

ASSIST 09

FIBA ASSIST MAGAZINE FOR BASKETBALL ENTHUSIASTS EVERYWHERE JULY / AUGUST 2004



FIBA

We Are Basketball

MONCHO MONSALVE
INSIDE PLAYERS

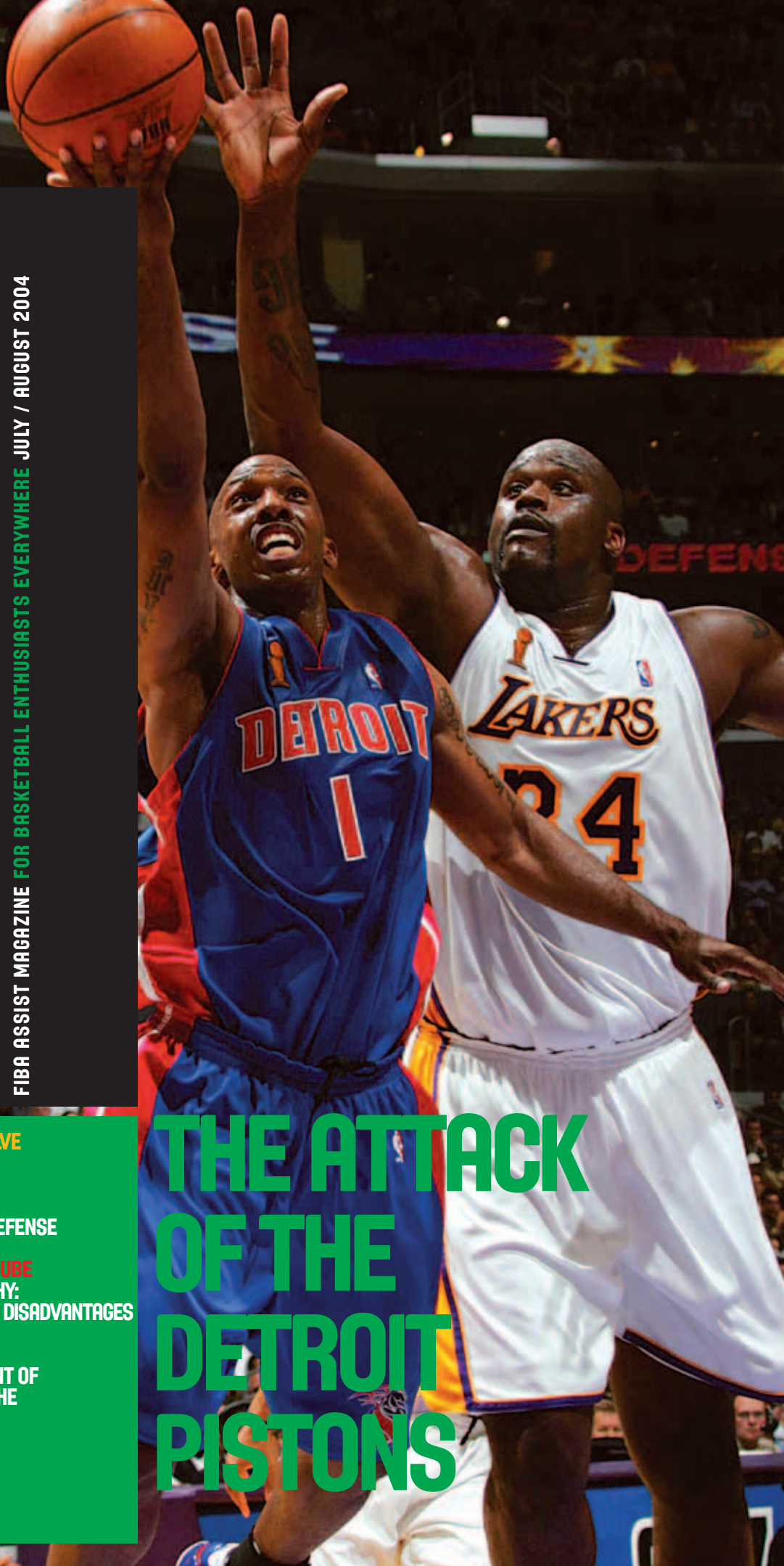
DUSKO IVANOVIC
PICK-AND-ROLL DEFENSE

PAUL "JACKY" LOUBE
TOWER PHILOSOPHY:
ADVANTAGES AND DISADVANTAGES

STEVE SMITH
THE DEVELOPMENT OF
BASKETBALL IN THE
OCEANIA REGION

ENRIQUE AMY
DENTAL INJURIES

THE ATTACK OF THE DETROIT PISTONS







PAVING THE WAY FOR THE FUTURE

Our Zone has made an evaluation of what has been achieved during visits to 17 countries from the period of 1998 to 2002. We have reached the conclusion that it is necessary to change the way to channel our help and programs and implement changes to our action plan in the period from 2003 to 2006.

Although some of the affiliated representative countries of our continent have improved their game level, we are quite concerned for the future of basketball in the Americas. The social and economic problems which most of them are going through, impedes, in many cases, the normal development of any program that seeks to be carried out.

One of the problems we have detected is that most of our Federations do not have the expert technical personnel to plan and carry out the necessary programs that will guarantee the training of the coaches, referees, preparation of the competition calendars, and the appropriate dosage of the training of the young players. Some Federations lack offices and do not have administrative staffs. Another problem is that most of the Federations do not have tournaments or Club competitions that will serve as models to young players, which will allow them to maintain continuity in the practice of our sport.

In many countries, a young player trains the whole year and only plays 10 to 14 games a season, while in others, there are players that play around 200 games and never train. Neither of these two things is good for the best development of a player and the team. In the previous point we mentioned the young players. This is, maybe, the biggest problem our continent has. In our investigation we have detected the lack of courses for the coaches that work in the minor categories. Therefore, they do not have the appropriate capacity that will allow them to teach correctly our sport to players of different ages and, also, allow them to obtain the basic knowledge for the kids' integral education.

In regards to the following suggestions, the specific problems of each Federation varies from country to country. The only common problem among the federations is the economic one. Therefore, each country may have different strategies based on their individual needs.

The basketball of the future will be the faithful reflection of what we do today. To be able to get good players for the national teams at 2010 or 2014, we should begin now to program the correct development of our children and young players, guaranteeing them an appropriate sport preparation and a correct teaching of the ethical and human aspects of it. Nor should we forget the current players, who we need to continue working with.

The difficulties are not with FIBA or in their Zones. The problems are in the National Federations. They need many things to achieve their objectives and this is where the biggest problems exist. They do not have programs because they cannot carry them out due to a lack of resources.

Because of this, we will begin to suggest the following strategy and action plan:

THE NATIONAL FEDERATIONS NEED TO:

- 1) Have permanent offices endowed with the minimum services such as telephone, fax, and an internet connection. They should also rely on an executive staff and the necessary technicians.
- 2) Stress the practice of basketball in their country.
- 3) Implement registration for coaches, referees, technical and official table commissioners. In addition, a database should be established to register all players taking note of their ages.
- 4) Execute the necessary annual courses for coaches, referees, and technical and official table commissioner candidates. In principle, they should not allow coaches or referees that have not taken the courses to coach in the children and youth categories.
- 5) Control domestic basketball in all aspects, including the amount of training and competitions, calendars and scheduling, and teaching fundamentals to the children.
- 6) When the circumstances allow it, collaborate with the government and its respective Education and Sport Departments, for specialized basketball training for Physical Education Teachers in the primary, secondary, and community schools.
- 7) Guide, promote, and carry out appropriate club competitions in the two superior categories of semi-professional and professional. Do this by enforcing set guidelines, which will make them respect the Official Game Rules and international agendas.
- 8) Motivate the creation of Coaches, Players and Officials Associations.
- 9) Promote the practice of women's basketball.
- 10) Promote and regulate the activities of mini basketball, as an initial phase of the motivation process for the practice of our sport and as a natural quarry for their development.

We understand that the growth and permanent diffusion of our sport will automatically provoke the success of our most important competitions on a long term basis.

As a logical consequence, full stadiums with better and more sponsors will prevail.

FIBA has already begun to develop projects to reach our short and long term goals. Our zone is committed to making the necessary efforts to reach our objectives.

Alberto Garcia
Deputy Secretary General - FIBA AMERICAS

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THE MISSION

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

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AN INVITATION TO OUR READERS

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

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

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

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

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

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05 - 08.08 1st FIBA Diamond Ball
Tournament for Women

09.2004

30th European Championship
for Women 2005 Division

2004 in Iraklion, Greece

10 - 18.09

A & B Qualifying Rounds
18th U18 Asian Championship

06 - 15.08 18th U16 European
Championship for Men

17 - 28.09

Paralympic Games 2004 in
Athens, Greece

2004 Division B in
Manchester, England

29.09 - 08.10

4th U20 Asian
Championship for Men

13 - 29.08 28th Olympic Games:
Tournament for Men

2004 in Athens, Greece

13 - 29.08 28th Olympic Games:
Tournament for Women

OCTOBER

12 - 17.10

FIBA Women's World
League 2004, Final
Round in Samara and
St. Petersburg, Russia
World Commission for
Women's Basketball in
Geneva, Switzerland

2004 in Athens, Greece

SEPTEMBER

09.2004 34th European
Championship for Men
2005 Division A & B
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27.10

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28 - 29.10 World Commission for International
Competitions in Geneva, Switzerland
30.10 FIBA Commonwealth
Games Council in Geneva,
Switzerland

NOVEMBER

tba Central Board of FIBA in
Kuala Lumpur, Malaysia
06 - 07.11 8th Board of FIBA-Europe in Tallinn,
Estonia
21 - 27.11 1st Asian "Borislav Stankovic"
Cup 2004 in Taipei, Chinese Taipei

DECEMBER

11 - 17.12 17th U18 Asian Championship
for Women 2004 in Macao,
People's Republic of China
17 - 26.12 9th U18 African Championship
for Women 2004 in Tunisia

JANUARY 2005

tba Draw for the 6th FIBA U19 World
Championship for Women in Nabeul, Tunisia
21 - 22.01 World Technical Commission
in San Juan, Puerto Rico

FEBRUARY

tba Draw for the 4th FIBA U21 World
Championship for Men in La Mar del Plata,
Argentina
tba 9th South American League
for Men's Clubs 2005

MARCH

tba 9th Board of FIBA-Europe
tba South American Championship for Women 2005

APRIL

tba Panamerican Championship
for Women 2005



by Kevin Eastman

FUNDAMENTALS DRILLS

FIBA

We Are Basketball

Kevin Eastman is one of the best teachers of basketball fundamentals in the U.S. A former coach of Washington State and North Carolina-Wilmington, and NBA scout, he is currently Director of NIKE Skills Academy. Last summer, he worked closely with LeBron James (Cleveland Cavaliers) and Carmelo Anthony (Denver Nuggets). He is the author of five videos on basketball fundamentals, produced by Championship Productions.

There are many coaches who spend time directing basketball drills, but they do not understand how to make each drill as competitive as it can be. Making drills competitive will be what makes your workouts different from others. The more competitive the drills, the more intense your players are likely to be, and the more game-like your drills will be.

There are three forms of competition:

1. Competing against yourself.
2. Competing against the clock.
3. Competing against an opponent.

COMPETING AGAINST YOURSELF

You are challenging yourself each day to make one more shot, or do one more repetition, or jump one inch higher. You are only concerned with what you did yesterday and whether you can beat it today.

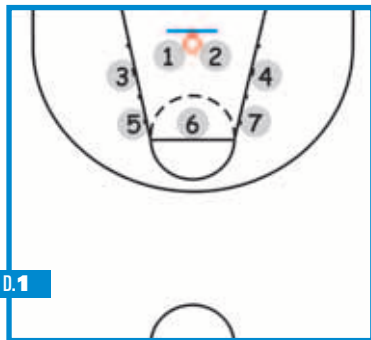
COMPETING AGAINST THE CLOCK

You see how many repetitions you can do in a certain period of time. Your main challenge here is to see if you can improve upon the number of repetitions in the same time period.

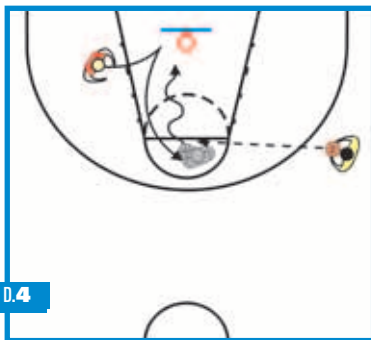
COMPETING AGAINST AN OPPONENT

Plain and simple, it is you against the other person: Who does better, who

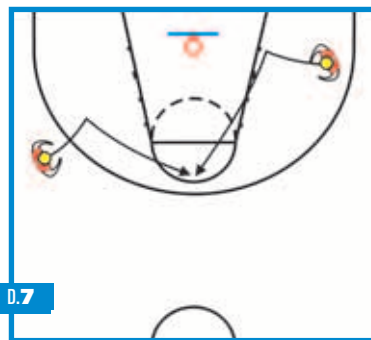




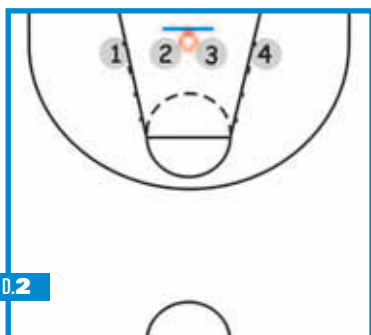
D.1



D.4



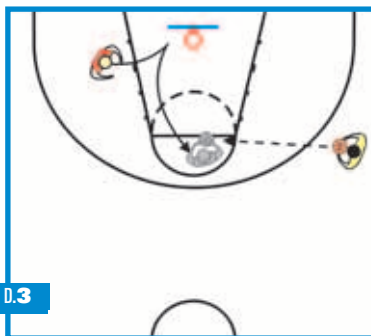
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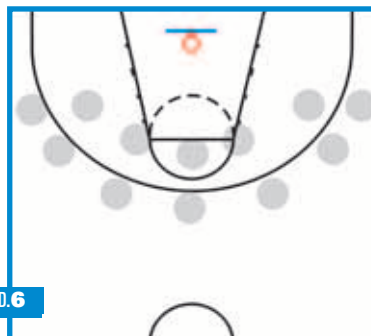
D.2



D.5



D.3



D.6

does more, who jumps higher, who does more repetitions.

Competing day in and day out is something athletes have to do if they are going to become good basketball players. They need to challenge themselves on every drill they perform.

Basketball drills are basic. Practice sessions are basic. The skills are basic. The real battle for the player comes during the hours spent working. The player must find a way to get through all of this. Fatigue, frustration, and sweat help develop the much-needed discipline. If he has a genuine passion for the game, he will succeed.

Finally, understand the basketball is a game of transition-of constantly moving up and down the court, and from and side to side on the floor. There is very little time when a player just stands around, not moving. The

same is true for the way you practice. Players must be constantly moving: **YOU CAN'T JUST STAND AROUND!**

To become a good player, you must be willing to work very hard. The harder you work, the better you will become.

Do not be a person who is just willing to "get by."

Good basketball players do not have that attitude.

The better players are always trying to improve their skills. What really separates a good player from someone who just plays the game is that a good player puts in quality time.

A good player practices at game speed on all game-like drills.

SHOOTING DRILLS

FORM OF THE JUMP SHOT

The player takes three shots from each of the seven positions on the court. He works on maintaining perfect form

before, during, and after the shot (diagr. 1). He must follow through with each shot.

FORM OF THE JUMP HOOK SHOT

The player takes two perfect form jump hook shots with the right hand followed by two with the left hand from each of the four positions (diagr. 2).

CUT, CATCH, PAUSE, AND SHOOT

The player makes a cut towards the basket at game speed, and then to the free-throw line. Here, he catches the ball, squares up to the basket, pauses for a moment, and then shoots. Five shots are taken from each side of the court (diagr. 3).

The same move, but as soon as the player catches the ball, he drives hard to the basket, and finishes with a shot or a dunk, if possible. Five shots from each side of the court (diagr. 4).

POST CUT

Make an angled cut from one low post position to the other on the opposite side of the court, completing a five-shot series from each side of the court, using different post shots (diagr. 5).

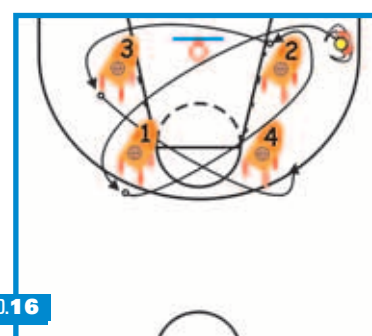
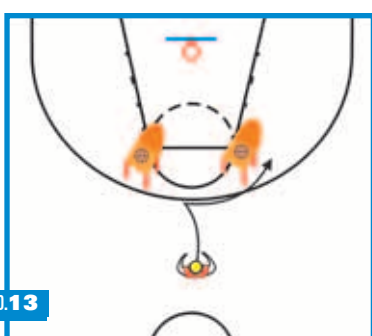
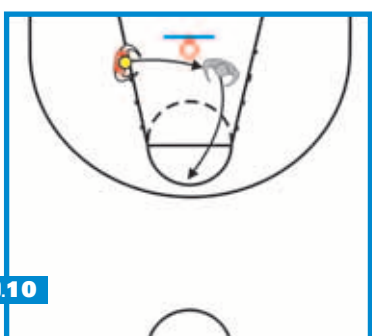
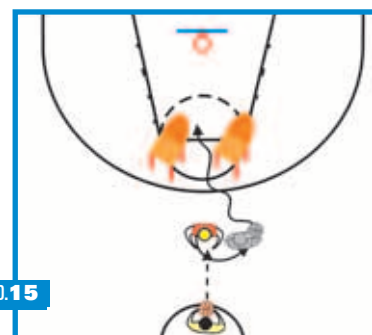
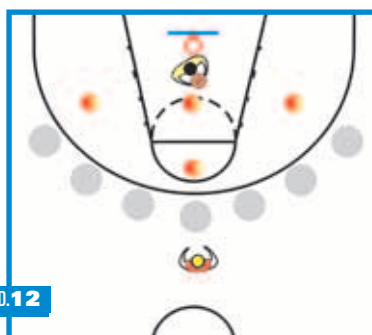
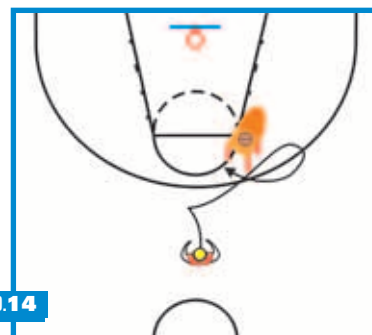
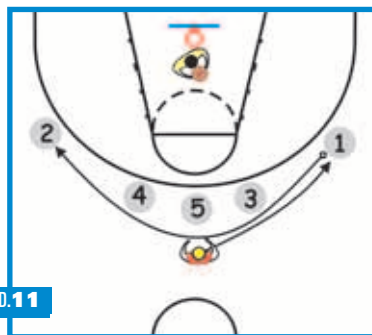
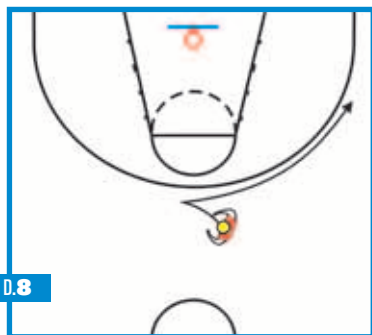
AFTER CUT SHOTS

These are drills made from cuts, catches, and shooting from the designated positions of your set plays. The cut's angle is as important as the shot itself. Each of the drills can lead to a two-point shot or a three-point shot from each of the two sides of the court (diagr. 6).

These are the possible cut types:

- ▼ Motion cut (diagr. 7);
- ▼ "Flare cut," moving away from pick (diagr. 8);
- ▼ "Flex" cut (diagr. 9);
- ▼ Post baseline cut and then to the top of lane (diagr. 10).





ZIGZAG CUTTING DRILLS

The player starts the drill 30 feet away from the basket, on the center of the court and outside of the three-point line. A teammate or coach passes the ball from under the basket.

The player runs to point 1, catches the ball and shoots, then goes back to the starting point, runs to point 2, catches the ball and shoots. He works this way for all five spots. The drill can be performed by catching and taking a jump shot immediately, or by catching, making a shot fake, taking one dribble, and then taking a shot (diagr. 11).

CONE DRILLS

Four cones are put on the court (diagr. 12). A teammate or the coach makes the passes. The player can start in any of the positions. He runs towards the cone, catches the ball, and shoots. He then has to run to another cone, catch, and shoot once again. After every shot, he has to run to a cone that is farthest from the one he has just shot from (diagr. 12).

CHAIR DRILLS

ELBOW CHAIR SHOTS

Two chairs are put at the two corners of the free-throw lane.

The player starts the drill in the middle of the court: he makes a straight cut fake, changes direction, runs to the chair, picks up a ball, and shoots.

He then repeats this move on the other side of the court, first returning to the middle of the court.

Two teammates are under the basket to catch the balls and then place them on the chairs. The drill duration can be established according to time or to a certain number of shots taken, or shots made. The player can catch and shoot immediately, after a dribble, after a shot fake, or after a shot fake and a dribble (diagr. 13).

REVERSE PIVOT ELBOW CHAIR SHOTS

The drill is the same as the previous, but once the player goes past the chair, he reverse pivots back, picks up the ball, and shoots. He has to make this move only after he is past the chair (diagr. 14).

QUICK SQUARE-UP CHAIR DRILL

The coach has the ball and the player has his back to the basket. The coach passes to the player and when the ball is in the air, he shouts "right" or "left." The player turns, squares up in that direction, pivoting on his right or left foot, makes two strong dribbles, explodes through the chairs, and takes a pull-up jump shot (diagr. 15).

FOUR CHAIRS

Four chairs are put at the corner of the three-second lane, each one with a ball on it. Two teammates or coaches retrieve the balls and put them on the chairs. The player starts on the right side (in this case), makes a cut fake parallel to the baseline, and then cuts up, turns around chair 1, picks the ball and then shoots. He then goes back to chair 2, where he started the drill, picks up the ball and shoots. He then runs baseline, goes around the chair 3, picks up the ball, and shoots. Finally, he goes around chair 4, picks up the ball, and shoots (diagr. 16).



by Moncho Monsalve

INSIDE PLAYERS

Moncho Monsalve coached Mataro Barcelona and Tenerife, both of which he lead from LEB to ACB, the top division. He has also coached Badalona, Murcia, Cantabria, Malaga and Ferrol. He lead Valencia to the female Spanish title in 1996 and coached teams around the world, such as Monaco (France), and Mestre (Italy). He also directed several National teams: the 1995 Central America silver medal Dominican Republic, the Switzerland National Team, the 2001 African Champion Morocco, and the Second Team of Spain.

PROGRESS AND IMPROVEMENT

Some considerations:

- ▼ It is important to be a good passer.
- ▼ These athletes must know how to play facing and with their back to the basket.
- ▼ They are not requested to do what the perimeter players are able to do.
- ▼ Sometimes the 2-meter players are more dominant and play "bigger" than much taller players.
- ▼ It is very important to be strong and accept physical contact.
- ▼ You do not always win by just shooting from the outside.
- ▼ Good inside players make good shooters even better.
- ▼ Good shooters help to create space, therefore our inside play will be easier.

PHILOSOPHY

In this game you win and you lose in the 3-second area known as "the paint". It is very valuable to have big men that are good passers and know how to play the game well.

Therefore, the first thing to develop in big men is the mental aspect of the game, their areas of play on the court, and a total understanding of the game. It is important that inside players receive the ball to make them participate in the game even if their "priority" is defense and rebounding.

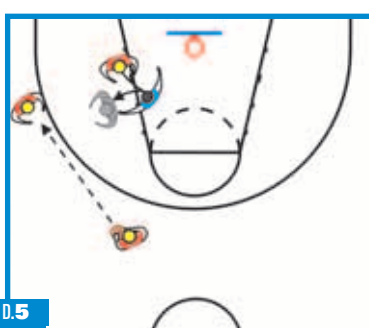
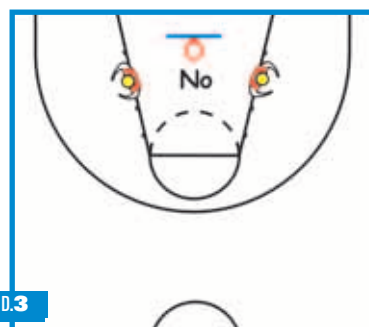
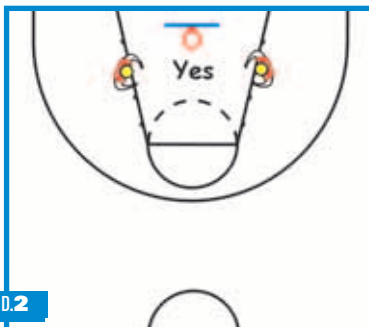
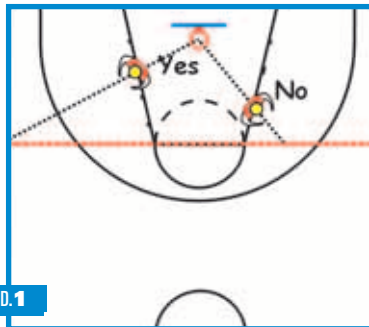
METHODOLOGY

- A. Be patient - "A mistake is not a fault." Give them opportunities to play. Their progress is usually slow.
- B. Be positive - Always put them in situations in which they feel comfortable.
- C. Work every day - Plan specific and individual technical sessions.
- D. Design a conditioning program - It must be specific for them. I have always believed in weight training, even during season.
- E. Build the offense - The inside players need to see their integration and how important they are to the team. Naturally, this depends on their particular athletic characteristics and basketball skills. Inside players need to have their areas of play clearly defined.
- F. Teach them:
 - ▼ To gain position, to receive the ball, to pass, and pivot with the ball.
 - ▼ How and when to execute offensive moves.
 - ▼ To use both hands. This will help them to move on both sides of the court. It is important that they play on both sides of the "paint."
 - ▼ To play in the low, medium, and high post.
- G. We have to teach them progressively. Do not teach anything new until they have mastered the previous fundamental.

When training, use audiovisual aids. "Pictures never lie." Whenever possible, videotape their training sessions and games. In addition, have them watch videos of top post players in action.

Key aspect - It is of great importance to "prepare" the perimeter players to play with the posts:





- Show and convince the other players of the importance of the inside players, without breaking the harmony of the team.
- Teach the perimeter players how to read the defense. 80% of turnovers happen while passing and receiving the ball.
- Play without the ball; take a free space or cut after having passed the ball inside. Teach and repeat tactical situations where both inside and outside players are involved.

THE IMPORTANCE OF INSIDE PLAYERS

Big men need to prove they have a positive image. This is intangible, but it has been proven scientifically. We must let them prove how important their role is because:

- We win with big men;
- The best offensive action is "from the inside to the outside";
- If they score between 50% and 65% of the shots, they have to be the top shooters of the team. If not, we can use them for rebounds, passing, and blocking: the "dirty" work that is not appreciated by many players.

A golden rule - Statistics have proven that for every three passes made, one must go inside the low post area: this offers high scoring percentages.

Encourage inside players to become "three-point" players: basket + additional free-throw.

Inside play, aside from good scoring percentages, it provokes fouls, free-throws, and substitutions, all leading to victory. Therefore, it is important that post players are good shooters from the free-throw line.

FUNDAMENTALS: OFFENSE

The basic ingredients, which we will explain later, are:

- ▼ Position
- ▼ Target
- ▼ Reception
- ▼ Rebound (first pass)
- ▼ Pass
- ▼ Shot
- ▼ Movement
- ▼ Blocks

AREAS OF IMPROVEMENT

Feet - Move with good balance, footwork, and practice cutting. Stay low, with the knees flexed.

Hands - They have to be strong, sensi-

ve, and reactive.

Head - Always follows the direction of the shoulders; use peripheral vision at all times.

BASIC AREAS

Strength - Inside play is not a matter of "finesse"; rather, it is a power game.

Endurance - Physical and mental; the majority of big men lack endurance and consistency in both of these key areas.

Coordination - We must work on it every day.

Reaction - The most important aspect: to react to verbal and visual signs with quick actions and determination.

Offensive moves - Well-defined; it is not imperative to have a wide variety of moves. As a result of the game's natural evolution, a new concept has been created: the "distributor". It means a player that from the "central axle" of the court threatens with three pointers, helps to change the ball to the other side, creates "high post - low post" situations.

DESCRIPTION OF FUNDAMENTALS

1. The position

The starting point is the geometric center between the free-throw line and the baseline. Move along the same way on both sides: spaces (diagr. 1).

If we play with a "double-post," it is better that they look at the inside of the zone (facing each other). They will control their defender better if they face him and keep the defense inside the area (diagr. 2). Most post players start with their back to the basket, but this position does not have the above-mentioned advantages (diagr. 3).

It is important to have a good space, a strong position, and good balance.

Legs must be flexed and in line with the shoulders.

Hands must be at shoulder height and the arms outstretched.

Very important: Wait for things to happen. Let the ball be passed or dribbled beyond the free-throw line. Always be in a passing position and never "open up to the ball" until you have a defined position: always play facing the defender. Allow the defender to define his position and then you react, pivoting so that he is now behind you. Do not allow your defender to have a foot out in front of yours

in relation to the ball (diagr. 4).

Once you have taken up a position, you must wait for the arrival of the ball. Hold that position until you receive the ball.

If you cannot gain the position and the defender is anticipating what you will do, pressure must be released to make him think that he has beaten you. It is now the time to "drop the foot" and, with a reverse pivot, quickly ask for the ball on the inside of the area (diagr. 5).

If your post is left-handed, he should initially be on the left side in relation to the basket and vice versa, if he is right-handed (diagr. 6 and 7).

The most difficult action to defend in these areas is the "flash-cut" to the ball (diagr. 8).

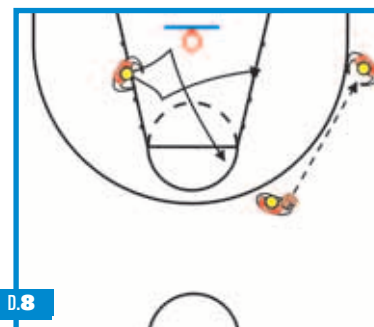
2. Read the defense

This is the key to gaining position. Both parties must be involved in this: perimeter players and inside players. Therefore, the relationship and understanding between them is essential (diagr. 9, 10, 11, 12, and 13).

If the defense is playing on the side of the ball, move up towards the ball and create a bigger space, allowing the ball to come in. If the defense is defending on the baseline, then go down towards the line. If the defender plays in front, come out a step "looking at" the free-throw line: your teammate will have a better vision of the court and more space for a lob pass to be thrown in to you. This position also protects us from a possible offensive foul. Throwing and receiving a lob pass has two possible problems: a. the offensive player displaces the defender and may commit a foul; b. we start very close to the basket, therefore, there is minimal time and space to react.

Do not leave your position until the ball is above your head; look at the ball and create a space; then move towards the ball and pick it up with both feet together and, with a continuous movement, make the power move towards the basket.

Important - If the pass is coming below the free-throw line, it is better to direct the ball towards the corner of the board. If the defensive player is playing behind the inside player, turn with the ball and face the defender. Look at the defender: if he is rigid and stiff, he is "dead" and we must not let him take up another position. If, when we turn, he is distant, then we shoot over him. If the defender establishes contact, we must attack and dribble the ball, looking to see how he reacts: if he blocks the baseline, we turn and go through inside the area



(diagr. 14).

It is important to convince inside players to think when they receive the ball and not before. The defense will always tell us which way to score.

3. The target

Inside players must signal the target. This is of vital importance. It is a silent form of communication between the passer and the receiver.

The hand indicating the target should be the opposite hand to the shoulder that is closer to the defender. The arm should be outstretched and slightly flexed.

Note: The passer must always use the

shoulder that is closer to the defender as a reference point.

Rule: If our post player does not signal the target with his hand, we must not give him the ball. This way we avoid losing possession.

Perimeter players - The relationship between perimeter and inside players is based on this major premise: read the defense.

4. The pass

To have a good offensive game, it is essential that the inside players have a good knowledge of the game and a variety of passes.

- a. 1st pass of a fast-break (counter-attack).
- b. Passes for distribution and changing the ball from one side to the other.
- c. "Inside-outside" play: free space or cutting.
- d. Play between posts.

▼ We recommend the "baseball" pass; direct it towards the outside rather than the inside of the court.

▼ If possible, thrown towards the corner of the hoop and not the side of the court.

▼ If the player cannot make a direct pass, he should bounce the ball 2-3 times and try to improve the passing angle.

▼ If the opposing team has scored, try a long pass. Go for a quick transition from defense to offense.

5. How to receive the ball

Hands should point to the ball. If the pass is high, the fingers should be outstretched. If the pass is low, the fingers should be pointed toward the floor, the opposite if the pass is high.

Receiving a pass consists of two actions: stopping it and gathering it. We should stop it with our fingers outstretched, the palms of our hands opened and wide. Gather the ball in and bring it quickly towards your chest.

When we are about to receive the ball, we must keep our arms away from the body. Once we have the ball, we bring it towards us, with elbows pointing out. If we receive the ball too close to our body, the defender can intercept it or knock it away with his hand.

"Pick the ball up with the eyes:" We must look at the ball when it is arriving in our hands. Many post players lose the ball because they move before actually receiving the ball.



MOVES

They are dictated by the defense: the defense tells us what to do.

When receiving the ball, we must have a reference point to look at the defender. We like the center of the area.

RULE

If we receive the ball on the low post:

- No. 1. Score
- No. 2. Pass

If we receive the ball on the high post:

- No. 1. Pass
- No. 2. Score

As soon as we receive the ball, we must be ready for a quick move; the first priority is to be a "3-point player".

It is not particularly beneficial to teach many offensive moves; between three and four well-executed offensive moves are enough.

SHOOTING

A good offensive post player only needs to master three types of shots:

- a. Jump shot - With or without bounce and fake.
- b. Hook - Direct with and without bounce. Jump hook: this is, in my opinion, a particularly important shot after a quick move under the basket. It is very effective, especially against a zone-defense. To execute a hook, either direct or jumping, and with bounce and fake or without, you must use both hands.
- c. Power - Fake and inside movement. This is executed after one or two dribbles, looking to make contact with the defender.

When you have "won" the baseline, you must put your body parallel to the line.

Bounce the ball one or two times maximum, keeping the ball close to the body. Use the non-shooting arm to protect the shot and avoid a possible block, especially when penetrating to the basket from the free-throw line.

I like inside players that shoot facing the basket from four to five meters away, whether from a standstill or while moving. It is very important for inside players to be good free-throw shooters, with a percentage between 76% and 86%. In fact, I expect good inside players will go to the free-throw

line between 10 and 14 times per game.

REBOUNDS

You need strength, power, determination, aggressiveness, desire, and timing.

I have seen players only 1,98 tall who are great rebounders and players who are 2,10 tall who are really bad at rebounding. "To play big is more important than to be big." Players that are good at rebounding create space around them when they pick the ball up.

Defensive rebound - When an opposing player takes a shot, we must not give him a second chance. In games contested by teams of the same talent level, the number of ball possessions is a major factor that contributes to winning. Therefore, we must not give the other team "extra" ball possessions. If we are in control of our defensive board, we can certainly dictate the rhythm of the game.

Offensive rebound - It is invaluable because it gives you:

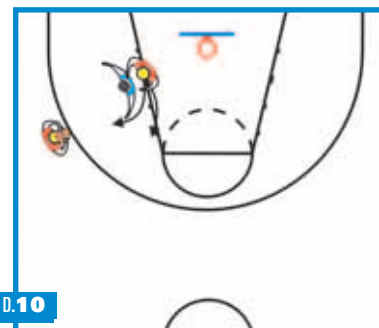
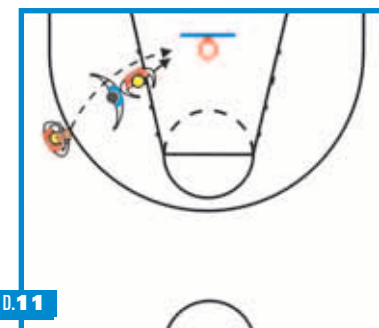
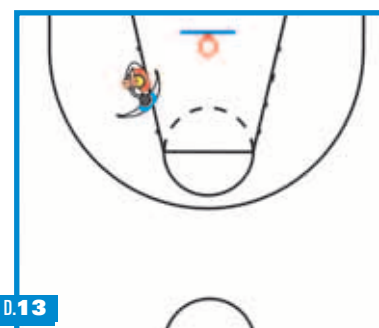
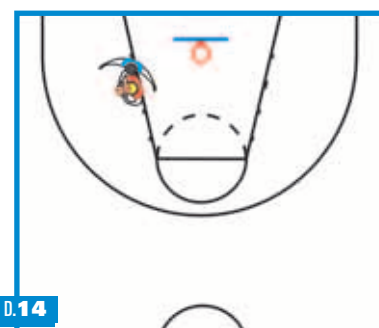
- ▼ Extra ball possessions.
- ▼ Short-distance shots of high-scoring percentage possibility.
- ▼ Defensive fouls.
- ▼ We can prevent the other team from fast-breaking (counter-attacking).

- a. Head - Always know which player is shooting and from where he is shooting from. It is essential to anticipate the shot and take up a position for the rebound. We should not always wait for the shot to be taken before looking for a position under the basket. Remember to follow the ball's trajectory only after noting your defensive player and blocking him out.

- b. Legs - The relationship between position and jump is crucial. To jump quickly is more important than to jump high. A "horizontal" jump (sideways) can also be more important than a vertical jump (straight up).

- c. Arms - Keep them high and in good position. For offensive rebounding, arms must be active and keep the ball alive. Basic rule: "Elbows should be kept above shoulder height".

- d. Hands - Improve the strength without losing sensitivity and touch. The use of one hand is only effective in offensive rebounding ("tapping"). Big men must be tau-

**D.10****D.11****D.12****D.13****D.14**

ght to always use two hands when going for the ball. After jumping: both hands should be kept above the hoop.

REBOUND EXERCISES

1. Without jumping: "3 against 3," under the hoop, without lifting the feet to pick the ball up. Inside players should be taught to use their arms, their hands, positioning, and speed.
2. Timing: working on reaction and coordination using the baskets.
3. Jumping to the hoop: Repetitions, touching the hoop.

Another vital aspect is to teach inside players how to pivot and hold onto the ball when they are in possession of it and playing under pressure.

THE PERIMETER: RULES

We must always pass away from the defender. Therefore, the first thing to look for and see is the position of the defender. If he is two steps away, do not try to pass the ball to the post. Instead, put the ball on the floor and force the defense to get closer: in this way, we create better passing angles.

The ideal distance between passer and receiver is 3 to 4 meters. As soon as the receiver is free, this is the time to pass the ball. If we are on the perimeter and want to make a pass, do not keep the ball above head before passing; this tells everybody in which direction we intend to pass.

If the perimeter players believe in our three-point game in its two variations (shot behind the 6,25 line or 2 points scored + additional free-throw), they should always try, when possible, to get the ball into the low post area.

- a. "Freeze" the defense with a passing fake.
- b. The best type of pass for inside players is the bounce pass, as they have more time to see it coming.
- c. Every time we give the ball inside the low-post area, we must move: cut or take up a free space.

When the defender turns around and goes to help, we must occupy the space that he cannot see when he turns his head: attack the back of his neck. If he does not move or turn his head, we can take any direction we want; this makes it more difficult for him to double team the post player inside.





by Jean-Pierre
de Vincenzi

SCOUTING AND TRAINING IN FRANCE

Jean-Pierre de Vincenzi won a gold medal as head coach of the Junior Men's French National team at 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.

INTRODUCTION

The strategy behind our system for scouting and training our elite young players is based upon two factors which are specific to France:

- ▼ The Ministry of Youth and Sport places Technical Sports Counselors at our disposal. These experts are specialized in basketball and distributed throughout 24 political districts and the overseas territories.
- ▼ The administrative structuring of the federation is divided into county conferences, regional leagues, and seven geographical zones.

The Technical Sports Counselors appointed by the National Technical Director are charged with scouting the best potential young players in their region, training them, and preparing the various county, regional, and zone teams.

The federal structures act as supports for the organization of clinics and tournaments, and provide the necessary human and financial resources. They do this under the control and with the direct assistance of the federation and the national technical management.

AIMS OF THE SCOUTING NETWORK

- ▼ To obtain results at the European Championships for Young Men and Young Women.



- ▼ To renew the supply of professional national and international elite players.
- ▼ To scout young players in order to train them better, the emphasis being on the following principles:
- ▼ The best players should train together.
- ▼ The best players should play together.
- ▼ To direct potential elite players towards federal training structures (from hopefuls to national level) and the professional clubs' training centers.

PYRAMID SYSTEM OF SCOUTING

The scouting network goes into action each year with young players aged 14, two years before the European Championships for Cadet (te) s (see the chart).

The national groups formed following

NATIONAL TECHNICAL MANAGEMENT



EUROPEAN CHAMPIONSHIP

FRENCH TEAM

FRENCH GROUP

NATIONAL CAMP

30 best girls,
30 best boys

1 INTER-ZONE TOURNAMENT

7 ZONE TEAMS
PARTICIPATION
OF 84 GIRLS, 84 BOYS

7 INTER-LEAGUE TOURNAMENTS

27 LEAGUE TEAMS
PARTICIPATION OF
324 GIRLS, 324 BOYS

27 INTER-CONFERENCE TOURNAMENTS

95 CONFERENCE TEAMS
PARTICIPATION OF
1,140 GIRLS,
1,140 BOYS



this scouting process become the responsibility of the national coaches concerned.

These groups constitute the working basis for the coaches' future team and players may be added or eliminated at any time.

SELECTION CRITERIA

The Technical Sports Counselors and national coaches carry out spotting potential selectable players during tournaments, using the following criteria:

- ▼ General morphology and physical qualities.
- ▼ Speed (running, body movements, reaction).
- ▼ Motor skills (dexterity, balance, skill, control, coordination).
- ▼ Mental attitude (motivation, aggressiveness, fighting spirit).
- ▼ Anticipation (understanding of the game).
- ▼ The athlete's build.

Further detailed evaluation is carried out at training clinics using specific tests and during training sessions.

TRAINING ELITE YOUNG PLAYERS

The best potential young male and female players aged 14 and 15 are grouped together under the federal structures.

GROUPS FOR HOPEFULS

Controlled and partially financed by the Ministry of Sport and distributed throughout the country to make them closer to families, schools and clubs, there are 33 groups for hopefuls, encompassing approximately 500 young players.

They are trained by the Technical Sports Counselors and undergo 12 hours of training a week with academic and medical support.

At the weekend, they return to their club to play in a French championship game for young players.

The young players constituting the potential framework of the national cadet (te) and junior teams are grouped together in the FRENCH NATIONAL GROUPS which are located



at the National Institute for Sport and Physical Education (INSEP1) in Paris and at the Regional Center for Physical and Sports Education (Creps2) in Toulouse.

They are trained by the national coaches and take part in the French national championships, divisions 1 and 2.

At the age of 16, over 50 percent of the young players who leave the groups for hopefuls and do not go on to play in the French national groups are taken on by the training centers of high level clubs, thus continuing their ascent to the best level possible.

THE MAIN AXES OF FURTHER TRAINING

We have defined two main stages for which we have drawn up working criteria containing essential data based on our shortcomings and with reference to international competitions.

1. Prior to the age of 16. This corresponds to "pre-training" and is what should be carried out in the groups for hopefuls.

Training hinges on the individual aspects of the game:

- ▼ Ball skills.
- ▼ Relative strength in battles for the ball.
- ▼ Quality of passing.
- ▼ Dexterity.
- ▼ Game when not in possession of ball.

To this we add a physical training strategy, which aims to lay the foundations for later work and is based on acquiring the qualities of strength, power, and explosiveness.

The headings of this strategy are as follows:

- ▼ Consolidation of general attitude.
- ▼ Articular proprioception.
- ▼ Stretching.
- ▼ Sleeving.
- ▼ Planning the build-up of muscle.



▼ Speed.

▼ Jumping.

2. Second stage.

After the age of 16 and corresponding to that of the clubs' training centers and the French national groups.

This involves developing the player's profile with reference to the limits and characteristics at the highest level.

One of the specific aspects is the organization of players into a sporting and academic project respecting other people's rules and their own physical and technical integrity.

On the level of individual technique, this will be a question of reinforcing know-how by giving greater importance to the specificities of playing positions and their application in competition.

We pay particular attention to the repetition of body movements, together with the development of "individual tactics" (reading the game in order to select the move appropriate to the situation).

It is at this stage that we integrate collective training:

▼ The basics of group play.

▼ Tactics: systems of play.

▼ Competition: optimizing the player's individual role in the sum commitment to win.

CONCLUSION

Our scouting/training network, which is outlined here and was set up in 1997 by the national technical management, has brought us some rewards in the form of our results at international level which have never been as convincing.

The system also has its weaknesses and has created difficulties.

The improvements that we are attempting to make depend upon the conditions which are already enabling it to function and which are placed upon it by the state and the French Basketball Federation, namely the effectiveness and the quality of human resources and the financial means available.



PLAYS TO RUN AS THE SHOT CLOCK EXPIRES



by Phil Melillo

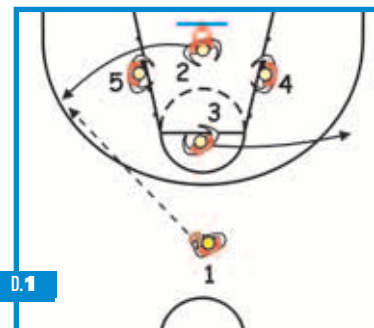
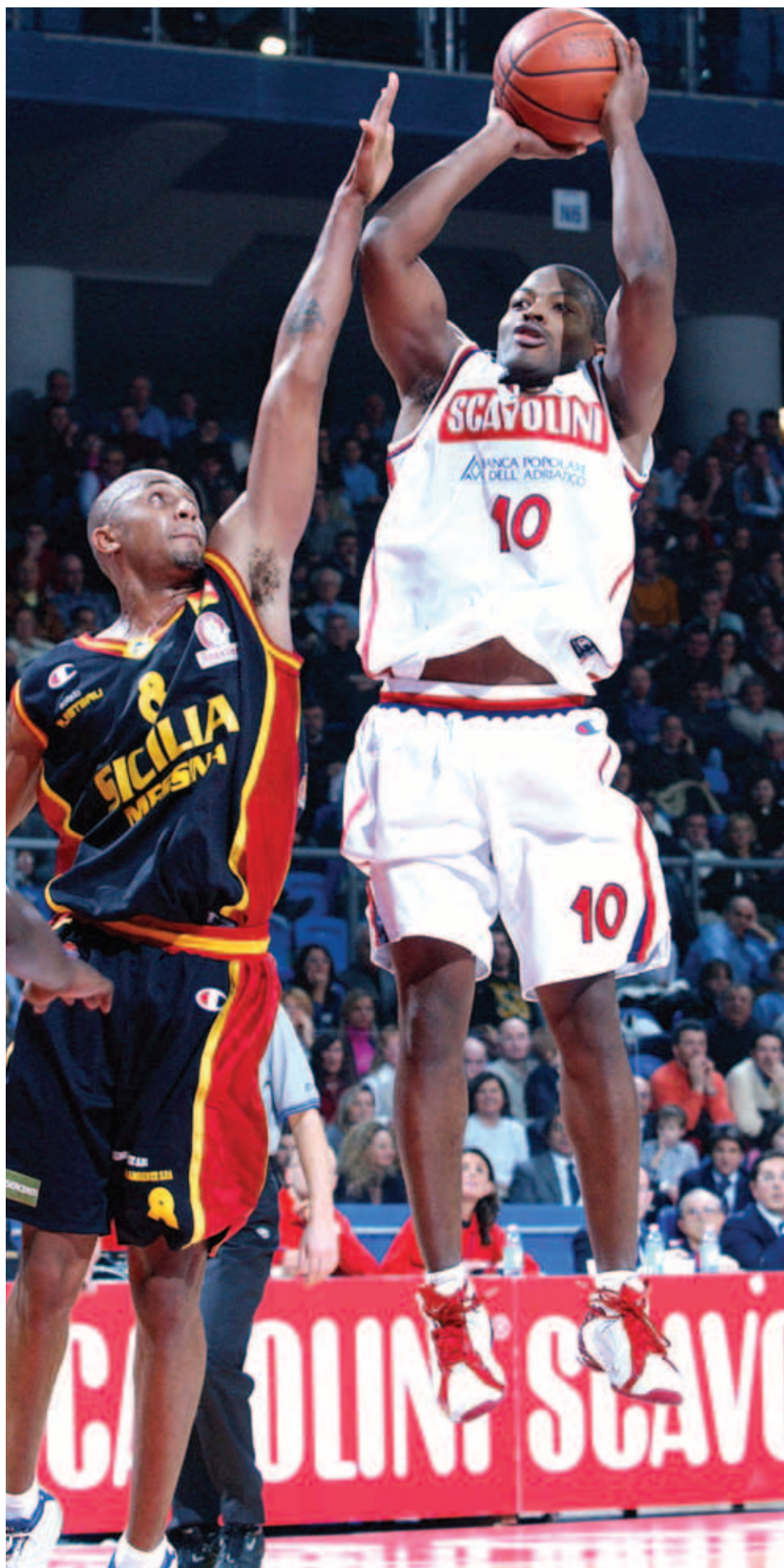
Phil Melillo became head coach of the A2 team of Forlì, Italy, in 1994, where he won the championship. He then coached Verona, in A1, and won the Italian Supercup. He also seated on the bench of the teams of Siena, Roseto (where he won another championship in A2) in two different periods, Udine, and, since last season, he has been the head coach of Scavolini Pesaro.

When the shot clock is running out and we are running set plays I feel it is very important to have all the players touching the ball and moving without the ball, making the defense work harder. If the players are having a difficult time finding a way to score, they can run this set play: 2 goes out to the wing using the screen set by 5, 3 goes to the opposite wing position, 1 then passes to 2 (diagr. 1 and 2). 1 uses the screen set by 4 and then goes to the corner. 4, after the screen, gets open by going wide and receives the ball from 2 (diagr. 3). 3 moves to the opposite corner. 4 passes the ball to 1, who has just moved from the corner up to the wing position (diagr. 4). 4 sets up a pick-and-roll with 1. 1 uses the screen to drive to the basket or can pass to 5, who is cutting to the basket, if the drive can not occur (diagr. 5). After the screen has been set, 4 can either establish himself low or move out to the three-point line. On the other hand, if it is 5 setting up the pick-and-roll with 1, 5 then moves into the low post and 4 must move out to the three-point line (diagr. 6). Let's now have a look at the options we have in the development of this play.

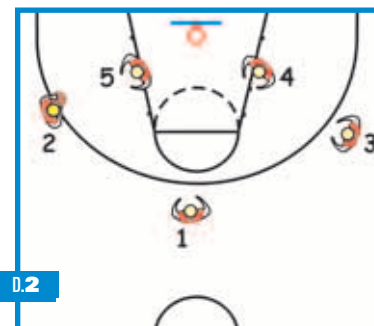
FIRST OPTION: BALL TO 5 IN THE LOW POST

2 goes to pick for 4, while, on the other side, 3 cuts and exchanges his position





D.1



D.2



D.3



D.4

with 1. The aim is to keep the defense busy, not allowing the defenders to rest. This gives 5 the chance to play one-on-one and avoid drawing the double team (diagr. 7).

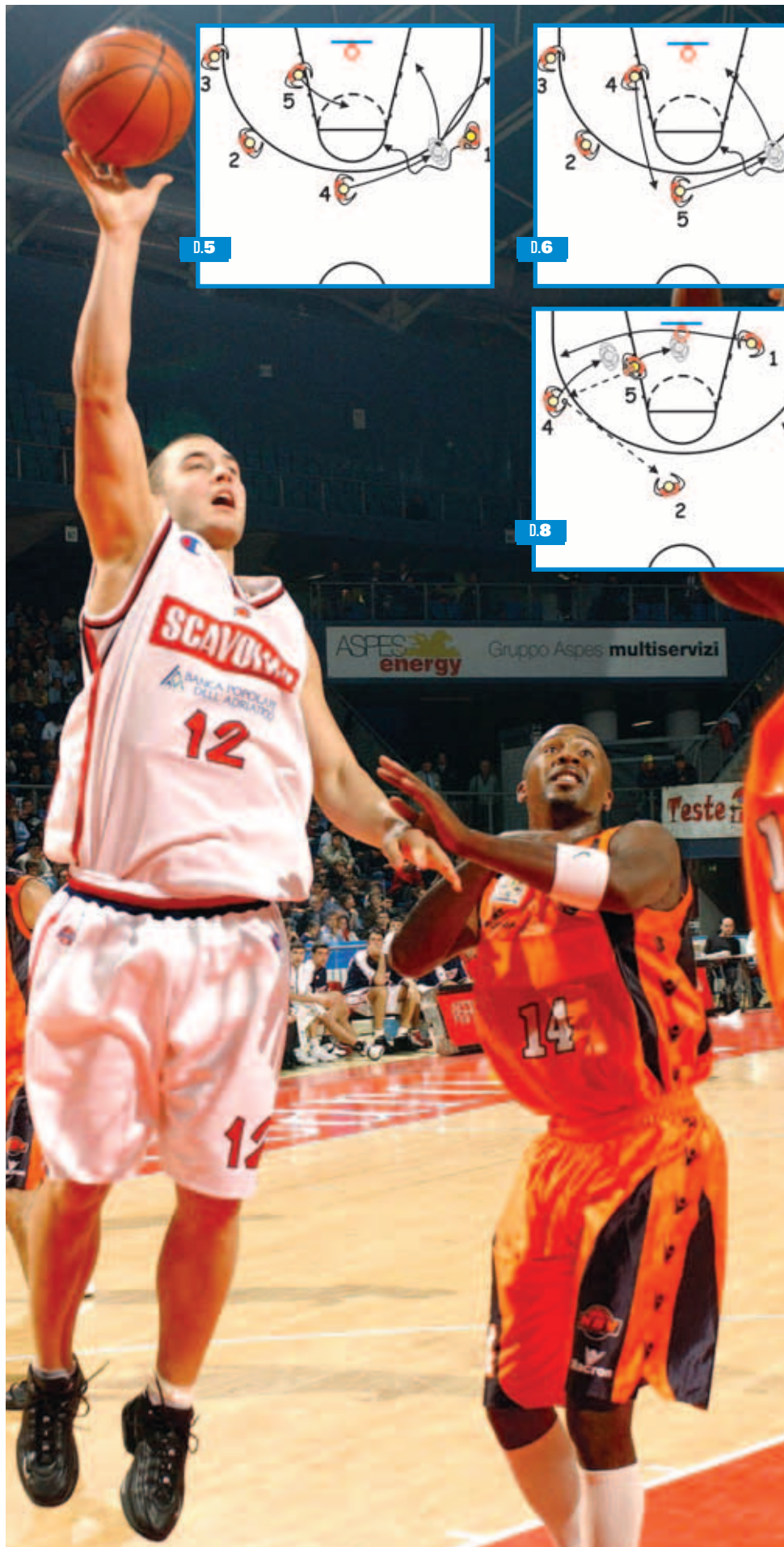
SECOND OPTION: 5 KICKS THE BALL OUT

First opportunity

5 passes the ball from the low post to 4. If 4 can not shoot, he passes the ball to 2, who is at the top of the key, or who can pass to 1, who is coming off a staggered screen set by 5 and 4 (diagr. 8).

Second opportunity

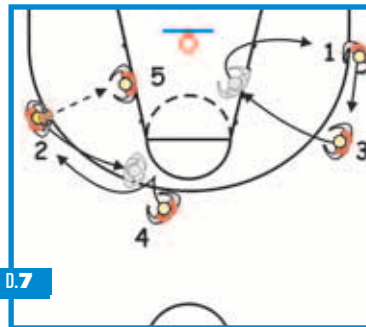
If 5 can not receive the ball, 2 passes the ball to 4, who is now looking for to play with 5 in the post (diagr. 9).



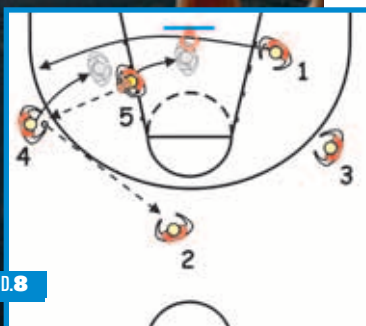
D.5



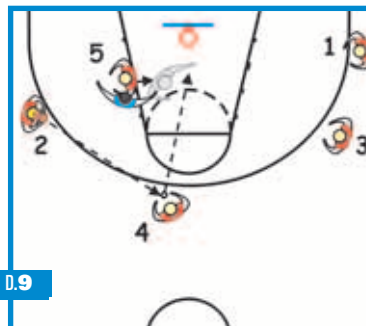
D.6



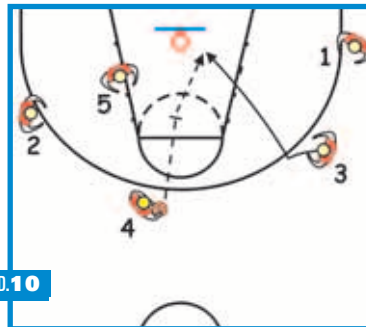
D.7



D.8



D.9



D.10



D.11

THIRD OPTION: SWING

First opportunity

3 makes a back door cut, while 1 is trying to get open at the wing (diagr. 10).

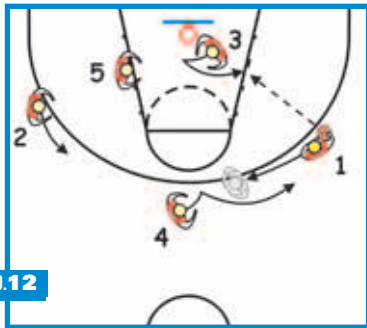
Second opportunity

Now 1 has several options: 1 can shoot, he can drive or play one-on-one in the area left open from the backdoor cut of 3 (diagr. 11).

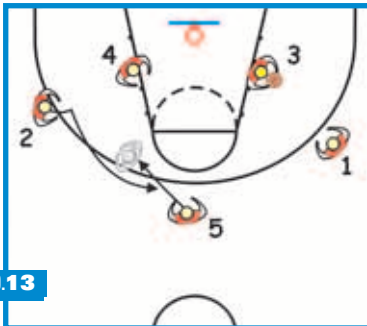
Third opportunity with 3 in the post

After the back door, 3 takes position in the low post. If he receives the ball from 1, 1 goes and picks for 4 and then replaces 4's position (diagr. 12).

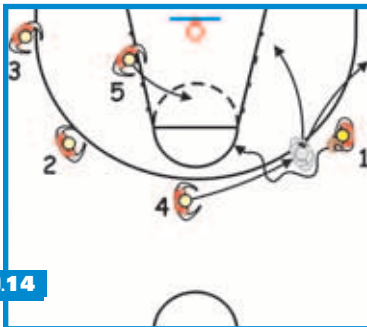
If it is 5 instead of 4 at the top of the key, 1 does not pick for 4, but establishes his own position on the wing, allowing 5 to set a screen for 2 on the weak side (diagram 13).



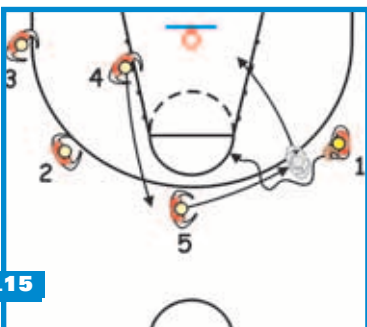
D.12



D.13



D.14



D.15

FOURTH OPTION: PICK-AND-ROLL

4, after he has swung the ball to the weak side, sets a screen for 1, and breaks free. If he is not open, he can continue out to the three-point line or cut to the basket. Meanwhile, 5 moves out to the three-point line (diagr. 14). Now, with their roles exchanged, 5, after the pick of the player with the ball, cuts towards the basket and 4, starting from the low post, goes out to the three-point line (diagr. 15).

This play allows me to have:

- ▶ Players in constant movement;
- ▶ The ball moving from side to side;
- ▶ All players touching the ball, which is the most important thing, because it makes the defenses job harder and allows for the best scoring opportunity.





Larry Brown is the current head coach of the 2004 NBA Champions Detroit Pistons and USA Men's Olympic Basketball team. A 2002 inductee to the Basketball Hall of Fame, Brown is the only U.S. male to play and coach in the Olympics. He is also the only coach to win both a NCAA and NBA title. Included among the teams he has coached are the UCLA Bruins, Kansas Jayhawks, San Antonio Spurs, Indiana Pacers, and the Philadelphia 76ers. After playing and coaching for more than thirty years, Larry Brown is widely considered one of the premier teachers of the game.

In an exclusive interview we received the technical opinion on the NBA Champions Detroit Pistons by former legendary coach Chuck Daly.

Not only he was the coach of the first, incomparable Dream Team that won the gold medal in the 1992 Barcelona Olympics, but Daly also won two consecutive NBA Championships with the Pistons in 1989 and 1990.

"This team reminds me a lot of the one winning two titles many years ago. It's déjà vu. Just like the 1989 and 1990 teams, the basis is a strong defense including two great rebounders and shot blockers.

These roles were filled by Ben and Rasheed Wallace who can be compared to Salley and Rodman.

The transition game starting on the defensive end ultimately led to easy fast break points. The great precision in executing offensive set plays and giving Hamilton several options were major factors for the success and equal distribution of points.

All five starters for the Pistons scored in double digits in comparison to just two on the Lakers, O'Neal and Bryant. Another advantage of the Pistons was the capitalization of each time out, where they scored almost immediately after each one.

Talking about players individually, I want to underline the impact Ben Wallace had. His defensive presence was most noted, but his effectiveness on the offensive end was an unexpected asset.

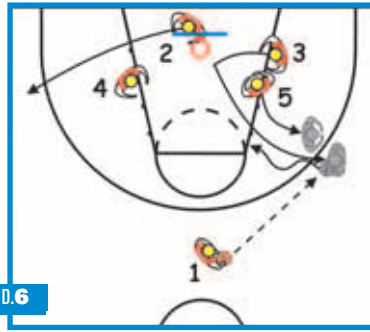
He was able to score using tap-ins and other methods to help the Pistons in troubled times throughout the



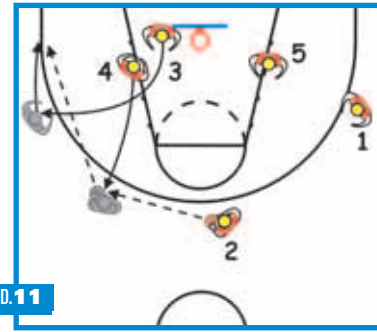
THE ATTACK OF THE DETROIT PISTONS



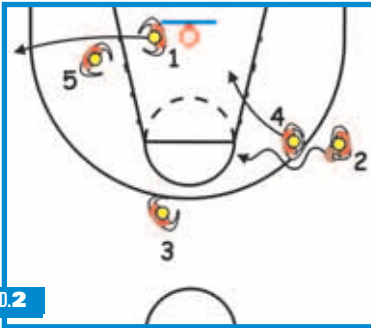
D.1



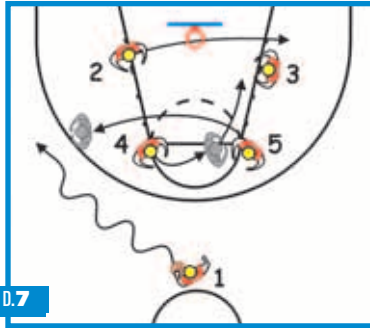
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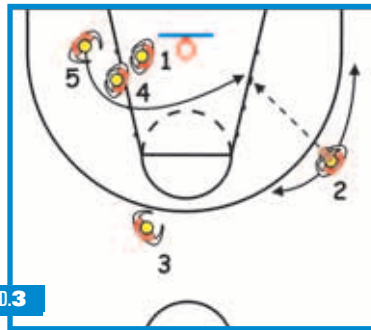
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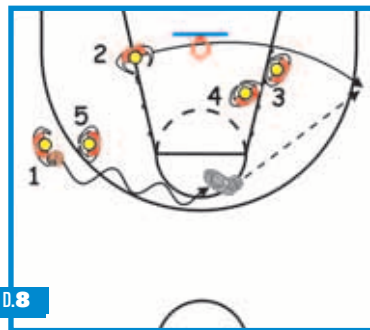
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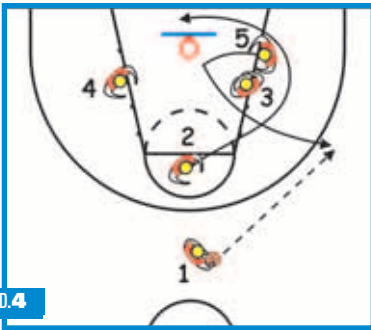
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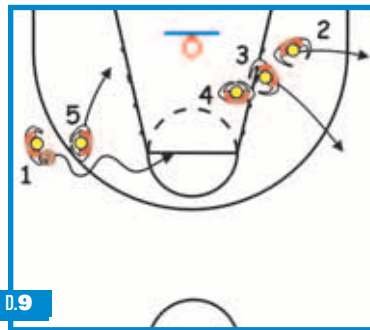
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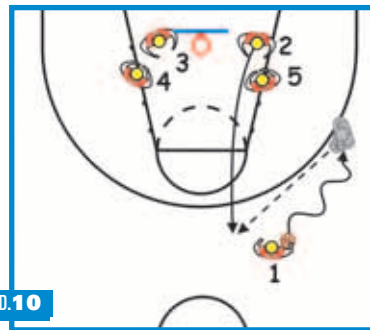
D.4



D.9



D.5



D.10





series. The main factor, however, was Chauncey Billups and his ability to increase his points per game average from the regular season, while also being an effective playmaker at the point guard position. We can't forget the defensive impact made by Prince, the only player to significantly slow down Kobe Bryant due to his height m 2.06 and wingspan, allowing him to play taller and follow Bryant in his movements. Thus, Larry Brown won using the basketball tools from the past : defense, fundamentals, offensive transition, perfect execution of set plays and the fact that all the Pistons were team players."

THE 2003-2004 PISTONS ROSTER

▼ Chauncey Billups	Playmaker	m. 1.91
Lindsay Hunter	Playmaker	m. 1.88
▼ Richard Hamilton	Guard/Forward	m. 2.01
Corliss Williamson	Forward	m. 2.01
▼ Tayshaun Prince	Forward	m. 2.06
▼ Rasheed Wallace	Forward	m. 2.13
Mehmet Okur	Forward	m. 2.11
▼ Ben Wallace	Center	m. 2.06
Elden Campbell	Center	m. 2.13

▼ = Starting Five Players

"CROSS FIST"

The beginning position has three perimeter and two low post players, placed in a stack. 1 (Billups) passes to one of the forwards, 2 (Hamilton), in this case, then cuts to the paint while 3 (Prince) takes 1's place.

1 picks for 4 (Ben Wallace), then 4 cuts to the paint to receive the ball. If he does not receive it, he goes to play pick-and-roll with 2, while 1 comes out of the paint and goes to the corner (diagr. 1 and 2).

Another solution: 1 cuts and goes to pick for 5 (Rasheed Wallace), after having passed to 2, 5 then cuts in the paint and sets up in the low post to get a pass from 2 and to play one-on-one. After the pass, 2 moves up or down on the three-point line for a pass from 5, if the defender of 2 traps on 5 (diagr. 3).

"CHEST"

1 dribbles in the central lane, 4 is in mid post, 2 is in high post, 3 and 5 are positioned in a stack on the other side of the court. 2 cuts around the stack of 3 and 5.

When 1 can cut to the paint, 3 cuts and then goes to the wing. 1 can pass to 2 or 3 near the basket or on the wing (diagr. 4). If 3 receives the ball, he can shoot or pass to 5 in high post. If these listed solutions do not occur, 2 keeps cutting, gets a pick by 4 on the baseline, goes to the wing and receives a pass from 1. If he cannot shoot or pass to 4 in the low post, 4 leaves the paint and plays pick-and-roll with 2 (diagr. 5). Another solution: If 2 is not open after the baseline pick of 4, 1 passes the ball to 3, 5 goes out and sets a side block to play a pick-and-roll with 3 (diagr. 6).

"FIST"

1 dribbles along the midfield lane, 4 and 5 are placed at the elbows of the key, while 2 and 3 are in the low post. 1 dribbles to the left. 4 then sets a pick for 5, who goes

out to the wing. After the pick for 5, 4 keeps on cutting and makes a stack with 3. 2 then cuts and goes out of the stack, going to the wing (diagr. 7).

5 plays a pick-and-roll with 1 (diagr. 8) who dribbles toward the other side of the court and passes to 2 who has come out of the stack (diagr. 9).

As it is shown in the previous diagram, after the stack, 2 goes to the corner, 3 goes to the wing and 4 goes to the low post.

"GET"

It is a set play intended to allow equal shots by Hamilton and Prince.

1 dribbles along the right side of the court, while 2, 4, 3 and 5 assemble a low stack near the basket. When 1 is on that side, 2 goes out using the pick set by 5 and rises up to the key to receive, and shoot or to pass to 5, who should get open (diagr. 10).

If 2 can't shoot or pass to 5, 4 sets a pick for 3, who first goes out to the wing and then keeps on cutting to the basket. After having picked, 4 rises up immediately and receives pass from 1 and now he can pass to 3 (diagr. 11). The factor we have to underline is that in all the Pistons set plays a great attention was paid to balancing, thus allowing a fast defensive transition.





by Dusko Ivanovic

PICK-AND-ROLL DEFENSE

Dusko Ivanovic began his coaching career in Switzerland, where he won two Swiss Cups. From 1997 to 2000, he coached the Swiss National team, and the following season he coached Limoges, France, where his team won the national championship, the Cup of France, and the Korac Cup. For the past three seasons, he has been coaching Tau Vitoria, Spain, and has won a King's Cup.

Before beginning, let me explain my philosophy about players. I believe that instead of accepting players how they are, my job is to try to change the players.

When a new player comes to my team, he has to change and accept my methods of practice and how I want basketball to be played. For a sound defense on the pick-and-roll, the players must have good court vision so they know where the other defenders are located. They need good timing and, above all, aggressiveness.

My teams employ various ways to defend the pick-and-roll, but my main goal is to aggressively contain the ball handler whenever the pick-and-roll is applied.

If the offensive team has two high post players, we force the ball to the side where one of them is set (diagr. 1), and contain the ball on the opposite side where the other post player is stationed. How to defend the pick-and-roll depends on the abilities of the players I have, as well as the talent level of the opposing team. There are now many forwards and centers who are good three-point shooters, which adds an additional concern for our defense.

I would like to now describe four defensive situations. In the first one, let's suppose that there are two high posts. The majority of the players in these positions can shoot well, but,



in my opinion, shooting from these positions is not a major concern that will decide winning or losing (diagr. 2).

Let us begin with a situation, which many teams play very often: two high posts, two forwards in the corners, and the point guard outside, at the top of the lane.

I do not force the point guard on one side or the other, but he must be attacked by his defender, face-to-face, and he must be pressured, so he has to think about protecting the ball rather than shooting. The ball handler can choose to dribble towards one or the other high post players and the defender must play him very aggressively and force him to change direction at least one or, better yet, two times. When we want to contain the ballhandler, the defender of the high post player must come out vertically and aggressively to the ball: he must be ready, mentally and physically, and anticipate the pick-and-roll and the moves of the ballhandler. I do not want my defenders to jump out horizontally to the pick to contain the ball handler and then follow him. Rather, I want a switch. After the pick, the offensive high post rolls to the basket, and our defender, who guards the other high post, must leave his man and cover the open post under the basket (diagr. 3).

In this situation, the other high post is wide open, with a large open area around him. Our defender, who contains the ball handler, is far away from the open high post and cannot help and recover on him. For this reason, we do not come out to the ball horizontally when we defend the pick-and-roll, but we contain the ball vertically, because our defensive post is only two steps away from the open opponent and he can fall back and defend against him.

The defender, who has already contained the ballhandler, always covers the open high post. He sprints to take his position between both the offensive posts to stop the drive of the ball handler. The defender, who guards the weakside cornerman, does not help if the player on the high post is not a good shooter, but stays with his opponent. When the high post receives the ball, we can let him shoot. Even if he makes a few baskets, this will not hurt us too much.

The defender of the screener must come out to the ball vertically and aggressively contain the ball handler without using his hands. When the ball

handler is contained, we must know, through our scouting, whether or not he is a good or poor shooter. If he is a good shooter, the defender will slide through his teammate, who has already contained the dribbler, and pick him up again. At the same time, when the defender of the ball handler slides through and is behind him, this defender will rotate, sprint, and take position between the two offensive posts.

If the ballhandler is not a good shooter, the defender, who guards him will then slide behind the screener. The defender, who guards the ball handler, is now in the position to defend him in a one-on-one situation. If one of our players is not able to defend against a one-on-one situation, his place is on the bench.

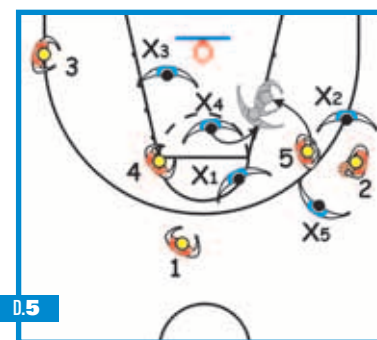
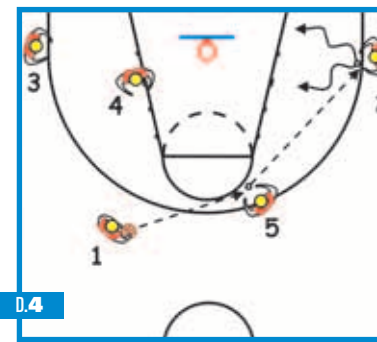
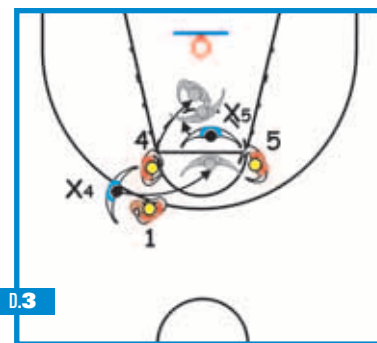
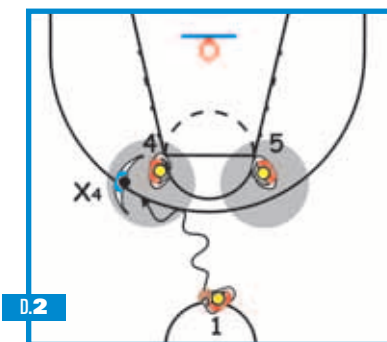
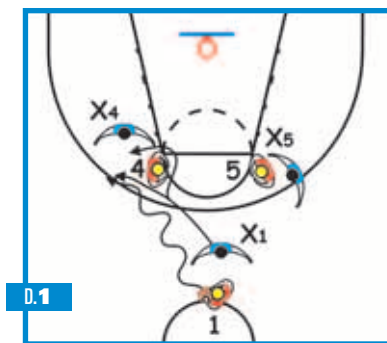
There are many situations which can develop after a pick-and-roll. One of these occurs when the offensive weakside high post receives the ball: he can shoot, but he can also pass to the weakside corner man and set a screen for him (diagr.4).

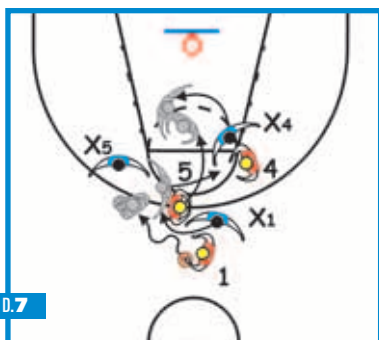
Here is how we cover this situation: The defender of the ballhandler will guard him aggressively face-to-face and pressure the ball. The defender of the screener will communicate to him that a screen is about to be set, and this defender will take a diagonal position at his opponent's side, opposite to the screen. In this way he will prevent the ball handler from dribbling to the opposite side of the screen-the ball handler

can go only in one direction.

In analyzing games in which the pick-and-roll is played, 70% of the time the ballhandler will drive to the opposite side of the screen.

When we contain ball handler, the other three defenders must rotate (diagr. 5). Our defender of the high post will stay under the basket, regardless of where his opponent is: he is ready to pick the screener up if he rolls and goes in the low post after the pick. He must always be aggressive and very quick to stop the screener before he turns around and faces the basket. However, if his opponent receives the ball before he stops him, he must also prevent him from turning around with the ball and facing the basket: from here, he can see all his teammates and pass the ball to an open one. However, if his opponent receives the ball and faces the basket, our defender will guard him face-to-face at an arm's length distance. If this happens, the defender of the playmaker, will position himself at the top of





the key, not allowing him to receive the ball at the three-point line. If this player tries to receive the ball farther away from the three-point line, then we do not pressure him.

The defender of the weak side corner man will go in the lane, far away from his opponent: this player is not an offensive threat. If the ball is reversed to the opposite side, as soon as the offensive playmaker receives the ball and passes it to the weak side corner player, we rotate again. The

defender of the high post guards his man on the weak side corner. If he is a good shooter, he pressures him to prevent the jump shot. The defender's playmaker will stay with him, and the defender's low post will pick up the high post. The other defender of the post, who contained the ball handler on the pick-and-roll, will slide under the basket and guard the low post. Now let's review how we defend on a pick-and-roll on other side, where there is a high post player, who is not a good shooter. The ball handler's defender, and the screener's defender, who will come out horizontally in this case, switch opponents. The other weak side high post's defender goes in the middle of the lane, ready to help. As soon as the strong-side high post starts rolling out to go to the low post, his defender, a perimeter player, will not follow him, because his opponent is much bigger. Now we make the rotation: the post's defender in the middle of the lane, guards the low post, while the defender (a small player) rotates and guards the weak side high post, who is a good shooter. He guards him in a one-on-one situation and must try to anticipate the pass.

If the post receives the ball, he has two options: beat the defender one-on-one, or slide and take position under the basket, where his advantage is evident because he is bigger. If he goes to the low post, he cannot receive the ball directly because it is not on the same side of the court.

For this reason, the ball handler must change the direction of his dribble if he wants to take advantage of this mismatch, and he has two options: pass the ball to the strong-side low post or pass to the strong side corner man because he is a good shooter. For this reason, we rotate again (diagr. 6).

The strong side corner player's defender picks up the strong side offensive low post, because a forward can guard a taller player. As soon as the strong-side high post starts rolling out to go on the low position, his defender (a smaller player), continues his lateral move and guards the opponent in the strong-side corner.

If one of two offensive high-post players is a good shooter and there is a pick-and-roll on his side, we defend in the same way as I explained in the beginning. However, if the strong-side high post does not roll out to the low post, but instead looks for his own shot because he is a good shooter from this position, and the other high post slides under the basket, our rule is that the defensive posts never switch their opponents in this situation. Now we play our defense in a one-on-one situation.

If I have a player on my team who could not recover after he contains ball handler, here is how we now defend. When the offense starts playing pick-and-roll to that side where our post player (who cannot recover) plays, we force the ball. The defensive guard, who guards the ball handler, will follow his opponent behind his back and try to slide through the top of the screen, while the defensive post player, who guards his opponent on the weak-side high post, will slide in the middle of the lane and be ready to help.

The ball handler cannot change the direction of his dribble and come back because our defensive guard is behind his back and following him. For this reason, the ball handler has only two options: he can either stop and shoot, or attack the defensive post player, who tries to contain him one-on-one.

However, the ball handler can also continue his dribble to the sideline. If he does so, our guard will also continue to follow him and try to take a good defensive position to defend him one-on-one. In this case, we do not make any more switches.

Only in this following situation will we apply weak-side help (diagr. 7). In most cases, the ball handler will attack our post, who already has a good defensive position. In this moment, we must switch our opponents. As soon as the screener rolls to go under the basket, our post, who is in the middle of the lane, will help by picking up the screener on the low post. As soon as the ball handler attacks our post, our defensive guard will recover and pick up

the weak side offensive high post, who is a good shooter.

Let's talk about a frequent situation where one tall player is on the high post and plays pick-and-roll, and the other one, a good shooter, is in the corner, with both forwards on the same side of the court, but opposite to the corner man (diagr. 8). On the pick-and-roll, the screener rolls to the low post, while the ball handler will try to pass either to the low post or to the other teammate in the corner, who is also a good shooter.

How we defend on the pick-and-roll, depends on two conditions: the area of the court where the pick-and-roll is played, and how good a shooter is the ball handler.

If the pick-and-roll is played outside of three-point line, we do not try to force the screener out because a foul could be made. The defender of the screener will take one vertical step forward, aggressively contain the ball handler, and then will slide to take his position under the basket. The defender of the ball handler will slide through behind the screener and pick up his opponent. After the pick-and-roll, each defender will cover his own opponent. The defender of the corner man must always be aware that his opponent is a good shooter and the offense is designed to give him the ball, so he will not help, but instead will guard him face-to-face, while the other two forwards' defenders will take their defensive positions in the lane, far away from their opponents.

If the pick-and-roll is played inside of the three-point line, the defender of the screener will also come out vertically to contain the ball handler aggressively and then he will sprint back immediately to pick up his opponent, who rolls on the low post.

The ball handler's defender, if his opponent is a good shooter, will slide through his teammate and pick up the ball handler again. However, if the ball handler is a poor shooter, he will slide behind the screener and cover his opponent again. When the pick-and-roll is played in this position, the defender of the corner man will go in the lane, ready to help or sprint to the corner.



His reaction will depend on how the defensive guard will slide: if he slides through his teammate, who contains the ball handler, he will stay in the lane and help his teammate. However, if he slides behind the screen, he will not help, but instead, sprint to the corner to pick up his opponent. The other two defenders, who guard offensive forwards will also take their defensive positions in the lane, far away from their opponents (diagr. 9).

There are also many other situations of screens among guards and forwards. It is basic that both defenders cooperate and communicate, and they must think, anticipate, and react at the right moment. As soon as the defender of the screener warns his teammate that the screen is about to be set, the defender of the ball handler must be ready to take position behind the screener. If he takes this position in time, the screener cannot roll out and get open.

Taking his face-to-face position to guard the screener, he will be able to switch with his teammate. The screener's defender will take one step forward, come out to cover the ball handler, and prevent him from taking the outside shot. In this way, he will guard the ball handler face-to-face, and switch opponents with his teammate.

Now I shall explain a situation in which a team will set up on the court with four perimeter players and one tall post. Let us assume the tall post is not a good shooter, but the playmaker is excellent (diagr. 10). These two players play pick-and-roll to get either a three-point shot or play one-on-one under the basket, while the other three short offensive outside players, also good shooters, set themselves on the other side of the court, opposite to the pick-and-roll.

The playmaker's defender now is behind the offensive tall post, and he will do all his best to prevent the offensive post player from taking his low-post position. The ball handler will usually try to beat his tall defender, who guards him now in a one-on-one situation. When the ball handler passes the ball to the low post, we trap. As soon as we trap, the other three short defenders, who guard their opponents on the opposite side of the court, will rotate. Our short defender, who guards the low post, must prevent him from dribbling the ball to the baseline. The defensive post does not set a normal trap, but he will take a face-to-face defensive position and guard this opponent in one-on-one situation.

Here is the rotation as soon as the ball is passed to the low post under the basket: our 2's defender will rotate and pick up 1, the passer, the 3's defender will also rotate



and pick up 2, and, finally, the 4's defender will pick up 3. We shall not guard 4, who plays in the corner, because he is opposite to the ball and he is not a serious threat. As soon as our defensive post, who set the trap, is in a good position to guard the low post one-on-one, his short defender in the trap will sprint in the opposite corner to cover 4, and so our tall defensive post will guard against his tall opponent. All the other short defenders will guard their opponents.

Here is another situation in which 1 is the playmaker, who dribbles the ball down the middle. 2 and 3 are the forwards, who sprint down the sidelines. 1 will dribble towards one of the sidelines or pass to one of the tall post players, who trails and sprints to set the screen on the side of the court where his teammate has the ball. The other tall offensive post player, 5, is the second trailer. He still did not get on the opposite half court because he is usually the defensive rebounder or the player who makes the out-of-bound pass. This is the moment when all defenders must already be on their defensive half of the court and take their defensive positions. Our two defensive posts, who guard trailers, must also be inside of the three-point line. The defender, who guards the first trailer, who is the screener, will not follow and cover him, but he will go in the middle of the lane, between his opponent and the basket. The defender of the second trailer will pick up the screener because his opponent is far away from him. If the screen is set outside and far away from the three-point line, the defense will guard the pick-and-roll without any problem.

The ball handler's short defender will slide behind the screen and pick up his opponent again. However, if the pick-and-roll is set near or inside the three-point line, then the screener's defender will come out vertically and contain the ball aggressively. The ball handler's short defender, warned of the screen, will take a diagonal defensive position and force his opponent to the screen. He must not allow the ball handler to change the direction of his dribble and drive to the opposite side of the screen. Both defenders must not also allow the ball handler to split them and drive between them. As soon as the screener starts rolling out to take the low-post position, the defensive post, who has already taken his position in the lane, will pick him up. The other defensive post, who has contained the ball hand-

ler, will pick up the second trailer, who is now coming down the middle of the court to take his position in the lane.

Once again, I would like to remind you of our defensive rule: the defensive post, who does not contain the ball handler, always picks up the opponent, who goes to the low post, while the defender, who contains the ball handler, always picks up the opponent on the high post position.

The weak-side forward's defender will get in the middle of the lane and away from his opponent, who is not a serious threat. However, if his opponent tries to cut in the lane, he must immediately beat him to the spot, preventing him from receiving the ball in the position between him and basket.

This short defender should also pick up the second trailer if he cuts in the lane and our defender, who has contained the ball handler, is late and cannot cover him in time: he must also try to deny the pass to this player. If the second trailer tries to take the low-post position under the basket, this defender will guard him in front. If the playmaker passes the ball to the weak-side forward, two of our weak-side defenders rotate.

As soon as the playmaker passes the ball to his weak side teammate, his defender will quickly cover the opponent in the corner.

The other short defender, who guards the second trailer in the lane, will sprint to cover the playmaker. Our tall defender, who has contained the ball handler, will cover the second trailer, who has already taken his position under the basket. In this way both our tall post's defenders guard two tall opponents (diagr. 11).

Once again, the rotation of two weak-



side short defenders will be made only if the reversal passes to the opposite side of the court and to the weak side opponent in the corner is made very quickly and if the tall defender, who has contained the ball handler, is late and cannot pick up the second trailer in time.

However, if the tall defender, who has contained the ball handler, is not late and can cover the second trailer in time, the two weak-side short defenders will not rotate. Good timing is very important for a successful defense in these situations.

Pick-and-roll defense must be practiced every day. A good defense depends on the cooperation among defenders and their constant aggressiveness. Some level of confusion is a normal problem in our defense at the beginning of each season because we have many new players on the team.

However, as the season progresses, and the players have gained more experience playing with each other, our defensive play is almost automatic.

BASKETBALL SUCCESS: GENES ARE THE KEY PART II



by Jonathan Niednagel

Jonathan Niednagel is a sport scientist, who has pioneered one of the most advanced sports evaluation and improvement technology "Brain Typing" (www.braintypes.com). He consults for pro teams and athletes in the United States, especially in the NBA, NFL, and MLB. He is the author of the book "Your Key to Sports Success", where he identifies and describes the Brain Types for over 20 sports.

After realizing that these inborn proclivities were not a result of the water we drank or the upbringing (or coaching) we had, I surmised in the early 1980s that these innate "wirings" had to be genetically based. One needn't be a rocket scientist for such deduction. Genome research was quite primitive in those days so exploring this possibility had to wait. Yet brain research and neuroscience were dramatically on the upswing, with high-tech PET scans and other metabolic mappings revealing cerebral functions never before understood. Thus, I began exploring how the brain regulates our cognitive, motor and visual pro-

cesses, and during this past decade, the influence of genetics on these physiological functions. The massive Human Genome Project's first major hurdle was finally accomplished in 2003, identifying roughly 30,000 human genes. The race is now on for identifying which human functions these individual genes actually regulate.

The fields of neuroscience and genetics are finally shedding abundant light on how and why the body (including brain) operates as it does. For the first time in human history, long-awaited answers are forthcoming. We are finally leaving the Dark Ages of human understanding. Over the past decades, I have attempted to make a connection between typology, one small dimension of psychology, a soft science, and the fields of genetics and neuroscience, which are soundly entrenched among the hard sciences. Marvelously, it is all coming together.

Relating all this to athletics, I began to share my surprising and helpful findings with a few professional athletes in the late 1970's. It wasn't long before they began employing them in their respective sports and telling others.

So what does all this mean to you? Whether a team owner, general manager, coach, parent, or athlete, you can now learn to identify and optimally develop these inborn designs or Brain Type in yourself and others.

Assuredly, understanding inborn characteristics-mentally, physically, and spatially-is the future direction of sports. It provides an unparalleled advantage.

Brain Typing is relevant for every dimension of life, including business and family. As long as one is attempting to understand, persuade, or communicate with others, there is no better way.

Before I tell you the key to success for Bird and Stockton, let's consider only one aspect of the 16 inborn designs. Four of these makeups specialize in the top region of the brain's primary motor cortex-which masters gross motor skills-the large muscle groups (Magic Johnson is in this category). Another four Brain Types (including Michael Jordan) excel in the adjacent descending area of the motor cortex-regulating hand-eye coordination. The next four genetic Types (including Tiger Woods and Dirk Nowitzki) have the potential to expertly coordinate both large and small



muscles. The remaining four Brain Types are innately "least" gifted in the motor cortex-especially regulating the gross motors-yet they are the most proficient with the strategic skills of the cerebral cortex (including hockey goalie Dominik Hasek). This knowledge of the various cerebral distinctions is helpful in beginning to comprehend why the different athletes perform as they do.

Brain Typing not only can help an aspiring athlete choose the best sport(s) for him and her, but it can help to develop one's game in an optimal manner. The key to sports success is practicing and improving based upon one's personal makeup, mentally and physically. Brain Typing enables the athlete to know exactly how he or she is wired and how to perform best under the greatest of pressures.

Now to Bird and Jordan. Their inborn design is described by one of Brain Typing's 16 acronyms: BEIR. "B" represents a genetic

predisposition for the Back of the brain where deep concentration and intensity reside as opposed to the front's active and energetic state, which minimizes contemplation. "E" stands for Empirical-relying on sight and observation instead of concepts and theory. "I" signifies the Inanimate world which is more interested in logic, systems, and things than relating to people, pursuing harmony, or trusting feelings. Lastly, "R" equates to the Right brain, the hemisphere adept at peripheral vision and smooth, adaptable motor movements in contrast to the left hemisphere that specializes in tunnel vision and more mechanical, preplanned motor movements. Athletes born with the BEIR Brain Type can develop superior hand-eye coordination and athletic skills. This design is debatably the superior athlete in most sports.

Though each person's upbringing and environment (past and current) influence his unique personality, the vast majority of BEIR's are more reserved and quiet due to their genetic imprint. They also have the potential to develop the consummate spatial logic, as well as competitive intensity of all 16 Brain Types. (Infamous boxer Mike Tyson also possesses the BEIR wiring.)

Larry Bird and John Stockton would never have achieved their NBA greatness had they not inherited the BEIR wiring. Yes, some other Brain Types can achieve pro basketball stardom, but the BEIR has proven to be the best. A few other recent greats of this design include Michael Jordan, Tracy McGrady, Shaquille O'Neal, Jason Kidd, and Allen Iverson.

Computer technology has ushered us into the 21st century, but genetic analysis is soon to reshape the world in which we live-even in sports. Until Brain Typing genetic identification is finalized, those I've trained and I will continue to rely on the empirical approach, carefully observing athletes and people and their innate mental and motor tendencies. Though it is presently possible to identify the different designs in even young children, the majority of my time is devoted to working with adults.

How did mankind develop these indelible and measurable designs, or Brain Types? After numerous years of consideration, my most educated guess suggests a Master Designer. It is my hope in the years ahead to help those around the globe to better understand these unique designs and how to get the most out of life in light of this enlightening and liberating knowledge.



by Uldis Gravitis

LATVIAN COACHES COUNCIL: THE PAST AND FUTURE



Uldis Gravitis, former chairman of the Latvian Basketball Coaches Council, was the president of the Latvian Basketball Federation from 1989 to 1992. He coached the Latvian Junior national teams and is currently the Rector of the Latvian Academy of Sport Education, and vice-chairman of the Executive Council of the Latvian Basketball Association.

The Latvian Basketball Coaches Council has an old and rich history. It should be noted that Latvia was among the eight countries that founded FIBA in 1932. The Latvian Men's Basketball National Team went on to win the first European Basketball Championship. The Latvian Basketball Coaches Council was established on October 17, 1934. The Board of the Latvian Basketball Association accepted the resolution of the establishment and the first task of the Council was to prepare for the first European Championship.

Valdemars Baumanis was the most outstanding coach in pre-war Latvia. He guided the national team in 1935 to first place in the European Championship, and in 1939 and four years later, he coached them to a second place European Championship title. Baumanis represented the basketball team in the 1936 Olympic Games in Berlin, where he refereed basketball games. Baumanis was also the first FIBA referee in Latvia. After the War, he worked as a coach in France (Lorient CEP) for many years before finally moving to the United States. Another founder of the School for Basketball Coaches was Adolfs Grasis. Before World War II, Grasis coached the leading Latvian club teams, and in 1937 was the coach of the Latvian Men's National Team. After the War, he worked as a teacher in what is today the Latvian Academy of Sport Education. A doctor of sport science, Grasis has written 11 books about basketball. After the War, there were many exceptional basketball coaches in Latvia. Olgerts Altbergs, the founder of Latvian women's basketball and the legendary TTT (Riga) team, was also one of the most talented. He was the Latvian champion in basketball in 1943, 1944, and 1950. In 1958, he founded the TTT, and under his leadership, the team won the European Cup for club teams for three consecutive years (1960-62). From 1971 to 1992, Altbergs directed the Latvian Basketball Coaches Council.

Since 1951, Altbergs also worked as a teacher at the Latvian Academy of Sport Education, educating a group of bright young basketball coaches. He eventually handed over the coaching of the TTT team to his trainee, Raimonds Karnitis, who coached the team from 1962-87, becoming one of the most successful coaches in the country. The TTT team won the USSR championship title 18 times and the European Cup for champion teams 15 times.

Alfreds Krauklis was one of the best coaches in the pre-war period. Beginning his coaching career in 1940, he went on to direct the top teams in the country, including Dinamo, Starts, Daugava, Spartaks, and VEF. He also coached the national team in 20 games.

Of the post-war coaches, Aleksandrs Gomelskis deserves special

mention. He trained the Riga ASK team from 1954-65. Under his leadership, Riga ASK was the USSR champion four times and won the European Cup for club teams three times (1958-60).

The most experienced coach in Latvia today is Armands Kraulins, who started his career as a young player and women's team coach. Since 1974, he has worked with the men's teams, including VEF (Riga), University (Tashkent, 1981-84), Dinamo (Moscow, 1985-88), and ASK (Riga, 1988-90). He went on to coach basketball teams in Iraq and Colombia, but in 1992 returned to Latvia and worked for different club teams. From 1992 until 20003, Kraulins coached the Latvian men's national team, reaching the finals of the European Master Competitions in 1993 and 2003. The Latvian Basketball Association appointed him head coach of the women's national team in 2004.

In addition to these fabled coaches, there have been many others who have worked with Latvian players, guiding them to basketball prominence. They include Imants Plavins, Talivaldis Petersons, Juris Garkalns, Janis Zeltins, Andris Purkalns, Dzidra Karamiseva, Aivars Brigmanis, and Gunars Krumins, Janis Rimbenieks, Peteris Visnevics, Aivars Vinbergs. Currently, the upcoming coaches include Raivo Otersons, Karlis Muiznieks, and Gundars Vetra.

There are currently 221 active basketball coaches registered in the Latvian Basketball Association. Considering the number of coaches, it should be mentioned that there are only 2.4 million people living in Latvia. According to the State Regulations, a person having a corresponding certificate can work as a coach. All coaches are divided in three categories: A - the highest, B, and C. All coaches of the A and B category must obtain a university degree in sport. In order to obtain the A category certificate, a coach should have worked as a coach for at least five years, in addition to attending 100 hours of coaching courses, clinics, and seminars. A coach can earn a B category certificate if he has completed university studies in coaching education.

Those who have completed their secondary education and taken the 320-hour special education program can earn a C-level certificate. The certificate is valid for five years and can be renewed by presenting documentation of participation in 60 hours of coaching clinics, courses, and seminars, along with the dates of coaching employment.

The Latvian Coaches Further Education Center provides further education in the fields of sport theory, sport medicine, sport biology, and sport pedagogy for all coaches. The Basketball Coaches Council organizes special clinics in basketball, while regular clinics are held annually for youth and adult team coaches.

The Latvian Basketball Association Coaches Council hopes that the work performed by the newest generation of coaches is able to raise the level of basketball so Latvia once again is among the leading basketball teams in the world, just as they were in 1935 and 1960.

VIDEOS AND BOOKS ON SHOOTING



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.

We can all give our best effort in executing the plays on offense, but if we don't have the technical skills necessary to score, it is going to be difficult to win the game. In cases like this, it seems like we are playing handball rather than basketball.

Let's have a look at the most recent products and the classics about shooting and scoring, using the best teaching methods and proper techniques.

Among the four videos made by the great Pete Maravich for LA Productions in 1987, the video on shooting (*Pistol Pete's Homework Basketball - Shooting*) is certainly the best and a "must" for every serious coach.

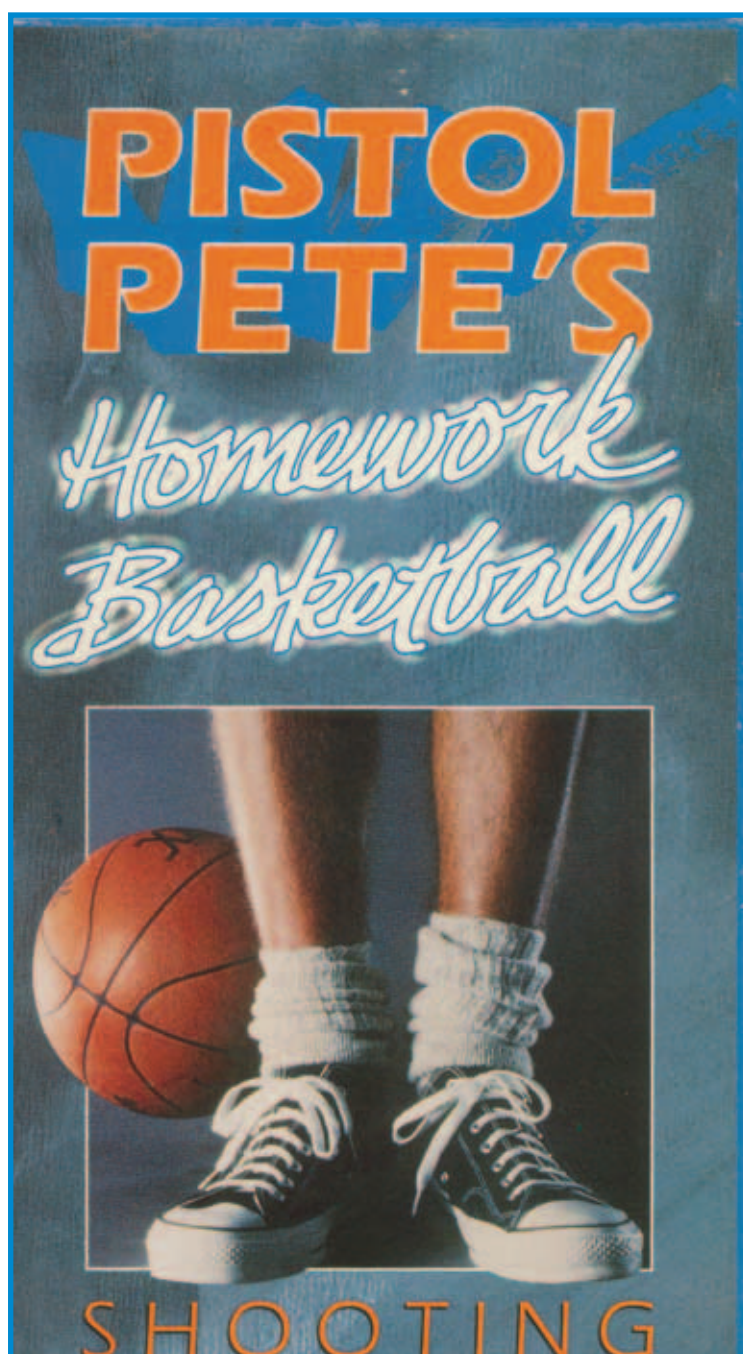
The video produced by Steve Alford, the former guard who played for Indiana University and the U.S. National Team, is an excellent tape on shooting in which he discusses all of the basics. His *Shooting Drills and Techniques*, which was released in 1997, points out all the important aspects needed to have a good and strong shot.

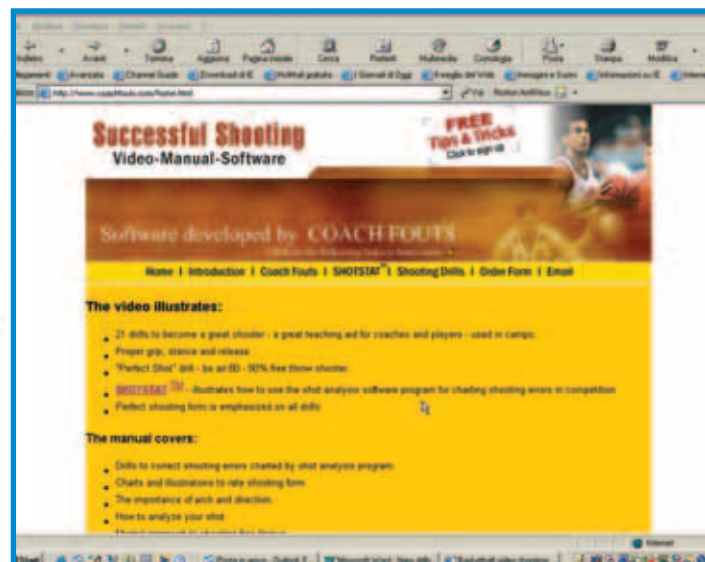
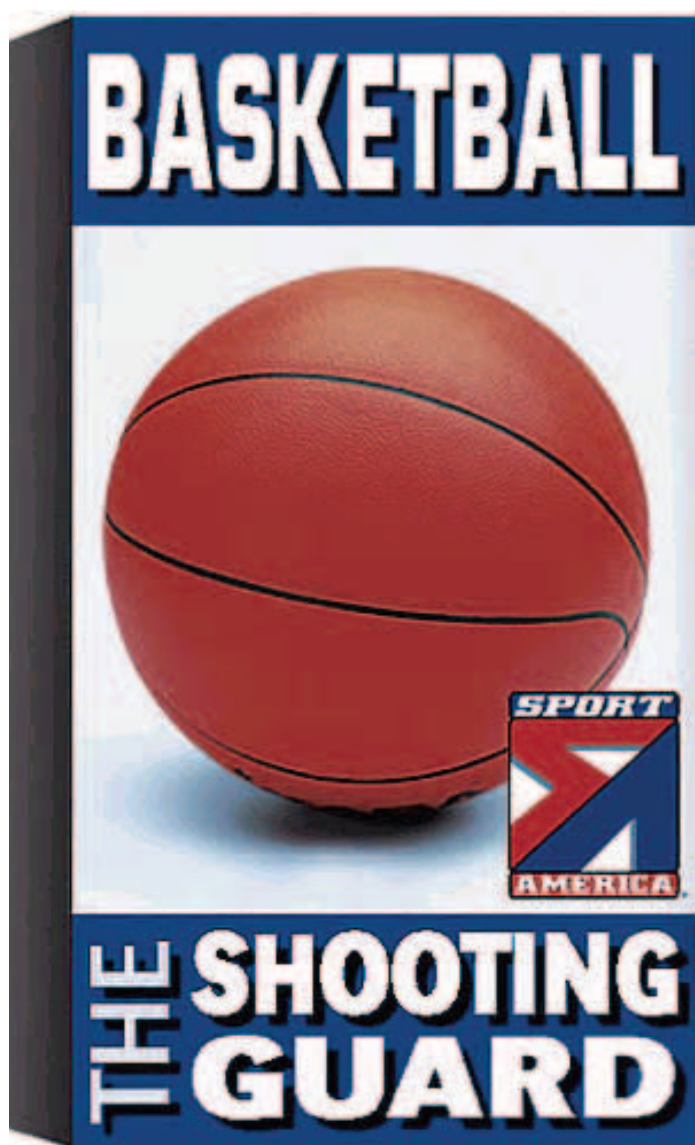
Fever River produced the *Five-Star Shooting Method* video by coach Barry Brodzinski in 1996. In this video, the classic work method used at one of the biggest and most famous technical camps, The Five-Star Basketball camp, is described in great detail.

Looking through Sysko's extensive sports video and book catalog, there is a great video by the coach of the women's team at Stanford University, Tara Vanderveer. *Shooting Drills* consists of a variety of shooting drills and exercises packed into 48 hard minutes. Sandy Slide's video, *Teaching Basketball Shooting Fundamentals*, released in 2000, is another of my favorites.

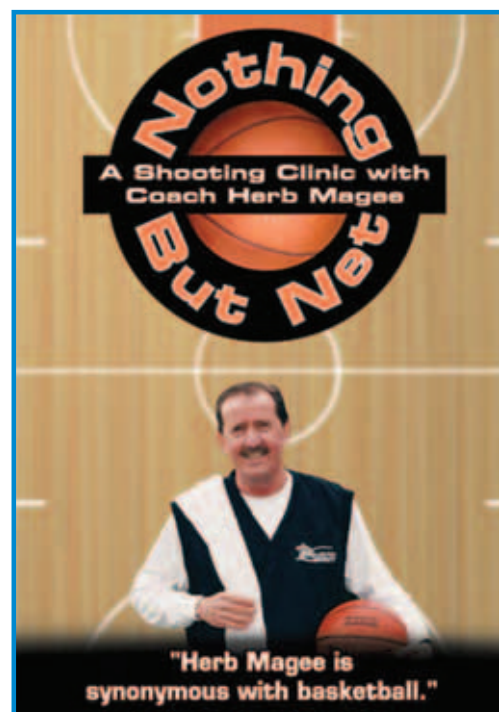
Championship Production's catalogue contains interesting products about shooting basics. The best of the lot include: *Shooting Drills for Success* by Jeff Schneider, 2002; *Individual Drills and Moves* by Phil Martelli,

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.



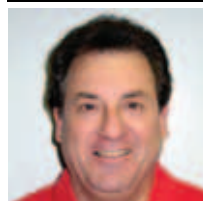


St. Joseph's University coach; *Guard Drills: Developing a "Go to" Guard* by Bill Self, the coach of the University of Kansas; and two videos by Kevin Eastman: *Chair Drills: Shooting Workout for Inside Players* and *Shooting Workout for Perimeter Players*. Coaches Choice produced *Basketball Skills and Drills Volume 2: Field Goal Shooting Lay-ups / 3 Point Shot* by Don Meyer and Jerry Krause, released in 2002.



The products and the sites of Tom Norland and Ed Palubinkas, two extraordinary shooting magicians, are very interesting. Norland shows his *Swish* video on his site: www.swish22.com, completely dedicated to learning and coaching "pure" basketball shooting. Palubinkas, the PBA (Palubinkas Basketball Academy) creator, offers both the shooting courses and videos on shooting on his site: www.freethrowmaster.com. Courses consist of two levels: *Shooting Master Clinic 1* and *2*. He also has two videos, *Secrets to Perfect Shooting Principles*, and *Shooters Lab: Developing Great Shooting Skills*. Finally, I recommend the following sites and their videos: www.herbmagee.com ("Nothing But Net" and "Nothing But Drills.") www.coachfouts.com ("Successful Shooting" video and software), and www.bettermbasketball.com ("Better Shooting" video).





by Paul "Jacky" Loube

TOWER PHILOSOPHY: ADVANTAGES AND DISADVANTAGES

Paul "Jacky" Loube is the Executive Director of the International Association of Approved Basketball Officials, a Canadian and North American association.

I remember the very first time I was asked to make a presentation at an IAABO Interpreters Seminar.

My topic that morning was the "Tower Philosophy" and its impact on different levels of basketball. I really didn't know where to begin so I attempted to research the impact that the "Tower Philosophy" had on the game by interviewing coaches and officials.

I was amazed by the many different interpretations of the philosophy and the cavalier approach veterans had when explaining the philosophy to me.

I found that officials working youth basketball while exercising the Tower Philosophy gave a great deal of latitude to players at that level, while those at progressively higher levels gave less leeway.

My concern was that this implementation should have been reversed. Should not younger players first have an understanding of what actions are within the limits of the rules? Is not a travel a travel? In today's basketball, however, young officials begin early to make their own determination as to what is within the "spirit and intent" of the rules.

SOUND RULES FOUNDATION

The more I observe the training of applicants who want to become officials, the

more convinced I become that the concept of advantage-disadvantage should remain a "foreign language" until a sound rules foundation has been realized and processed by the official. Officials should be absolutely certain and well versed on the description and explanation of each foul and violation. A strictly literal approach should be taken.

Only then, armed with an initial literal knowledge of all the elements of the rules, will they be able to make rulings on the realistic philosophy of advantage-disadvantage.

It is true that all the great officials have put the Tower Philosophy into practice but that skill doesn't develop overnight.

A well-officiated game is one wherein the official has adhered to the spirit and intent of the rules as established, in FIBA competition, by the World Technical Commission.

The basic and fundamental responsibility of each official is to ensure the game proceeds with as little interference as possible by the officiating team. This is not to say that an official should not blow the whistle when a rule has been breached. The intention should rather be to avoid calling infractions that do not contravene the spirit and intent of the rules.

DR. JOHN BUNN

Over 50 years ago, Dr. John Bunn, IAABO Interpreter and editor of the NCAA Rules, introduced what was

called the "Oswald Tower Philosophy," named for his friend and fellow IAABO Interpreter, Oswald Tower. The philosophy best represented what the Basketball Rules Committee believed and supported regarding the officiating of a contest. The same philosophy is embraced by FIBA through its World Technical Commission.

This philosophy represents a realistic approach that would guide the judgment of officials in making decisions on all situations where the effect upon the play is the key factor in determining whether or not an infraction has occurred. As an illustration, if A1 sets a legal screen on B1 and B1 generates notable contact with A1, should play stop and a foul be called on B1? What about A2, who executed the play just as the coach designed it, used the legal screen and has broken free for an easy lay-up?

If an official did not take a realistic approach to this particular situation and officiated literally, team A would be penalized and the game would be one of continual fouls and whistle blowing.

A veteran official realizes that contact, not only in the instance cited but in other aspects of the game as well, must be looked at in terms of the effect it creates on the opponent. If there is no apparent disadvantage to an opponent, then realistically speaking, no rules violation has occurred.

The official must use discretion in applying this rule and all rules.



TOWER PHILOSOPHY STATED ANOTHER WAY

The "Tower Philosophy" stated in another manner is as follows: if players are unfairly affected as a result of an infraction of the rules, then the player not in compliance must be penalized, but if there has been no appreciable effect upon the progress of the game, then the game shall not be stopped. The action should be ignored. The official must determine immediately if the contact is incidental. For example, the crowd is screaming for an "over the back foul" on B1 when the ball is hit out of bounds but realistically and practically, no infraction has occurred.

PLAY SITUATIONS

Obviously, this philosophy assumes that the official has a thorough understanding of the game. Officials are chosen to officiate basketball games because game organizers believe those officials have basketball intelligence and an understanding of the mood and climate that prevail in the game today. Better officials exercise mature judgment in each play situation in light of the basic philosophy stated. The FIBA office is consistently bombarded with issues concerning trivial and unimportant details about play situations during the game. Much time and thought is wasted on minor technicalities that are of little or no significance.

At countless rules clinics around the world, there are those who sidetrack the "fundamental" discussions far too often and get involved with emotional debates over situations that might occur once in a lifetime.

In many instances, these very same officials have no faith in the value of judgment, and more times than not, lack basic game management skills. Some would call them "excessive whistle blowers" or "interferers", an affront to the game.

They are the very ones who want a spelled-out and detailed rule for every tiny point, rather than rely on judgment and common sense. At the higher levels of competition, educators and commissioners are looking for the official with an advantage-disadvantage and humanistic approach to officiating. Did the player violate the spirit and intended purpose of the rule?

Below are some guidelines that must

be adhered to by officials, coaches, and players for the game to be well officiated.

OFFICIATING GUIDELINES

- A. To provide the most accurate rulings, officials must be as close to the play as possible.

There is a high correlation between accuracy of calls and closeness in making the call.

The experienced official "moves to improve" and hustles to be in position to observe the entire play.

- B. Officials are constantly confronted with the adage; "If each official takes care of that official's primary coverage area, there would be no necessity for officials to make rulings outside of their primary."

This statement is misleading. All officials are empowered to make rulings on any play, especially if a partner doesn't see, is straight-lined or too close to the play along the endline, screened, or simply misses the play.

An official who says, "It's not my call" or "I'm not calling one right under the nose of official B" defeats the very spirit and intent of the mechanics and teamwork each crew of officials is expected to embrace.

To be sure, there are prescribed mechanics which lead one official to focus attention on specific phases of the play, more so than the other, but to take a rigid point of view and say, "That part of the floor is my sole responsibility, and that part is yours," leads to a poorly officiated game.

For example, with seconds to play in the fourth period of a tied game, the lead official mistakenly gives the ball to team A for a throw in under team B's basket.

The trail official, thirty feet away, observes that the ball was obviously last touched by A-1 before going out of bounds.

The trail official, although calling out of the primary coverage area, insures the correct team administers the throw in.

- C. "The experienced official anticipates the play but not the call." In other words, you may understand

the offensive and defensive schemes designed by the coaches better than the players in the game do, but don't anticipate a foul. Rule only on the action that has been committed.

- D. An officials who does not see the entire play, but only a part of the play, places one of the teams at a disadvantage.

If official does not see the initial act that caused the illegal contact and then blows the whistle on what is frequently defined as the "second foul," the anger of the players and coaches gathers momentum and accelerates to a feverish pitch.

This situation is compounded when the official fails to recognize and become familiar with the "match-ups" in the vicinity of the restricted area.

In order to officiate "Post Play" effectively, the entire play must be observed, especially when the players are establishing positions in (or adjacent to) the restricted area. The official must determine who is the first to establish a position, rather than evaluate solely on the instant of contact. The veteran official sees the total scene and rules accordingly.

- E. A frequently-used adage is, "It is not a question of who is right, but rather, what is right." Many officials misunderstand the intent of that phrase.

The World Technical Commission prides itself on acknowledging, "One Rule, One Interpretation," and that is the interpretation that has been approved by the National Federation, NCAA and FIBA Rules Committees under whose rules the game is being played. Much too frequently there is a reluctance on the part of some officials to adapt when a rule or interpretation has been changed. More often than not, veteran high school officials might tell impressionable younger officials, "Well, I don't like that particular mechanics or rule change, and I am going to call it the old way, my way." That official is an obstacle to successful officiating. He/she has the responsibility



ty to officiate the game in accordance with the official rules committee's decisions. There is one interpretation and one interpretation only and that is the one established and articulated by the appropriate rules committee. Whether or not an official likes a rule or mechanic is irrelevant.

- F. A veteran official must possess a knowledge of the rules and mechanics when officiating each and every game. Expressions such as, "We'll only switch on fouls resulting in free throws," creates hesitancy and indecisiveness and is never an ingredient of a competent officiating package. Competent and dedicated officials

exude a floor presence and physical condition that is commensurate with the demands of a basketball game. They have sound judgment and cooperate with fellow officials, exercise an air of calmness and confidence and are consistent with their calls. When an official has these qualifications and uses them within the framework of advantage-disadvantage, the game will be well officiated and well served.

LEVEL OF OFFICIATING

Finally, the quality of the game of basketball will never be any better than its level of officiating. The well-officiated contest will have had the play situations judged on the doctrine and

principles of advantage-disadvantage. Sadly, those who lack the basic understanding of these principles often rely on the Tower Philosophy as an excuse for not making a call.

They miss the reality that the spirit and intent of the Tower Philosophy is the basis for making a sound and consistent judgment, one that is used in deciding to blow the whistle or not to blow the whistle, but never to ignore an obvious infraction.

Was the game played and consistently officiated under the basic philosophy that a ruling should be made if one team gained an advantage (or was placed at a disadvantage) that was not intended within the spirit and intent of the rule? If so, it was a well-officiated game.



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RIGHT OR WRONG?

(Note: the following questions are based on FIBA Rules 2004, which come into effect in September, 2004)


QUESTIONS

1. Team A has been in control of the ball for 15 seconds when a double foul is committed by A4 and B4. After communicating the fouls to the scorer, the officials award the ball to team A for a throw-in. Shall team A also be awarded a new 24-second period?
2. While the game is being played, coach A chooses to remain seated. Is the assistant coach of team A permitted to remain standing while coach A is seated?
3. A3 is in the opponents' restricted area for more than 3 seconds while A5 is dribbling the ball in the team A backcourt. Has A3 committed a 3-second violation?
4. During the half-time interval and with team A entitled to the next alternating possession throw-in, a technical foul is committed by B5. As a result of the B5 technical foul, a team A player is awarded two free throws, to be followed by a throw-in for team A at the center line extended opposite the scorer's table to begin the third period. Shall team A continue to be entitled to the next alternating possession throw-in?
5. A5 is awarded one free throw. A5's free throw attempt fails to touch the rim and as a result, a throw-in is awarded to team B. Before the ball is handed to B2 out-of-bounds for the throw-in, A10 reports to the scorer's table to substitute for A5. Shall the substitution be permitted?
6. After the ball is legally tapped on the jump ball that begins the game but before the ball can be controlled by either team, a held ball occurs between A4 and B4. The officials rule that another jump ball shall be administered. Shall the jumpers be A4 and B4?
7. A shot for a field goal by A3 is in the air when the 24-second signal sounds. Shall the 24-second signal also cause the game clock to be stopped immediately?
8. A pass from A2 to A4 is above the rim when B5 reaches through the basket from below and touches the ball. Shall two (or three) points be awarded to A2?
9. Team A has been in control of the ball for six seconds in the team A backcourt when B4 deliberately contacts the ball with his foot. A throw-in is awarded to team A in its backcourt. Shall team A have only two seconds remaining to advance the ball into the team A frontcourt?
10. A3 and B3 are involved in a double foul, after which a technical foul is committed by coach A. Shall play resume with two free throws awarded to team B, followed by a throw-in for team B at the center line extended opposite the scorer's table?



ANSWERS

1. **No. Team A shall have only 9 seconds remaining in the 24-second period. (Art. 50.4)**
2. **No. Only the head coach may remain standing while the game is being played. (Art. 7.5)**
3. **No. A 3-second violation can occur only when a team is in control of the ball in-bounds in the frontcourt. (Art. 26.1.1)**
4. **Yes. If a team that is entitled to the next alternating possession throw-in is awarded a throw-in as the result of a foul committed by the opponents, that team shall not lose its right to the next alternating possession throw-in. (Art. 12.4.8)**
5. **Yes. A violation has been committed and therefore either team may substitute. (Art. 19.4.1)**
6. **Yes. (Art. 12, FIBA Interpretation)**
7. **No. The game clock shall not be stopped unless an official blows the whistle. (Art. 49.2)**
8. **No. B5's violation is not considered to be goal tending or interference because the ball was not above the rim as the result of a shot for a field goal or a free throw. Play shall resume with a throw-in for team A. Team A shall also be awarded a new 24-second period. (Art. 31, FIBA Interpretation)**
9. **No. The ball became dead as the result of B4's contacting the ball with his foot rather than because it went out-of-bounds. Team A shall be awarded a new 8-second period. (Art. 28.2.2)**
10. **Yes. This is a special situation and therefore the penalty for the double foul shall be cancelled, leaving only the penalty for the coach A technical foul remaining to be administered. (Art. 42.2.3, 42.2.7)**



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MAKE SURE YOUR ORGANIZATION'S VALUES ARE CORE



by Greg Curchod

Greg Curchod is project manager for the Swiss/UK consulting group, TSE Consulting (www.tseconsulting.com), one of the leading providers of consulting and training services to the international sports world. Greg is training sports managers in the area of corporate governance and is involved in different projects advising Sports Federations in their reorganization process.

"Mission statements". "Corporate statements". We've all heard of them. We might also secretly think that they are pretty words on that document on the shelf. Well, we might have to think again. Intelligent, usable corporate statements are the foundations of good governance and could be one of the most important and fundamental decisions you can make for your organization.

Once they are well defined, your core values can not only clarify your organization's identity and set you apart from the competition, but can also help you every time you have to make a decision - big or small. Core values are also fundamental in determining what attributes your sport or event needs to focus on in order to become more attractive to the end users or customers.



So how do you come up with strong and useful values? Let's take a look at what a core value really is, and let's define a few other categories of values that shouldn't be mistaken.

FOCUS ON 'CORE VALUES'

So, what are core values, really? Well, they are the deeply ingrained principles, your organization's cultural cornerstones, which can never, ever, be compromised. They are what make your organization distinct and so must always be maintained. But here's the danger: if the core values that you decide will govern all your future decisions, really aren't core, they might put you on the wrong track and could cause substantial damage to your organization's ongoing business. This is why we need to identify three other types of values that need to be considered, but not mistaken with core values. By doing so, you will be able to 'get rid' of those values that might mislead you and make you lose your focus.

1. ASPIRATIONAL VALUES

These values are those that do not currently exist within your organization, but which you believe will help it to succeed in the future. Aspirational values need to be carefully identified since they can dilute your core values.

Let's take an example: if you think 'transparency' is one of your values, then be sure it is. Now if you don't systematically open all your accounts to the press, or don't take specific governance decisions that will make your organization different in that way, then do not bother. Your staff might be confused to see that all of a sudden procedures change unnecessarily when actually these have been successful until today and could stay that way.

So when a value you detect turns to be only aspirational, either drastically change the way you work internally in order to make it core or just forget about them now and put them aside for the future.

2. PERMISSION-TO-PLAY VALUES

Permission-to-play values are the basic standards, the frame of behaviour, within which your employees are required to perform. Being simple

standards, they do not vary from one organization to another. If mistaken with core values, they would put you in a difficult position in relation to your company's defining characteristics. Your sport, your event, needs to be unique in order to attract support. Organizations focusing on marketing that have confused permission-to-play values with core values have not found in them the necessary tools that help them build, for example, a unique image for their sport.

'Integrity' very often is mistaken for a core value, when it is actually a pretty standard thing to require from anybody working in an organization. Unless you take extraordinary measures to make sure that everybody thinks 'integrity' in any given situation, then you should not consider 'Integrity' as one of your organization's core values.

3. ACCIDENTAL VALUES

Accidental values arise without the cultivation of management. They are these values that exist in your organization, that can be identified today, and which mostly reflect the common interest of the staff.

While these values can be very positive, since they reflect a certain 'personality' of the organization, they have to be carefully managed and not always allowed to turn into core values.

Indeed accidental values can be too restrictive and can prevent the organization from opening up to a wider, potential customer base.

Let's take the example of a basketball club that would have been founded, decades ago, by people with a school coaching background, people sharing certain 'pedagogical' values of basketball. These values were not consciously introduced into the organization, they just happened to be there because the background of the founders. Now, of course, a club could definitely live and grow on these kind of values.

And it is, as a matter of fact, how many basketball clubs still function today. But if these values were to be identified as accidental, and in other words as 'not core', then the organization could choose to open up to more commercial segments, opening



its doors to non-schools participants, for example and therefore significantly widen its customer base. The new values should then be identified as core, introduced and used as such.

SO, GET TO THE CORE!

As we see, imposing values that are not core can create dangers for the future of your organization. Going through the exercise of identifying those three kind of values that make your organization is not only enjoyable, but will help you focus on who you are and who you really want to be.

Now, if you are positive that your values are core and that they can either distinguish yourself from the competition or really make your organization stand up as forward thinking and ahead of its time, then do not stop there. Integrate them into every system that involves your employees or helps you to make the right decisions.

Core values such as 'dependability', 'dedication', 'self-motivation' or 'innovation', when communicated constantly and used as institutional guidelines by management, could drastically improve your performance whilst at the same time simplifying your decision-making processes.



by Steve Smith

THE DEVELOPMENT OF BASKETBALL IN THE OCEANIA REGION

Steve Smith is Secretary General FIBA Oceania. Previously he was General Manager Bankstown Basketball and high school teacher New South Wales Department of Education.

THE ZONE OF CONTRASTS

Each of the five FIBA Zones has a distinctive character. FIBA Oceania is the Zone of contrasts. At the same time we have the world's largest island, Australia and several countries which occupy the smallest islands. On the one hand, we have countries like Australia and New Zealand where basketball is well developed and participation in FIBA events is consistent. At the other extreme, in most of our member federations, basketball is relatively poorly developed and they have never participated in a World basketball event. In fact, the biggest administrative challenge for our organisation is balancing the needs of these vastly different basketball countries.

WHAT WE DO

It is true to say that most of our time, energy and finance is allocated to developing basketball in the less developed parts of the zone. The vastness of the region, the relatively small total population and the fact that most of our countries are relatively poor, has made it difficult so far, to attract commercial sponsors to fund our development activity. In order to succeed, we have needed to develop partnerships with other agencies. The most successful to date has been with the IOC through the National Olympic Committees in 15 of our 21 member



countries. ONOC, the continental arm of the IOC, has separately provided support for some of our programs. Our other big supporter has been the Government of Australia through its overseas aid programs and regional sports development projects. Basketball Australia and Basketball New Zealand allow us to use educational programs and materials they have developed. Basketball associations in both countries have shared their knowledge and experience by hosting visits by players, coaches, referees and administrators from the islands.

HOW OUR DEVELOPMENT PROGRAM WORKS

a) Zone Development Officers (ZDO's)

Two Australian based ZDO's are the primary delivery mechanism of our development program. Jon Hoyle and Stuart Manwaring are both experienced basketballers with,

primarily, a coaching interest in the game, but, at the same time, a very good grounding in administration, officiating and planning. Each ZDO spends approximately 9 months of his working year visiting Pacific Island counties. In these countries they conduct clinics for players, run accreditation courses for coaches and referees, work with the Federation, Association, League and Club representatives to run events, and act as mentors and facilitators in the preparation and review of strategic plans and program calendars.

b) National Basketball Development Officers (NBDO's).

In 7 Island nations we subsidise the salary of an indigenous NBDO. In each case, these are the only people working in basketball in a "professional" or perhaps it is better to say, "paid" capacity. Each NBDO has an

interest in particular aspect of basketball, but they must out of necessity, be a basketball "jack of all trades". That is to say they have to know about officiating, running a league, teaching young people how to play, coaching high level teams, identifying talent, conducting a meeting and the list goes on. One of the functions of the ZDO's when they visit the lucky countries with an NBDO is to act as the supervisor/mentor/trainer of the NBDO. FIBA Oceania has twice in the past 4 years assembled the NBDO's in Australia for professional development courses to improve their ability to act independently of our supervision.

c) Australian Youth Ambassadors For Development (AYAD's)

Since 2002 we have taken advantage of an Australian Government initiative which is part of its overseas aid program where young people in the 19 to 30 years age category with appropriate skills are placed in Pacific Island countries to mentor a local counterpart. FIBA Oceania has placed AYAD's in Vanuatu, Tonga, and Fiji and this year will place one in Papua New Guinea. In each case in the country concerned, we have an NBDO and in several of them, the AYAD helped us and the host country prepare for and stage a major international event.

WHAT IS OUR GOAL?

Our primary objective is to increase the participation base. In all Pacific Island countries, we want to have more people playing in structure competitions under the umbrella of the federation. Where a competition structure already exists, we want to extend the competition season. For us, one of the strengths of basketball and one source of its appeal, is that it is a game which can be played by old and young men and women, and boys and girls. We want

more young people playing our game, because they are the future of our sport. At an elite level we are aiming for more consistent representation by national teams in the regional basketball and multi-sport competitions which already exist. At the same time, we are working to increase the number and accessibility of these competitions by conducting sub-regional events as a way of overcoming the vast distances of the zone. We have been very successful over recent years in starting and sustaining an international competition for young people - the Oceania Youth Tournament. This year we will host in Australia the 5th version of the event.

Until recent years there has not been a talent identification and development program in most of our developing countries. Slowly, thanks to some regional coaching seminars, the work of our ZDO's and our NBDO's as well as the incentive provided by regular international competition for young people, we are starting to make some progress.

In order to accomplish these "on court" objectives we need to build the administra-



tive base of our sport. Our task here is to recruit more dedicated volunteers to work for our sport and at the same time give them the knowledge and the skills to run it and take it forward.

It is a fact of life that in many countries there is a lack of basketball facilities, such as simple community structures that can be used for recreational leagues. So we have begun the work of establishing a facility establishment and upgrading program. As with other aspects of our program, it seems inevitable that if we are to be successful in this area, we will need to form some strategic partnerships with like-minded organisations.

Our game has the potential to deliver huge health, community and social benefits to most of the Pacific Island nations. These benefits do not depend on the countries concerned participating in the Olympic Games Basketball Tournament or FIBA's World Championship. In fact, because most of our member countries have a high birth rate and demographic profile heavily weighted in favor of young people, the needs in this area are very great. This is even more so, because of the high rates of unemployment amongst these young people in most countries. It is fair to say that the ability of sport to assist in the social cohesiveness of nations is not generally recognised by the governments of the region and so sport does not receive appropriate funding and resources.

In a sense, this present lack of a commitment by governments may be the greatest source of the growth of our sport. Our challenge is to form partnerships with governments to jointly achieve sporting and societal objectives.

I'm excited by the challenge.



by Yehuda Shikma

Yehuda Shikma is the Secretary General of the Israeli Basketball Federation, as well as a member of the FIBA Council for Basketball for Persons with Disability.

Before beginning, I would be remiss without mentioning the work of Dan Kesten, our late President, who passed away suddenly and all too early at the age of 65.

Dan had served as the President of the IBBA for over 10 years. To Dan, the basketball arena was his whole world. He will be greatly missed.

1. INSTITUTIONS

GENERAL ASSEMBLY

The General Assembly takes place once a year.

It chooses members for the Board Committee, the Supreme Court, and the Internal Critique Committee.

It also approves the previous year's financial statements and receives the report of the Internal Critique Committee related to the previous year.

BOARD

The Board consists of 33 members. The Board is in charge of management in the IBBA.

It oversees the make-up of different institutions and committees in the IBBA and supervises and reviews the decisions of those institutions. The Board also chooses the president, the deputy, vice president, treasurer, and all the committee chairmen.

EXECUTIVE COMMITTEE

The Executive Committee of the IBBA implements rulings and decides on current activities on a daily basis.

The Committee holds meetings once every two weeks.

INTERNAL CONTROL COMMITTEE

The Internal Control Committee is elected by the General Assembly.

THE ISRAELI BASKETBALL ASSOCIATION



SUPREME COURT

The Supreme Court is elected by the General Assembly. All members in the court must be lawyers.

DISCIPLINARY TRIBUNAL

The panel of the Disciplinary Tribunal is chosen by the Board of the IBBA and all its members (not less than 5) must be lawyers.

COMMITTEES

- ▼ Professional Committee Men
- ▼ Marketing, Public Relations and Media Committee
- ▼ Financial Committee
- ▼ Organizing Committee
- ▼ Women's Committee
- ▼ Administration Committee
- ▼ League & Cup Committee
- ▼ Archives Committee

COACHES ORGANIZATION

The Coaches Organization works as an individual unit, which is affiliated with the IBBA and also manages all of its activities in the office of IBBA. The organization receives full support from the IBBA. All basketball coaches must be members of the coaches' organization.

ADMINISTRATION FIRST DIVISION MEN

The Board of the IBBA established an Administration First Division Men, which will be affiliated with the IBBA. It operates as an incorporated company in which only the directors of the teams comprising of the First Division Men will be members, along with two directors appointed by the Executive Committee of the IBBA. In June 2002 a contract was signed between the IBBA and representatives of the Administration, and the regulations of the Administration were confirmed.

REFEREES ORGANIZATION

The Referees Organization is an integral part of the IBBA. It is affiliated with the IBBA on matters of procedures and finance but it is independent on matters of professional decisions. The Referees Organization has a board as well as professional committees, an assigning committee, disciplinary committee, and a person in charge of evaluating the performances of the referees.

There are 550 referees for all of the basketball games in the country. In addition to the referees Secretary



General, there are five zone managers covering the whole country:

- ▼ First Division - 21 referees (11 international referees with FIBA's certificate)
- ▼ Second Division - 20 referees
- ▼ Third Division - 34 referees
- ▼ Local staff - 475 referees

2. LEAGUE STRUCTURE

The IBBA has 1,400 teams and 28,000 players.

Men

- ▼ First Division - 12 teams
- ▼ Second Division - 12 teams
- ▼ Third Division - 24 teams (north & south)
- ▼ Fourth Division - 48 teams (4 districts)
- ▼ Fifth Division - 144 teams (12 districts)

Women

- ▼ First Division - 10 teams
- ▼ Second Division - 10 teams
- ▼ Third Division - 60 teams (5 districts)

3. CUP GAMES

Along with the regular league games, the IBBA has Cup Games for all levels and ages.

4. NATIONAL TEAMS

The IBBA supports various activities for its national teams.

There are eight national teams prepared for the international events, which occur all through the season.

Most national teams are successful in Europe and are graded among the best teams.

In order to advance women's basketball, the IBBA makes enormous financial efforts and also established a committee to promote women's basketball for all age groups. The IBBA conducts a variety of activities throughout the country for players who are considered pre-cadets, pre-cadettes, pre-junior men, and pre-junior women.

In addition, the IBBA conducts a special program for big men as well as point guards.

The IBBA has a fitness trainer who designs a training program for each National team based on the special needs of the players.

The IBBA has excellent relationships with International federations all over Europe and works closely with FIBA.

5. STRUCTURE OF THE IBBA

In the IBBA, there are 14 employees who manage a variety of tasks.

EMPLOYEES

- ▼ General Secretary
- ▼ Competition Department
- ▼ Head Secretary
- ▼ Public Relations & Marketing
- ▼ National Teams Coordinator
- ▼ General Secretary of Referees
- ▼ Secretary of the Referees Organization
- ▼ 2 Secretaries for registration
- ▼ 2 Typists
- ▼ Operator
- ▼ Accountant
- ▼ Quartermaster

6. FINANCIAL SYSTEM

FINANCIAL POSITION

The IBBA has been successful in the past few years in achieving a balanced cash flow. Since the Association does not need bank financing, it has been able to set long-term goals and objectives and plan long-term projects.

IBBA has invested a substantial amount of money in the activities of Men's and Women's National Teams.

The budget for the year 2003 reflected a reduction of 15% from 2002, due in part to the impact of the general economic circumstances and its impact on the sports world. The budget incorporated the changes, which were a consequence of establishing the Administration First Division Men (see below).

7. COMMERCIALIZATION OF BASKETBALL ACTIVITIES

In the past few years, the IBBA had been through quite a revolution when it comes to its marketing activities.

The IBBA has been very active in creating new situations by entering into several business deals, which increased the income for both the teams and the IBBA.

These business deals included selling the broadcasting rights for the First Division Men & Women, as well as the National Teams, sponsorship for the First Division Men & Women, as well as National Teams, and the Referee's Organization.

Large sums have also been obtained as a result of creating a competition between different companies in order to maximize income.

In 2002, a contract was signed with the Administration First Division Men effective for the 2002/2003 season. This Administration is responsible for all matters related to marketing, including creating business deals and raising

income from publicity, as well as increasing income for the teams, and upgrading the status of the First Division.

8. BUDGET CONTROL AUTHORITY

The IBBA is responsible for the proper functioning of the league and assisting the individual teams in the management of their financial affairs.

The teams are required to prepare a realistic operating budget.

The administration of this budget is overseen by an external authority, the Budget Control Authority (Authority). The Authority is a foundation external to the IBBA, with its own chairman and several additional members.

The Authority has developed computerized budgetary control software, which is supplied to all of the teams. This software enables the team management to monitor the team's financial performance within its budget, and to prepare reports for the Authority.

The control program also enables the team management to make knowledgeable decisions throughout the year and avoid the risk of overspending its budget.

The IBBA established regulations for the relationship between the teams and the Authority.

At the commencement of the 2001/2002 season, significant changes were introduced to these regulations, strengthening the position of the Authority as well as changing the rights and responsibilities of the teams and players.

Some of these changes included:

- ▼ The budget of a team for the current year will be approved only after confirmation from both the players and coaches that all amounts outstanding from the previous year have been settled.
- ▼ Each team is to provide to the Chairman of the Authority a third party guarantee for 25% of its approved budget. This guarantee will be called upon in the event of failure by a team to pay its players or coaches or to transfer the withholding taxes as required by law.

In the event of drawing on guarantee, the team must immediately provide a new guarantee for the amount utilized. Today, many years after the establishment of the Budget Control Authority,

there has been an impressive improvement in the financial management and integrity of the teams, which is a dramatic achievement when compared to business and economic norms in the field.

There are now balanced budgets and the financial obligations to the players are met.

This is exemplified by a significant reduction in the use of arbitration to settle player wage disputes.

The Budget Control Authority supervises the senior leagues: First Division Men, First Division Women and Second Division Men.

9. IBBA HAS TAKEN A LINE OF ACTION WITHOUT PRECEDENT

A. There are no guarantees from the sports associations. All services provided by the IBBA are on a cash basis. This decision was confirmed in January 1996 by the Executive Committee and has been fully applied since.

B. All the attachments of the IBBA are made public in order to select the best proposal suitable to the needs of the IBBA, including the marketing contracts mentioned earlier.

10. DOPING CONTROL

The IBBA had decided to maintain doping control in order to prevent substance abuse.

Dr. Jack Ashrov, on behalf of The Olympic Committee of Israel, is chairman.

During the 2002/2003 season, drug tests were performed on players from the Men's and Women's First Division teams.

All tests were negative, which was a source of pride for all supporters of basketball and sport.

IBBA REPRESENTATIVES FOR FIBA

- ▼ Mr. Shimon Mizrahi: Commission for Legal Matters.
- ▼ Mr. Reuven Virovnik: A member of the Technical Committee.
- ▼ Mr. Noah Kliger: President of the Media Council.
- ▼ Mr. Yehuda Shikma: A member of the Council for Basketball for Persons with a Disability.





by Aldo Vitale

PARTNERS' MEETING IN GENEVA

The FIBA Research & Study Centre was founded to help equip and increase the number of sports facilities throughout the world, encourage the construction of basic facilities and the refurbishment of older ones, co-ordinate research initiatives and offer consulting services for materials, equipment design and construction.

Its annual Partners' and Decisional Board Meeting took place in Geneva on the 10th and 11th of May 2004. More than 30 Partners from all over the world attended the reunion.

It was the first time that the newly elected Decisional Board, the governing body of the FIBA Research and Study Centre, had the opportunity to discuss the results of last year and to give suggestions for the future.

All Partners agreed that FSB Köln 2003 was a great success; the exhibition generated great interest and positive business opportunities for FIBA's Partners. The visit of the Secretaries General and Mr. Gilbert Felli from the IOC was very much appreciated. In order to attract even more publicity, it is foreseen that FIBA will invite international

basketball players to Cologne in 2005.

One of the greatest achievements of the FIBA Research and Study Centre was that the Central Board accepted the amendment in the Internal Regulations regarding the supply of the technical equipment for official FIBA Competitions.

"Before each official competition of FIBA, the court, as well as all the technical equipment, must be examined and approved by the appropriate body of FIBA.

Only technical equipment whose make and type have been approved by FIBA (Study Centre) may be used on the occasion of main official competitions of FIBA. This means that all Local Organizing Committees are obliged to equip the arena where the competitions take place with FIBA certified backstop units, flooring systems and electronic scoreboards. The other products that belong to another categories are highly recommended also, but not obligatory."

At the meeting, the Partners had the opportunity to work together in groups and propose some modifications for the basketball equipment section of the Official



Basketball Rules.

These changes were then presented to the Central Board in Paris in June.

The FIBA Research and Study Centre has developed a special program for the future which includes the following activities:

1. CREATE NEW PRODUCT GROUPS

Until now there were seven different product categories for the approved equipment (Backstop Units, Wooden and Synthetic Floorings, Electronic Scoreboards, Electric and Electronic Systems, Miscellaneous Products and Basketballs).

Since under the miscellaneous category there were too many products, FIBA proposed to reorganize the product groups and to add the following new categories:

- ▼ Construction Materials / Security Systems / Arena Furniture
- ▼ Permanent and Mobile Seating Systems
- ▼ Technical Equipment (Lighting Systems / Sound Systems / Heating and Air Conditioning Systems)
- ▼ Rotating Boards and Video Advertising Systems
- ▼ Coaching and Training Materials

2. HELP TO PROVIDE EQUIPMENT FOR THE NATIONAL FEDERATIONS

More and more often FIBA receives requests from the national federations or clubs that would like to purchase basketball equipment.

In order to centralize the procedure, FIBA will send to every national basketball federation and national Olympic committee a letter asking whether they are planning to construct or refurbish any basketball halls in their country.

There will be a pilot project carried out, focusing on Italy, Hungary and Switzerland.

The objective is to make people understand that whenever they need equipment supply, they can contact the Study Centre.

3. CONTROL THE EQUIPMENT AT THE VENUES OF THE OFFICIAL FIBA COMPETITIONS

With the help of the five FIBA zones, FIBA will increase control of the equipment that is used during the high-level FIBA competitions.

4. PREPARE OUTDOOR APPROVAL PROGRAMME

FIBA is going to print the Guide for Outdoor Court publication in the very near future. There will be a new approval program created for companies that are interested in promoting their outdoor equipment.

The newly approved companies will be able to participate at FIBA's Outdoor Basketball Programme, which will include international outdoor tournaments all over the world. The first event will take place in Argentina in the middle of October 2004.



5. INCREASE CONTROL OVER THE MISUSAGE OF THE FIBA STUDY CENTRE LOGO

FIBA will make an extra effort to avoid that unauthorized companies use the FIBA Study Centre logo.

6. MAKE NEW PUBLICATIONS AND UPDATE THE EXISTING ONES

Until now, FIBA published the Guide for Basketball Facilities, the Safety Standards and the brochure presenting the Study Centre Partners. The Safety Standards were recently reprinted in a user friendly A4 format, and the Guide for Outdoor Courts will be available later this year. In 2005 the Guides for High-Level and Smaller Basketball Facilities will be updated.



Finally, it was decided that the Decisional Board will meet again in October 2004, while the next Partners' Meeting will take place in April / May 2005.



DENTAL INJURIES

by Enrique Amy

Enrique Amy is Assistant Professor at the Department of Physical Medicine-Rehabilitation and Sport Medicine of the School of Medicine at the University of Puerto Rico.

Dental trauma in sports occurs more frequently than is generally believed, and should always be treated immediately.

It is very important to obtain the most complete information from the history and the examination given that it can help the clinician to make decisions.

The dentist or clinician should look for facial asymmetry, injuries of soft intraoral and extraoral tissue.

Also, he should look for subcutaneous hematomas, possible bone fracture, especially under the tongue.

If bleeding is present, the origin of this should be determined and then controlled.

This helps determine whether there is bone fracture. Besides, it must be determined whether there is an anomaly of the occlusion or bite of the patient and whether the patient can close the mouth easily.

Many times, the bite can be crossed or deviated toward one side. This can indicate the possibility of fracture or dislocation of the jaw. It is important to palpate the alveolar process (bone), the temporomandibular joint and the soft tissue, as well as the tongue and intraoral mucosa.

When dental trauma occurs in primary dentition (deciduous), it usually results in tooth displacement instead of alveolar or bone fracture.

In permanent teeth, it depends on the angle, strength and direction of the impact. Frequently, the root or crown of the tooth fractures.

Displacements, such as intrusion, extrusion, lateral displacement or complete avulsion can also occur.

When dental trauma occurs, movement of the tooth and change in tooth color can be detected by the blood extravasation of the tooth tubules.

When impact is toward the lips, it can result in contusion, subluxation, lateral luxation (i.e., dislocation) or intrusions in teeth, together with laceration of the lips. Indirect impacts can result in intrusion with or without laceration of the lip.

In case that the athlete receives an impact on the jaw during competition, that energy will be absorbed by the condyles, the symphysis, which could cause a tooth fracture. In some instances, tooth fragments that are not palpable can be impregnated in the soft tissue and noted radiographically.

These fragments can cause acute or chronic infection and disfiguring fibrosis (scar).

The purpose of performing radiographic studies is to reveal the maturation stage of the root and to identify trauma to the bone structures.

The radiographic views utilized more frequently are the periapicals and the occlusal.

At least three views of the tooth involved should be taken from different angles. It is advisable to also take radiographies of the teeth on the opposite side of the trauma as well as

of the adjacent teeth for comparison purposes.

Other radiographic studies that can be taken include the panoramic, Towne's, Water's, and a chest radiography to detect a swallowed tooth or tooth particles.

INJURIES IN SOFT TISSUE

The soft tissues that are usually involved are the lips, gingival tissue, alveolar mucosa, and tongue. The lips are the ones affected the most in contact sports.

The treatment will depend in on the location and extent of the injury.

The oral cavity is characterized by great vascularity and when an intraoral laceration occurs, bleeding is abundant.

It is necessary to control the hemorrhage first to decide on the most adequate way to correct the problem. An airway should be kept open at all times.

There are two types of basic injuries: clean and contaminated.

The clean injuries do not generally need antibiotic therapy and heal in less than 48 hours.

Contaminated injuries are those that have been invaded by pathogenic bacteria of the oral flora, saliva or pharynx.

These should always be treated with antibiotics, preferably penicillin or third generation cephalosporin, if the patient is not allergic to them.

If the patient is allergic, erythromycin, tetracycline or clyndamycin can be

used. A tetanus prophylaxis is recommended, and a booster of tetanus toxoid as well.

Recommendations include:

- ▼ Antibiotics and analgesics.
- ▼ Treatment for teeth trauma, after controlling the bleeding. It is recommended to suture soft tissue after the tooth and bone trauma have been corrected.
- ▼ Take radiographies of the area.
- ▼ Keep the tissue wet (sterile saline water).
- ▼ Determine whether a bone fracture exists.
- ▼ Consultation with an oral and maxillofacial surgeon.
- ▼ Keep the injury as clean as possible.

Soft tissue injury to the face includes: abrasions, contusions, and lacerations. Most lacerations occur over a bony prominence of the facial skeleton. Because of the excellent blood supply in the facial region, wounds usually heal quickly with minimal scar formation. The wound should be thoroughly irrigated.

It should be closed in layers with absorbable sutures and deeper tissues and a subcuticular closure of buried absorbable sutures. This allows for adhesive paper strips or small caliber inert sutures to be placed for closure of skin without tension.

Cutaneous sutures should be removed in 5 to 7 days to avoid permanent sutures marks.

TOOTH DISPLACEMENT

When a tooth displacement occurs, time is the most critical factor. The tooth should be repositioned as soon as possible. It is desirable to have a dental evaluation within the first two hours after the trauma and make a splint or fix it with wire or resin for 7-10 days.

It is convenient to examine carefully the affected area and to make sure that the exact placement of the tooth is known. Many times it cannot be seen only with the eye and the tooth is com-

pletely in the bone or in the nasal cavity. Endodontic treatment is recommended when the displacement is more than 15 mm, depending on the degree of maturity of the root of the tooth.

When displacement is less than 15 mm, the tooth should be evaluated periodically to make sure that it is still vital. It is very possible that these teeth will not respond normally to vitality tests for a few months.

AVULSED TOOTH

An avulsion can be described as complete displacement of a tooth. It occurs when a tooth comes out of the bone and falls to the floor or competition field. Tooth avulsions generally occur during car accidents or participation in contact sports.

An avulsed tooth should be re-implanted as soon as possible. It is recommended to recover the tooth and place it in a sterile isotonic solution such as Hank's or Eagle Solution, or milk. It is not recommended to put it in the patient's mouth.

The tooth should be examined carefully, cleaning it gently to remove dirt or debris. It should not be rubbed vigorously with gauzes filled with solutions that contain chemicals.

For a tooth to be reimplanted it should be free of advanced periodontal disease and extensive fractures. It is desirable to have a dentist reimplant the tooth; but in case that there is no dentist when the accident occurs, the clinician should conduct the reimplantation.

After a referral to the dentist if an endodontic treatment is needed, it is recommended to wait one week.

If the apex is immature, the recommendation is to wait one to two weeks after the reimplantation has occurred to begin endodontic therapy. If evidence of a pulp's pathology is detected, the tooth canal is thoroughly cleaned and filled with calcium hydroxide.

The patient should follow up every six to eight weeks. In many cases, liquid fluoride is applied to avoid reabsorption of the root. Survival of avulsed teeth varies and many have lasted up to 20 years.

When a tooth is to be reimplanted, it is always recommended to irrigate it with saline water to clean the debris.

The alveolus in the bone should also be cleaned to remove the contaminated clot.

As it is well known, the blood clot plays a very important role in the revascularization process. If the clot is contaminated, the reimplantation process could be affected.

Some authors recommend the tooth to be submerged in tetracycline solution for 15 minutes and the alveolus should be irrigated with the same antibiotic.

When an avulsion takes place, the periodontal ligament is affected and the blood vessels break.

This increases the likelihood of a pulp's infection. If reimplantation occurs within the first hour, there is a greater probability of success.

There is also a good chance for success if reimplantation takes place within the first six hours after the accident. We should always keep in mind that the most important condition is to control infection.

One of the most common consequences is reabsorption of the root.

ROOT FRACTURE

When a root fracture occurs, time is critical and the patient should be seen as soon as possible.

The affected tooth should be splinted with a wire splint and resin temporarily.

Pain should be treated adequately.

The location of the fracture will determine the treatment, which could include tooth extraction, surgical exposure of the fractured surface, orthodontic treatment, or surgical extraction of the root. The final treatment could be instituted several days after the trauma.

FRACTURE OF ANTERIOR TEETH

When a dental fracture that involves the enamel and dentine occurs and the pulp is not involved, it should be covered with calcium hydroxide and splint it with resin and wire.

It should finally be restored at 6-12 weeks.

When the fracture involves the nerve of the tooth with the apex open, after the first three hours of the injury, calcium hydroxide should be applied. When the pulp's exposure is massive and more than three hours have passed since the trauma, a pulpotomy should be performed to maintain vitality and maturation of the root.

Afterwards, an endodontic treatment such as root canal could be performed. Once the root canal is performed, the tooth can be restored with the appropriate method.



by Roy Lindsell

DEVELOPING POWERFUL ATHLETES

Rod Lindsell is a Strength and Conditioning Coach at the Australian Institute of Sport (AIS). He is responsible for the strength and conditioning of the AIS Men's Basketball Program of which 11 scholarship holders were part of the Australian U19 Men's Team, who won the recent FIBA U19 World Championships. He is a specialist in the area of conditioning for field and court based sports.

High level muscular power is a physiological characteristic that coaches want their athletes to possess. Muscular power is the product of the force and velocity of a muscular contraction and can be expressed as the rate of doing muscular work. High levels of muscular power, when coupled with the right technical skill, has the potential to facilitate superior athleticism, in the form of speed, agility and jumping ability.

Muscular power is largely dictated by an individual's composition of muscle fibre types and their neuromuscular characteristics. This article will examine these factors and the effect of different resistance training regimes on this desirable athletic quality.

MUSCLE FIBRE TYPES

Muscle fiber types can be classified into 2 broad groups, Type I (Slow Twitch) and Type II (Fast Twitch). In general Type I fibers have preferences to work aerobically during low-moderate intensity activities over extended periods. These fibers are most suited to

endurance activities and are the preferred muscle fibre type of marathon runners and endurance cyclists.

Type II fibers have the ability to shorten rapidly to produce force quickly and at high power outputs. They are best suited to high intensity, short duration work intervals. These characteristics make Type II fibers best suited to power orientated activities such as jumping and sprinting.

Skeletal muscle is composed of both Type I and Type II muscle fibers. The percentage of each fibre type is largely genetically determined and not significantly effected by training.

NEUROMUSCULAR FACTORS

When the neuromuscular (nerve and muscular) physiology and structures are inspected the major factors that limit muscular power generation can be grouped into neural and mechanical factors.

The neural factors relate to the ability to recruit muscles and the individual muscle fibers. Timely and concise recruitment of muscle fibers will result in the summation of force and potentially more rapid and forceful contractions.

The mechanical factors relate to the actual contractile units of the muscle which are responsible for force production. The greater the number of cross bridges lined up in parallel within a muscle fibre, the greater the cross sectional area of that fibre and the greater its ability to produce force.

By understanding both the neural and mechanical factors involved in muscle contraction a coach can target training phases toward optimising these traits.

Below is a summary of how different training types influence muscular power.

GENERAL STRENGTH TRAINING

General strength training can be described as moderate intensity (6-15RM loads), moderate volume (6-12 sets per large muscle group), and slow speed resistance training. Specific adaptations induced by this type of training include an increase in contractile units within the muscle fiber, which is associated with an increase in the cross sectional area of the muscle (hypertrophy). Significant adaptations also occur in the nervous system, primarily changes in the intra and intermuscular recruitment patterns.

These mechanical and neural adaptations account for the improved ability of an individual to produce force following a phase of general strength training.

The greatest improvements in force production (strength) are seen at slow contraction velocities similar to those used in training. The improved force production capacity is often reflected across the spectrum of contraction velocities in untrained individuals.

This would account for improvements in vertical jump seen in response to a period of general strength training.

MAXIMAL STRENGTH TRAINING

Maximal Strength Training (MST) is high intensity, low volume, slow speed resistance training.

Loads of 1-5RM are typically used, with more than 10 sets performed per muscle group. MST is usually performed 2-5 times a week on the same muscle groups with the goal of lifting maximal loads.

Adaptations to MST are both neural and muscular. Intense loads facilitate the recruitment of Type II (fast twitch) fibers who are integral players in power performance. Selective hypertrophy is expected to occur in these fibers, along with intra and intermuscular changes in motor unit recruitment patterns.

The outcome of a phase of maximal strength training for a moderately trained athlete is likely to be an increase in force production capacity at velocities similar to those used during training.

Like general strength training some of these gains may be reflected across the velocity spectrum, but this appears to be dependent on the training status of the individual.

If maximal strength training does produce improvements in power performance it would be most likely due to adaptations of the Type II motor units and order of motor unit recruitment of these fibers.

The current research literature supports a strong correlation between maximal strength and power in subjects with a variety of training histories.

EXPLOSIVE OR BALLISTIC RESISTANCE TRAINING

Olympic style lifts and high-speed derivatives of traditional exercises are useful training methods when looking to enhance an athletes muscular power characteristics. These types of training are characterized by exercises that demand the individual perform large amounts of mechanical work in short periods of time.

These exercises aim to optimise the relationship between force production and contraction velocity to achieve high power outputs. Power snatches, power cleans, squat jumps and bench throws are examples of activities that fit into this category.

These exercises require the neuromuscular system to recruit large numbers of muscle fibers quickly and efficiently to satisfactorily complete the task. Specific adaptations to this type of training relate mainly to improvements in intramuscular recruitment and selective hypertrophy of Type II muscle fibers. These types of training have been reported to result in the greatest gains in peak power output (high speed force production) when compared to general strength and plyometric training.

The optimal loading for these exercises is often a contentious issue. To achieve maximal power outputs in squat jumps and bench throws the optimal loading is likely to be between 30% and 60% of 1RM.

In Olympic style lifts optimal load is likely to be the within approximately 10% of a 1RM load. The exact percentage for any loading will depend heavily on the exercise being utilised, sets and repetitions prescribed and the training history of the individual.

PLYOMETRICS

Plyometric training involves maximal velocity movements, usually against the resistance of body weight and gravity that may or may not involve a rapid pre-stretching of the muscle. Plyometric training helps train the individual to apply and absorb force rapidly and thus specifically develops the force application capacity of the neuromuscular system at high velocities.

Adaptations to plyometric training are predominantly neural with negligible changes to the mechanical structure of the muscle's contractile units.

All aspects of intramuscular recruitment have been shown to adapt favourably to plyometric training in moderately resistance trained individuals.

Plyometric exercises such as bounding, hopping and jumping are among the most specific types of resistance training exercises for basketball.

These types of exercises provide an excellent stimulus to improve intra and intermuscular coordination at contraction velocities similar to



what is required during a game of basketball.

CONCLUSION

Developing muscular power for basketball requires a strategic approach. This approach must take into account the training status and history of the individual.

Over a period of time training may be general and specific in nature but each training intervention should be targeted toward achieving specific neuromuscular adaptation(s).

To maximize power performance training should expose the athlete to an array of training stimuli which considers the multi-faceted nature of power development and how it pertains to the individual.

Finally, strength and power characteristics developed in the weight room need to be transferred onto the basketball court with an emphasis on specific skill acquisition, during practice and conditioning activities.



by Timothy Hansen

CORE STABILITY TRAINING IN LOW BACK REHABILITATION

Tim Hansen is in his 5th year at Georgia Tech as assistant athletic trainer, working with the men's basketball program. He joined the Tech staff in 2000 after two years as a graduate assistant athletic trainer at Syracuse

University working with the football, men's basketball, wrestling, and lacrosse teams. Hansen is licensed by the state of Georgia and certified by the National Athletic Trainers Association.

trunk muscles are then exercised to teach the spine how to stay in that position.

THE COMPONENTS OF THE "CORE"

The lumbar spine is inherently unstable. Therefore it relies upon the muscles that support the area for dynamic stability. Your core consists of more than just your abdominal muscles. It includes the deep trunk muscles that attach to your spine and pelvis. They include:

- ▼ Transverse Abdominus and Internal / External Obliques - Act to transmit compressive forces that increase the intra-abdominal pressure to help to stabilize the spine. The transverse abdominus is found to be in a weakened state in patients with chronic back pain.
- ▼ Multifidus - A vital postural muscle of the spine. When co-contracting with the transverse abdominus, it acts to increase spinal stabilization by forming a deep internal "corset". Has been shown to be active in all ranges of motion.
- ▼ Interspinalis / Intertransversari - Deep muscles that stabilize each adjacent vertebrae.
- ▼ Thoracolumbar fascia - Provides tensile support to the lumbar spine and is used to transfer loads through the lumbar region.

PICTURE 1



PICTURE 2



PICTURE 3



The occurrence of low back pain in basketball players is a fairly common condition. Typically, the sources of pain experienced by these high-caliber athletes are due to injuries to the soft tissue structures that include the muscles, fascia and ligaments. Most of these cases resolve within 2-4 weeks. However, many of these individuals will have a recurrence of symptoms at some point in their collegiate or professional careers. The causes of these injuries can be linked to lack of flexibility, lack of strength, poor technique, and improper body mechanics. In recent years, one of the key developments in treating low back injuries has been understanding that the deep trunk muscles, or "core" muscles, play an important role in supporting the spine. Core stability training, also known as lumbar stabilization, is an active form of rehabilitation designed to strengthen the muscles that support the spine in an effort to treat and to help prevent low back pain. Through a series of exercises, and with the instruction of an athletic trainer or therapist, the athlete is trained to find and maintain their "neutral" spine position. The back and

IMPLEMENTING CORE TRAINING IN A REHABILITATION PROGRAM

With any lower back rehabilitation program, flexibility plays a vital role in allowing the pelvis to move correctly. Stretching of the hamstrings, glutes, hip flexors, and hip rotators will assist the athlete in their rehabilitation program. Before beginning a program, the athlete must first learn the most pain-free and balanced "neutral" position and how to maintain it. To accomplish

this, they need to co-contract both the transverse abdominus and the multifidus muscles effectively - a key to spinal stabilization. Have the athlete lay on their back with their knees bent. The lumbar spine should be neither arched up nor flattened against the table, but aligned normally with a small gap

PICTURE 4**PICTURE 5****PICTURE 6****PICTURE 7**

between the table and their back. Instruct them to draw their belly button toward the spine. The trunk muscles should contract in unison. Applying your fingers over the transverse abdominus will provide tactile feedback. This is considered to be the neutral position that they need to learn to maintain. Since the core muscles act as stabilizers that involve static or isometric contractions, they must be trained in that manner to build endurance of the muscle fibers. Have the athlete hold this contraction for 10-15 seconds or to fatigue and repeat 5-10 times (picture 1). Once the athlete has good control bracing their abdomen, they can be progressed to the following exercises.

BASIC LEVEL EXERCISES

- ▼ Supine Hip Bridging - Have the

PICTURE 8**PICTURE 9****PICTURE 10**

athlete place their feet flat on the table. Have them perform the abdominal brace then lift their hips to the ceiling (picture 2).

- ▼ Sidelying Hip Lift - Sidelying position, knees extended. Have them lift their hips to the ceiling (picture 3).
- ▼ Neutral Spine with leg extension - Have the athlete attain the neutral spine position on an exercise ball, then extend the leg (picture 4).

INTERMEDIATE LEVEL EXERCISES

- ▼ Bridging with exercise ball - Have the athlete place their shoulders on the ball with their knees flexed, then extend the hips to be parallel to the floor. Make sure to have them keep their pelvis level (picture 5).
- ▼ Kneeling on exercise ball - Have the athlete begin by kneeling and placing their forearms on the ball. Then have them lean forward, rolling onto their elbows (picture 6).
- ▼ Back extensions on ball - Have the athlete place their abdomen on the ball, and then extend the trunk off the ball (picture 7).

ADVANCED LEVEL EXERCISES

- ▼ Human arrow position - Have the athlete roll their body straight out until their feet are the only body part on the ball. Have them keep their body straight while maintaining their neutral position (picture 8).
- ▼ Sidelying on Ball - Place athletes elbow on the ball, then lift hips to the ceiling (picture 9).
- ▼ Advanced Bridging - For increased difficulty, have the athlete extend their leg while the other leg has an unstable surface underneath (picture 10).
- ▼ Lunges - More functional. Have the athlete perform a lunge while maintaining their neutral spine.

As you can see, there are many variations of the same exercise. Always try to challenge the athlete and be creative with your progressions. I typically will start out by having them hold each position for 10 seconds with 10 repetitions, progressing to a 30 second hold with 20 repetitions. However, you must emphasize meticulous technique in order to develop true stability through core strengthening. The whole essence of core stability is to teach the body to control lumbar function during their sport in an effort to reduce the chance of re-injury.



FRENCH MINI-BASKETBALL PROGRAM

A HIGH-REACHING "MINI"

The French Basketball Federation has a very special place for Mini-Basketball. The charter dictates that it should be expanded to as many clubs as possible, and now a national convention is bringing Mini-Basketball to schools.

Every great sport that takes itself seriously knows that its future is being built today, and that future inevitably depends on training. The French Basketball Federation is working to highlight basketball for children. The Federal Youth

Commission, created in 1988, manages the Mini-Basketball Project.

Besides giving the children an introduction to our sport, the project also aims to develop the individual and teach them to reach their potential in life with respect for themselves and for others.

René Lavergne, co-founder and staunch defender of the "Mini-Basketball" cause, speaks passionately about his baby: "Mini-Basketball aims to awaken and highlight the creative forces of children.

To do this, Mini-Basketball develops

aptitude for competition by way of training based on psychomotricity, while maintaining competitiveness within the framework of education, controlling aggression, working on technique within the game and learning to live like a team in society."

This former sports trainer is careful about amalgamation. Training a child within this particular framework has nothing to do with training a small adult. Children are different. For example, competitiveness is adapted. "We don't reject competitiveness," he continues. "It's an important moti-



vator that allows the child to acquire qualities that will serve him in life, and also a source of information to get to know the child better.

On the other hand, what we reject is brutal opposition, exaltation of victory and searching for stardom." Above all, it is a matter of giving a basic training, which allows the child to approach basketball in the best way possible.

A CHARTER WITH FUNDAMENTAL PRINCIPLES

Mr. Lavergne, together with André Barraix, had previously started to develop "Basketball Tots" in 1950 using adapted material.

Twelve years later, in Spain, Anselmo Lopez linked this adapted game to the acceptance of responsibility by young people. He called this activity "Mini-Basketball". The President of the French Basketball Federation at that time, Robert Busnel, gave René Lavergne the task of carrying out the Mini-Basketball mission successfully in France.

It was 1965, and the project was underway.

Today, clubs form in numerous schools in France, and they expand according to the demands of the youngsters and their parents.

These learning and playing locations are "framed" within the clubs. The Mini-Basketball school charter brings to mind the fundamental principles that any system worthy of that name should respect.

Values are at the top of the list: conceived by or for the child, the charter contains certain points designed to meet the child's aspirations.

Respect for others, for the game and for the environment is as important as tolerance, autonomy and solidarity. As a reminder that schools are structures made up of managers, technical staff, youth leaders and parents, the charter sets out the tasks of each one.

Also mentioned are topics such as organisation, academics, evaluations for tracking acquired knowledge, access to competitions, and to the responsibilities that will fall to the child.

Each school that follows this copious programme to the letter can then submit a petition of recognition, if desired. Intended to gather in one document all action taken within the



group, the petition, once complete, will be sent to the French Basketball Federation where it will be examined. The goal is to obtain the federal standard, symbol of a strictly followed charter and of a vibrant school serving active youngsters. Since it was created in 1999, 117 schools have received the designation "French School of Basketball" from a representative of the Youth Commission. But what does this honour actually provide? Some, such as Xavier Languéno, President of the Landerneau Club (400 graduates), have seen their membership numbers

rise sharply. "For the parents, it's a sign of the quality of the establishment," he says.

"Proof that the children are happy: 80% participate in practices each year." Others see it as an acknowledgement from the Federation that allows them to continue alongside other major sports such as rugby in the southwest, for example.

And others welcome the requirement to improve, so as not to fall into the routine of a programme that is already functioning well.

To that end, the National Mini-Basketball Forum, the first meeting of



which was held at Sablé-sur-Sarthe in 2003, has allowed many educators to profit from the experience of their peers in order to improve.

AN IMPORTANT NATIONAL CONVENTION

Every year in May, the clubs clear the decks for action and organise the National Mini-Basketball Festival under the auspices of the Federation. This is a fun and friendly way to round off the season.

For one whole day, the little ones have priority and simply play on courts set up here and there. Baskets and balls abound in the car parks, the streets and the town squares inviting children to join in tournaments and other activities.

It is the grand finale of the work undertaken by Mini-Basketball schools. 110,000 children play basketball during this festival, more than 500,000 people all over France are involved and the Federation, through its partners, provides presents for each child!

But Mini-Basketball School does mean school. At the beginning of 2004, the French Basketball Federation signed an important national convention linking it to the Ministry of National Education, the SUPE (Sports Union of Primary Education) and the NUSS (National Union for School Sports), where departmental committees play a central role. To train the teachers and help them introduce basketball to their pupils, four CD-ROMs (from nursery school level to the fourth year in primary school) will be provided for them by a nearby club, with which the school will have signed a partnership agreement.

The club, given the name "Technical Resource Centre", will lend six balls given by the Federation, and supplementary material if considered necessary. The club will also be able to make a qualified technician available, or help to organise an inter-class tournament. Each "Technical Resource Centre" will receive a "Prospective Basketball School" form to be completed with the respective establishment and returned to the Federation. To allow each pupil to participate in several levels of basketball during his education, to understand the rules, to appreciate the game and to become an avid (live or TV) spectator will surely help to develop the culture of basketball in France.



PLAY WITH US

STRENGTH AND CONDITIONING: A MUST

I am a young strength and conditioning trainer from Belgium and I find your articles on this topic extremely interesting. I think a team with a superior conditioning can overcome lack of technique. I want to improve as much as I can, so I'll be very grateful to you if you can tell me if and how I can contact experts on strength and conditioning, who write in your excellent magazine. Thank you very much.

Fabian Van Delf, Gent (Belgium)

Thank you for your appreciation of the magazine. We also think strength and conditioning is a vital part of basketball, and on the same level as fundamentals. Its significance in the last decade has increased tremendously, and now strength and conditioning coaches are on the same level of assistant coaches in the U.S. Here is a list of these, who could help you to improve your knowledge:

Bill Foran, Miami Heat - bforan@heat.com

Jay Sabol, Miami Heat - jsabol@heat.com

Rutenis Paulaskas - rutenis2000@yahoo.com

Francesco Cuzzolin - fcuzzolin@libero.it

Igor Jukic - (e-mail of the Croatian Federation): hks-cbf@zg.tel.hr

MINI-BASKETBALL INFORMATION

Mini-basketball is very popular in Europe and countries such as Spain, France, and Italy are the top.

We do not have the same level of experience, tradition and knowledge of mini-basketball, so it could be helpful for me to contact the mini-basketball department of these national federations: Are you able to give me their addresses?

Carlos Arroyo, Caracas (Venezuela)

Here are the addresses of the Federations you requested. We do not have the direct numbers of the mini-basketball departments, but you can ask them directly or find them out on their web sites:

Spanish Basketball Federation

*Tel. ++34-91-3832050 - Fax ++34-91-3027431
e-mail: secretaria@feb.es - www.feb.es*

French Basketball Federation

*Tel. ++33-1-53942500 - Fax: ++33-1-53942680
E-mail: info@basketfrance.com - www.basketfrance.com*

Italian Basketball Federation

*TEL: ++39-06-36856509 - FAX: ++39-06-36856552
e-mail: segreteria@fip.it - www.fip.it*

REACHING THE TOP

My name is Annitah Takawira and I am from Masvingo Province in Zimbabwe. I am twenty years old and act as a volunteer coach at a school. I am writing to ask for some help in furthering my coaching abilities. As I am young and still learning the game myself, it is important that I teach my team the right way to play. Can you give me some advice on how to manage and direct my young players? And, also, how can I emphasize team play among them? I would appreciate all of your advices, since it is my dream to become one of the best young coaches and I will work hard to achieve my goal. I look forward to your response. Yours in basketball,

Annitah Takawira, Masvingo, Zimbabwe, taz@luxmail.com

We hope to see you sometime on some top teams' benches, because you show such a great enthusiasm. For improving your knowledge of the game you need to read books, to talk with coaches at different levels, to watch games and practices, something easy to say, but difficult to do, especially in countries where there are very few occasions to do this. Our suggestion is to start to go on many different web sites and start to pick up drills, articles and where to order books and videos. You can find many basketball web sites on the past issue of FIBA Assist, through www.fiba.com. Then, you can make the subscription to FIBA Assist Magazine, contacting us at the same e-mail address. Good luck,... coach.

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