



FIBA

We Are Basketball

ASSIST 11

FIBA ASSIST MAGAZINE FOR BASKETBALL ENTHUSIASTS EVERYWHERE NOVEMBER / DECEMBER 2004

QUIN SNYDER
BASIC OFFENSE

DEFNE PATIR
THE "12 GIANTS"
BASKETBALL SCHOOLS

PAUL BRAZEAU
EVALUATING AND IMPROVING
AN OFFICIAL'S PERFORMANCE

FERENC HEPP
PREVENTION OF ANTERIOR
CRUCIATE LIGAMENT INJURIES

RACE GIORGIJEVSKI
SERBIAN MINI-BASKETBALL

PHIL BROWN

AUSTRALIAN WOMEN'S PROGRAM







THE SLEEPING GIANT

There is no doubt that basketball is the most popular indoor sport in the Asian region. Visitors, who do not know our continent, often find it hard to believe just how much our people love to practice and watch basketball. The sheer numbers are breathtaking: we estimate that in China alone over 200 million people regularly play basketball.

On the top level, we are like the proverbial sleeping giant. Surely, the eighth place finish for China's men's team at the Athens Olympics was a success, while the ninth, tenth, and twelfth place of the Asian women's teams in Athens was a slight disappointment. In both cases, however, we believe that the recent results only hint at the real potential of our teams. The national federations will do everything to make a strong statement at the next big events held in Asia, namely the FIBA World Championship for Men, which will be held in Japan in 2006, and the Olympic basketball tournaments in Beijing in 2008.

Women's basketball in Asia has a long tradition and has achieved some excellent results. However, we are currently witness to both good and bad developments. Activities in West Asia and the Gulf States are increasing, which is a positive sign. On the other hand, the teams in Asia are losing out in top level competition on the

national and international level. We must, therefore, have more regular competitions for the national teams, as well as for the top club teams. The investment in women's basketball, unlike that in Europe, is not as strong in Asia. We could bridge this deficit with better education of coaches, and specific clinics designed for women's team coaches. The book "Basketball for Young Players" has been already been translated into Chinese, Arabic and Russian, and this will certainly also help the development of basketball.

I have always encouraged women to actively participate in the management of our sport. We still have a quite small number of female sports administrators, female referees, and female coaches. I hope that with a common effort of all the governing bodies and the initiative of many women, this hurdle will soon be overcome.

Finally, I would like to congratulate FIBA for their decision to use the smaller basketball for women, which seems to have had a very positive effect on the development of the women's game.

Ms. Liu Yumin
Member of the Central Board of FIBA

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THE MISSION
 Our objective is to help basketball grow globally
 and improve in every aspect. Our goal is to pro-
 duce a technical publication of the highest level,
 but one that is easily understood and appreci-
 ated by everyone. An ample section of the maga-
 zine is devoted to the coaches - more precisely,
 youth level coaches - because coaches compri-
 se 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, condition-
 ing coaches, trainers, and mini-basketball
 instructors, as well as national Federations,
 FIBA Zones, Leagues and teams.

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 the Spanish Basketball Federation for the
 cooperation for the article of page 51.

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 execu-
 tives, 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, spa-
 ces included. If diagrams of plays, drills or sket-
 ches are used, please limit them to 12 or less.

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There is no guarantee that manuscripts will be
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2004 - 2005 FIBA CALENDAR

DECEMBER 2004

04 - 05.12 Central Board of FIBA in Kuala Lumpur,
 Malaysia
 17 - 26.12 U18 African Championship for Women 2004 in
 Tunisia

JANUARY 2005

21 - 22.01 World Technical Commission in San Juan,
 Puerto Rico

FEBRUARY 2005

tba Draw for the FIBA U19 World Championship
 for Women in Nabeul, Tunisia
 tba Draw for the FIBA U21 World Championship
 for Men in Mar del Plata, Argentina
 tba South American League for Men's Clubs

MARCH 2005

tba Board of FIBA-Europe
 tba South American Championship for Women
 25 - 30.03 FIBA Africa Clinic for International Referees in
 Tripoli, Libya

APRIL 2005

tba Panamerican Championship for
 Women*

MAY 2005

tba 2nd FIBA Women's World League, Preliminary
 Round
 tbd Central Board of FIBA
 tbd Asian Champions Cup for Men
 tbd African Cup for Women's Champion Clubs,
 Qualifying Round
 tbd FIBA Americas Clinic for International Referees
 in Argentina
 tbd FIBA Americas Clinic for International Referees
 in Columbia
 tbd FIBA Africa Clinic for International Referees in
 Abidjan, Cote d'Ivoire
 14 - 15.05 General Assembly of FIBA Europe in Portoroz,
 Slovenia

JUNE 2005

tbd South American Championship for Men

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HOW TO SUBSCRIBE:

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JULY 2005

tbd U16 African Championship for Men
tbd U16 African Championship for Women
08 - 15.07 FIBA Africa Clinic for International Referees in Luanda, Angola
15 - 24.07 FIBA Women's U19 World Championship 2005 in Hammamet and Nabeul, Tunisia
15 - 24.07 U18 European Championship for Men
22 - 31.07 U16 European Championship for Women
29.07 - 07.08 U16 European Championship for Men

AUGUST 2005

tbd African Championship for Men in Abidjan, Cote d'Ivoire*
tbd Asian Championship for Women*
05 - 14.08 FIBA U21 World Championship for Men in Cordoba and Mar del Plata, Argentina
14 - 19.08 Oceania Championship for Men in Dunedin, Auckland and Wellington, New Zealand*
24.08 - 04.09 Panamerican Championship for Men*

SEPTEMBER 2005

tbd FIBA Americas Clinic for International Referees in Antigua
tbd FIBA Americas Clinic for International Referees in Guatemala

tbd Asian Championship for Men in Doha, Qatar*
02 - 11.09 European Championship for Women in Bursa, Izmir, Ankara, Turkey*
16 - 25.09 European Championship for Men in Podgorica, Vrsac, Novi Sad, Belgrade, Serbia & Montenegro*
22 - 28.09 Oceania Championship for Women in New Zealand*

OCTOBER 2005

tbd 2nd FIBA Women's World League in Russia

NOVEMBER 2005

tbd Central Board of FIBA

DECEMBER 2005

tbd African Championship for Women in Nigeria*

AUGUST - SEPTEMBER 2006

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

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



BASIC OFFENSE

FIBA

We Are Basketball

by Quin Snyder

One of the emerging coaches in the college ranks, Snyder was an assistant coach at Duke for four years, before joining the Los Angeles Clippers coaching staff as assistant. Since 1999, he has been the head coach at the University of Missouri.

Due to the space constraints, in this article I will talk only about some of our basic offensive principles, and how we teach them. All the drills are carried out with the help of a manager or an assistant coach, who passes the ball to the player filling up the open area in the court.

PENETRATION AND KICK PASS: TO THE TOP FORWARD

- a) The player with the ball must:
- ▼ Make an explosive first step, "attacking" the defender's hip.
 - ▼ Make a strong penetration to force the defender to help.
 - ▼ After passing, fill the open area.
- b) The player, who receives the ball, must:
- ▼ Create a passing lane.
 - ▼ Read the moves of the defender.
 - ▼ Read the moves of the teammates.
 - ▼ Be always in control of what happens on the court.
 - ▼ Call for the ball and be ready to shoot.

1. FADE

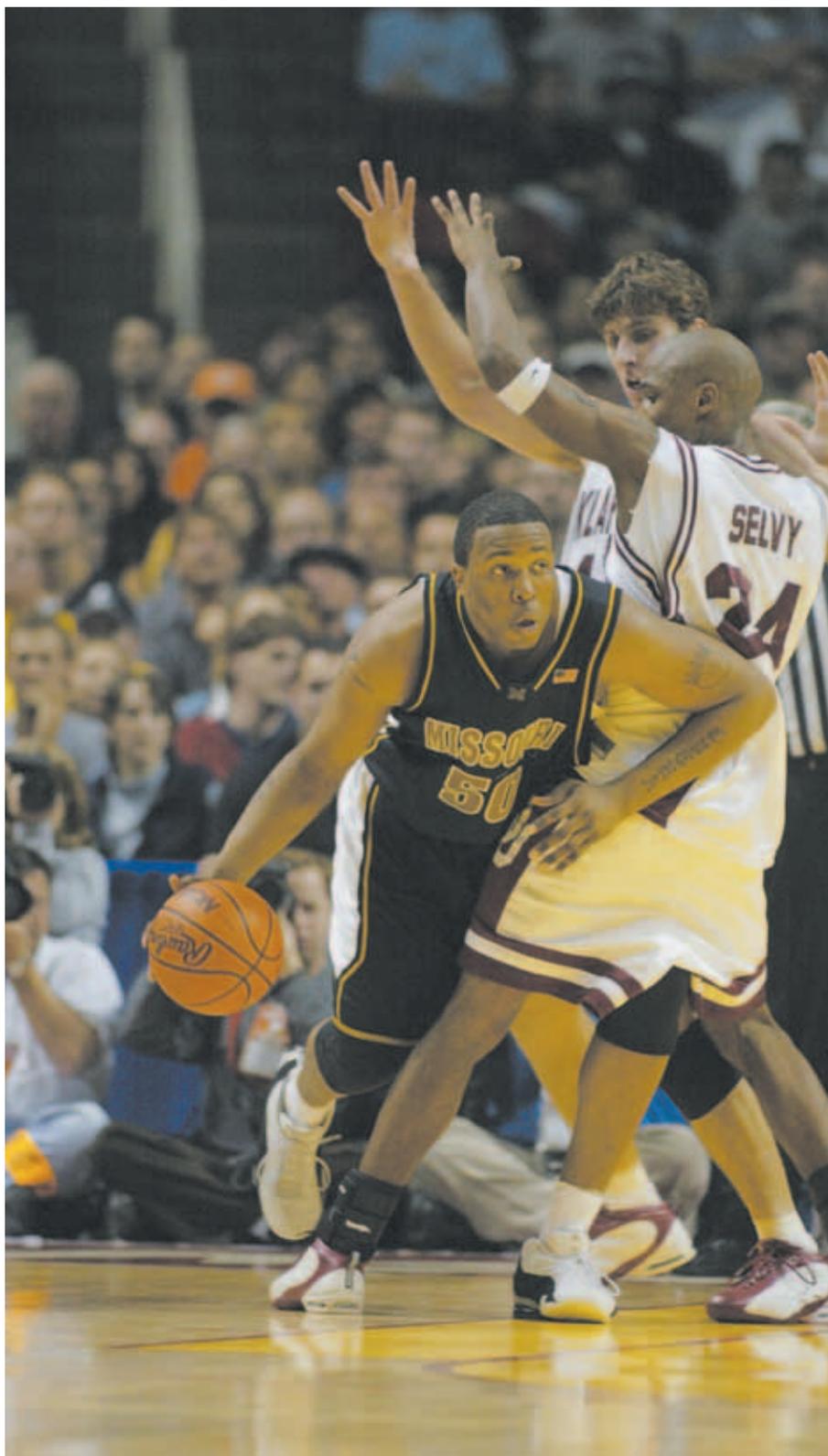
1 drives to the middle of the lane and, if the 2's defender helps on 1's penetration, 2 fades away, receives the ball and shoots (diagr. 1).

Fill the open area

After the pass, 1 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 2).

2. BACK-DOOR LOB PASS

1 drives to the middle of the lane and, if 1's defender helps on 1's penetration or assumes a strong denial position, 2 makes a back-door cut, receives a lob pass from 1 and goes in for a lay-up (diagr. 3).





D.1



D.2



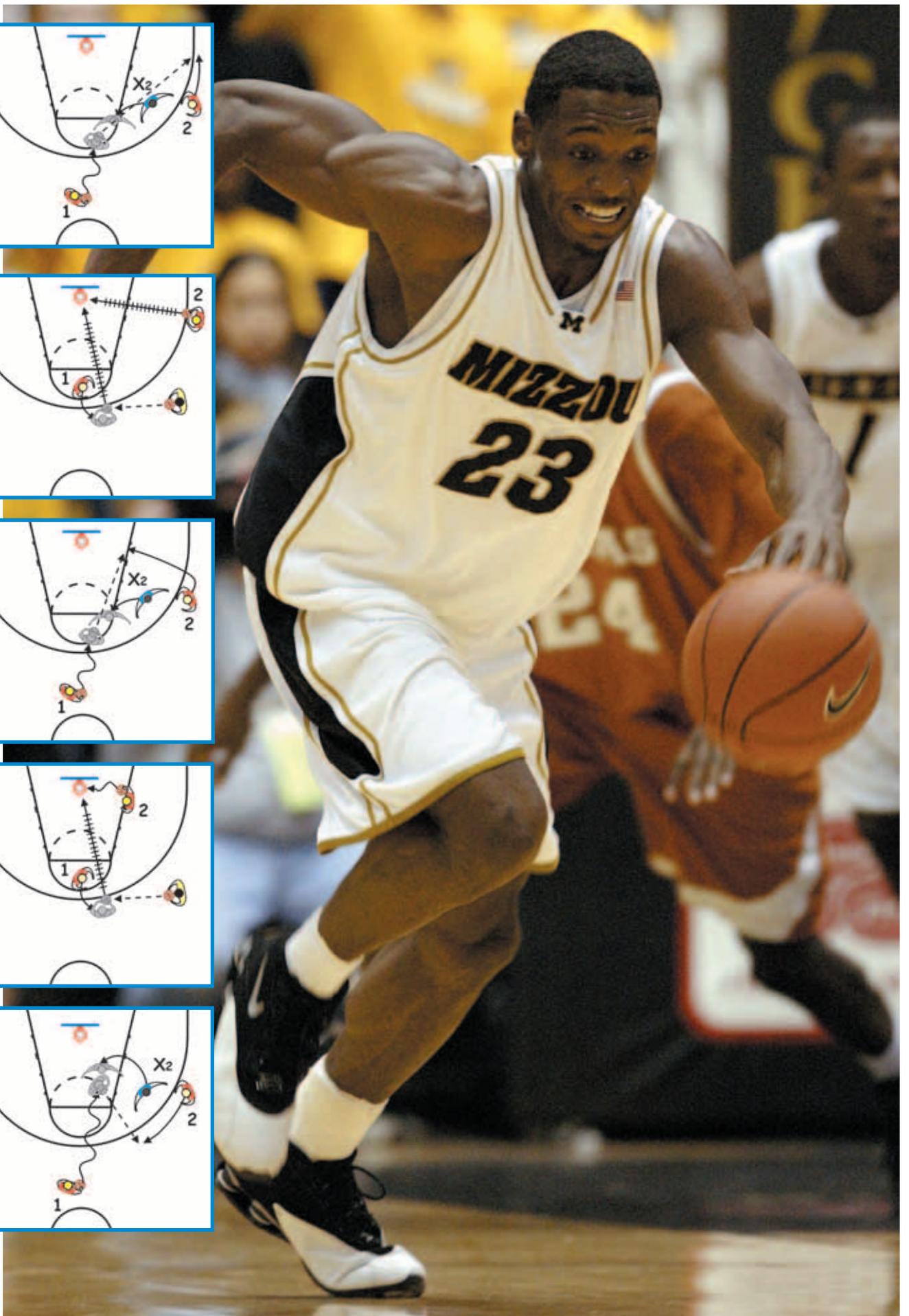
D.3



D.4



D.5





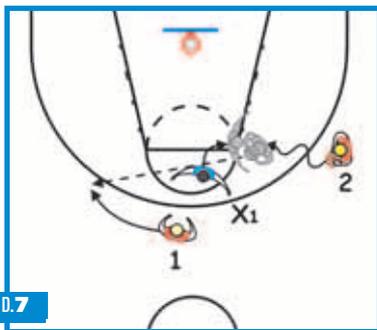
D.6



D.11



D.12



D.7



D.8



D.9



D.10



Fill the open area

After the pass, 1 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 4).

3. CIRCLE BEHIND

1 drives to the central lane: if the 2's defender helps with a cut parallel to the baseline, 2 circles behind 1 and receives a pass and shoots (diagr. 5).

Fill the open area

After the pass, 1 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 6).

4. FADE

2 drives laterally: if 2's defender helps externally on 1's penetration, 1 fades away, receives the ball and shoots (diagr. 7).

After the pass, 2 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 8).

Fill the open area

After the pass, 2 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 8).

5. CIRCLE BEHIND

2 drives laterally: if 1's defender helps down on 2's penetration, 1 circles behind 2, receives the ball and shoots (diagr. 9).

Fill the open area

After the pass, 2 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 10).

6. CIRCLE BEHIND

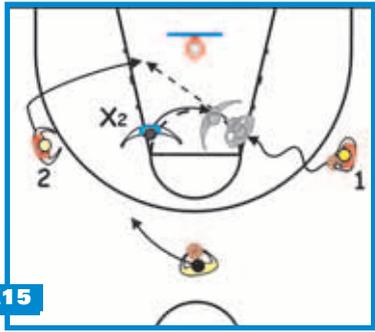
2 drives to the baseline: if 1's defender helps on



D.13



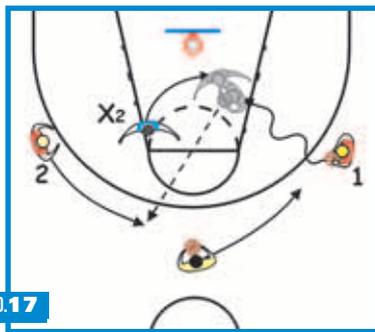
D.14



D.15



D.16



D.17



D.18



D.19



D.20



D.21



D.22

2's penetration by going down, 1 circles behind 2 to receive the pass and shoot (diagr. 11).

Fill the open area

After the pass, 2 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 12).

PENETRATION AND KICK PASS: FROM FORWARD - TO - FORWARD

1.FADE

1 drives laterally: if 2's defender helps on 1's penetration, 2 fades, receives the ball and shoots (diagr. 13).

Fill the open area

After the pass, 1 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 14).

2. BACK-DOOR LOB PASS

1 drives laterally and, if 2's defender helps on 1's penetration or assumes a strong denial position on 1, 2 makes a back-door cut, receives a lob pass from 1 and goes in for a lay-up (diagr. 15).

Fill the open area

After the pass, 1 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 16).

3. CIRCLE BEHIND

1 drives laterally: if 2's defender helps on 1's penetration, cutting parallel to the baseline, 2 circles behind 1 to receive the pass and shoot (diagr. 17).

Fill the open area

After the pass, 1 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 18).

4.FADE/BACKDOOR LOB PASS

If 1 drives laterally and 2's defender helps on 1's penetration, or stays to guard 2, 2 fades or makes a back-door, receives a lob pass and goes in for a lay-up (diagr. 19).

Fill the open area

After the pass, 1 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 20).

5.FLATTEN

2 drives along the baseline and, if 2's defender helps on 1's penetration by cutting to the zone: 2 flattens to the corner, receives the ball from 1 and shoots (diagr.21).

Fill the open area

After the pass, 1 replaces himself: he is ready to receive the second ball from the coach and shoot (diagr. 22).



by Defne Patir

THE "12 GIANTS" BASKETBALL SCHOOLS

Defne Patir works in the Business Planning and Development Department of the Turkish Basketball Federation, and is in charge of public relations for the "12 Giants" Basketball Schools program.

The concept of 12 "Dev Adam" Basketball Schools ("12 Dev Adam" means "12 Giants" and it's been the brandname of the Turkish National Team since 2001) began after Eurobasket 2001, when Turkey took second place.

The goal was to spread the love of basketball to all of the cities in Turkey, especially to those where there was no or limited basketball activity.

We wanted to raise future giant men for the success of Turkish Basketball. We also wanted to create new referees, coaches, and a conscious basketball audience.

In particular, we wanted to develop a generation accustomed to the "basketball culture."

The Turkish Basketball Federation gives great importance to the education of youth, who are to become the future of Turkish basketball.

Besides the organization of regular youth competitions, clinics, and many important educational and development projects, the Federation fully backed the "12 Giants" Basketball Schools, which was initiated in June of 2002, and the "2010 Educational Centers for Basketball" (this particular project is going to begin this year).

RESEARCH, DEVELOPMENT, AND ORGANIZATION OF THE PROJECT

For the organizing and planning the basketball courses, a department was





formed under the administration of the Turkish Basketball Federation consisting of professionals from technical, advertising, and marketing fields.

The crew in the headquarters is led by Hasim Tündogan, who is the General Coordinator of the Project, Defne Patr (Organization/Public Relations), Tugba Güleler (Public Relations/Organiza-tion), and Samer Senbayrak (Admini-stration/Organization).

During the planning period, it was de-cided that there would be a three-month summer course that would be active during the weekdays, and a seven-month winter course that would be active only during the weekends. As for the groups, it was decided that in every city one group would consist of 25 children and 2 coaches (one head coach and one assistant coach). There could be as many groups as possible in any city.

The most important factor of the enrol-ment process into the courses was that "12 Dev Adam" Basketball Courses would be open to everyone (male/female) between the ages of 7 and 14, without concern to cultural or socio-economic class, or basketball talent.

After the detailed planning period in





the headquarters was completed, the financial necessities were determined. In order to overcome the financial burden of such a widespread project, a sponsor was needed. After various meetings with different sponsors, Garanti Bank (finance sector) became the main sponsor with Kar Gıda (food sector), and Dagi (textile sector) as the two co-sponsors. Kar Gıda and Dagi were only the sponsors for the first summer session, where extra support was needed to launch the project. The others sessions were, and are still, totally sponsored by Garanti Bank.

THE BEGINNING

With the sponsorship of Garanti Bank, which is also the sponsor of the Turkish Senior Men's National Team, the "12 Dev Adam" Basketball Courses began on June 24, 2002 with the three-month summer course.

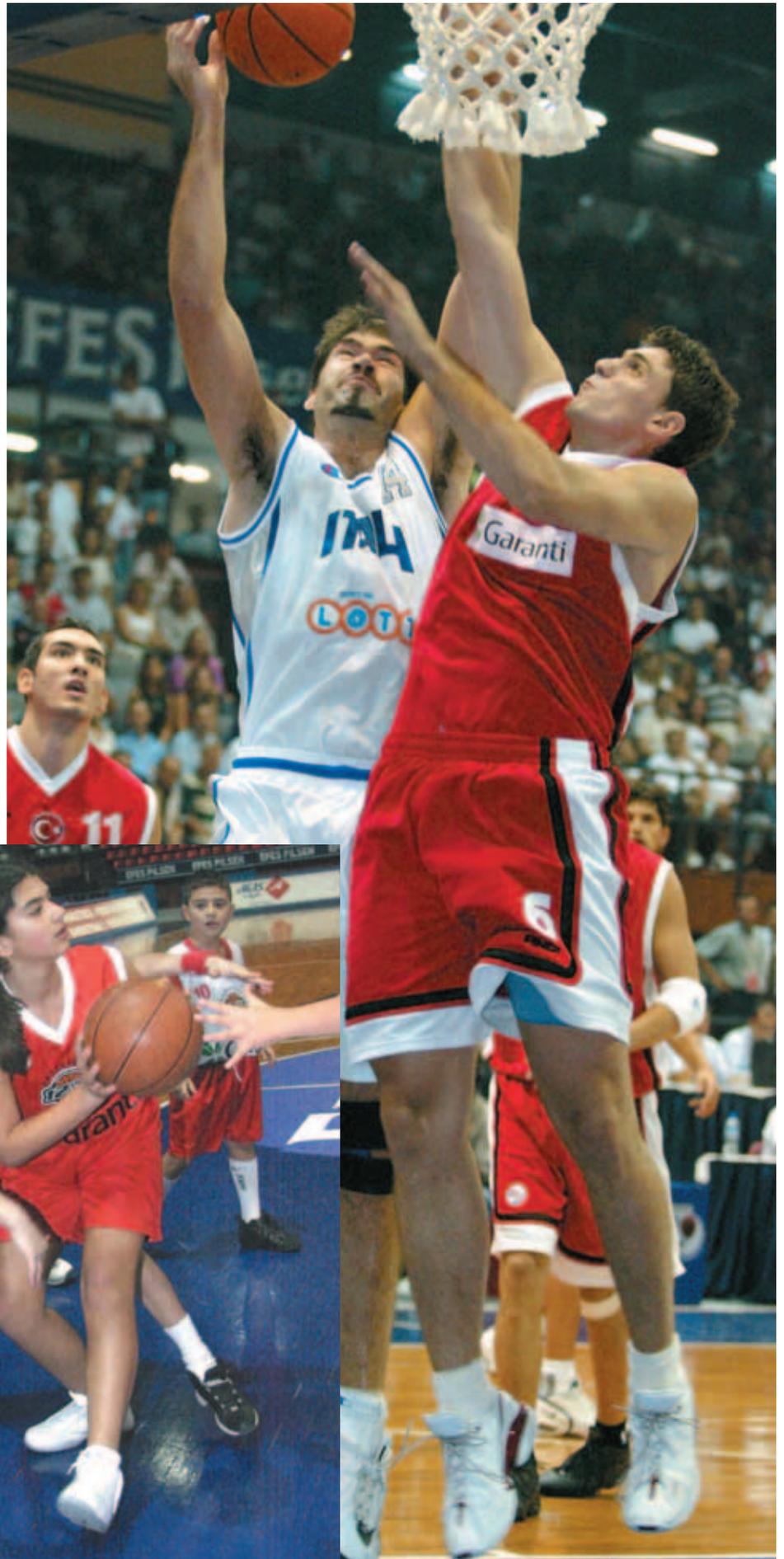
During this research and infrastructure development process, the basketball course officials visited all of the potential cities, and examined all the sports halls and fields.

The officials met with the local government authorities, including the Provincial Sports and Basketball Representatives and got feedback regarding the candidates for the coaching positions and the potential for basketball in that city.

After a wide ranging research, the cities where the courses were to be opened were then determined.

Twenty-one cities and five areas of the Northern Republic of Cyprus were chosen for this project, which aims to reach every part of Turkey.

Meanwhile, after the cities were chosen, the processes began to select the coaches in those cities.



The 110 coaches who were chosen were all brought to Istanbul to the Abdi İpekçi Sports Arena.

This is the headquarter of the Federation and on June 10, 2002 a two-day educational seminar, organized by the Turkish Basketball Federation began. The seminar was hosted by the General Coordinator of the Basketball Courses, Hasim Tündogan, who is also the head coach of the Turkish B National Team.

The other speakers included coaches and assistant coaches of the national and first league club teams. Besides technical topics, there were lectures about player psychology, family relations, injuries, player nutrition and health, and referees.

The first summer session, from June to September 2002, was followed by a winter session that ran from October 2002 to May 2003.

Since then, the "12 Dev Adam" Basketball Courses continued to grow with every session and the number of cities has increased.

There were 21 cities involved in the first session, and they have now grown to 34.

COACHING CLINICS

Before the beginning of every session a coaching clinic is held. The location is either at the headquarters of the Federation in Istanbul or another suitable city.

All of the coaches from each city where the basketball courses are found are brought in for the multi-day clinic, with all expenses paid.

The coaches get to attend seminars given by successful Turkish coaches and other professionals in the health, psychology, and nutrition fields.

The coaches are given new educational materials and booklets for each session.

This teaching material, which is standard for all groups throughout Turkey, is closely monitored by the Project Management.

THE STUDENT POPULATION

During the summer sessions, approximately 3,000 students take part. In the winter sessions, due to the academic demands and weekend availability, this number drops to approximately 2,000.



TOURNAMENTS AND FESTIVALS

During winter breaks in January and spring breaks in April-May, regional and national tournaments and festivals are held.

These tournaments and festivals bring the children together and give them the opportunity to exhibit their new skills.

Since the courses opened in the summer of 2002, five major tournaments and festivals were held, mainly at Istanbul's Abdi İpekçi Sports Arena.

In the spring of 2003, a tournament was

held in Kusadası, which is a popular tourist area on the Aegean coast of Turkey.

POSITIVE FEEDBACK

The practice sessions of the project have provided thousands of children a quality environment to develop their basketball skills.

But, there is more to be mentioned.

From the feedback that was received by the local authorities, parents, coaches, and the children themselves, it is possible to say that the whole "12 Dev



Adam" Basketball Courses organization and these tournaments have had a really big impact on the children and their coaches.

The main feedback from the parents is that their children have improved their physical and, most importantly, their social skills.

According to them, this organization as a whole has had a positive influence on the psychological development of their children.

THE FUTURE

The organization of the "12 Dev Adam" Basketball Courses is geared to continue and grow every year.

The next step in this project is to start a children's league across Turkey, now that we have such a good resource of young basketball players.

At the moment, the Turkish First League Clubs are centered in four cities (Istanbul, Ankara, Izmir, and Bursa) and there is already a great resource of basketball players in these cities.

The aim is to create local clubs (for example, "12 Dev Adam" Istanbul, or "12 Dev Adam" Adana) in the cities where the courses are located, and for everybody to participate in the league in their home town.

We aim for this new generation of basketball players to be fruitful in their own cities.

With such a resource, potential clubs to join the local, second, and first league will be formed after a time.

In this way basketball will be played in every corner of Turkey and a mass resource of successful basketball players will be raised for future generations.

The future for basketball now looks great in Turkey.

In the near future, apart from those remaining in the sport as players, coaches, or referees, there will be thousands of others in many different circles of society who were part of the project for a certain period of their childhood.

These are the people who will not only know but appreciate the "culture of basketball."



by Phil Brown

AUSTRALIAN WOMEN'S PROGRAM

Phil Brown is the head Coach of the Australian National Junior Women's Team, as well as the head coach of the Australian Institute of Sport Women's team.

The National Women's Teams of Australia have enjoyed substantial success over the past ten years at the international level with the Senior Team, called the Opals, winning medals at the last two Olympic Games and World Championships. The Opals are currently ranked 3rd in the World and Australian players are in high demand playing professionally throughout Europe and the WNBA. This is a great achievement given Australia has a population of just 20 million people!

The National Junior Women's Program (the Gems) has been one of Australia's most successful National Team programs for many years. The Gems have consistently been in the top four in the World at the Under 20 level for over 15 years and their success at World Championships includes Bronze in 1989, Gold in 1993 and a Silver Medal in 1997. Players from the Australian Institute of Sport and the Gems programs that have progressed to the Australian Senior National Team (the Opals) include Michelle Timms, Sandy Brondello, Michelle Brogan, Jenny Whittle, Alison Tranquilli, Carla Boyd, Jo Hill, Kristi Harrower, Suzy Batkovic, Trisha Fallon, Penny Taylor, Lauren Jackson, Kristen Veal, Laura Summerton, Shelley Hammonds and Hollie Grima.

The success of Australia's junior developmental system can be attributed to a many factors. Some of these factors are characteristics of our sports system. For example, young girls are encouraged in our society to be physically active and generally to be competitive in sport. Another advantage of our basketball culture is that talented young female basketball players throughout Australia are often competing against "seasoned" veterans (i.e. adults) at 15-16 years of age. This increases

their basketball experience and can accelerate their development and provide the junior player with a better understanding of the skills (physical and mental) necessary to be successful at the higher levels.

The establishment by Basketball Australia of the National Intensive Training Centre Program (NITCP) in the early Nineties has provided opportunities for our most talented juniors (12-17 years of age) in metropolitan and regional areas to develop their individual basketball skills, and receive education in areas such as injury prevention/management, mental skills training for competition and sports nutrition. In addition to developing a foundation of individual fundamental skills, many of the State ITC Programs conduct weekend training camps, providing an opportunity for the players to improve their 2-on-2, 5-on-5 skills. Many club programs throughout the country have adopted components of the ITC Program and are placing a greater emphasis on the development of each individual in their junior teams and less on team plays etc. As a consequence, generally young female players are coming through with better individual fundamentals than was the case 10-15 years ago.

In addition to "individuals" and "small group work", some State ITC Programs expose their young players to the demands and requirements of playing internationally by undertaking an international tour every two years. These tours provide another relevant "basketball experience", and a wonderful life experience as the athletes cope and adapt to the rigors and challenges of travelling to and playing in a foreign country.

The Australian Institute of Sport (AIS) has played a significant part in helping develop many Gems and Opals players in the past 12 years. Over 95 % of the current Opals squad, and, all but one of the previous Gems Teams in the past 12 years, have come through the In-





stitute system. The two to three times per day, six times per week training including individualised skills programs, strength development, shooting programs, sport science and team practice has given an “edge” to Australia’s high performance programs that most other countries do not have. The opportunity to compete in the Women’s National Basketball League as a team provides the AIS players with a demanding and extremely challenging competition to measure their progress individually and collectively.

Basketball Australia established the Australian Junior Camp in the early 80’s. Our most talented and potentially best players are selected primarily from the National Under 16 and Under 18 Junior Championships each year to attend this prestigious camp held at the AIS. The players are introduced and drilled in the principles, concepts and skills necessary to be successful at the international level. It is generally the first experience for a future national player in wearing the “green and gold”!

Basketball Australia has been committed in providing financial support for Gems training camps and international tours to prepare the team for World Junior Championships. From 1990-1993, the Gems exposed 47 players to the National Program through a comprehensive schedule, including 13 training camps and 5 international tours. The immediate result in 1993 was Australia’s first Gold Medal at a World Championships or Olympic Games. The long-term benefits for Australian basketball were that nine of the twelve players on the 1993 World Champion Gems team went on to represent the Opals in the following years. Of the remaining 35 athletes exposed to the National Junior Team program many went on to have strong careers in the WNBL and ABA providing further “depth” of talent in those leagues.

At the senior level, the “landscape” has changed considerably over the past few years in Australia, with the increase in opportunities for our top players to play the game professionally overseas. With most of our best players playing in Europe from September through to May each year, and some continuing in the WNBA from May through August, it has become increasingly challenging to get access to our best players to prepare our National Team for major competitions, such as the Olympic Games and World Championships.

Through the Nineties, the Opals were largely prepared as a “club” team program, with regular training camps, individual skills sessions, small group sessions in capital cities and frequent international tours.

Having regular contact with the players allowed the National coaches to monitor each player's physical development, identify and enhance specific skill areas in each player, and complete "break-down" drills in small group sessions around Australia.

At centralised training camps the coaches were able to focus more on 5-on-5 team concepts such as transition offence, set plays, out of bounds plays etc and conduct practice games against junior men's teams. This intensive approach prepared our players and Opals teams to compete strongly at the international level.

Like most other countries, Australia must adapt to the changing basketball environment that currently exists, and implement new methods in preparing our senior National Teams for major competitions. There is no doubt our senior players benefit greatly from playing in overseas leagues. They are regularly competing against the best players in the world, in addition to generating an income from playing the game professionally. The experience gained overseas benefits the Australian National team as the players become accustomed to the physical and athletic nature of the European and US leagues. In addition, confidence increases as the players become more successful at competing against top players week in, week out.

Basketball Australia must now adopt an "All Star" approach to developing our National team, due to the limited access the National coaches have to the players and the limited preparation time the team has together. We may need to simplify our playing system while ensuring we maintain the key elements that have made us successful over the past 10 years. Two to three weeks prior to major competition the Opals may have a small "window" of opportunity to prepare prior to going into competition. By implementing a simplified playing system, utilising practice games and maximising the individual talents and skills of the athletic and highly skilled players the Australian junior system has developed, Australia may place itself in the best position to continue its success.

The challenge to remain in the top four countries in the world for Australian Women's basketball is to continue to expand existing programs, and develop new and relevant basketball opportunities for our talented junior players. To achieve this, there are many unique challenges we face in Australian basketball. Geographic isolation, a huge land mass, a relative small population and a sport that is not "traditional" to our

culture. When you also consider the competition among many sports for the corporate sponsorship dollar, it is amazing how successful Australia has been over the years as a basketball nation. Australian Basketball is now considered a "powerhouse" by the rest of the basketball world! We need to understand, however, that the rest of the world is getting better also!

By the age of 13, 14, and 15, European players are representing their country playing international basketball in the European 'Cadets' Championships. In France, the approximate size of New South Wales, the equivalent to our Intensive Training Centre Program employs over 70 full time coaches. In addition they have a centralised residential developmental basketball Program (INSEP), based in Paris. The specialist sports schools in Eastern Europe remain "alive and well". The USA recently implemented training camps at their Olympic Training Centre in Colorado Springs for "invited" high school and college players through their summer months. They are now investing more time and money in "indoctrinating" American players at a young age to the USA National Team Basketball culture and exposing them to the skills and specific elements of the "international" game. In Asia, for a number of years, China has been sending their best juniors to the USA for two-month training camps under the direction of American coaches. Most

basketball countries are continuing to develop new programs for their juniors and/or improve current ones. The standard of women's basketball at the junior level throughout the world continues to improve at an amazing rate! The rest of the world have observed Australia's achievements during the past ten years, and many countries are now copying parts of Australia's developmental system and implementing them into their existing programs. So what are some of the long-term strategies being implemented by Basketball Australia to remain in the top echelon of the basketball world?

The introduction of 'Aussie Hoops' should have a long-term positive impact on our Women's National League and National team Programs. As a sport, basketball needs to ensure we are attracting the most athletically talented young girls to our game. In particular, we need to do a better job at identifying tall girls (+190 cm) and investing the time, energy and providing the opportunities to encourage them to play. We need to continue to build the NITC Program and make it stronger. In particular, we must continue to develop our junior coaches and provide relevant professional development opportunities for them. Our players' basketball ability will reflect the competence of our junior coaches. There is an increasing need to continue to find ways to



recognise and reward our proficient junior coaches!

In addition to the NITCP international tours, we may need to explore overseas opportunities for our most talented 14 and 15 year-old female players. A tour every second year to China or Japan for our National Under 16 Girls Team would be advantageous. Possibly an exchange program with one of these countries may be the most cost effective.

The Gems training camps program needs to be a continuous process, regardless of the current stage in the four-year World Junior Championships cycle. In recent years the Gems have had two-year programs or less leading up to the World Championships for Junior Women. This has involved only four training camps and two international tours. In particular at the junior level 'time' is the most important resource. 'Time' is needed to learn and improve the skills of the game, and 'time' together is necessary to fully comprehend and cultivate the Australian style of play in our junior players. From 2007 FIBA will be conducting World Junior Championships every two years. This positive initiative will result in our most talented juniors, irrespective of age, having the opportunity to represent Australia at a World Junior Championship. There is a need to increase the number of National training camps each year, and the number of international games our players compete in, both here in Australia, or overseas. The outcome is increased depth of experienced quality players in our domestic National Leagues, which, in turn, increases the standard of our competitions which, in turn, develops further depth of talent available for our National Teams. Additionally, through the introduction and development of further high performance programs come increased opportunities for coaches.

Many of the above strategies are reliant on available financial resources. The challenge is to continue to seek out sponsors, but also to explore opportunities that are cost effective and provide relevant experiences for our junior players.

The challenge for Australian Basketball is to continually improve our players by developing our coaching programs, competitions, administration and encouraging new initiatives that will enhance the opportunities and performances of our outstanding junior players. To consistently compete against the best in the world successfully Australia must continue to stay at the "cutting edge" of developmental programs, sports science and international playing styles and trends.



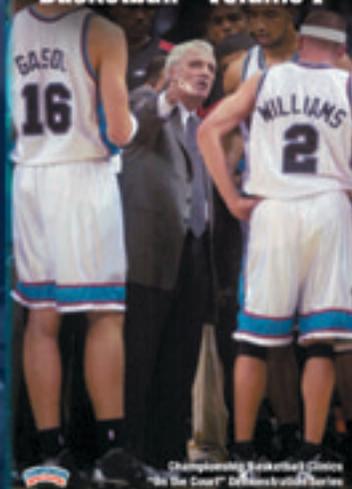
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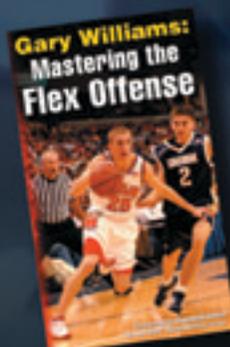
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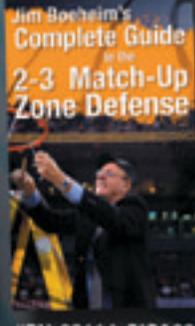
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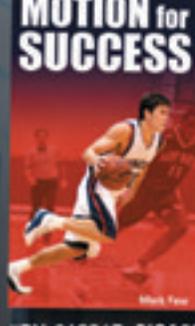
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by Vicente Rodriguez

OFFENSIVE CONCEPTS FROM ONE-ON-ONE

Vicente Rodriguez is the head coach of the Spanish Women's National Team. His teams won two bronze medals at the 2001 and 2003 FIBA European Championships. He coached the Celta Simeon club team to the Spanish title in 1999.

In this article, I would like to illustrate the basic movement concepts a team has to follow when one of its players has decided to score by attacking the basket.

Starting from three positions (central, lateral, and low post), I am going to analyze the offense circulation in order to make it easier to score, which is the goal of every offense. It is necessary to keep some basic concepts in mind:

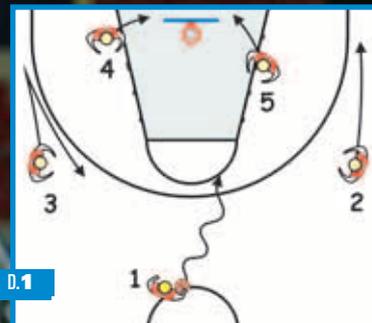
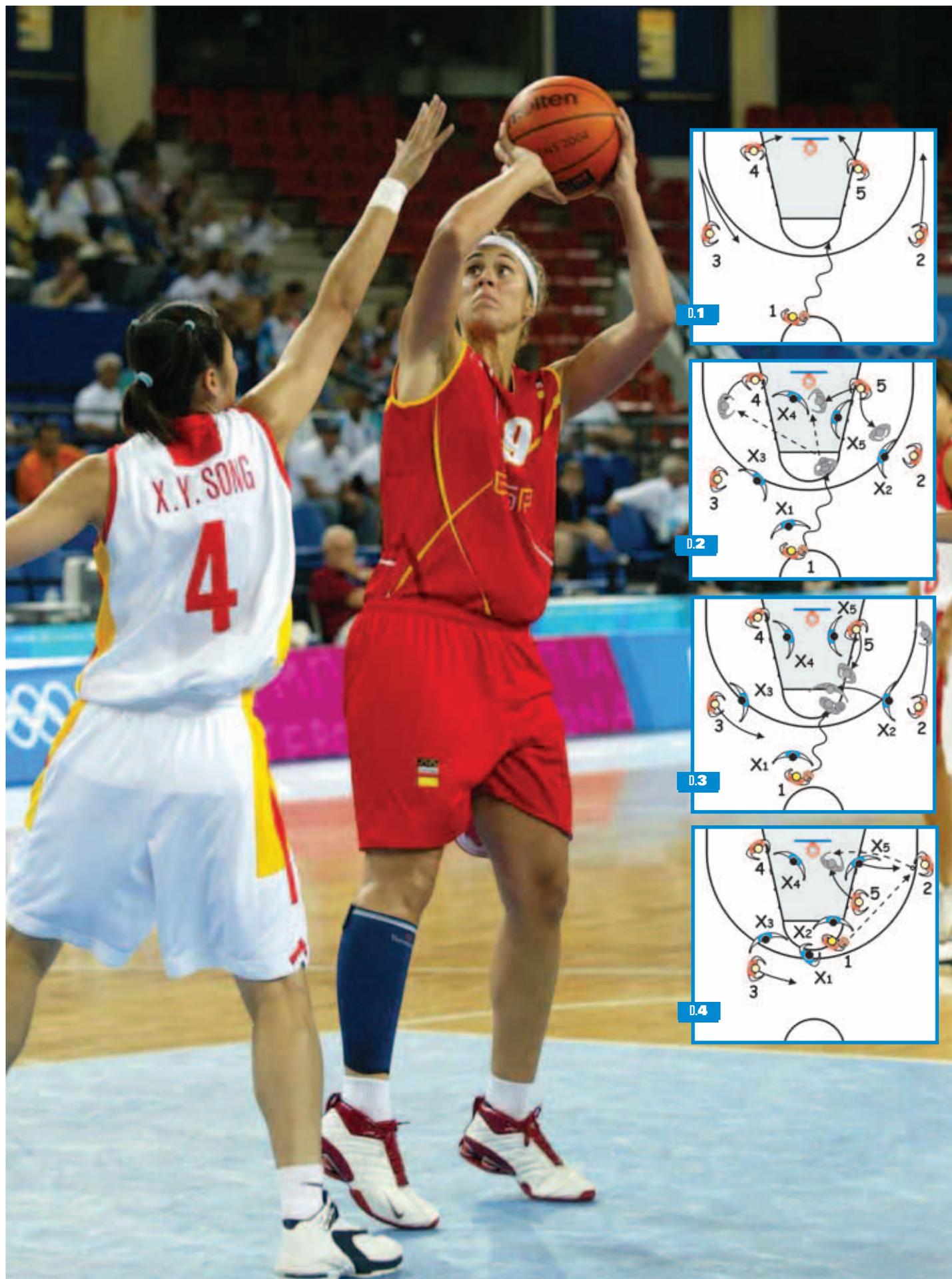
- ▼ Players have to move to a clear space.
- ▼ Players have to make more than one offense option possible through their moves.
- ▼ The offensive player has to move depending on the defender's reaction:
 - a. He can make a back-door cut.
 - b. He can cut in front of the defender from the top.
 - c. He can make himself open (which is the primary target of the offense).
- ▼ If the player with the ball realizes that his defender doesn't stand on a direct line between himself and the basket, he always has to make a hard attack on the basket.

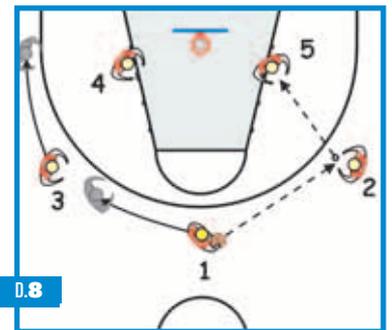
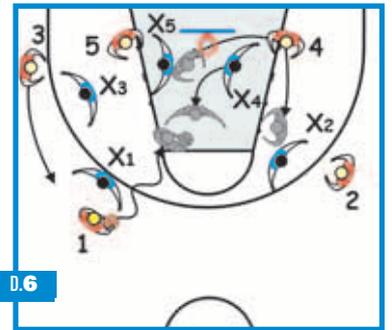
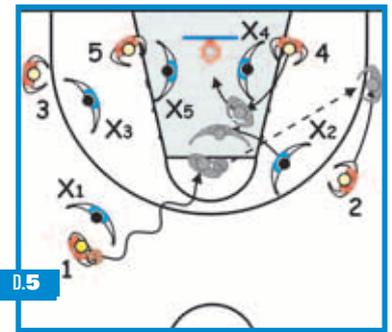
ONE-ON-ONE MOVES FROM A CENTRAL POSITION

If the player with the ball starts to drive towards the basket with the primary aim to score, the rest of the team has to facilitate this move. In order to do this, some basic rules have to be stated:

- ▼ The forward on the same side on which 1 starts to drive, 2, in this case, runs towards the baseline to create space for 1. This will improve the passing angle for receiving a possible pass from 1.
- ▼ 4 and 5 drop to the baseline, when 1 starts to make the first dribble.







▼ The other forward, 3, who has just started to run towards the baseline when 1 decides on which side he will go, runs to the top of the key so he can create the proper space, and can also be a safety man on defense (diagr. 1).

The defense can react in several ways to this starting movement, so we are going to move depending on which defender is coming to help from the weak side on the dribble penetration of 1. Therefore, there are two possibilities, because X5 or X2, have come up to help on the opposite side of 1's drive.

a. First possibility: X5 helps. If it is the post's defender, X5, who comes up to stop 1's drive, 5 can screen on X4, or he can take a

good position to receive a pass from 1. Or, he can set a screen on X2, who is recovering. 4 goes outside in order to be in a good position for a medium-range shot. In this way, we create two passing lines for 1: an inside pass to 5 and, at the same time, an outside pass to 4 (diagr. 2).

b. Second possibility: X2 helps. If X2 goes to help X1 on 1's drive, 5 will rise to stop X2 to make him unable to recover in a straight line towards his offensive player, in case 1 decides to pass laterally to 2, outside of the three-point line (diagr. 3).

If 2 receives the ball after the screen of 5 on X2, he can have enough time to shoot, or he can

now force X5 to sag off his position to cover the outside shot. In this case, 5 can easily go to the low post position, receive the ball from the teammate, and get an easy basket (diagr. 4).

ONE-ON-ONE MOVES FROM LATERAL POSITION

Here is an analysis of the cross drive towards the basket, from the lateral forward position. On a cross drive, the primary goal is to gain a central lane position to achieve as many play's options as we can for scoring. There are several moves to be made, depending on the rotation of the defense:

- ▼ After 1 has started to drive, two different defensive helps can come to stop him and this can lead to different reactions by the offense.
- ▼ If the help is made by X2, it is the post 4, who will go to set a screen on X2, to help 2 to receive the ball (diagr. 5).
- ▼ If it is X4 who comes up to stop the drive, 4 will take a position in the lane, or he can go behind X2 to stop his recovery (diagr. 6).
- ▼ In addition to these two possibilities, there is a third one: when the other offensive forward is on the same side as the drive. If 3 is in the corner on the drive side, 3 has to clear the area, so he quickly changes sides with a baseline cut (diagr. 7).

ONE-ON-ONE MOVES FROM THE LOW POST

If we decide to attack the basket from the low post, the premises for our offensive players are different from the ones in the previous situations. First, we have to pass the ball to 5 to let him play one-on-one. Beginning from the designated positions, we can then pass the ball to 5 (diagr. 8). Once 5 has the ball, he will always play one-on-one if his defender is not helped by any of his teammates. It is important to be patient playing one-on-one, and never hurry. The other offensive players will keep their defenders busy, by going behind them with backdoor cuts, or other moves.

X2 HELPS

Here are the different options:

- a. If 4 isn't a good shooter, then 2 will cut behind X2. At the same time, he can surprise his defender with a sudden cut beyond 5. 1 and 3 will move depending on their defender's moves and on 2's moves. 4 runs to the baseline, below X4, eventually (diagr. 9).
- b. If 4 is a good shooter, then 2 goes towards the baseline. 4 comes up in center of the lane, stopping on the free-throw line, or on the three-point line, as well. 1 and 3 go outside wide to create space for 4's move (diagr. 10).

X1 HELPS

Here are the different options:

- a. Both the offensive players on the side, 2 and 3, go to the corners and 1 will try to overtake X1 (diagr. 11).
- b. If 4 is a good shooter, he goes to the central lane towards the three-point line, or stops before. 2 and 3, positioned on the two sides, go to the corners, while 1 takes a cross position (diagr. 12).

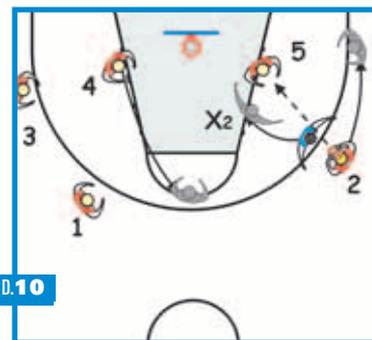
X4 HELPS

- a. If X5 gets X4's help, both on low post in this case, they move depending on 4's shooting ability (diagr. 13). If 4 is a bad shooter, he keeps taking the low post and breaks X3's line, so that he can't recover backwards; on the other side, if X3 can take his position, then 4 screens to allow 5 to make a lob pass to 3, after a back step, changing the play's side. At the same time, 1 follows the whole movement, going to the middle of the court.
- b. If 4 is a good shooter, he comes up in the center of the court towards the three-point line, depending on his shooting ability, while the other players, 1, 2 and 3 will move, all depending on their defender's positions to clear spaces (diagr. 14).

CONCLUSIONS

Every movement that can be completed following the concepts described in this article has to be executed according to these principles:

- ▼ The players have to clear spaces so the help side defenders should be apart from each other, thus making recoveries difficult because of space and time.
- ▼ It is important to move when the ball does.
- ▼ It is important to stay on the defensive recovery lines. By doing this, we will gain many advantages over the defense when going for offensive rebounds.
- ▼ Always remember that the best offensive action is the one that surprises the defender.
- ▼ Always remember to follow the drives on the weak side, which will make it possible for one more pass option.
- ▼ It is important that every offensive player is able to read two or three play options.
- ▼ When these principles are followed, we can use every set play we want.



D.10



D.11



D.12



D.13



D.14



by Neven Spahija

TRANSITION OFFENSE

Neven Spahija coached Cibona Zagreb (Croatia), Krka Novo Mesto (Slovenia), Saratov (Russia), and now Roseto (Italy). He was coach of the Croatian Under 22 national team, which won a silver medal at the FIBA U22 World Championship in Japan. He currently is head coach of the Croatian National men's team. His Cibona team won two Croatian club titles, while Krka Novo Mesto won one Slovenian league title.

Modern basketball cannot be seriously analyzed without paying special attention to the transition offense. Every coach, at least during one part of his daily practice, covers the fast break, transition offense or quick-hitters offense. All these words symbolize one common goal that every modern and successful team is trying to achieve: scoring as many easy points as possible during the game.

There is one very important technical aspect that puts even more importance on the transition offense, and that is the new 24-second shot clock. When this rule was first adopted, the time for offense decreased by six seconds, which gave the defense a greater chance to succeed. Teams that put a lot of emphasis on transition defense have become a real threat to the opponents that depended exclusively on a set offense.

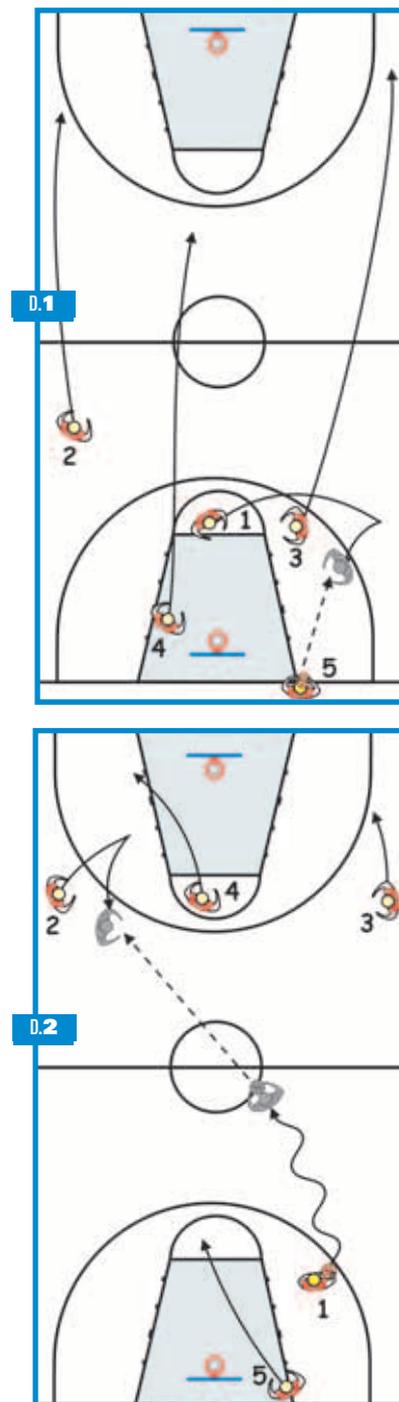
Therefore, the importance of quality and effective transition offense started to play a crucial role in modern basketball. The coaches now put countless hours in practicing this transition offense, and this phase of the game. This phase occurs when the defense turns into offense. This phase becomes a crucial factor in determination of the success of team transition defense and/or offense. The team that accepts and learns how to quickly transform from one phase of the game to another is the team that has a chance to become what coaches call "a good overall team." Watching today's basketball, it's possible to notice that there are not a lot of easy baskets that are being scored during the game. The reason for this is that there are players that possess great athletic ability and through their athleticism, they manage to completely dominate the game. There are teams that have players that are capable of putting pressure



on the ball at three quarters or even on the full court. That kind of energetic and athletic defense makes it really hard for a slower or more passive offense to function.

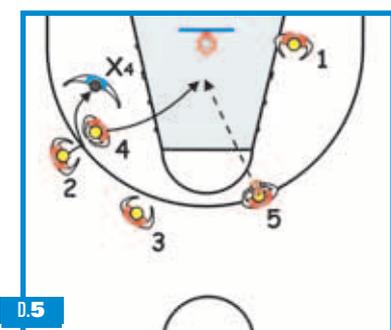
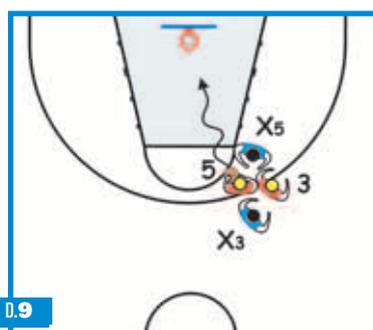
This is another reason why we are now experiencing the evolution of the transition offense and a quality fast break. Due to all reasons mentioned above, coaches have started to use all means necessary to bring their transition offense to perfection.

I would like to now detail one of the transition offenses and all of its possible options. It is important to notice that there are plenty of options that come out



of this set, but I will offer some of which I most frequently use with teams that I coach. Without any special introduction, it is important to mention that every transition offense or fast break starts with a successful defense. After our team fulfills all the defensive requirements necessary to limit the offense, starting a potential fast break is that much easier, quicker, and effective. There are several defensive criteria that we always emphasize to our teams:

- ▼ Strong ball pressure.
- ▼ Stopping the easy ball circulation.
- ▼ Putting constant pressure on the shot and not allowing easy shot selection.



- ▼ Boxing-out.
- ▼ Control of the defensive side of the ball.
- ▼ Outlet pass after the control of the defensive rebound.

These factors are crucial and later lead to the successful fast break situation. Other situations that can lead to a successful fast break are free-throw situations or even after the opposing team scores a basket (the so called quick-entry situation if the team that has just scored a basket did not recover well or if they were slow running back on defense). The classic outlet pass of the fast break occurs when the big man (4 or 5) takes the ball out-of-bounds. At that time, the other big man runs the floor as the so-called "first trailer." The small forward and the off-guard are running wide on both sides of the court, and the point guard is responsible for bringing the ball up the court. After the ball is inbounded, the inbounder comes down the court as a "second trailer" (diagr. 1):

- ▼ Post player, 5, takes the ball out-of-bounds, and passes to the point guard, 1.
- ▼ Point guard is moving to free himself to receive the outlet pass.
- ▼ Off-guard, 2, and small forward, 3, run in the lateral lanes.
- ▼ Power forward, 4, runs as a first trailer.

AFTER THE OUTLET PASS

After the initial pass, the post player runs down the court as a second trailer, behind the point guard and the power forward (diagr. 2). Usually the point guard, after he catches the ball, can pass directly to the forward, without a dribble or after a couple of dribbles. The forward passes to the off-guard or a small forward sprinting down the court on both lateral lanes. These two players can get open for a pass using two classic techniques:

- A regular "V-cut".
- Crossing, switching sides by running near the baseline.

Both of these techniques are shown in diagr. 2.

- ▼ The off-guard is getting open to receive the ball, using a V-cut technique.
- ▼ The point guard passes to the off-guard.
- ▼ The point guard clears the side by moving toward the baseline.
- ▼ The power forward cuts to the ball side.
- ▼ The small forward and the post fill the lanes.

TWO OPTIONS

Here are two possible options.

- a. If the defense is out of balance on the side of the power forward on the low post, then the pass goes from the off-guard to the power forward.



D.11

b. If we decide not to pass the ball down to the low post, then the small forward cuts to the ball, and post player fills the lane (diagr. 3).

USE OF THE SCREEN

In diagr. 4, we describe the use of the screen (big player for small player), and the importance of a cut to the ball motion.

- ▼ The pass goes from the small forward to the post player.
- ▼ The power forward sets a back screen on the off-guard.
- ▼ The off-guard tries to cut to the basket.
- ▼ The pass goes from the post player to the off-guard, if he is open.



D.12

OPTIONS BASED ON THE REACTION OF THE DEFENSE

I will now describe how players with sound fundamentals can take advantage of the defensive weaknesses, mistakes, or mismatches. They must read the defense and use one of the following options.

- ▼ If the defender of the power forward bumps the off-guard on his cut to the basket on the outside, than the power forward, who sets the screen, has to read the situation: he must makes a strong step to get in the front of the defender and receive the ball from the post (diagr. 5).



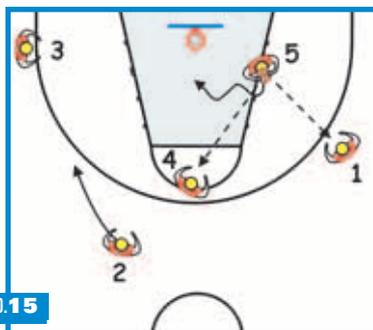
D.13

- ▼ If the defense does not bump the offensive player to stop the cut, the power forward (after he set the screen) has to read the situation, and use the pop-out move on the outside. He has to be ready to receive a pass and make a jump shot (diagr. 6).



D.14

- ▼ After a pass from the small forward to the post, the post fakes a hand-off pass between the small forward and himself, and then executes a hand-off pass between himself and the guard. Finally, the small forward cuts to the basket (diagr. 7).



D.15

OPTIONS IN THIS PHASE OF THE FASTBREAK

This phase of the fastbreak offense offers several options.

- ▼ If the defender guarding the small forward follows him behind, then the post can pass to the small forward for the lay-up (diagr. 8).
- ▼ If the defender guarding the post with the ball goes for the bump, or if he decides to help on the cut of the small forward, the post can read the situation and go the basket himself (diagr. 9).

- ▼ If the defense denies the cut and prevents the small forward to go for the hand-off pass, then the post and small forward have excellent opportunities to make a back-door play (diagr. 10).

- ▼ If the defender follows the point guard closely behind, he has an opportunity to make one strong dribble, right after the hand-off pass, gaining an advantage and going to the basket (diagr. 11).

- ▼ There are also screens set by the small forward, the power forward, and the post for the off-guard. At this time, the off-guard has the option of deciding which side to come out on, either after a single screen set by the power forward, or after a double screen set by the small forward and the post on the other side (diagr. 12).

The point guard passes to the off-guard or to the small forward for a shot or penetration. This is an entry pass into the last phase of the offense (diagr. 13).

FINAL PHASE OF THIS MOTION OFFENSE

Here are just few possible endings for this offensive motion (diagr. 14).

- ▼ The ball is passed from the off-guard to the post.
- ▼ The power forward fills the high post position.
- ▼ After the pass, the off-guard clears the side by setting the screen for the point guard.
- ▼ The point guard is open on the strong side for an eventual back pass (from 5 to 1).
- ▼ The small forward keeps good offensive spacing.
- ▼ The post plays one-on-one.
- ▼ There is the possibility of the pass for an open shot by the point guard or a similar pass and shot by the power forward (diagr. 15).

This is just one of the many examples of a fastbreak offense. Modern and successful basketball teams must have this weapon in their offensive arsenal. A fast and dynamic up-tempo style of basketball is what makes this game interesting and what brings fans to the arenas.

We, as coaches, have a great responsibility on our shoulders: we have to respect all aspects of this great game but, at the same time, we have to keep the game developing into right direction. Gone are the days of the slow, controlled offense game. Today the game is dominated by teams that can run, that can defend, and have great offensive potential. We have to do our best and teach the methods of modern basketball to the teams that we coach.



by Ghassan Sarkis

DEFENSE: A “WINNING STRATEGY”

Ghassan Sarkis won eight Lebanese national titles, seven National Cups, two Asian Championships, and two Arab Club Championships. He also coached the Sagesse team, the only Asian club that ever participated in the McDonald's Tournament.

Defense is a word that echoes in every gym during every basketball practice and game. During the practices, the coaches want their teams work hard on defense. In the games, the fans shout “Defense!...Defense!...”. What importance does this word have on the outcomes of the games? Why do we demand it every day? What is the meaning of the word? Defense wins championships. Still, how can we simplify and implement it in a new era of basketball, where the individual offensive skills are improving tremendously and very rapidly?

MY DEFINITION

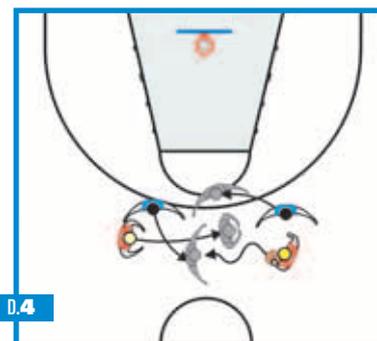
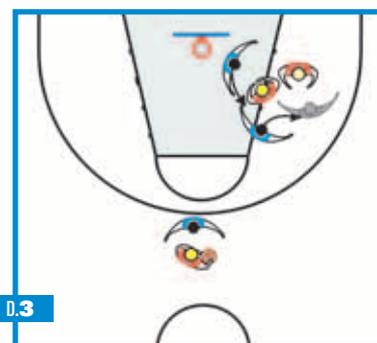
With my years of experience, I have learned that a winning defense consists of several important questions that need answers: How do we play defense? Against whom do we play it? How do we “change” it from one game to another? At what time do we change our defense during a game? Many coaches believe in a single defensive strategy, and their own egos then become their enemies. Many good coaches feel the necessity of changing a defense, but they take no action. It is important to be flexible in your defensive strategy. Here's a prime example: In 1999, my Sagesse team was playing their first ever Asian Club Final against a Chinese team. On our road to the final, we only played man-to-man defense, but the Chinese team proceeded to pick apart and destroy our man-to-man defense. During the first half, they punished us with their pick-and-roll and accurate catch-and-shoot shots off the screens. At half time, we were down by eleven points. During the intermission, I briefed my players on their mistakes and how we should adjust our rotations. One minute before the jump ball to start the second half, I summoned the players and asked them to change over to a 2-3 zone. I followed my sixth sense and just “changed.” It turned out that our rivals could not handle the surprise, and we managed to win this very precious international trophy thanks to a

defensive change. This willingness to “adjust and change” a defensive strategy is what will bring victories. We double team today and we don't tomorrow. We deny passes, we trap the low post, we switch on catch-and-shoot screening, we deny middle cuts. Then again, we do the opposite things in different games against different teams. In my philosophy, it is the opponent's offensive strategy that determines my own defensive strategy for each game. My players are ready to adapt to different defensive tasks rather than being “programmed” to execute a single task. Offensive skills vary from one player to another and from one team to another, and thus these skills should be defended differently. Defensive strategies are being scouted exactly like scouting the player's offensive skills. This gives us more reason to be unpredictable in our defense.

BASICS OF A WINNING DEFENSIVE STRATEGY

- Ball pressure: It destroys other team's passing games (diagr.1).
- Full deny: This forces the offensive players to work very hard to get free (diagr. 2 and 3).

- Switch on the screens on the guard-to-guard pick-and-roll (diagr. 4).
- Double team the pick-and-rolls set used by big players and guards. We chase the player with the ball and force him to pick up his dribble. Now we slow down him and give our big man the chance to recover (diagr. 5).
- Keep the ball in the corner by overplaying and sealing the way to the middle, thus forcing a dribble to the baseline (diagr. 6).
- Trap the baseline dribbler outside the paint. This gives us a big chance to jam the other team's passing game, and our rotations become easier. Our recoveries become easier also (diagr. 7).
- Move with the ball, not after the offensive player catches it. Here we don't want our players to “react” to the passes: we simply want to destroy their passing game. In my philosophy, allowing the players to react to the passes is defined as “too late” (diagr. 8).



h. Slow down the shooters and make them dribble. Many good shooters become less effective when they shoot after one or two dribbles, and some of them don't even shoot after dribbling (diagr. 9).

i. "No help." I have found that the word "help" often has a negative impact on a single player's determination to play defense. The player starts depending on his teammates for help and the helper often lose sight of his assigned offensive player. Our help is restricted to a few situations and we never help on the first dribble. Moreover, it is "too early" before the second dribble to offer help. Our "no help" strategy does not contradict with the basic help-side and ball-side players positioning (diagr. 10).

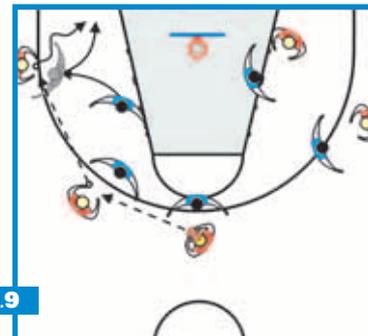
j. "Weak" side defense. I strongly believe that this defense is the most difficult to teach and to execute. Good offensive teams are more effective from the so called "weak" side. All teams play strong defense on the side of the court where the opponents have the ball. They double team, they switch, and they help. Their eyes are focused on the player with the ball. Their hands and feet are ready to anticipate his moves, and the other defenders are denying the ball-side passes. Now the offense swings the ball. The defenders shift their attention to the new ball side and, in many cases, they forget their men for a split second and they suddenly become "spectators." This is one of the very difficult situations that we face in any game. It is also the most difficult to teach (diagr. 11).

k. Dive on loose balls before the opponent does (diagr. 12).

l. Defensive rebounding: No matter how good we may look defensively, we cannot allow second chances to occur, and third chances are usually too late to defend. To solidify our efforts, we have to get the players to box-out first and then rebound (diagr. 13).

The final basic of the defense is to show to the players the importance of their individual defensive contributions to the benefit of building a winning legacy, one championship after another.

Finally, we have to always remember that winning the big games requires that our teams add all these defensive basics. Neglecting any small detail will keep us from achieving basketball greatness and keep us out of the basketball history books.



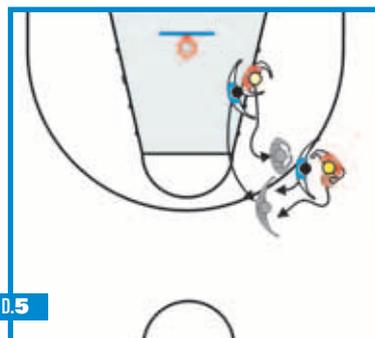
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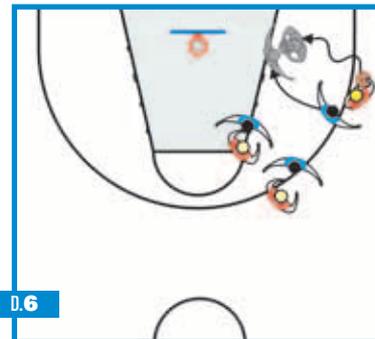
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DEFENDING THE PICK-AND-ROLL



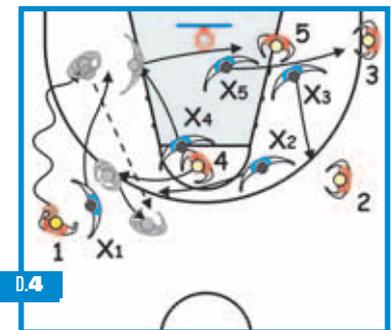
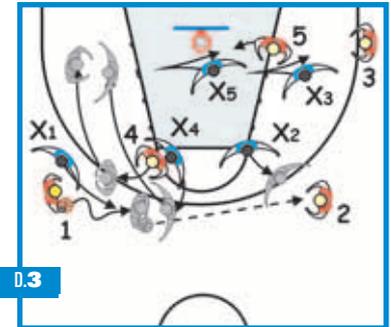
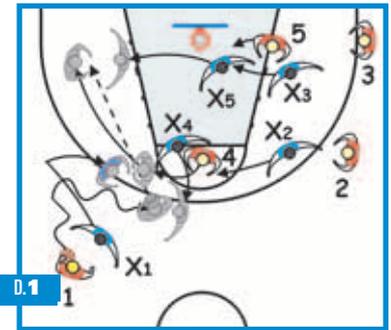
by Bob Ociepka

Bob Ociepka is assistant coach of the Milwaukee Bucks. He was also assistant coach of the Indiana Pacers, Los Angeles Clippers, Philadelphia 76ers, Cleveland Cavaliers, and the Detroit Pistons. Ociepka is author of two books: "Plays from The Pros" and "Basketball Playbook 2: More Plays from the Pros".

The pick-and-roll play is a great offensive weapon, used by all NBA teams and one of the most difficult actions for teams to stop. Pick-and-rolls are run in transition as drags and step-ups. They are run on the half court on the side, in the middle of the floor and off the elbow. The picks can be stationary or off movement, and they can be set plays or random actions. As you can see, pick-and-roll plays can cause a strategic nightmare for coaches just in looking at the numerous actions that a team can present. Now, add to the mix the great players involved, and you further complicate matters. Do you defend a side pick-and-roll involving Kobe Bryant and Shaquille O'Neal the same way you play Chauncey Billups driving off a screen set by Rasheed Wallace? How about a high screen-and-roll (in the middle of the floor) with Jason Kidd attacking as opposed to Andre Miller? These are just some of the dilemmas facing NBA coaches as they prepare game plans and get their teams ready to face their opponents.

Obviously, there are many pick-and-roll actions and many techniques coaches will devise to attempt to stop these plays. Teams will trap, slide under, force the ball to the baseline or switch to name some of them. Coaches have important decisions to make and these decisions fall into a few categories. Some coaches have specific thoughts on how they will play pick-and-





rolls and will not vary from their plans, no matter who the opponent is, and which players are involved. For example, some coaches will trap every side pick-and-roll with the thought that, by using the same technique, their players will get better and better at the execution and over the course of a season become very good at containing this play. This style of coaching makes game planning more simple as both coaches and players know that the side pick-and-roll will be trapped. Coach Pat Riley had success with this strategy in New York, so we know that this style works. Other coaches adjust their techniques depending on which players are involved in the play. For example, a coach may feel that if the player with the ball is a non-shooter, the best strategy is to go under on the pick, with the worst-case scenario being that a

below average shooter takes a jump shot and, if the player with the ball is an excellent shooter, then the trap should be employed. So, different strategies are employed in the same game versus different players. This strategy might be used by a team facing the New York Knicks, where a coach would say that, if Stephon Marbury is involved in a pick-and-roll, we will trap it to get the ball out of his hands and, if Franck Williams has the ball, we will go under.

Other coaches may change their strategy game to game, trapping versus one team and turning the pick-and-roll down versus the next opponent.

The Milwaukee Bucks under coach Terry Porter ascribe to the second scenario and utilize game plans based on the opponent's

personnel. The techniques taught are a limited number and drilled regularly so that ideally they can be effective even if changed game to game or with a given game. This article will describe some of the techniques the Bucks have used to defend side and high pick-and-rolls.

DEFENDING THE SIDE PICK-AND-ROLL

TRAPPING THE PICK-AND-ROLL

Trapping the side pick-and-roll involves an aggressive action and there must be communication between the player guarding the ball and the player who is defending the screener. So, the first thing we say is "TALK." The player on the ball cannot be

beat down the sideline and must influence the ball to the screen. He must get into his man and move aggressively going over the top of the screener and form a trap with the screener's man. After talking, the defender on the screener must move with his man and jump out to double team the ball. The screener's defender is better off getting out early, rather than jumping out late. We don't want to surprise man with the ball! The two defenders must ensure that there is no space between them, which would allow a player to "split" the trap. Players such as Steve Nash on Phoenix and Jason Kidd of New Jersey are two examples of players who are very good at splitting traps, which might require a different technique. The goal of the trap is to stop the ball, force a turnover or make the dribbler retreat toward halfcourt. Once the ball is trapped, rotations are involved as the ball is passed.

As the pick-and-roll takes place, the weak-side defenders must sag off their men ready to move and rotate depending on the direction of the pass. If the pass out of the trap is made to the screener (roll man), the Bucks will rotate the opposite big man to cover him. Some teams will send whoever is positioned low as the rotator. In diagram 1, as the trap takes place between X1 and X4, X5 cheats over (in the NBA based on the zone rule we call it a "2.9" as a defender cannot stay in the lane without contacting an offensive player for 3 seconds.) On the pass to 4, X5 rotates to cover him. X2 has sagged off the top to give support in case the ball escapes the trap. X3 is off his man and must sink into the lane to take out a pass to 5.

Diagram 2 illustrates the movement of X4 coming out of the trap. As the ball is passed, X4 must sprint to the front of the rim and, in this case, take 5 and kick X3 back out to his man in the corner.

If the ball is advanced across the top out of the trap, X5, who has "2.9ed", recovers back to his own man, after buying some time for X4 to get back to the roll man. X3, X4 and X5 must all work together, if the ball is advanced, as X3 cannot leave the posted player until X5 can get back, and X5 cannot leave the basket for a free roll by 4, until his man starts to get back (diag. 3).

All players must work quickly and aggressively to make this action work. During the past season, Milwaukee game plans have sought to trap pick-and-rolls involving players like Baron Davis of New Orleans and Steve Francis of the Orlando Magic.





PUSHING THE SIDE PICK-AND-ROLL DOWN

Another technique used by the Bucks is to “down” the pick-and-roll and not let the ball get to the screen. Using the same offensive alignment from above, X1 forces the dribbler away from the screen, not allowing a straight line drive. He must keep the ball away from the middle, but still cut the dribbler off by the baseline hash mark. Again, talking is crucial. X1 cannot “down” the pick-and-roll, until he hears the call from X4, who must drop off the screener toward the lane to help on a drive. X2 sags off his man at the top and is ready to rotate on a pass out, if the screener is a good shooter. X3 must be up the floor, ready to rotate, if X2 goes, and X5 must be prepared to defend 3 in the opposite corner on a full rotation, which is shown in diagram 4. This technique can be used to keep a good penetrating guard out of the middle of the floor and might be used on a pick-and-roll involving Jason Kidd and Kenyon Martin.

If the screener is a non-shooter, or someone the coach feels is not dangerous, the defense would not rotate to him. In diagram 5, the defense uses this approach after the ball is “downed”. X2 “stunts” (fakes) at 4 to buy time for X4 to recover to his man and everyone stays with their own men and no rotation is involved.

DEFENDING THE HIGH PICK-AND-ROLL

Two techniques the Milwaukee Bucks use versus high pick-and-rolls are “show” and “weak.”

“Showing” on the screen is designed to keep the ball out of the lane off the dribble and also to get out aggressively to deny an open jump shot to the man with the ball. “Weak” is used to force the dribbler to his off hand and take away his strength.

SHOW HIGH - LOW (WITH SCREENER ROLLING)

Once again, the defender must “talk” and call out the screen so that the defender on the ball knows the pick is coming and can force the ball to the pick. X1 must get into the ball and not back off. He forces the ball toward 4 and X4 must “show up” the floor. He cannot show late or flat off the screen. By “showing up” he forces the ball out on



the floor. This allow space for X1 to slide under his teammate X4 and recover to his own man. He cannot go under the screener (diagr. 6). Many NBA teams will use a rolla and replace strategy. All baseline defenders must be up the line off their men, ready to help and, in X5's case, pick up the roll man. X5 must pick up 4 on the roll above the broken line so he is denied a deep catch. X4 recovers high, after showing and picks up 5 on his cut. X2 is up the line supporting and ready to help in case there is a break down on the show coverage. X3 is up the line and "stunts" to 5 as he cuts high to buy time for X4 to pick him up. The Bucks used this strategy to attempt to contain Mike Bibby who is dangerous shooting behind screens and getting into the lane.

SHOW HIGH - LOW (WITH SCREENER POPPING)

Diagram 7 shows the recovery of X4 if his man pops instead of rolling. In this case, X3 must again "stunt" and provide help to buy time for X4 to get back to his own man. In some cases, if this is a great shooter involved, X3 may rotate to him. Chauncey Billups attacking off a screen set by Rasheed Wallace was especially challenging in the playoffs this season but Damon Jones and Joe Smith were able to defend the action through hard work, communication and effort.

"WEAK" VERSUS HIGH PICK-AND-ROLL

If the ball handler is a strong left-handed attacker, the Milwaukee Bucks may elect to influence the ball to the right or to the opponent's weak hand. In the given name, the plan may be to "weak" all high pick-and-rolls, so the lefty's are forced right and the right-handers are forced left. In diagram 8 the weak technique illustrates forcing the ball to the right. This defensive strategy was used versus Damon Stoudamire of the Portland Trail Blazers, who is a great attacker if allowed to penetrate to his strong left hand. X1 must influence the ball right, but cannot allow a straight line drive. X4 sags off his man to support and help protect against a drive. X4 helps and recovers back to his man as he pops X3 "stunts" to help buy time for his teammate's recovery.

As stated in the initial paragraph, there are numerous ways to defend pick-and-rolls and the wide variety of these attacks. The above diagrams illustrate some of the ways Coach Porter has attempted to stop these actions. It goes without saying that the best-designed techniques cannot always stop the best players in the world. The goal of the Milwaukee Bucks and most NBA teams is to force a guarded, contested shot with all our players on the same page, talking, working together and helping each other.



INTEGRATING PSYCHOLOGY AT THE AUSTRALIAN INSTITUTE OF SPORT



PART II

by Adrian Schonfield

Adrian Schonfield has worked at the Australian Institute of Sport since the beginning of 2002 and has been psychologist to the Men's basketball program since July 2002.

"Welcome back to the second day of the AIS 2003 Men's Basketball team camp. I hope you slept well and are refreshed and ready to go with a full day of activities".

DAY TWO

The second day of the camp started with a scavenger hunt. Again, the players were paired up (new players paired with returning players), only this time they were tied together to make the activity a three-legged race.

The teams were then given a list of things they had to collect. To collect all the things on the list, the players would have to meet all of the support staff they may need during the year and would learn their way around the AIS campus. The second activity for the day was to set the team goals for the year. We did this by first handing out copies of the previous year's yearbooks for the AIS program. Players were asked to look through them, and then spend some time writing a fictional, ideal report for the end of the current year. In this they were to include all the things they

would like to achieve and the things they would like to be remembered for. Using these 'ideal' reports as a basis, the team then set out what shared goals they had as a group. Not surprisingly, the players all had the World Championships as their major goal.

This was interesting as this was not the Emus team, nor was it possible for all the players in the room to be in the Emus team.

What it demonstrated was that each team member was focused on trying to become the best they could and on helping each other to improve. The other major goal was a successful season in the domestic competition that the AIS team plays in.

Lunch followed the goal-setting session. After this, was a session regarding team culture and team rules. The team was given a definition of culture and it was explained to them that they could choose what they wanted the culture of the team to be.

To explore what they would want in their team culture, they were asked to consider the best and worst teams they had been involved in. From looking back at these experiences they then determined a list of things that they felt they wanted in this team and a list of things they did not want in this team. From here we summarized these to three things:

- ▼ Passionate workmanlike attitude;
- ▼ All for one, one for all;
- ▼ Discipline.

These became the things that the team decided they needed to achieve their goals. As part of this session the group also came up with a number of rules that they thought would be important for them to follow in the shared accommodation setting in the AIS. These rules were not about basketball per se, but were about a team understanding that, if they didn't live harmoniously, then it would spill over onto the court and that would hinder their chances of achieving their goals. The understanding that optimal performance was going to require more than just on-court discipline was also a contributing factor to this team successes.

As this camp was held in a Canberra summer (with temperatures around 35°C or 95°F), the afternoon was broken up with pool activities session. The players were involved in different games, all of which required group cooperation.

The final session before the team dinner at the conclusion of the camp was about team commitment and sacrifices. This was mostly aimed at helping the players to understand that what had been achieve-

ved so far was good, but it was living every day to the standards and goals that had been set that would be important for the success of the team. The coach and psychologist presented some material about how it looked to be committed, and what was expected of them. The players then went through and detailed some things that they were willing to give up or sacrifice for the good of the team. The types of things that were included were simple things, such as junk food and reducing the number of times they might go out or the things they might do when they go out.

THE OUTCOME

It is hard to say exactly what everybody thought about the camp. From my perspective as psychologist, I left thinking that it had been successful. I felt that, at the end of the camp, we had achieved what we set out to achieve. The process of the camp did have components that worked better than others. As expected, some of the sessions were a bit tedious and, at times, I felt it was difficult to get the group to contribute.

This gave me mixed feelings about whether the sessions had been valuable, but I believe you can see from the following quote of a camper that enjoyment and value may not always be the same: "On Tuesday the 28th of January we had a very long day of activities and discussions that seemed to loop into one another and go on for ever and ever. However, I feel this was almost the most important part of our camp.

I think if you asked, we would all say we got a lot out of our team discussion sessions, it was all just so open and honest, you could tell we really had a mindset of 'one in, all in'. (Aaron Bruce, a camper at 2003 camp).

There were also sessions that were not tedious at all. Most people got involved in the name game and learned a bit about each other.

Similarly, the three-legged scavenger hunt did help the new guys to meet all the people they needed to and they did learn their way around the AIS.

This article was written about the pre-season camp we completed to give you ideas about what you might include in a pre-season camp for your team. It is important to remember that the activities chosen for our camp were influenced by a number of factors.

The major consideration was what we wanted to achieve from the camp - a sense of 'team' and increased intrinsic



and self-determined extrinsic motivation through increased feelings of autonomy, competence and relatedness. The second group of considerations that shaped the camp were the people involved, and the third was the time, money and environmental constraints that were imposed on us.

I hope you have learned something from the story of our team-building camp. If you would like to know more or have a question about the team-building camp I have described, I would be happy to answer it. I can be contacted at the Australian Institute of Sport on the email address adrian.schonfield@ausport.gov.au.



by Alexandre Carlier

THE FRENCH COACHES ASSOCIATION

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

Before a French coach can become a master of tactics or the short fuse, he must pass numerous tests. Each of these is a crucial step on the path that one day leads to the team bench.

Often praised by its neighbors, the so-called "French-style" training produces good players on an annual basis. Less well-known or publicized is the training of coaches. The French Basketball Federation, through its National Technical Department and Jean-Pierre de Vincenzi, the Technical Director, makes it possible for French coaches to validate their level of knowledge by taking several tests (diplomas), some of which are essential in order to practice their profession at certain levels.

This training primarily involves an initial phase, set up by the technical sports advisors, who are civil servants. To begin with, the candidate must learn to manage play and the organizational aspects of his future job. He thus achieves the grade of mini-basketball leader. He must then master the individual basics of the game in order to become an initiator. It is from this point on that he will really be expected to know how to conduct a training session. If he wishes to climb the next rung on the ladder, namely that of youth coach, he will have to be capable of putting together a training session. Finally, the student will concentrate on technical and tactical programming, as well as team construction in order to become a regional coach. This is indispensable in opening the doors to the post of National level 3 team coach. It is only after having come this far that the apprentice may attempt to glean the two levels of the final diploma currently available to practice his profession, namely, the state certificate BE2 (it stands for Basketball Entraîneur, it means coach). More commonly known as BE1 and BE2, these last two steps are essential tools for high-level coaching. The French Basketball Federation and the state have joint responsibility for the assessment and later revalidation of candidates. Equivalent to A-level study plus three years (degree level), studying for a BE2 includes a section specific to the required sport-coaching sessions for example -and more in-depth study where the subjects of history, legislation, or even physiology are also dealt with. For BE1, demonstrations with commentaries, verbal fluency, and knowledge of the regulations are areas that must be perfectly mastered.

The state certificate will soon cease to be available. "BE1 and BE2 date back to 1974 and are no longer suited to today's sport," stresses Nicolas Raimbault, Assistant National Technical Director and head of team training. "We can't change their content and for this reason detailed research will be carried out among those principally involved with the aim of creating two new diplomas. This will particularly take into account new aspects, such as relations with the media and management. Discussions are already being held." Ways of bringing into line practicing coaches who already hold the state certificate will also need to be found. It would be unfair to ask them to start studying all over again. However, the institutions have already had to adapt to certain specific situations. For example,

foreign coaches, such as Erman Kunter (Cholet) or, at the time, Boscia Tanjevic (ex-ASVEL), who come to exercise their profession in France, benefited from having their qualifications officially recognized.

Each year, the National Technical Department, takes great care in organizing seminars that gather the top-level coaches and their assistants. During the course of these meetings, discussions take place and the working conditions of each of those present are dealt with in order that the others may benefit from new experiences. "This year," continues Nicolas Raimbault, "we're taking advantage of the fact that the two French national teams will both be in Bercy in September to organize a major meeting of the technical experts from the Pro A league, the French women's basketball league, and the training centers. In the public interest, it's important that we meet, share information, and get to know one another in a different way than we do on the court. But the playing seasons are full and if we don't arrange for these meetings then the coaches won't take the time to do it themselves." Those involved view this type of symposium positively. They fill out assessment forms in order that those themes, which are close to their hearts, can be examined at later sessions. The National Technical Department therefore knows which subjects should provide the focus for the following year. The Basketball Coaches' Union, presided over by the coach of Paris Basket Racing, Jacques Monclar, has very close ties to this organization.

In order to do its job as well as possible, the National Technical Department also offers conversion courses for high-level athletes. A session was organized in 1999 to take the BE1, which resulted in around twenty students receiving their diploma. The most recent class, dating from 2003, will see its group graduate in 2005. "We pass on the information to clubs and to the coaches' unions so that no one misses out," continues the assistant national technical director. "After they'd got the BE1, some candidates carried on and have finally launched themselves on a coaches' career. Didier Gadou was in the 1999 group. He's since passed his BE2 under his own steam and today manages the Pau-Orthez team." Other distinguished debutants include Isabelle Fijalkowski (1999) who has since become a technical sports advisor. Cathy Melain and Laurent Foirest (2003), just two of many, will be among the next group of promising coaches.

If the post of coach is familiar to the general public and to the sporting world in general, it is not, on the other hand, recognized from a legal point of view. Calling oneself a "coach" means nothing. Grouped together under the title "educators," coaches will soon have a status all of their own. An article dealing with this subject is currently being drafted and will see the light of day thanks to the future joint convention of sporting professions. "Discussions between employers and partners are already underway," announced Nicolas Raimbault with pleasure. "The French Basketball Federation will be present and will make its voice heard." The profession of coach, or so it seems, has not yet finished developing.

"FIBA HOOPS COACH" CD-ROM

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.



by Raffaele Imbrogno

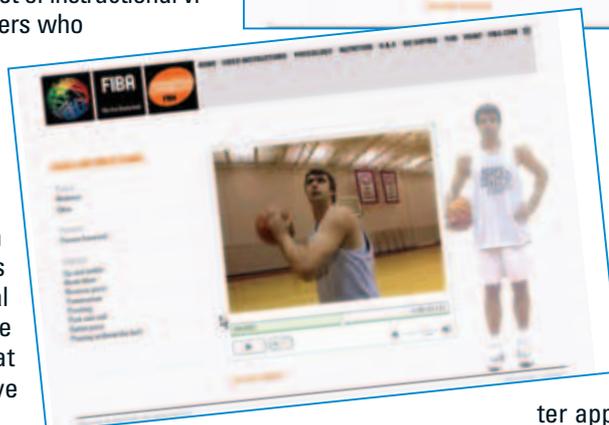
Raffaele Imbrogno, former Director of the Italian Basketball Federation Study Center, is an Instructor with the Italian National Coaches Committee of the Federation. Imbrogno is the author of several technical basketball publications.

FIBA has released a very interesting CD-ROM covering fundamental skills and other topics. The basic aim is to help players and coaches improve their knowledge and ability to play and coach the game. "FIBA Hoops Coach" starts with great introductory video clips. Several top-level players are used to demonstrate all the skill moves and drills.

Basketball stars Aleksandar Sasa Djordjevic, Alberto Herreros, Predrag Stojakovic, Mehmet Okur, and Dino Radja are the engaging and expert hosts of this CD that focuses on both offense and defense. Players present lessons on a particular skill (common to their playing positions and personal styles), and young athletes are then shown performing the skills.

The stars present a comprehensive set of skills, including ball handling, passing, and shooting, and offer pointers on proper stance, pressuring the ball, particular defensive maneuvers, and defensive rebounding. The camera work is professional throughout, and files for print that accompany the CD-ROM serve as both a table of contents for the videos and a workbook. This CD has an excellent set of instructional videos and would benefit all players who want to improve their game.

Each section follows the same format: Players first explain the how's and why's of each technique, which are reinforced with onscreen text. The move is then demonstrated. Finally, video clips of the stars are taken from actual games and used to demonstrate the star player performing that particular offensive or defensive maneuver.

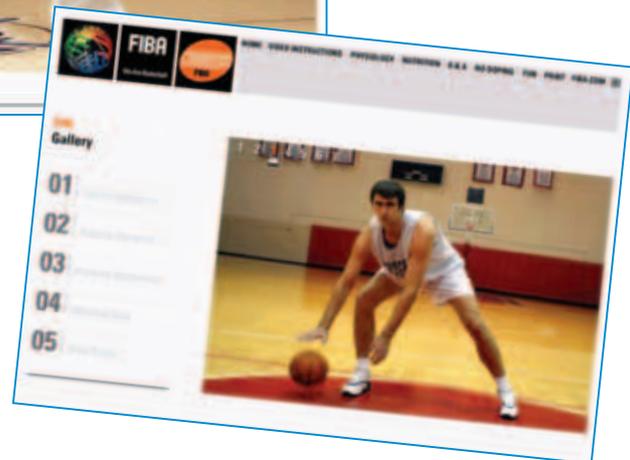
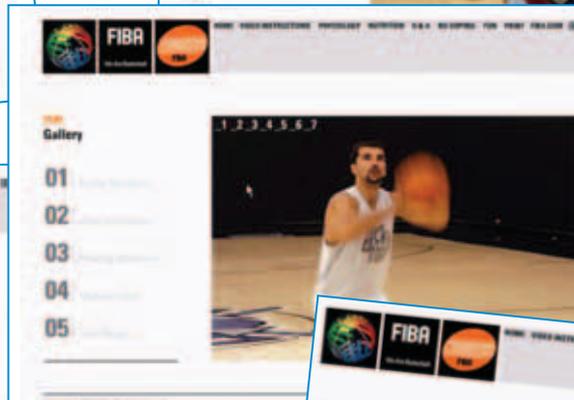
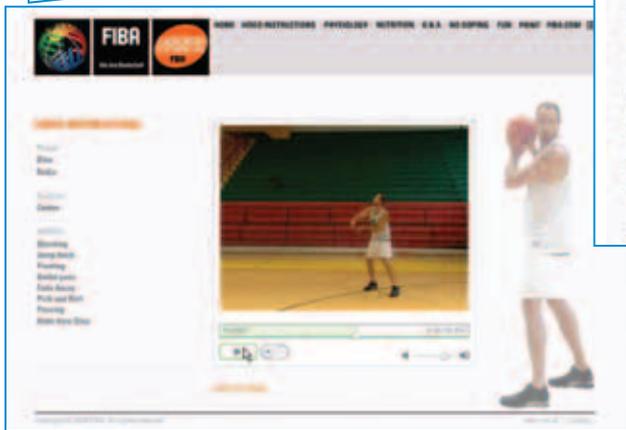
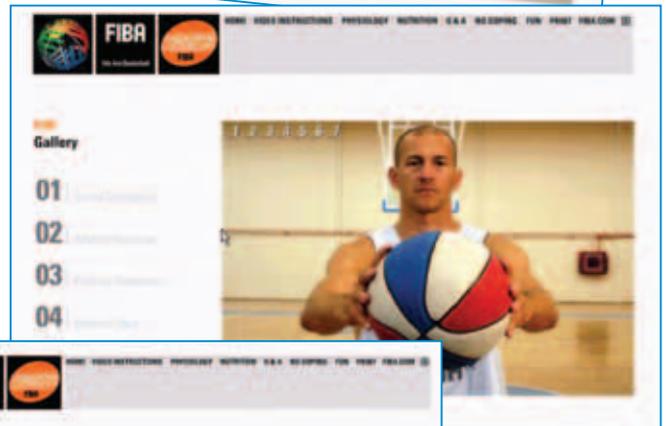
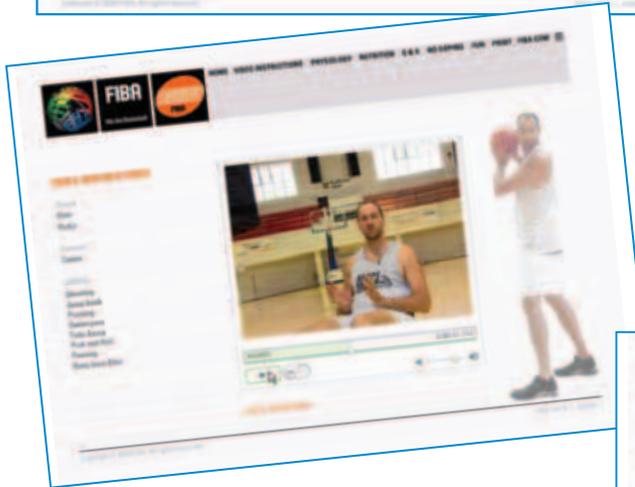
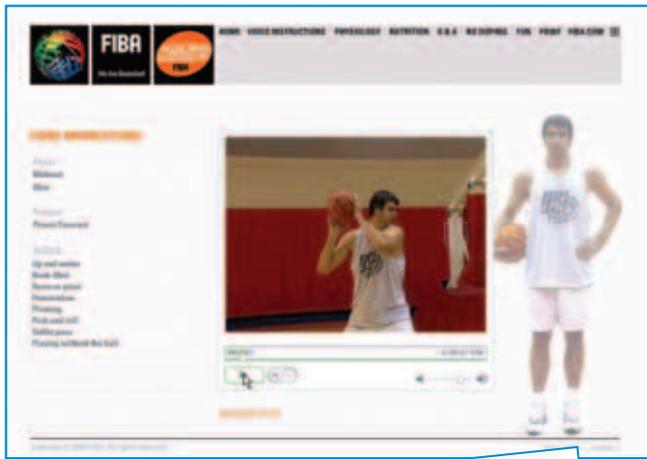


This CD is recommended for all beginning players-and their parents and coaches-for its straightforward, simple, and comprehensive approach.

In addition, the CD-ROM features a detailed physiology

section that will not only improve on-court performance but also help prevent injuries. FIBA Hoops Coach includes a nutrition section as well, with detailed texts on vitamins, nutrition, menus, and anti-doping information. The five players answer specific about the game and speak up against doping.

The CD is great for anybody seeking to learn or brush up on basketball fundamentals. The CD gives the viewer a greater appreciation for player strategy. The original



sound track, multiple camera angles, graphics, and high production values make this a great CD to own. All content on the CD-ROM is printable and there is a direct link to the FIBA Internet site. FIBA will distribute this CD free of charge to national federations worldwide.

RAW DATA

Five Players
Five different positions
25 different skills
40 videos of offensive fundamentals
50 minutes of video instruction

PHYSIOLOGY

Stretching - 6 videos - 6 minutes
Lower body exercise - 9 videos - 4 minutes
Upper body exercise - 8 videos - 3 minutes

Whole body exercise - 5 videos - 3 minutes
Total: 28 videos - 15 minutes

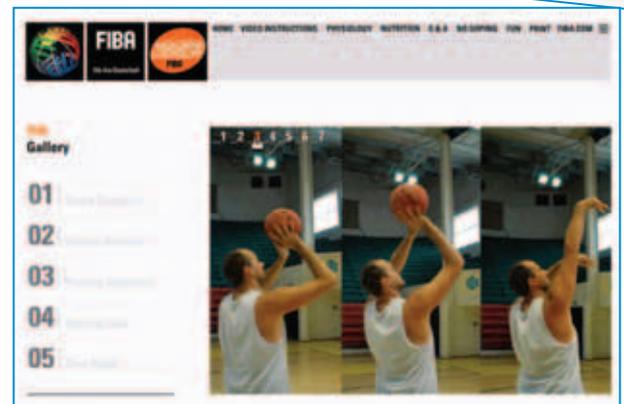
NUTRITION

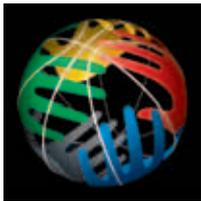
16 questions
80 different answers
80 video answers
Total: 24 minutes

Anti-doping - 5 answers - one video - 20 seconds

Fun - 35 pictures - one video - 5 minutes

Total: 150 videos - 95 minutes of video material





by Paul Brazeau

EVALUATING AND IMPROVING AN OFFICIAL'S PERFORMANCE

Paul Brazeau, the Director of Basketball Operations/Officiating Performance Analysis, joined the NBA in 2001, after serving as the head coach at the University of Hartford for eight seasons, and also as assistant coach at Ohio State and Boston College. He works with Stu Jackson, Senior Vice President, Basketball Operations, in planning league meetings and seminars; dealing with on-court and team issues; and developing and maintaining relationships with general managers, coaches, players and team officials. In addition, he is responsible for monitoring the daily performance of NBA referees.

How often has the following scenario occurred? The game concludes and all of the participants retreat to their respective locker rooms. The game officials have also returned to their dressing room and the officiating supervisor stops by to see them. The supervisor offers this comment: "Well done out there tonight! You all performed your jobs admirably. Good game!"

End of meeting. Supervisor leaves and game officials continue with their post-game routines.

While the praise for a job well done is nice to hear, what did the supervisor mean by those comments? How does the official leave the locker room and know what actions caused the "good game" and which of those actions need to be repeated for another "You

all performed your jobs admirably"? For a more effective scenario to occur, a process must be in place for game officials to be evaluated, receive specific feedback and continue to improve.

The NBA continues to strive for excellence throughout its officiating ranks. As part of that quest, a designed evaluation system continues to be processed and refined which will give the officials tangible feedback to speed his/her development process. Some of these ideas may be applicable across the sporting spectrum.

DEVELOPMENT BASED ON OBSERVATION

The goal of any official's evaluation program should focus on how to identify areas for personal development. Based on recorded observations and data, a road map can be illustrated through which each individual official can drive his or her own growth and improvement.

The assumption that the each official wants to reach the pinnacle of his or her profession is weaved into the development goal.

MANAGER AS A DIAGNOSTICIAN

As the manager of a group of officials, every effort must be made to gather as much data and as many observable situations as possible, so to correctly diagnose any development issues. The diagnostician must be able to identify potential problem areas; determine what problems are currently affecting

performance; and be able to dissect and gather input about the problem. When the data is gathered and the manager has identified the problem areas, he/she needs to be ready to formulate recommendations that can be used by the official for development. Once the manager has reach a conclusion as to what is the best course of action to address the identified issues, a performance message highlighting the actions must be crafted and delivered to the individual official.

A COMMON SET OF STANDARDS

It is imperative that the officials know the "standards" or benchmarks on which performance is judged. These standards will establish targets toward which the officials can strive. The standards will also help to establish training programs and will reduce the learning time for new officials.

The standards should include key areas such as:

- ▼ Play Calling
- ▼ Game Presence
- ▼ Fitness
- ▼ Personal Qualities
- ▼ Duties away from Game

PLAY CALLING

Regardless of the sport and circumstances of the game, the calls made by the Game Officials must be accurate and consistent. These two benchmarks need to be applied evenly for each team; for each participant and at



all times throughout the game. A confident and skilled official will make the correct call irrespective of the consequences or complaints that could arise from a particular side. Positioning by the official during the game is a key observable indicator to which the Officiating Manager should pay close attention.

GAME PRESENCE

An official, who displays a respect for players, coaches, team personnel, media, arena staff and fans will go a long way towards gaining acceptance as a professional.

This professionalism guideline is exhibited by an official's well-kept personal appearance; through a com-

posed in-game demeanor and through effective communication skills - both verbal and non-verbal. Areas for the Officiating Manager to focus on regarding game presence and professionalism include:

- ▼ The official's awareness of substitutions; time-outs; clock and score-board issues; environmental factors that can affect competitive play.
- ▼ The official's proper use of disciplinary penalties and the effective response to disruptive situations.
- ▼ The official's ability to work in unison with other members of an officiating crew.

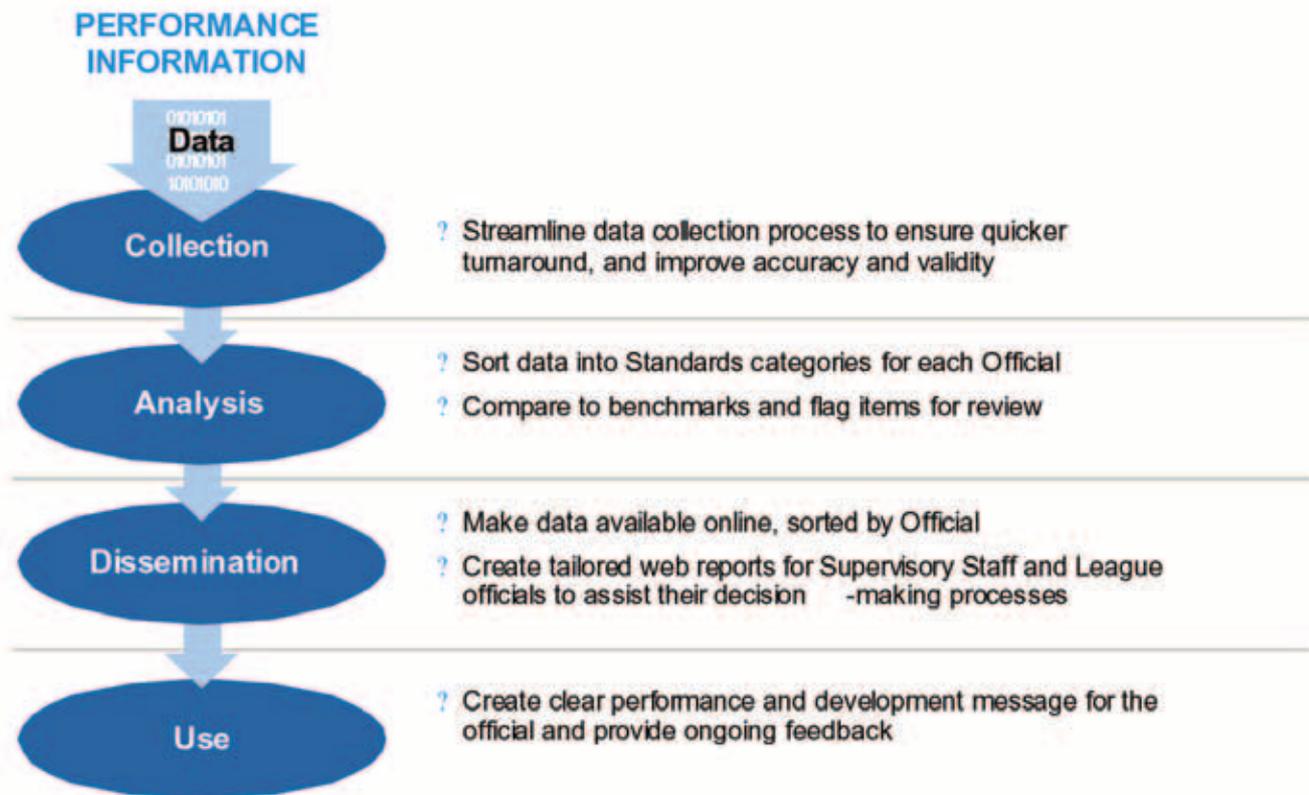
FITNESS

An official can gain respect from participants by displaying an athletic appearance and appropriate weight. Meeting all requirements for athletic standards throughout the season is both attainable and measurable. The Officiating Manager will have the benefit of accurate and easily obtainable data on which to make an evaluation for each official.

PERSONAL QUALITIES

Quite possibly, personal qualities is the hardest area for the Officiating Manager to measure, evaluate and change regarding an individual official. Whether the individual works to improve his /her own performance

Developing your Officials



and skill is in large measure a function of the inner makeup of that individual. Being able to respond to constructive criticism; to be honest in self-assessment and to understand the areas where development is needed are all prerequisites for improving.

Motivating the official to seek developmental advice and to follow curricula for improvement is an important task for the Officiating Manager.

The sharing of experiences and wisdom by senior officials to junior officials should also be encouraged and fostered.

DUTIES AWAY FROM THE GAME

Rules knowledge must be an absolute! Understanding and being able to apply the full scope of the game rules in all situations needs to be a part of each official's "tool bag."

There cannot be any excuses for failing to know the rules of the game!

An official will lose all credibility with the various constituencies - participants, fans, team personnel, media, etc - by being deficient in this area.

In addition, the willingness to attend

to pre-season and pre-game preparation demonstrates a respect for the job at hand, as well as for the integrity of the game itself.

APPLYING THE STANDARDS

The standards discussed previously can exemplify officiating excellence. While each standard is extremely important, they are not all created equal.

Play calling and game presence need to be the foundation for each official while fitness, personal qualities and duties away from the game help officials to excel at play calling and game presence.

GAINING THE OBSERVATIONS

A simple "grading" of each made call and of each play that was subject to the possibility of a call can lead to finding a developmental issue.

A scale of: "Correct; Incorrect"; or "Inconclusive on Calls that are Made" and "Incorrect or Correct "non-call" on Plays" that someone may question will provide a launching pad for identifying potential problem areas.

CONSTANT AND NEVER ENDING IMPROVEMENT

Having excellent officials and an experienced staff will require that the development process be consistent, ongoing and never-ending. Improving skills can further enhance the competitiveness of the participants and will insure fairness of play.

A BETTER SCENARIO?

The game concludes and all of the participants retreat to their respective locker rooms. The game officials have also returned to their dressing room and the officiating supervisor stops by to see them. The supervisor offers these comments: "Well done out there tonight! Great job of coming together as a crew and correcting the clock malfunction at 4:32 of the second half.

Also, when you calmly explained to the coach why he could not substitute at the 4:00 minute mark of the 1st period, you diffused a potentially difficult situation and helped the team to avoid a technical foul.

Good game! Let's meet tomorrow to review the game tape."



by Fred Horgan

CONTACT: THE PRINCIPLE OF "OFFENSIVE THREAT"

Fred Horgan is a member of the FIBA Technical Commission. He is a FIBA International Referee Instructor, FIBA Americas Instructor, Technical Commissioner of Canada, and a member of the FIBA Americas Technical Commission. He was elected in 1996 to the Canadian basketball Hall of Fame.

Six decades ago, a new and innovative philosophy of officiating was introduced to players, coaches and officials around the world. It had been originated by Mr. Oswald Tower, a leader in basketball and basketball officiating for many years, and polished by John Bunn, renowned coach and basketball builder.

The philosophy, called "The Tower Philosophy", was basically very simple. Contact, it said, is not necessarily a foul. Contact does become a foul when the player, who is contacted, is placed at an unfair disadvantage by that contact, or the player responsible for the contact gains an unfair advantage in doing so.

It wasn't very long before a number of principles were developed in the hope of clarifying the Tower Philosophy. These principles have remained essentially intact until the present time and continue to be reflected in Article 44 of the FIBA Rulebook. With time, the Tower Philosophy underwent a name change and became "the advantage/disadvantage principle", but the philosophy itself remained intact. In fact, it continued to grow in

popularity and eventually would include not only contact but also violations (Article 32.2).

As the skill and speed of world-class players continued to grow, however, two problems relative to consistent officiating also became apparent. First of all, many officials were becoming too lenient with the advantage/disadvantage principle, sometimes even using the concept as an excuse to justify not blowing a whistle on occasions when a foul or violation definitely was the proper decision. Secondly, not only newer officials, but experienced ones as well, were becoming confused with the challenge of determining under what circumstances contact should be considered "an unfair advantage" and when to judge similar contact as incidental. The presence of ten, quickly moving players in the limited space that is a basketball court made the rendering of accurate and consistent decisions very difficult. Additional guidelines would be a tremendous help.

In an attempt to address this need, a new principle was introduced, which became increasingly popular with rules clinicians and referee instructors, whose responsibility it was to promote a reliable and constant application of the rules. This new concept, designed to complement rather than replace the advantage/disadvantage principle, was called "The Principle of Offensive Threat", or simple "offensive threat".

The basic assumptions of the Principle of Offensive Threat are as follows:

1. The periods of a basketball game that are the most exciting for players and fans are those situations, which involve offensive maneuvers leading to attempts to score field goals. A game can become very boring when it is dominated by lack of action and passive play. On the other hand, games that involve "end-to-end" action, aggressive offense and equally aggressive defense are, by far, the most memorable. The reality is that it is the offense, in its attempts to advance the ball, and ultimately, score a field goal, that generates reactive defense and the resulting excitement that is basketball at its best.

2. As a team moves the ball from its backcourt to its frontcourt, the anticipation that precedes an attempt to score increases. This anticipation is what is referred to as "offensive threat". In the backcourt, under normal circumstances, this anticipation is minimal, but, as the ball moves closer to the centre line and into the frontcourt and the opponents' basket, the offensive threat grows. This is also the time when defensive alignments become more active. Where there is active offense balanced by active defense, there is also a heightened sense of offensive threat. Offensive threat is at its highest when the ball is in the vicinity of (or moves into) rectangle 5.

3. As the ball moves from the backcourt to the frontcourt, the accompanying

awareness of a growing offensive threat creates five zones, based on the anticipation of an approaching shot for goal. These five zones are: a) the backcourt (not including the centre line area); b) the area on both sides of the centre line (where, under normal circumstances, defensive pressure is first encountered); c) rectangles 1 - 2 - 3 (especially deep in these areas); d) rectangles 4 and 6 (where perimeter shooting will often take place); e) rectangle 5 (with its post play, "inside" shots for goal, rebounding and inevitable congestion of players).

4. Where the ball is located relative to these five zones will influence an official's decision as to whether a potential infraction should be penalized, or should, instead, be judged as incidental to the play. In other words, the location of the ball and, therefore, the degree of offensive threat can very well be a guideline in deter-

mining if the advantage/disadvantage principle has been violated.

5. Most officials will agree that, in a situation where the ball is in the backcourt and when minimal defensive pressure is being applied, the advisability of interrupting play because of unintentional contact is questionable. This is not to say that contact will never be judged a foul if the ball is in the back court; unsportsmanlike contact will always be judged as a foul, as will advantageous contact by either the dribbler or the person guarding that dribbler. It should also be noted that increased defensive pressure (three or more defensive players in the offensive team's back court) could itself create an offensive threat situation. It's the nature of the game that active defense generates reactive offense.

6. As the ball is moved out of zone (a) and through the other zones, offensive threat grows. This is on the assumption, of course, that an accompanying in-

crease of defensive pressure is being encountered as the ball moves from zone to zone, something that will happen under normal circumstances. As offensive threat increases, the likelihood of a team's gaining an unfair advantage through the causing of contact also increases. In these situations it is crucial that the official "see the whole play". It is not contact itself that is a foul but rather the effect of that contact insofar as it creates an unfair advantage (and therefore unfair disadvantage) as a result.

The offensive threat principle can therefore provide a very real assistance in deciding whether or not specific contact should be penalized as a foul. The fact remains, however, that it is only with experience, not only through active officiating, but also through observing as many games as possible, that an accurate and consistent grasp of the advantage/disadvantage principle can be gained.



RIGHT OR WRONG?

QUESTIONS

1. After the ball has been handed to A3 for an alternating possession throw-in, but, before it has touched, a player on the court, A5 commits a disqualifying foul. Shall team A be entitled to the next alternating possession throw-in?
2. A shot for a basket by A2 does not touch the rim or enter the basket. Before either team can establish control of the ball, a held ball occurs. At the time of the held ball, there is 10 seconds remaining in the 24-second period. Team A is entitled to the next alternating possession throw-in. Shall team A have only 10 seconds remaining in the 24-second period?
3. Is the assistant coach permitted to remain standing, while the game is being played, provided the head coach is not standing at the same time?
4. A2 is dribbling the ball while being closely guarded in team A's backcourt. At the same time, A4 remains in the opponents' restricted area for more than 3 seconds. Has A4 committed a 3-second violation?
5. Following an unsuccessful shot for a basket, A3 appears to be injured and coach A comes onto the court to assist A3. A time-out is then requested by team B. At the end of the time-out, A3 has recovered and asks to remain in the game as a player. Shall A3's request be permitted?
6. A shot for a goal by A3 is on its upward flight when it is touched by a team B player. The ball is then on its downward flight with a reasonable chance of entering the basket when it is tapped away by B3. Has B3 committed goal tending?
7. Team A has been in control of the ball in the team A backcourt for 5 seconds, when B5 deliberately contacts the ball with his foot. A throw-in is awarded to team A. Shall team A have only 3 seconds remaining to move the ball in the team A frontcourt?
8. A5 enters the game to replace A3. Before the clock can again start following the substitution, a technical foul is committed by A5. This is A5's fifth player foul. The only team A substitute available is A3. May A3 re-enter the game to replace A5?
9. A3 is fouled by B3. This is the third team B foul in that period. Before the ball can be placed handed to A3 for a throw-in, A4 and B4 commit a double foul. Is this a jump ball situation?
10. A2 scores a field goal, after which technical fouls are committed by A4 and B4. After the fouls have been properly reported to the scorer, shall play resume with a team B throw-in at the endline behind the team B basket?



ANSWERS

1. **Yes; Article 12.4.8**
2. **Yes; Articles 12.3, 50.4**
3. **No; Article 7.5**
4. **No; Article 26.1.1**
5. **Yes; Article 5.6**
6. **No; Article 31.2.1**
7. **No; Article 28.2.2**
8. **Yes; Article 19.2.4**
9. **No; Article 42.2.3**
10. **Yes; Article 42.2.7**



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MARKETING THROUGH EFFECTIVE TEAM MERCHANDISING



by Richard L. Irwin

Richard L. Irwin is a Professor of Sport and Leisure Management at the University of Memphis serving as Director for the University's Bureau of Sport & Leisure Commerce. Additionally, he is President of the Sport Marketing Association while also serving as a Principal in the sport marketing consultant group of Sutton, Irwin, & Gladden. He can be reached at rirwin@memphis.edu.

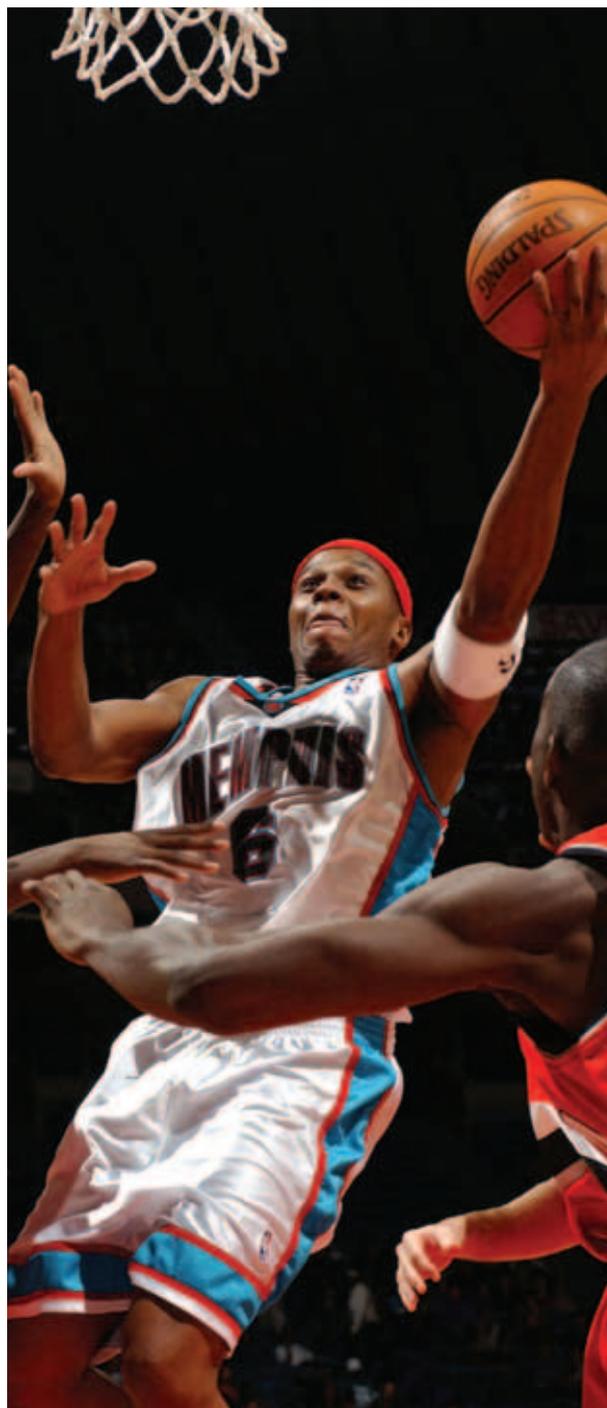
On May 25, 2004, the Memphis Grizzlies of the National Basketball Association (NBA) unveiled a key component of their long-range marketing plan: a new logo. The redesigned logo (shown in Figure 1), coupled with the team's relocation to the FedExForum, a state-of-the-art arena opened in September, 2004, reflect a new era for the franchise.

Redesigning a team's brand identity also creates a tremendous marketing opportunity for a team such as the Grizzlies. In comparison to the old logo (see Figure 2), the three shades of blue found in the Grizzlies' new logo have a distinct Memphis connection, aimed at stimulating consumer interest. Memphis Midnight Blue, Beale Street

Blue (for Memphis' famous blues alley, Beale Street) and Smoky Blue (Tennessee is home to the Smoky Mountains) are indigenous to the local marketplace in hopes of resonating with local consumers and resulting in record setting sales. While it is anticipated that the logo's freshness and attractiveness will serve as a catalyst for sales in the Memphis market, basketball teams throughout the NBA have undertaken a number of aggressive tactics to maximize the sales and promotion potential of team logoed merchandise.

The availability of products, ranging from apparel items in sporting goods outlets to produce items in grocery stores, bearing a team or league's logos, represents a potentially valuable source of both promotion and revenue. In fact, each year most NBA franchises, as well as several American college basketball programs, generate millions of dollars from the sale of team branded merchandise.

But not all basketball teams are in the NBA. Likewise, not all basketball teams have local, regional, national, or even international demand for products bearing their logo. However, it is possible for each to realize the benefits of integrating a mer-



chandising program into their overall marketing agenda.

A basketball team, franchise, or league interested in establishing a merchandise marketing campaign has, at least, the following three options:

1. Serving as a merchandiser;
2. Serving a merchandise licensor;
3. Serving a sponsorship merchandising.

SERVING AS A MERCHANDISER

While it is common for professional basketball teams worldwide to set up a team merchandise outlet during home games, within their arena or inside the team's office complex, many struggle with the task of extending team product distribution channels and getting branded items available in the marketplace. When confronted with such a challenge, team management may wish to rent or even purchase retail space for their merchandise distribution channels that may range from stand-alone retail outlets to catalog sales centers. In the United States, no less than twenty-six NBA franchises have found it worthwhile to own and operate their own "fan shops" stocked with a variety of team merchandise items. In fact, the Utah Jazz of the Western Conference independently manages twenty-eight outlets in the modest-sized Salt Lake City metropolitan area.

In Memphis, the Grizzlies, anticipating high demand as a result of this past season's on the court success (50 wins and a playoff berth) and the aforementioned unveiling of a new team logo are opening a new retail outlet in the downtown area. In a scenario such as this, the team will handle all responsibilities associated with store management including personnel, overhead, and inventory costs. Likewise, the team retains total control over inventory decisions, such as what and how much to carry in the store, as well as all profits from merchandising sales.

However, for many, store management lacks appeal, distracts from the core business of the basketball team, as well as it does not always make good business sense. Thus, another alternative is for team management to pursue a "consignment basis" arrangement with selected retail outlets. In such an arrangement the team agrees to accept responsibility associated with supplying its logoed product to the affiliated retail store that in turn accepts responsibility for product display maintenance and sales. The two parties simply agree to split profits from the inventory sold. This concept can work for the team that currently sells team merchandise during games, as excess inventory can be used to stock shelves of "consignment" retail outlets.

SERVING AS LICENSOR

Recently, worldwide sales of licensed American sport team logoed merchandise exceeded ten billion dollars annually, according to the Sport Goods Manufacturers Association. The concept of licensing, or granting a second party the right to produce and sell products bearing the team logo or brand, has enabled professional and collegiate basketball teams throughout the United States to reap significant revenues as well as extend distribution channels of team branded merchandise beyond the local marketplace.

A key advantage to logo licensing is that the licensee, the product manufacturer who has paid for the right to make items bearing the team logo, accepts full responsibility for all production and distribution expenses. However, the licensee is compensated for this additional risk by retaining a larger portion of the sales receipts. In the US, a logo licensor, a team whose brand is actually emblazoned on the merchandise, generally receives ten percent or less of the product's wholesale price. For example, a t-shirt that retails for twenty dollars very likely wholesales for ten dollars netting the licensor, about one dollar per item sold. Yet, team management is insulated from daily worries about merchandise production, distribution, and sales. At the end of each year, licensees are required to make full disclosure on all licensed items sold and provide proper payment to the licensor.

An additional benefit to those professional basketball teams and leagues operating a licensing program in the United States is the legal protection granted by the federal, as well as state governments against illegal or unauthorized use of team logos or marks. While these laws, overseen by the Office for Patents and Trademarks, provide licensors with tremendous power against logo "pirates", American sport licensors have encountered difficulty exercising similar legal rights in other countries, due to differences or absences in laws protecting such commercial property. It is therefore highly recommended that team management investigate the existence and enforcement of law relating to licensed products, often referred to as intellectual property, prior to program initiation.

It must be kept in mind that critical to the success of any licensing program is consumer demand that can result in retail business. The NBA has found that servicing retailers through aggressive initiatives such as the Global Retail Environment Program (GREP), launched in 1999, helps stimulate awareness, interest and demand for out-

lets carrying league logoed apparel. The NBA offers varying sizes of "shops in shops" such as the 350 - 600 square foot (32 square meter - 55 square meter) NBA Shop, the 200 - 350 square foot (18 square meter - 32 square meter) NBA Court, and the 50 - 200 square foot (5 square meter - 18 square meter) NBA Zone. Each setup utilizes components similar to those found in the NBA Store on Fifth Avenue in New York City. Retailers, who are involved in GREP, gain access to exclusive products from the NBA Store such as personalized player jerseys, a line of NBA branded sportswear, and promotional support from the league, that may include player appearances.

SPONSORSHIP MERCHANDISING

While the "consignment basis" arrangement, previously discussed, can be attractive to retailers as it minimizes the risk associated with limited demand and unsold inventory, it makes good sense for team management to pursue the inclusion of merchandise displays as a part of sponsorship agreements. Sponsorship deals with local department stores, grocers, and sporting goods outlets should incorporate a team-merchandising component. The NBA recently launched such a co-op initiative with Sears department stores. The agreement included an exclusive agreement with the retail outlet for a line of NBA-logoed youth apparel. The partnership was promoted through a series of youth basketball-related articles and advertisements appearing in Nickelodeon, a popular children's magazine in the United States.

Including the merchandising program within appropriate sponsorship arrangements provides the team with "guaranteed" off-site display space and a potential new revenue source. Some would argue that the logoed merchandise display space could be as valuable as the revenue received from product sales. The well-designed team display space, strategically placed in high traffic pattern areas of the store, serves as team promotion center. A display of eye catching team apparel serving as a consumer magnet should also include team schedules, posters, ticket brochures, or other promotional materials. Similarly, the retail sponsor's merchandise display can stand as a location for occasional player appearances and autograph sessions in use by the NBA.

As has been seen, a team has several options available for integrating merchandising into its marketing plan. With the right mixture of logo or brand development, retail sponsor involvement, and management creativity the program is certain to achieve success.



by Lars Haue-Pedersen

SPORTS MANAGEMENT: HANDLING CHANGE

Lars Haue-Pedersen is director of 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. He is an associate professor in sports economics at the Copenhagen Business School, and he lectures in sports management and marketing at various European universities.

INTRODUCTION

Many sports organizations are going through processes of change. The world is changing and the sports organizations need to adapt and implement changes in order to stay "in the game."

New technologies, advanced working methods, and cultural shifts will all, in one way or another, have some influence on what will happen in the sports world.

At some point, your sports organization will have to implement changes in various areas. We all know that while it is quite easy to manage and implement change that involves technologies and machines, it is always difficult to manage changes involving people, especially those who have volunteered to help your organization.

So how do you successfully implement necessary changes in your sports organization without upsetting the people in the organization who are doing important jobs?

How do you keep them motivated?

Well, there is no easy answer to this, but maybe the trick is to focus your efforts not on the change as such, but on the preparation leading up to the change, as well as on how to achieve closure after the change.

The pre-change process is about "unfreezing the water" in order to prepare for the change while the post-change process is focusing on "re-freezing" in order create clarity and stability within the organization.

PREPARE FOR CHANGE BY "UNFREEZING"

If you want to implement changes successfully, you need to build a strong case for the specific change.

The people who will be affected by any change will ask "Why?"-and they have the right to ask.

Your arguments must be logical, brief, and compelling, but understand that you still you may face strong opposition.

You need to prepare everybody involved, even before any ideas of changing status quo are announced. You can consider some of the following "unfreezing" tactics:

- ▼ Point out current weaknesses: If you want to change something in your organization, it must be because you think something does not work in an optimal way. So, talk about that and ask the people who are currently dealing with it if they agree, or if they have ideas for improvements. They might propose exactly the same change that you had it mind-or something better that you had not considered. If that proves to be the case, your job is done and your people are happy!
- ▼ Outline alternatives and highlight advantages. When the current weakness is identified, you can start talking about (but don't propose any change yet!) some alternatives. You can highlight the advantages you see in these alternatives. Ask your people if they can identify further advantages, and you might get buy-in for the intended change before you have even proposed it.

'UNFREEZING' CHANGING 'REFREEZING'



- ▼ Make the status quo less attractive: What if the tactics mentioned above do not work? If your intended change is important for your sports organization and you are convinced it is the right thing to do, you can get a little more “bullish” in your presentation. You can do things to make the status quo less attractive. For example, if you think two commissions should be merged (and commission members often don’t like that!), you could request that these two commissions proceed to coordinate their efforts, hold co-ordination meetings, and prepare separate and joint minutes of meetings. After some time, some of the members might say: “This is complicated. Why don’t we merge our commissions?”

COMPLETE THE CHANGE BY “RE-FREEZING”

One of the main reasons for failing to initiate change in projects—and also the main reason for resistance to further change—is that the change process has not been completed and closed.

“We are changing things all the time and I don’t know what is actually in place right now” is something that is often heard. Such a situation occurs when the process of “re-freezing” has been overlooked. As it

is important to prepare the change, it is equally important to complete and “refreeze” the situation before any further change can be considered.

Some useful “re-freezing” tactics include:

- ▼ Communicating the completion: It sounds obvious, but as eager we are to communicate new change initiatives, we often forget to clearly communicate afterwards that the process of change is over and has now been completed. Communicate it loudly and clearly to everybody.
- ▼ Clarifying the new status quo: You have communicated the completion of the change, but you also have to clarify the new status quo. How do we then do these things now? What is the new system or the new regulations? Don’t assume that everybody will know, so communicate clearly to everybody involved, until you are sure that the new situation is known, understood, and accepted.
- ▼ Institutionalizing the new status quo: You need to communicate the completion and clarify the new status quo; however, it will be difficult for you to

remember all the changes and maintain an overview if the changes are not being “institutionalized”. Make sure to update all manuals, standards, and masters after a change in regulation or systems. The sooner a change will be fully integrated in the daily work of your organization, the better—and the sooner the organization will be ready for further change.

MANAGE THE CHANGE BY USING BOTH

“If you don’t manage change, change will manage you.”

This old saying is also true for managers of sports organizations. But, at the same time, you must ensure that the people working together with you are kept motivated and that they are in agreement with the pace and the direction of the organization. You will always have to manage the dynamic balance between continuous improvements (change) and stability (status quo). To manage this dynamic balance you need to drive change processes continuously and successfully.

Hopefully the “unfreezing” and “re-freezing” processes can help you.

Good luck!

THE STRUCTURE OF THE SPANISH BASKETBALL FEDERATION

The Spanish Basketball Federation (F.E.B.) structures all of its sports operations in a Sport Area, which is led by the Sport Director.

The Sport Area is composed of five large coordinated areas, each integrating the different sports aspects among F.E.B. Each area is directed by an area co-ordinator:



SPORT AREA F.E.B.



COMPETITIONS AREA Co-ordinator	INTERNATIONAL AREA Co-ordinator	COACHES AREA Co-ordinator	OFFICIALS AREA Co-ordinator	COMMUNICATION AREA Co-ordinator
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The F.E.B. Technical Staff is responsible, under the supervision of the Sport Director, for implementing the sports decisions taken by respective Areas and for managing the study, communication, and analysis activities linked to each Area. Attention is paid to the audiovisual tools needed to elaborate the information and the actions that need to be taken.

The Technical Staff is composed of the following:

- ▼ Sports Director
- ▼ Area Co-ordinators
- ▼ Senior Technical Staff, comprised of F.E.B. permanent collaborators.

COMPETITIONS AREA

Within the F.E.B. Competitions section, all national competitions and Spanish championships are organized and ruled. Schedules, time-tables, results, classifications, revisions, as well as licensing processes involving Liga ACB, international transfers, and foreign player

document transfers are all managed by this Area. The General Competitions

Rules and Competitions Bases are also elaborated and modified in this section.

NATIONAL COMPETITION

- 1.-L.E.B.
- 2.-L.E.B. 2
- 3.-Women's League
- 4.-Women's League 2
A Group
B Group
- 5.-E.B.A.
A Group
B Group
C Group
D Group
E Group

SPANISH CHAMPIONSHIP

- REGIONAL TEAMS:
- 1.- Spanish "Cadete" (Under 16 years)
Championships
Men
Women
 - 2.- Spanish "Infantil" (Under 14 years)
Championships
Boys
Girls
 - 3.- Spanish "Mini" (Under 12 years)
Championships
Boys
Girls
- TEAMS
- 1.- Spanish Juniors (Under 18 years)
Championship
Boys
Girls

INTERNATIONAL AREA

All actions involving selections for the national teams are planned and organized by this Area. Further, this Area is responsible for the discovery, development, and support of the players, as well as for the choice of the players and coaches for the different teams.

Starting from this International Area, the sport support for the Spanish Championships is realized; activities in the Developing Players Centers are co-ordinated and managed by this Area, as well.

The action in this selection area is structured into three main segments:

a. Recruitment

The work is limited to three categories:

- ▼ "Mini": 12 years;
- ▼ "Preinfantil": 13 years;
- ▼ "Infantil": 14 years.

The discovery, development, and support of the players that can join the various national teams is realized by this group.

Actions:

- ▼ Player recruitment and observation of the various championships;
- ▼ Groupings activities;
- ▼ International Competition Initiation (BAM);
- ▼ Player reports: diagrams and audiovisual tools.

b. Development

This activity focuses on these categories:

- ▼ "Cadete": 15-16 years old;
- ▼ "Junior": 17-18 years old.

Recruitment, development, and support are achieved by this Section.

This Area is in charge of the selection of the players who will play for national teams and their training for high-level competition.

Activities:

- ▼ Recruitment and support for different championships;
- ▼ International tournaments and activities;
- ▼ International competitions (European, World Championships, and other major competitions);
- ▼ Permanent activity (Formation centers);
- ▼ Individual work depending on roles;



- ▼ Player reports: diagrams and audiovisual tools.

c. Senior

- ▼ "Joven": 19-20 years old;
- ▼ "Senior B": over 18 years old;
- ▼ "Senior": over 18 years old.

Recruitment and selection of the players who will take part on national teams, and their training for high-level competition.

Activities:

- ▼ Recruitment for different championships;
- ▼ International tournaments and activities;
- ▼ International competition (European, World Championships, Olympic Games);
- ▼ Permanent activities (Formation centers);
- ▼ Individual work depending on roles;
- ▼ Player reports: diagrams and audiovisual tools.

The International Area works with 22 national teams taking part in 10 international competitions, totaling 200 games a year. The group of players (men and women) is comprised of 500 players, with 175 coaches.

COACHES AREA

This Area develops and applies current basketball strategies to enhance teaching activities.

The Area updates conferences, specialization courses, seminars, and publications.

The work in this Area is structured into three main parts:

a. Instruction of Coaches

Responsible for the development and modification of the different study plans, initiation of First Level courses provided by the FF.AA, and the design and implementation of Superior and High Level Player's Courses.

In addition, all text books linked to different official courses are prepared by this section.

b. Instruction and the Updating of Materials

The ongoing instruction of coaches is the job of this section.

This is achieved through several programs and publications.



These include meetings, conferences, instruction days, specialization courses, and a variety of F.E.B. competition coaches meetings.

c. Reports

The Coaches Area provides all of its information on its website.

OFFICIALS AREA

The Officials Area is the group responsible for the F.E.B. officials, their work in organized competitions, and for ongoing instruction.

This Area is composed of:

Technical Officials Committee

- ▼ President
- ▼ Vice-president
- ▼ Secretary
- ▼ Member 1: Delegated Commission Representative
- ▼ Member 2: Group 1's Technical Director

Technical Commission

Technical members of Group 1 and Group 2.

The activity of this Area is divided into three main sub-areas:

a. Competitions

All F.E.B. game officials' meetings are organized by this section, along with the support of the officials.

b. Instruction of the officials

All activities dealing with instruction to improve job performance is handled by this Area.

Tutors are provided to help with ongoing instruction and several clinics are organized annually to enhance skills.

The official's instruction is divided into:

- ▼ GROUP 1: LEB - LEB2 - LF
- ▼ GROUP 2: EBA - LF2
- ▼ GROUP 3: Spanish Championships, FFAA Officials (Instruction and Knowledge of FFAA officials)

c. National Official Schools

This group provides ongoing instruction by creating all the tools necessary for the development of the best officials.

Much emphasis is placed on special teaching videos so game officials are aware of the new FIBA rules.



COMMUNICATION AREA

The Communication Area is responsible for all public relations activities that support the development of Spanish Basketball. The Area is divided into 5 departments:

a. Publications

- ▼ Basket F.E.B. (Monthly F.E.B. magazine);
- ▼ LEB Guide (Complete and detailed information on competitions);
- ▼ LEB2 Guide (Complete and detailed information on competitions);
- ▼ LF Guide (Complete and detailed information on competitions);
- ▼ LF2 Guide (Complete and detailed information on competitions);
- ▼ EBA Guide (Complete and detailed information on competitions);
- ▼ Media Guide (Complete and detailed information on Selections);
- ▼ Promotional dossiers (Spanish championships, marketing etc.);
- ▼ Collaborations with other

media (Preparation of reports that media can require).

b. WEB

The web department is responsible for the elaboration and the maintenance of the Federation Internet web page. The latest news about all F.E.B. Areas is provided.

c. Audiovisual

- ▼ Zona Basket (Weekly 5-minute programs with news about F.E.B. competitions, broadcast by TVE television, 10 months each year);
- ▼ Video General Assembly (Summary of season images);
- ▼ Promotional Videos (Player instruction, coaching techniques, and event management);
- ▼ Player development videos by position for the F.E.B. technical staff.

d. Media

Promote local, regional, and national interest in F.E.B. competitions and selections through:

- ▼ Direct contact (phone, e-mail);
- ▼ Press notes;
- ▼ Press conferences;
- ▼ National team support (permanent attention paid during their competitions).

e. Documentation

Daily work is done to provide the following:

- ▼ Audiovisual support (supply broadcast videos made by F.E.B., game reports, and summaries of F.E.B. competitions and national games);
- ▼ Photos (both in digital and paper format).



by Kiyooki Nishihara

THE INNOVATION IN BASKETBALL

DESIGN CREATIONS

When the project to create a new design for the basketball got underway several years ago, we interviewed two players that had left their mark on Italian basketball history as part of our research. Both had sharply contrasting opinions about changing the design.

“A change in basketball design will bring new life to a sport that has millions of fans around the world!” one said. The other had this opinion: “The basketball design should never change, no matter how much the times change!” Such emotional attachment for something as simple and basic as the basketball. Such diverging opinions.



With that as a background, we had to create a final product that married these two contrasting ideals.

The characteristic panels and seams of a traditional ball remain the same.

But what has changed is the visual impact from the two bands of color that stretch around the ball.

The warm color contrast enhances visibility and expresses a feeling of rapid, but graceful movement.

The Molten G-Series design maintains traditional elements, while enhancing visual and tactile experiences.

Approved by FIBA as an official game ball, it is a revolution in design today that will set the standard tomorrow.



FEATURES

Technology that only Molten can create helps players attain new levels of performance.

Whether you are dribbling, passing, or shooting, the Molten G-Series enhances your ability and gives you a new feel for the game.

Dribbling

The ball feels “just right” in your hands, offering complete dribbling control.

In addition, with better gripping power, your passes go exactly where you want them to go—quickly, sharply.

Passing

The ball sticks to your hands thanks to its easy-grip surface, so you can always get a firm, steady spin for perfect passing.

Catching

Thanks to its unique new design, it's easy to follow the ball's movement, allowing you to lock your hands right onto it. And the low impact when catching gives you a smooth transition to your next pass.

Shooting

Because of the ball's even surface, it doesn't matter how you grab it. You'll always get a smooth, consistent backspin for better accuracy.

Dunking

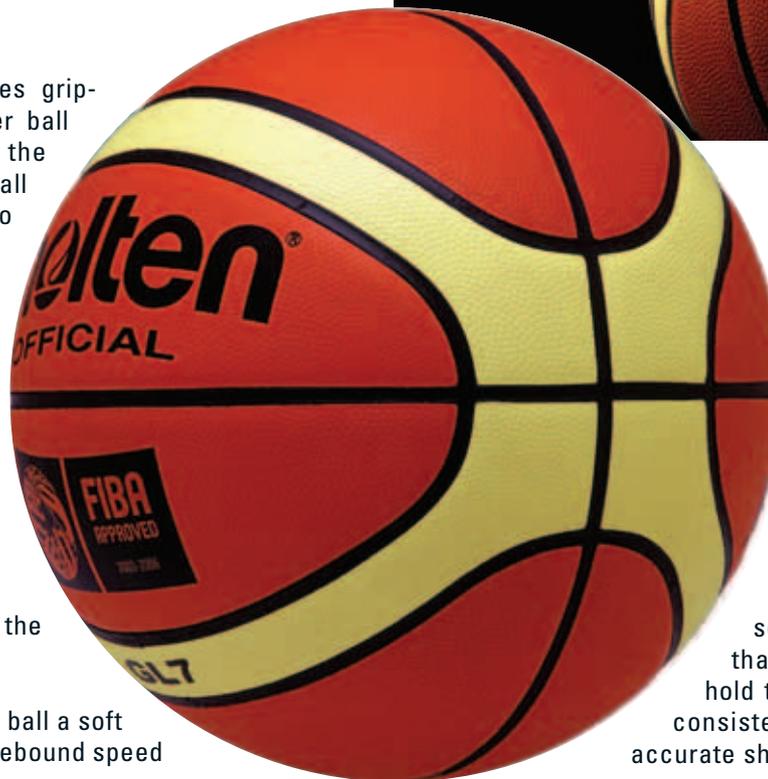
With lower air pressure, you get even better grip, so you can be right on top of the ball until the very last instant.

MOLTEN ADVANCED BASKETBALL TECHNOLOGIES

Molten's technology pushes gripping, rebounding and other ball control possibilities to the limits. It's a dream basketball that allows every athlete to realize his or her full potential. **Dual-Cushion Technology:** Molten's innovative proprietary Dual-Cushion Technology has two dimensions:

1. a high-density/high-cushion foam between the surface and reinforcing layer;
2. a special soft rubber in the panel seams.

This dual cushion gives the ball a soft feel while maintaining the rebound speed



of previous balls. It also improves durability.

Molten Flat-Pebble Surface: We've modified the usual pebble surface into a flatter finish.

The result? Increased area of contact, giving you grip and control like you've never experienced.

Molten Full-Flat Seam: We've flattened the seams between panels so that no matter where you hold the ball, you always get a consistent backspin for stable, accurate shooting and passing.

MESSAGE FROM PATRICK BAUMANN, SECRETARY GENERAL OF FIBA

"I would like to take this opportunity to congratulate Molten on the successful development of its new basketball. I think it represents a refreshing and stunning new concept in basketball design. FIBA and Molten have enjoyed a relationship that spans almost a quarter of a century. Since 1981, Molten, as an Official Sponsor, has provided official game balls for major FIBA international tournaments. Molten has done an excellent job of conforming its ball design to recent FIBA rule modifications, and we look forward to the new ball's adoption as the official game ball in up-coming

FIBA tournaments. I would like to thank Molten for demonstrating such commitment to the advancement of cutting-edge ball technology, and thus contributing so greatly to the development of the sport as a whole. We look forward to Molten's continued pursuit of excellence and advancement of technological standards. Finally, I would like to convey to athletes and fans all around the world my hope that you soon have the opportunity to experience the ball's excellent craftsmanship yourself, or at least to share in the new level of excitement that this ball will surely bring to the game."


FIBA

We Are Basketball



PREVENTION OF ANTERIOR CRUCIATE LIGAMENT INJURIES

by Ferenc Hepp

Ferenc Hepp is a specialist in sport medicine at the National Institute of Sports Medicine in Budapest, Hungary. He was member of the FIBA Medical Council.

About 60 to 80 percent of all sports injuries occur in the lower extremities. Among these, knee problems are the most frequent, followed by injuries of the talocrural (ankle) joint. Rupture of the anterior cruciate ligaments (ACL) of the knee belongs to the most serious of all sports injuries. After healing, athletes can continue their career, but, typically, at a much less competitive level. ACL ruptures occur most in soccer, basketball and handball, fast-paced sports that call for many changes of direction, jumping, and landing.

In most cases, ACL injuries are not caused by direct contact. In a recent medical survey, the three major causes of injury were:

1. Stopping and change of direction - 19%
2. Landing with the knee in extension - 28%
3. Sudden stops - 26%

In basketball players, the ACL injury rate is particularly high, especially for females, where the female-to-male ratio is 4:1; the game to training ratio is 3:1. The higher ratio in female basketball players can be partially explained by the fact that their hip and knee flexion is smaller while stopping and changing direction as

compared with males, which leads to diminished hamstring activity. On the other hand, ligament laxity, lower muscular strength and the different anatomical characteristics of the bones and muscles, in addition the diminished proprioception, can all be considered as causes of higher incidence of injuries in women.

Mechanisms of ACL injuries:

1. In hyperextension, the ligament is pressed to the upper part of the osseal intercondylear space, resulting in breaking and tearing by stronger forces.
2. Through rotation-valgus stress, the distance between the origin and insertion increases and the ligament is stretched and torn.
3. In sudden stops, the quickly stretched quadriceps muscle pushes the tibia into an anterior subluxation, causing the rupture of the ligament.

Diagnostic examinations for ACL injuries:

1. The AD test

The knee is bent to 80 degrees. The examiner sits on the patient's leg and examines the tone of knee flexion muscles. The examiner uses both hands under the knee, and pulls it into the anterior direction and the range of this anterior shift is estimated in the tests.

2. The Lachmann test

The examiner holds the leg with the same hand (right or left) as the lower

limb, and above the knee with the other hand. In this position, the examiner tries to pull the tibia forward in about 20 to 30 degrees of knee flexion. The test is estimated by the range of pathologic movement.

For the past 20 years, orthopedic researchers have studied proprioceptors within the joints. Proprioception is the conscious and unconscious ability that enables us to perceive our different body parts engaged in space.

The normal function of a joint is maintained by stabilization, both passively-with ligaments-and actively-with muscles.

Ligaments are able to stretch by about 5 percent of their normal length. If they are stretched any further, rupture occurs.

This lengthening is immediately identified by the receptors, and the muscle stretch attempt to relieve pressure on the ligaments through the proprioceptive reflex circles. This is the main reason that muscle strength plays a distinctive role in the prevention of ligament injuries!

In the case of an ACL rupture, muscles are not able to compensate the force over tensile strength. The harmonizing action of agonist and antagonist muscle groups is disturbed here.

Their co-ordination can be enhanced by proprioceptive neuromuscular facilitation.

These special exercises include



standing in one leg on flat surface, as well as on a tilting plateau. Another popular exercise is to step up and down from a globe-based plateau.

This special proprioceptive training should be started 30 days before the competitive season begins.

The exercises should be performed 20 minutes a day, three times a week, during the competitive season. Although the method seems to be theoretically correct, the overall effectiveness of the exercises has varied.

Many ACL injuries can be prevented once you understand the extrinsic and intrinsic factors that influence sport injuries.

Major extrinsic risk factors include:

- ▼ Specific features of the sports activity, such as the rules of the game, demands of physical training, level of sport activity, sport

movements (stopping, changing direction, jumping, and landing);

- ▼ The type of playing surface area and sport facility;
- ▼ The role of the coach and sport physician;
- ▼ Dietary habits.

Major intrinsic risk factors include:

- ▼ Physical and psychosocial features (anatomical variation, muscle balance, flexibility, co-ordination, and stress);
- ▼ Previous injuries;
- ▼ Level of skill in the sport;
- ▼ Characteristic personality features.

Sports proficiency is based, for the most part, on an athlete's physical conditioning.

The best way to prevent ACL injuries is to be aware of the risk factors. I have noted and taking all appropriate

steps to minimize injury. A recent medical survey reported that the frequency of ACL injuries could be diminished by 89 per cent with the use of the "three-step stop" with the knee bent instead of one-step stop with the knee hyperextended—all techniques designed to decrease the quadriceps-cruciate interaction.

In summary, ACL injuries are of great concern. Therefore, efforts to prevent or at least decrease the rate of occurrence of these injuries seem wise. Neuromuscular control and balance, as well as avoidance strategies for at-risk situations, are critical factors for injury prevention.

Prevention programs designed to increase neuromuscular control, improve balance, and teach avoidance strategies appear to be effective in decreasing injury rates.



MEDICINE BALL EXERCISES FOR BASKETBALL

PART II

by Phil Dyer

Phil Dyer is currently working as the Head Athletic Trainer at Caldwell College in Caldwell, New Jersey. He is a licensed, certified Athletic Trainer as well as a cer-

tified Strength & Conditioning Specialist. He over sees all rehabilitation and strengthening programs for the athletes, especially the basketball programs.

FIGURE 8'S



LUNGE PRESS

**FIGURE 8'S**

This exercise has similar concepts as the wood choppers - working on full extension while coming out of an athletic basketball position (functional squat - triple extension). The main differences are the thumbs lead the motion and the ball is moved side to side via a continuous sweeping 8 motion. Start by standing with knees slightly flexed, feet shoulder width apart, upper body erect - core tight, ball extended high overhead. With thumbs leading, arms straight, bring ball down to one side of body, outside of and below the knee. Continue the motion (thumbs leading) circling the ball back overhead, and down to the other side of the body, outside of

and below the knee. Bring ball back overhead. This constitutes one repetition.

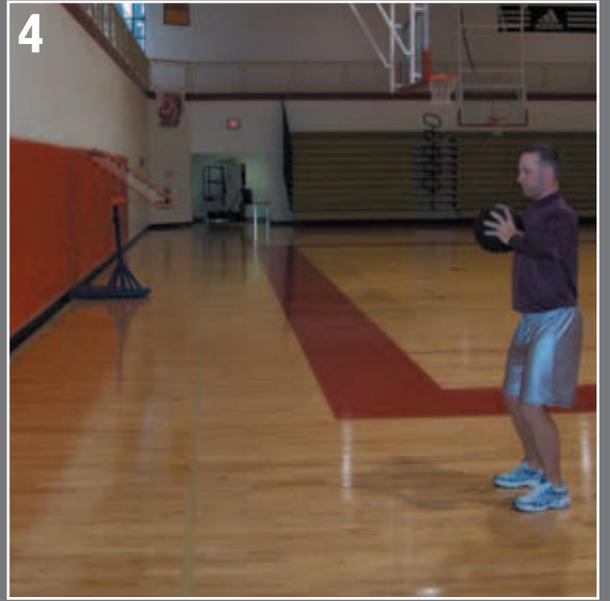
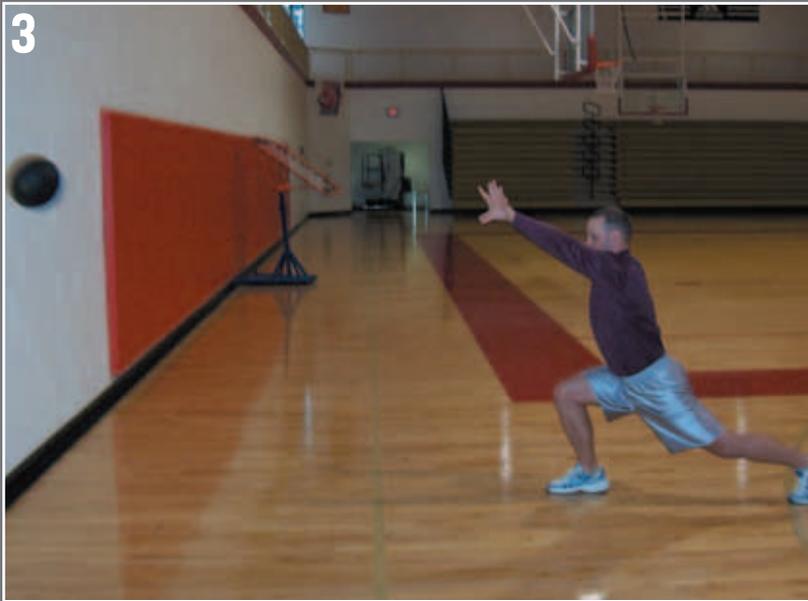
The key to this exercise is to bend at the hips, knees, and ankles, in order to get the ball below the knee as much as possible, while in functional position.

This increases flexibility and power potential. An advanced variation of this drill is to drop onto one leg as the ball crosses the knee. This exercise builds strength in the core through extension, while increasing power in the lower body through balance, coordination, and flexibility.

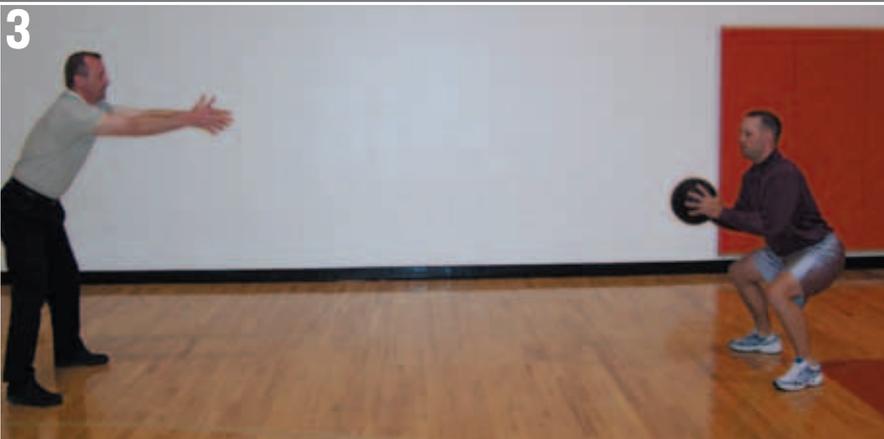
LUNGE PRESS AND LUNGE TOSS

Start by taking a long step forward

LUNGE TOSS



SQUAT TOSS



with either foot. Make sure the step is long enough so that when the lunge is performed, the hip and knee of the extending leg form a 90-degree angle with the center of gravity being lowered straight down.

The back leg stretches forward with slight flexion in the knee. The exercise is performed by holding the ball at the upper chest (same as chinning the ball). As the center of gravity is being lowered during the lunge, the ball is raised straight overhead.

Then, bring the back leg forward, and the ball to the chinned position. Continue by stepping out with the opposite leg (as if walking along) and perform the same movements.

This exercise is sport-specific for many reasons.

The lunge not only improves the components of triple extension through strength, balance and coordination, but also strengthens the stabilizers for the plant and drives leg of the first step and / or lay-up. The core is strengthened via extension, which correlates with extension on lay-ups and dunks.

The initial lunge forward in the lunge toss is identical to the lunge press, however, instead of raising the ball straight overhead from a chinned position, the ball is tossed straight out by exploding the arms forward. After the toss drive, the extended leg backs to original starting position. This variation adds a power component that builds explosiveness. This can be done with a partner or against a wall.

SQUAT TOSS

This is another exercise that concentrates on developing the athlete's ability to maintain a functional athletic basketball position.

Start in solid squat position (standing with hips, knees flexed, feet shoulder width apart, upper body erect - core tight), with the ball extended straight overhead. From this position, perform throws to a partner. The partner should be far enough way so that the ball bounces once or twice before being caught. Do not come out of the squat position to catch or throw the ball. The throw should mimic an outlet pass, except there is no step.

The key is to keep the body as stable as possible. The core should be tight and the legs stabilized.

Since there is no step, hips and core generate the power of the throw.


FIBA

We Are Basketball

SERBIAN MINI-BASKETBALL



by Race Giorgijevski

Race Giorgijevski is the President of Serbian Mini- Basketball.

Over the course of the last four years, Serbian Mini-Basketball was reborn and found its own place under the basketball sun. Founded as a part of the Basketball Federation of Serbia on January 16, 2000, the idea to create these leagues for young players came as the result of increased interest in basketball, and the desire to provide sports opportunities for our children.

The first goals of this project included introducing basketball to children, developing a love of basketball through playing, and building a sport that had a collective spirit of fair play. This movement found plenty of followers all across Serbia and in a short time the mini-basketball movement became very popular.

The Mini-Basketball League was formed immediately in each city and competition for boys and girls 6 to 10 years old was started. The standard height of the rim at 3.05m, too high for children of that age, was quickly lowered to 2.60m. The number of players on each team was increased to 15 from 12 to bolster interest and involve more children in the game. During each game, all players must play at least one quarter. In the fourth quarter, a coach can choose to send on the court the best five players from his team, which means that they will finish the game.

The competitions are divided into three



groups: one group is formed by girls and boys up to 10 years old; girls and boys up to 9 years old form the second group; and girls and boys up to 8 years old form the third group. The competitions are run in five regions created only for mini-basketball (Belgrade, Novi Sad, Nis, Kragujevac, and Zrenjanin). There are more than 200 clubs involved, each with two or three teams, so the final number playing the game is more than 6,000 boys and girls, all under the umbrella of Serbian Mini-Basketball.

Serbian Mini-Basketball also organizes special events as a part of the Mini-Basketball project called Mini-

Basketball Festivals. These festivals have proven to be successful and well attended. They are organized mainly in three different locations in Belgrade, one indoors and two outdoors, and often teams from other countries attend these festivals.

The most popular tournament is the "Christmas Tournament," which has been played at the Belgrade Fair every winter for the last four years. In the huge hall, we can place 10 courts, and from morning until night children play mini-basketball. During the three-day tournament, you can see everything that basketball and childhood makes most

beautiful: for those 72 hours, kids are living only for playing, winning, and celebrating victory!

The motto of the competition "Mini-Basketball, Maxi Fun" is telling you what the founders and organizers would like to pursue: creating an event that will be remembered by these small basketball players for many years, and creating in them the will to become basketball players at the highest levels.

Based on the same motto, we also organize another tournament held at Ada Ciganlija, an outdoor location in the middle of Belgrade. This competition is held in late spring every year. This is not just a basketball tournament and competition, but a means for fostering friendship, learning, and fun for all participants.

Another tournament, named "Happy Childhood," takes place in Kosutnjak, a park on the suburbs of Belgrade, and it is played on only one basketball court with six mini-basketball backboards. On that court, boys and girls are taking their first basketball steps towards mini-basketball games and league, which will last for the next six weeks.

The tournament is run at the end of the summer holiday, shortly before the beginning of the new school year. During the tournament, children arrive at the court at 8 in the morning and leave at the 8 in the evening. It is 12 hours of friendship, fun, and basketball.

At its grassroots level, mini-basketball has its own special rules:

- ▼ The basketball court is round with two concentric circles. The first circle has a four-meter diameter, while the second has an eight-meter diameter.
- ▼ Each team had twelve players, with four triplets per team.
- ▼ Each quarter lasts five minutes without a stop clock. There is a one-minute intermission between quarters
- ▼ Halftime is in between the third and the fourth quarters.
- ▼ In any new quarter new triplets must play.



- ▼ Before the game, the coach decides which triplets will play in each quarter.
- ▼ In the second halftime, the coach has the right to change triplet formations, to decide on which quarters they will play; all twelve players must play.
- ▼ There is no time-out, and the coaches can use the one minute between the quarters, and the five minutes between halftime to talk to the players.
- ▼ There is one referee, one scorekeeper, and one timekeeper.



- ▼ The toss of a coin decides which team will have the first ball possession.
- ▼ There is a change of ball possession after any basket is scored.
- ▼ The basket scored from the first circle counts as one point. The basket scored from the second circle counts as two points.
- ▼ Before a shot, at least two players of the same team must touch the ball.
- ▼ Before the continuation of the game, the opposing team must touch the ball.
- ▼ After any change of possession, a team must bring the ball back, behind second circle.



- ▼ If the player shakes the pole of the board or the board, one point is assigned to the opponent team.
- ▼ A free-throw is assigned for any personal foul.
- ▼ The free-throw is shot where the foul violation was made. If the foul violation occurs inside the first circle, the player will shoot only one free-throw. If the foul violation occurs inside the second circle, the player will shoot two free-throws. When one free-throw is assigned, the other players stay out of the first circle and these

players go to rebound. When two free-throws are assigned, the other players stay out of second circle, and these players go to rebound, after the second free-throw.

- ▼ In the "death ball" situation, the team on defense receives the possession of the ball.
- ▼ After any out-of-bound, the team throws in the ball near the second circle.
- ▼ Dunking the basketball is prohibited during warm-ups and the game.

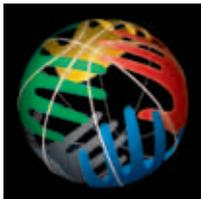
Serbian Mini-Basketball also organizes a summer camp at Fruska Gora, a city about 80 kilometers from Belgrade. The participants at "Friendship Camp" are children from all parts of Serbia and abroad. Serbian Mini-Basketball is also part of the international YUBAC camp at Kopaonik.

The late Rajko Zizic, the first President of Serbian Mini-Basketball, was one of the legends of Yugoslavian basketball. A member of three Olympic teams and two World Championship teams, Zizic laid the foundation for Serbian Mini-Basketball. Serbian Mini-Basketball today has its own Secretary, Expert Board, Management Board, and its own magazine. We organize seminars for coaches and control their work, since they have a delicate job directing practice sessions, while instilling the love of this sport to children.

The people in charge of the Serbian-Mini Basketball have even higher aspirations. In 2005, they are planning a tournament called "Mini-Basketball EP 2005" that will take place at the time of the European Championships, which will be held in Belgrade.

We are confident that if we think, plan, and work well, as well as work in the right direction and put even more enthusiasm into our work, we will achieve great results.

We think that Serbian-Mini Basketball will be the first phase in developing future good players in Serbia, and will help Serbia to stay an international basketball power.



PLAY WITH US

FIBA

We Are Basketball

CORRECTION REQUESTED

Thank you very much for providing useful information on global basketball.

The FIBA Assist Magazine has been a critical resource for my ongoing basketball research.

I believe there was a small error in your issue of August 2004 on page 66.

The information in the article was very beneficial for me, but the Web address of the Ed Janka Clinics was incorrect.

The actual address is www.cbbonline.com. The name of the Clinic is "Championship Basketball Clinics." I met with Mr. Janka recently, and it became quite clear that he has done much to help basketball development around the world.

Sincerely,

**Mie Kajikawa, Master of Sports Administration
& Facility Management, Ohio University
Miebasket@mie.email.ne.jp**

I would like to thank you pointing out our mistake. Ed Janka has been involved with basketball from many years, and still has the same passion for basketball and its development through his great coaching clinics. He is also a personal friend, and I apologize for this mistake. As you noted, the exact Website address is www.cbbonline.com

HOW TO DRAW THE BASKETBALL DIAGRAMS

I'm a basketball technical adviser in France and I have noticed some very interesting set plays in FIBA Assist magazine. I'd like to know which software has been used to create those diagrams because I find them of a great interest.

Where can I find a program for drawing the diagrams? Can I download it from the Internet or do I have to buy it? I look forward to hearing from you soon. Thank you.

**Antoine Ligonnière
antoineligos@free.fr**

I passed the ball to Raffaele Imbrogno, who is not only our expert on videos, books, and Internet sites, but he

regularly writes the Hoop Market section of our magazine. He is also the person who draws all the diagrams in FIBA Assist. This is his answer:

"I started to use the Corel Draw program, and then, over time, I built my own archive and program" says Imbrogno.

"For your purposes, I would suggest that you try this Web address: www.jes-soft.com/playbook. You can download the program for drawing basketball diagrams free of charge.

FUNDAMENTALS & FUNDAMENTALS

I am a young coach and I am very interested in fundamentals, the real essence of basketball. I want to learn as much as I can about the basics of the game. Please, suggest some new videos.

Pablo Jimenez, Vitoria, Spain

There are many very interesting videos, and now also DVDs, about the basics of the game. Here is a short list:

"Shooting Mechanics: Shooting to Win", "How to Shoot Free-Throws", "Ganon Baker. Superman Workout for All the Players", and "Ganon Baker Training in the Triple Threat: 34 ways to create Space" (www.championshipproductions.com); "Jay Hernandez's Pro Shooting, featuring Wally Szczerbiak", "Better Post Play", "Better 1 on 1 Defense", "Better Passing", "Better Ball Handling", "Better Shooting" (www.hoopsking.com); "Man-to-Man Defense. Fundamentals & Technique", "Advanced Basketball Skills & Drills Series" (www.choacheschoice.com).

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



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