given a number and when the instructor calls their number, they must grab a ball of their choice and run to shoot at the basket.

When a basket is scored, the ball is put away. However, if the basket is missed, the ball is put back in the team's circle. In order to win, a team must use up all of its basketballs.

THE FINAL GOODBYE

The children line up very closely behind each other like a big snake and follow the instructor of the woods.

They sit at half court, near the instructor. All together, they say goodbye like a snake.

This proposed lesson is just an idea, a starting point for discussion. We don't have to copy other people's drills, but



instead we can create our own based on individual choices and the criteria we choose.

We can then compare and contrast our way of doing things with that of our colleagues.

Children prefer to be stimulated rather than instructed.
Goethe



SCHOOL GAMES AND ACTIVITIES

"ALL TOGETHER TO THE BASKET"

Divide the children in two teams (one ball for each team), and have them stand back-to-back at the mid-court line (diagr. 1). At the signal of the teacher, all members of the two teams start to dribble simultaneously towards the basket they are facing. The player who scores a basket, dribbles back quickly to the mid-court, passes off the ball, and sits at the end of the line. If a player does not score, he has three more chances to put the ball in. If he is unable to score, he dribbles back to mid-court, passes the ball off to a teammate, and sits at the end of the line. The first team that has all the children sitting on the floor wins the game. The game can also be started with the children in a sitting position, kneeling down, lying on their backs, or face down on the floor. The shot at the basket can be a jump stop and a shot, a shot after a pass, or a lay-up.

"RELAY RACE WITH DRIBBLING AND SHOOTING"

Divide the children into two teams (one ball for each team). At the signal of the teacher, the first child of each team begins to dribble, stops, and then shoots. If a player scores a basket, he quickly returns to the starting point and passes off to a teammate. If he misses, he has three more tries to make a basket. After the three tries, he returns to the starting point. The team that scores the most baskets in a set period of time wins the game.

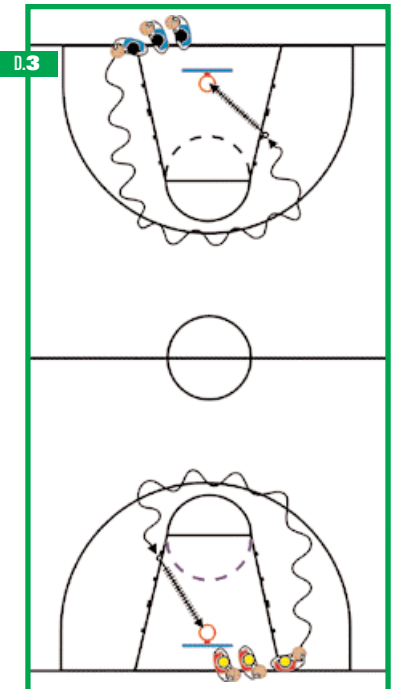
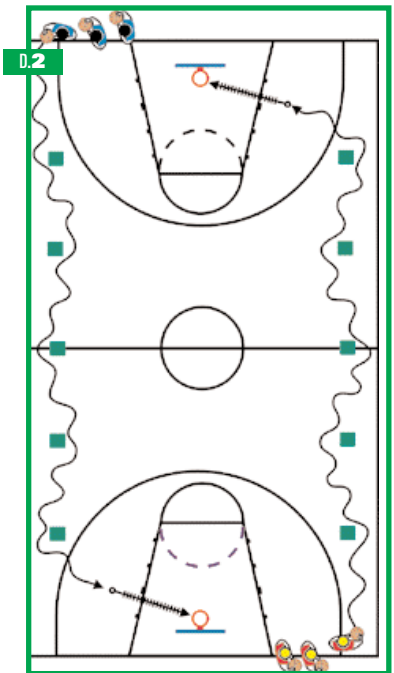
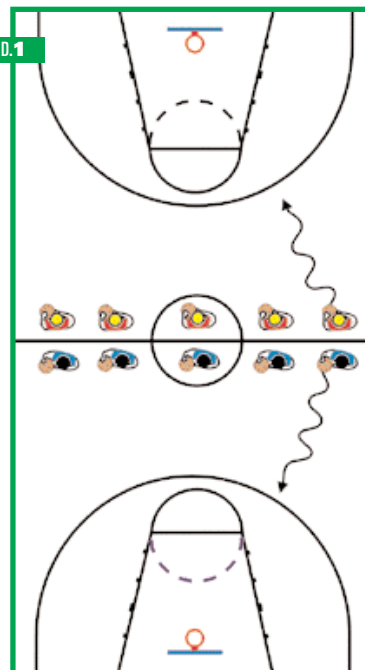
"DRIBBLE SLALOM RELAY RACE"

Divide the children into two teams (one ball for each team) and place them at the two opposi-

te corners of the gym floor (diagr. 2). At the signal of the teacher, the first child of each team begins to dribble around the chairs and then shoots at the basket. The team that scores the most baskets in a set period of time wins the game.

"CIRCLE GAME"

Same as above, but now each child must dribble around the three-point line on the same half court where he started, and then shoot at the opposite side of the three-second lane (diagr. 3).



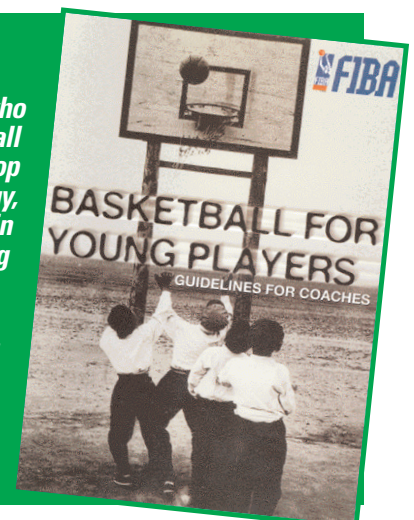
BASKETBALL FOR YOUNG PLAYERS

Guidelines for Coaches

This very useful 364-page book published by FIBA is aimed not only at basketball coaches who work with young players, but also at schoolteachers who want to learn more about basketball and discover ideas for games and drills to use during their lessons. Written by some of the top experts, the book clearly explains how to teach basketball fundamentals, drills, and strategy, with suggestions of how to teach the game to children as young as six. The book is available in English and will soon be published in French at the cost of e. 20, plus shipping and handling costs.

For more information, please call FIBA at ++41-22-545.0000 or fax at ++41-22-545.0099.

In the near future, it will be possible to download a Chinese, Russian, Arabic, or Spanish version of the book. Keep checking the FIBA Internet website (www.fiba.com) for the latest information. Several Federations (Serbia & Montenegro, Bosnia & Herzegovina, Sweden, and Latvia) already have the book written in their native language. Contact these Federations directly for more information.





PLAY WITH US

FIBA

We Are Basketball

DOWNLOADING ARTICLES

I have recently been made aware of FIBA Assist magazine and I am now trying to open/download some articles from issue N. 3 July/August, but it seems impossible. I am looking for the four articles under the heading of Referees, Scorer's Table, and Commissioners. How can I get them?

Jesper Brixen, jesper.brixen@hp.com

The FIBA site has now been completely changed and updated, with new graphics and many new pages added. In order to download articles from the current and past issues, go to the FIBA homepage, www.fiba.com, click on "publications" on the left side of the page, and then click on "free publications", and you can open the contents for all issues. Clicking on the Adobe icon on the right side of the page will allow you to open the articles and download them.

A LETTER FROM MONGOLIA

I am a 27 years old and I teach in a secondary school in Mongolia. I am also a basketball coach. Unfortunately, we do not have the tradition in my country of teaching basketball coaches. I recently came across a copy of your magazine, but since it was not mine, and my English is not that good, I had to give it back. I want to learn everything I can about coaching basketball so I can improve my skills and help my players achieve their full potential. Do you know of any coaching courses that I could take? Are there any seminars or clinics that I could attend? I await your reply and, please, excuse my English.

Sanjaa Lkhagvasyren, Mongolia,
sanjaa_lkhagvasyren@yahoo.com

We enjoyed reading your letter, which is a confirmation that our magazine is reaching all corners of the globe. Our primary aim is to help improve the basketball skills of both coach and player, and to help anyone who loves the game obtain all the information that they need in order to succeed. Our initial suggestion is to use Internet and start your information gathering there. As you will see, there are some excellent coaching sites. Although they are written in English, they are easy to understand and have many diagrams illustrating offensive and defensive sets.

Another possibility is to download articles from all the previous four issues of FIBA Assist magazine from the FIBA homepage www.fiba.com (read the first above letter for all downloading information). For additional coaching information, log on to the following basketball sites:

*www.hooptactics.com;
www.jes-basketball.com
www.basketballhighway.com;
www.powerbasketball.com*

CONTACTING THE AUTHORS

The Jordan Basketball Federation sent me a copy of your FIBA Assist Magazine and I was very impressed.

The issue is rich with valuable information for coaches, administrators, players, and fans.

I have a list of requests as well as questions, and I am sure you'll be kind enough to provide me with answers:

1) How can I get FIBA Assist on a regular basis?

2) I am interested in contacting the following authors:

Valentina Bashkirova of "Trinta" Sports School, and the Sarunas Marciulionis Basketball Academy.

All the best, and thank you for all the hard work that ensures the growth and development of the game.

Fadi Sabbah, Secretary General,
Al Riyadi Club, Amman, Jordan,
fadi.sabbah@aramex.com

Thank you for your appreciation. Here the answers to your requests.

1) Due to the overwhelming number of requests we receive from all over the world, we are currently working on a subscription plan for the magazine, and we will make the final decision in a few months.

2) You can contact the two authors at the following addresses:

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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).



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