

# ASSIST12

FIBA ASSIST MAGAZINE FOR BASKETBALL ENTHUSIASTS EVERYWHERE JANUARY / FEBRUARY 2005



**FIBA**

We Are Basketball

**FABRIZIO FRATES**  
THE OFFENSIVE FUNDAMENTALS:  
THE SPACING AND RHYTHM OF  
PLAY

**JONAS KAZLAUSKAS**  
SCOUTING THE 2004  
OLYMPIC GAMES

**PAT ROSENOW**  
THREE-PERSON OFFICIATING

**LARS NORDMALM**  
CHALLENGES AT THE FIBA  
EUROBASKET 2003

**TONY WARD**  
REDUCING THE RISK OF RE-INJURY

**SKIP PROSSER - DINO GAUDIO**

# WAKE FOREST OFFENSE







FIBA

We Are Basketball



# WOMEN'S BASKETBALL IN AFRICA IS MOVING UP

The Athens Olympics were remarkable in many ways. One moment in Olympic history deserves special attention, especially as it almost got unnoticed during the many sensational performances during the Games - the women's classification game for the 12th place. When the women's team from Nigeria celebrated a 68-64 win over Korea after coming back from a 18 - 30 margin midway through the second period, this marked the first ever African victory of a women's team in Olympic history. This is even the more remarkable, as it was only the 3rd appearance of an African team in the Olympics against a world class team that was playing for Bronze just 4 years ago in Sydney. The performance of the Nigerian team has not only put African women's basketball on the world map, but also proved the growth of the sport on the continent.

It is no coincidence that Nigeria was coached by Sam Vincent, a coach from the USA and former NBA player. Although we have to applaud the initiative and courage of the Nigerian basketball Federation to hire such a high profile coach from abroad, it also reminds us of the fact, that Africa is still missing a broad base of high level coaches. A lot of work lies ahead of us and the initiative by FIBA Africa to publish "Afro-Technic" the first ever magazine for the African basketball experts is excellent. Hopefully this magazine will help to create a broad and vivid community of basketball experts.

Women's sport in Africa needs further support on every level. It is not only the often mentioned lack of financial resources and facilities which makes it difficult to run proper development programs. The traditional role of women in society and certain religious norms can create further burdens. Saying that, it is obvious that the popularity of the game is high and Africa's basketball is full of talent. It is our duty to encourage young female players to play basketball and give them the opportunity to compete on the highest level.

The FIBA U19 Women's World Championship 2005 in Tunisia this summer is a brilliant occasion to do that. For the first time a FIBA World Championship will be played on African soil. The People's Republic of Congo and host Tunisia will play against the world's best female athletes in that age category. Their experience, as well as the public attention the event will create in Africa, is invaluable. Mfon Udoka, the Nigerian forward and one of the best players at the Athens Olympics, summed it up perfectly after the game against Korea: "Our participation in these Olympics means a lot for African basketball. We are learning how to compete against the rest of world here."

***Ms. Salamatou Maiga***  
***Member of the FIBA Central Board***

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#### THE MISSION

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

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#### AN INVITATION TO OUR READERS

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

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

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#### FEBRUARY

South American League for Men's Clubs

#### MARCH

tba Board of FIBA-Europe  
tba South American Championship for Women  
10.03 Draw for FIBA U21 World Championship  
for Men in Mar del Plata, Argentina  
18.03 Draw for FIBA U19 World Championship  
for Women in Nabeul, Tunisia  
19 - 24.03 FIBA Africa Clinic for International  
Referees in Tripoli, Libya

#### APRIL

02 - 04.04 NCAA Men's Final Four in St. Louis, USA  
03 - 05.04 NCAA Women's Final Four in Indianapolis,  
USA  
08 - 09.04 FIBA Asia Clinic for International Referees  
in Malaysia  
11 - 13.04 FIBA Asia Clinic for International Referees  
in Korea  
22 - 24.04 FIBA EuroLeague Women Final Four  
27 - 28.04 FIBA Europe League Final Four

#### MAY

tba FIBA Central Board in Geneva,  
Switzerland  
06 - 08.05 EuroLeague Final Four in Moscow, Russia  
07 - 11.05 FIBA Asia Clinic for International Referees  
in Kazakhstan  
14 - 15.05 General Assembly of FIBA Europe in  
Portoroz, Slovenia  
14 - 20.05 FIBA Africa Clinic for International  
Referees in Gabon  
20 - 22.05 2nd FIBA Women's World League Group A  
in Seoul, Korea  
27 - 29.05 2nd FIBA Women's World League Group B  
in Havana, Cuba  
29.05 - 05.06 Asian Champions Cup for Men

#### JUNE

tbd South American Championship for Men  
07 - 09.06 FIBA Asia Clinic for International Referees  
in Kuwait  
14 - 15.06 FIBA Asia Clinic for International Referees  
in Yemen  
19 - 26.06 Asian Championship for Women in China\*



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### JULY

01 - 07.07	FIBA African Clinic for International Referees in Lunda, Angola
tbd	U16 African Championship for Women
08 - 15.07	FBA 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

16 - 25.08	African Championship for Men in Algeria*
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 - 4.09	FIBA America Championship for Men in Santo Domingo, Dominican Republic*

### SEPTEMBER

tbd	FIBA Americas Clinic for International Referees in Antigua
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tbd

08 - 16.09	FIBA Americas Clinic for International Referees in Guatemala
02 - 11.09	Asian Championship for Men in Doha, Qatar*
	European Championship for Women in Bursa, Izmir, Ankara, Turkey*
14 - 18.09	FIBA America Championship for Women*
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

tba	U16 Panamerican Championship for Men
tba	African Cup for Women's Champions Final Round
11 - 16.10	2nd FIBA Women's World League Final Round in Russia

### NOVEMBER

tbd	Central Board of FIBA
08 - 19.11	African Championship for Women in Nigeria*

### 2006

19.08 - 03.09	FIBA World Championship for Men in Japan
12.09 - 23.09	FIBA World Championship for Women in Brazil

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



by Fabrizio Frates

FIBA

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# OFFENSIVE FUNDAMENTALS: THE SPACING AND RHYTHM OF PLAY

Fabrizio Frates was head coach at Cantù, where his team won the Korac Cup. At Treviso, his team won the Italian Cup. He also coached at Milan, Montecatini, Gorizia, Siena, and Udine. He was elected Coach of the Year in Italy in 1995. In 2003, he became coach of Reggio Emilia, and won the A-2 League. For the past four years, he has been the assistant coach of the Italian National team.

The introduction of the 24-second rule convinced me of the importance of daily work with my team on spacing on the court and of the need to move on offense without the ball. This is necessary to avoid an exaggerated use of the one-on-one.

We want a good ball movement on offense, which helps create fluid and dynamic movement of players. To achieve this aim, we need to give our players some simple rules governing movement on the open court.

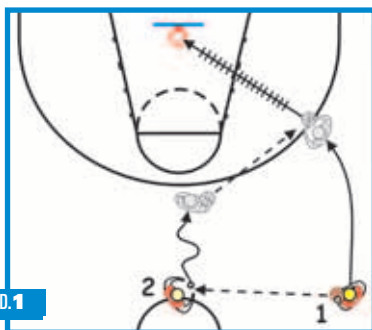
The goal is to have the players understand the importance of correct spacing, pushing them to make even the smallest adjustments to facilitate ball movement, so eventually we have created a system of play based on passing, not on driving.

We put particular emphasis on the timing of the pass, and to "rhythm of the play." By this, I mean that to create a good shot, the entire team is involved, moving as one, as if they were in an orchestra. Yes, individual creativity has its own place on the team, but it can't be allowed to supercede the "rhythm of play." I liken it to a jazz jam session, where the single artist releases his creativity, but without moving away from the basic theme created by the rest of the band.

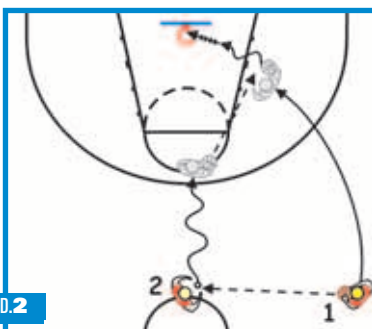
I start with the rhythm of shooting and the timing of passing with these two drills (diagr. 1, 2, 3, and 4). The player with the ball must be able to pass at the proper time to a teammate so he can receive the ball and shoot immediately without much difficulty. The passer must know the shooting skills of each of his teammates. For example, if he is able to shoot from long range, he will receive the ball outside of the three-point line. At the same time, the teammate who will receive the ball, must time his movements properly so he can take the pass and be ready to shoot immediately without having to make too many body adjustments.



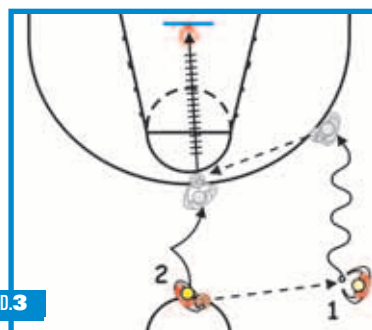




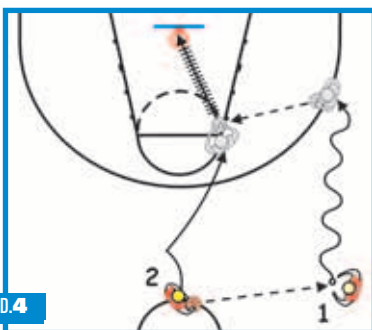
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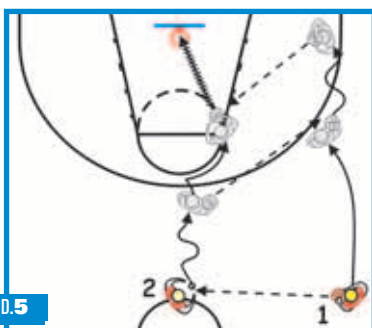
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D.3



D.4



D.5

The next teaching step is to recognize the spaces and distances: The teammate who receives the ball cannot shoot immediately, but must dribble and create a new situation. In short, there are now two different situations, and both players must collaborate to create the best shooting opportunity, always respecting space and timing.

In this drill, the movements must be based on the direction of the drive: If the teammate with the ball drives toward the baseline, the teammate must play (diagr. 5) behind him ("shadow"). However, if he drives toward the lane, he must move in the opposite direction (diagr. 6).

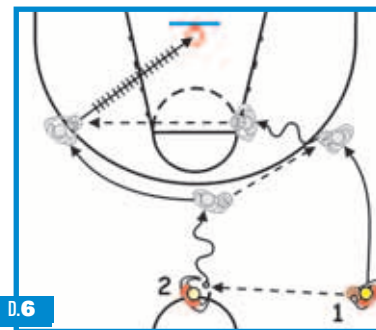
I particularly emphasize the type of passing, and the movement of the player without the ball. I prefer lateral moves, so the player can always have his feet and the shoulders pointed toward the basket, thereby optimizing his chances of scoring after getting a pass. Collaboration with three players is next on the practice session: with the court shortened, it's necessary to pay even more attention to spacing and timing. I introduce the concept of reversing the ball on the other side of the court (diagr. 7, 8, 9, 10, and 11), and the use of the skip pass. In this drill, the players must react to the drive and choose a side of the court, with a player always positioned on the opposite corner. They use a skip pass and react to the drive on the center and on the baseline.

Analyzing the different situations on the court, I teach them how to create a shot with one pass (diagr. 12), and then with two passes (diagr. 13). The player drives and kicks out, while the other teammates must move without the ball. They must create a shot with two passes.

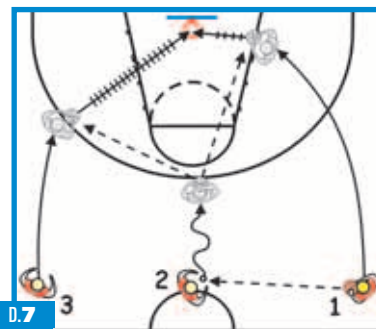
After I have defined with simple rules the movements of the perimeter players, I now add now an inside player. With him, we can now build rules of collaboration, which makes ball movements and respect of the spaces much easier. The inside player is forced to improve his play facing the basket, working on receiving the ball and shooting. He must also improve his passing, which reverses the ball. He must see both sides of the offensive court, and he must avoid dribbling immediately. His goal is a collaboration with his teammates, which is achieved with quick passes and picks. Watching the baseline, he must be able to see all his teammates, and read the situations when the ball is reversed.

I suggest using the two-hand overhead pass to reverse the ball. If the dribbler drives to the center of the lane, the inside player goes to the short corner (diagr. 14). However, if he drives to the baseline, he then goes to corner of the free-throw area (diagr. 15). Once the players have acquired and understand these rules, I will add the defenders. They can also play three-on-three with an inside player, who must be very alert to read the situations after the reverse of the ball.

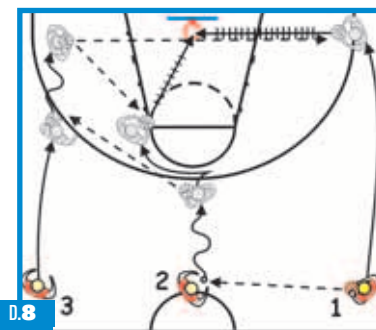
An easy rule is to base offensive movement depending on the reaction of defenders. For example, a player can make a pick on the ball if his defender stays in the three-second lane, and will have not



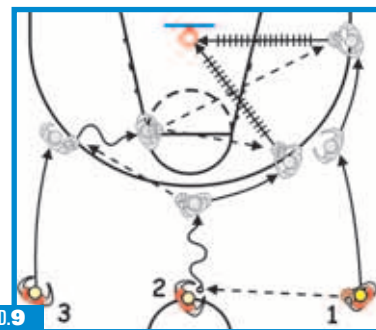
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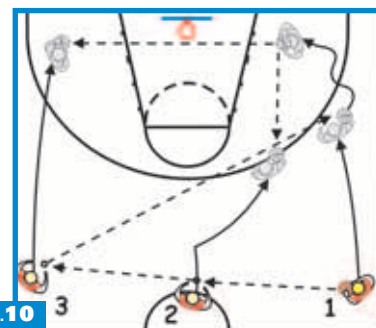
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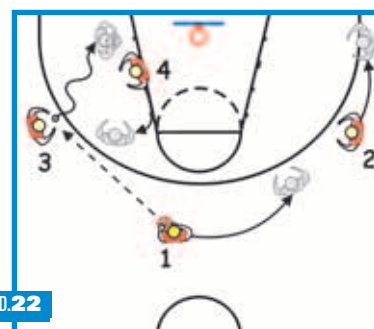
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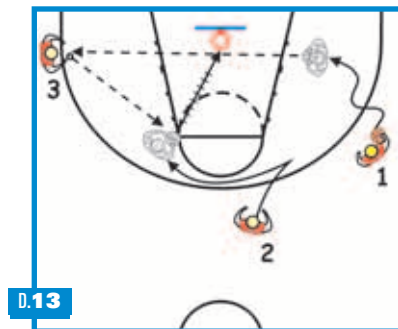
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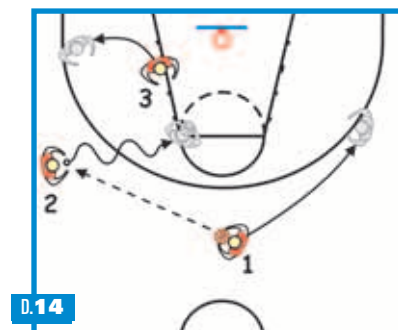
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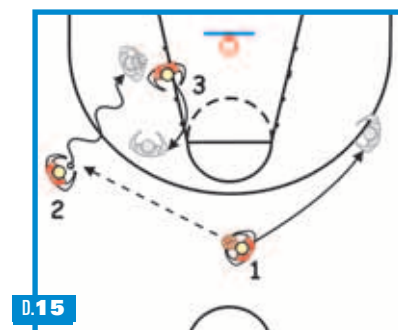
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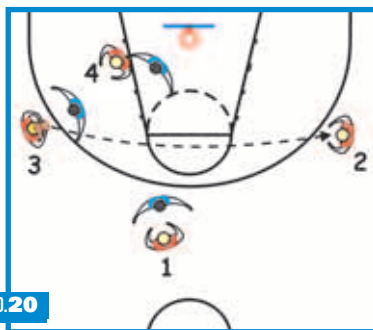
D.14



D.19



D.15



D.20

enough time to recover and help the defender on the ball (diagr. 16). However, if his defender comes out aggressively, he then screens away (diagr. 17). Moving to full court situations, the offense is forced to find the open teammate, always playing with the proper spaces, and respecting the distance between each other. This is the case of four-on-three situation (diagr. 18, 19, and 20). The defense can play a triangle zone or man-to-man. They guard the ball and the other two defenders cover the players nearest to the ball, forcing the offensive players to watch the weak side, possibly thinking to reverse the ball so they can create an easier shot.

When a fourth defender is added, more problems are created for the offense (diagr. 21, 22, and 23). The offensive player must penetrate, respect the spacing, and read the defense.

Working daily on these principles has improved the individual feeling of the rhythm of the play, peripheral vision, and play without the ball. These drills have also helped my players understand the proper use of the spaces. They are involved in a real collective system of play, where the individual one-on-one skills have still a great importance, but within a frame of rules that respect team play and their other teammates.





by Boris Jakimenko

# CROATIAN BASKETBALL AND ITS YOUNG PLAYERS

**Boris Jakimenko is the Sports Director of the Croatian Basketball Federation.**

In the wide-ranging European basketball family, Croatia is certainly represented with most prominent individuals.

The fact is even more considerable when you realize that Croatia has only a little more than four million citizens.

Such a small country has produced ten basketball players that have played in the National Basketball Association (Drazen Petrovic, Toni Kukoc, Dino Radja, Stojko Vrankovic, Zoran Tabak, Mate Skelin, Bruno Sundov, Dalibor Bagaric, Gordan Giricek, and Zoran Planinic). Croatia also has had a number of great players who have won more than 60 individual medals at the biggest FIBA World and European Championships (Kresimir Cosic, Giuseppe Giergia, Nikola Plecas, Petar Skansi, Rato Tvrdic, Zeljko Jerkov, Damir Solman, Velimir Perasovic, Mihovil Nakic, Andro Knego, Dujce Krstulovic, Branko Skroce, Aleksandar Petrovic, Zeljko Poljak, Petar Popovic, Veljko Petranovic, Franjo Arapovic, Zoran Cutura, Danko Cvjeticanin, and Ivan Sunara).

In addition, Croatia has also produced players that have been selected as the best European young players (Dubravko Zemljic, Nikola Vujcic, and Josip Sesar). Croatia has a seemingly inexhaustible source of basketball talents.

Still, on a national team level, Croatian basketball has not been able to stay atop the European and world basketball ranks since winning the bronze medal at the European Championship in 1995 in Athens. This is all the more surprising, because Croatian clubs have won the European Championship five times; three times by Split CO Split (Jugoplastika, 1989, 1990 and POP 84 1991) and twice by Cibona



Zagreb (1985, 1986).

After the political independence of Croatia, the official independence of Croatian basketball started on January 19, 1991 when the Croatian Basketball Federation became a member of FIBA. It is important to stress that the Croatian Basketball Federation was founded in 1948 and that the beginnings of basketball in Croatia go back to the 1920s.

The Croatian basketball national team played its first official game on May 20, 1992 in Slovenske Konjice against national team of Slovenia and earned its first victory (93-74). That was a preparation game before the Barcelona Olympic Games in 1992.

The Croatian national team was led by its first captain, Drazen "Amadeus" Petrovic. By winning in a close semi-final game against the USSR, Croatia reached the big final against the only real and original Dream Team, the USA national team. Croatia won a silver medal with a golden shine.

That was, and remains, the biggest success of Croatian basketball and Croatian sport in general.

It was an unforgettable Olympic final, but, unfortunately, also the last game of Drazen Petrovic for the Croatian national team. Petrovic's death in a traffic accident stunned the basketball world, but, more than anything, it wrecked Croatian basketball. If you had never watched Petrovic play in person, you missed the opportunity of seeing one of the most exciting players ever.

If there is consistency in Croatian basketball, it is with our young players, who have won medals at various tournaments.

The Croatian Junior Men's Team won the FIBA European Championship gold 1996 in France, silver in Bulgaria in 1998, silver in Croatia in 2000, and gold in 2002 in Germany. They also won the FIBA Junior World Championship bronze medal 1999 in Portugal. The Young Men's Team won the FIBA World silver medal in Japan in 2001, and the cadets won the FIBA European Championship gold in Portugal.

Considering all that has been said, the question arises: Why hasn't the National Men's Team won a single medal in the last eight years, and why has it missed the FIBA World Championship and the Olympics? It is beyond question that Croatia has a disproportionate number of talented

players, who represent top world basketball potential. So, where's the problem?

Let's review the situation. A young talented Croatian player at the age of 18 falls into one of the following categories:

1. Those players who have been recognized as having great potential will leave for other European clubs, without having ever played a single game with their clubs' first teams. Furthermore, there are cases when a 19-year-old player with exceptional physical characteristics goes directly to the NBA without having played with the senior team, and then stays on the NBA bench for five years.
2. Players, who haven't been offered to play abroad, stay in Croatia and then a few years pass (with a minimum of minutes played per game) before they get a real chance to play.
3. Players, who, due to various circumstances (most often because of the clubs' financial inability to buy experienced players), become leading players for their clubs (which is the preliminary condition for a player's development).

One of the primary conditions for developing a top player is for players to begin playing for the first team at the age of 16 or 17. At this point, I must emphasize the word "playing" and not being the 12th player on the bench. Only by playing, a player can develop and have results. This problem can be solved solely by coaches.

Today, however, coaches are pushed by the club's management that is exclusively interested in results. It's quite risky for a coach to give a young player a chance to play at the expense of winning.

Young players aren't given a right to make mistakes,

because it could negatively affect the future of the club.

Sometimes, coaches aren't even included in the process of choosing players for their club.

Earlier, coaches were involved in the club's policies and they worked continuously for the same club.

Today, coaches are constantly being fired and replaced. Team managers are in charge of policies and the choice of players, so a coach isn't able to really improve the young players' abilities.

The main principle being used is: "Why spend the time and effort to create a player when he can always be bought?"

Other than that, once a player has passed to the senior level he is no longer taught the fundamentals of the game. There's little time spent on individual techniques and tactics, instead the practice time is only increased.

In past times, when a player was part of both the junior and the senior team, he would spend up to eight hours at the





basketball court.

Players would, by themselves, come earlier and would stay late after the practice in order to improve their techniques and shooting skills.

Today's young players, however, are more focused on managers and promised earnings than on working at improving their skill levels.

Interest that is shown in the young players by scouts from European and NBA clubs gives them a false sense of basketball stardom. At this stage of their athletic careers, they are only on the way to possibly one day becoming stars. They shouldn't enjoy such "star" status until they achieve a representative result in the senior category. If players transfer to a club abroad, while still too young, many can't handle themselves in a foreign country with completely professional conditions, so they often stagnate and even fall backwards in their basketball skills.

It is not unusual for a young player, who has been invited to preparations for official competitions of the young or senior National team, to have played more minutes per game at the preparations than throughout the season in their own club. This represents the fundamental problem.

The work done with the National Team should be just an addition to the work done in clubs, only a fine correction of the skills that are already there.

The focus of the National Team should be on the team's technique and team play. This is not the case, however.

The coaches have to spend most of their energy on basketball fundamentals than on the coordination of the team for the official competitions. The fundamental basketball unit must be the club, and the National team should only be a mirror image of the efforts made in clubs. This, unfortunately, is not the case.

Another extremely important problem is that clubs are often unwilling to let their players participate in the preparations of the National teams, because, other than the fact that players' summer leave is shortened, there is the increased possibility of injuries. Players will often listen to the wishes of their clubs, oftentimes leaving the national team without the most talented players.

Those talented young players, who have, nonetheless, stayed in Croatia and became leaders of the first team of their club have the most harmonious



development and the biggest chance to turn their potential into the makings of a great player.

Of course, this can only be said about the best of Croatian clubs where there's much attention paid to individual work.

For them to go abroad at a later time is a logical choice both from the perspective of the player's improvement and from playing for top-level clubs.

In conclusion:

▼ Young players are the foundation of basketball in Croatia-the goal is to create a top player, and this is the only way to develop a top National

team and achieve the best results

- ▼ A player has to gain experience, has to become the leader of his team in order to develop into a top player
- ▼ The National team has to be viewed as a "sacred" team and everyone should want to play for the team
- ▼ The National team has to be led by the top coaches

Once these objectives are met, the senior National team can justifiably expect to win medals in European and world competitions.



by Felix Simen Gaping

# 2010 CAMEROON BASKETBALL PROJECT

**Felix Simen Gaping**, head coach of the senior basketball team of the University of Yaounde, Cameroon, had previously been head coach of the Cameroon junior national team and assistant coach of the Women's national basketball team. He is a FIBA Expert Coach.

Cameroon is now devoting more attention to basketball, taking part in several international tournaments that have recently been held in Africa. To solidify our efforts and add goals to our basketball future, we created the "2010 Cameroon Basketball Project." To follow these are our aims:

- 1) Promote the practice of basketball in Cameroon's primary schools.
- 2) Establish and promote mini-basketball in Cameroon.
- 3) Provide the opportunity to youths to have their best performances before the age of 20.
- 4) Enable Cameroon to become a great African basketball nation by 2010.

What do we teach in our basketball centers?

## THE COORDINATION QUALITIES

The coordination qualities are generalized psychomotor performance preconditions of the athlete. They have the function to regulate.

The coordination qualities play an important role for all motor actions. They are necessary for quite a number of motor actions.

At present, we focus on seven coordination qualities:

- ▼ Orientation capacity;
- ▼ Combination capacity;
- ▼ Differentiation capacity;
- ▼ Balance capacity;
- ▼ Rhythm capacity;







- ▼ Reaction capacity;
- ▼ Adaptation capacity.

The orientation capacity is the athlete's ability to determine the position and movement of his own body and/or of a moving object (opponent, ball, teammate) with regard to space.

Examples:

- ▼ Ball reception on a fastbreak;
- ▼ Rebound;
- ▼ Games on small court.

The combination capacity is the athlete's ability to coordinate partial movements of the body with regard to space, time and dynamics and/or to perform this coordination during a game.

Examples:

- ▼ Ball reception and pass;

- ▼ Ball reception and shoot.

The differentiation capacity is the athlete's ability to perform the action with regard to strength, time, and space according to the aim of action.

Examples:

- ▼ Spatial perception;
- ▼ Short and long passes;
- ▼ Free-throw.

The balance capacity is the athlete's ability to keep the total body in a certain position or to re-establish it.

Example:

- ▼ Jump shot.

The rhythm capacity is the athlete's ability to understand the structure of a course of movement with regard to ti-

me and to realize it and/or find the own dynamics in the course of movement.

Example:

- ▼ Running for an open space.

The reaction capacity is the athlete's ability to perform effective actions quickly and purposefully according to a signal and/or sudden change of the situation.

Example:

- ▼ Rebound and subsequent fastbreak.

The adaptation capacity is the athlete's ability to adapt the original program of action to the changing situation.

Example:

- ▼ Fake instead of shot;
- ▼ Shot with left hand instead of right hand under the basket;
- ▼ Shot with right hand instead of left hand under the basket;
- ▼ Dribbling.

## TRAINING - METHOD DEVELOPMENT

### RULES

The following rules are very important when we are planning and organizing the development of the coordination qualities in our centers.

First Rule:

- ▼ The development of the coordination qualities has to be started quickly.

Second Rule:

- ▼ The development and perfection of one coordination quality needs the application of several different motor actions, which serve the development of this particular quality.

Third Rule:

- ▼ The coordination qualities are developed in general, but already aimed at the sport and in connection with other performance factors (fitness, tactics).

Fourth Rule:

- ▼ The specific coordination qualities are trained together with other training means.

Fifth Rule:

- ▼ The degree of difficulty of exercises mastered is to be increased continuously.

## ORGANIZATION OF TRAINING

### PRINCIPAL ASPECTS

The organization of the training of the coordination qualities is aimed at:

- ▼ Variety of motor requirements which serve the development of the respective coordination qualities;
- ▼ Increase of the coordination requirements by the following training-method measures:
  - a. Variation of the performance of the movements;
  - b. Variation of the conditions to take in stimuli;
  - c. Combination of motor skills;
  - d. Change of outer conditions;
  - e. Practice under pressure;
- ▼ Low number of repetitions.

The better the mastery of the exercises, the wider the variety of the training-method measures.

The coordination qualities possess a general and specific aspect.

## ORGANIZATION OF THE GENERAL TRAINING

### DEVELOPMENT OF THE ORIENTATION CAPACITY

To develop the orientation capacity it is necessary to take in and process correctly information on:

- ▼ The position and the movement of the body in space;
- ▼ The movements of teammates and opponents.

For the development of the orientation capacity, the following method measures are especially suitable:

- ▼ To practice under pressure;
- ▼ To combine motor skills.

### DEVELOPMENT OF THE COMBINATION CAPACITY

To develop the combination capacity it is necessary:

- ▼ To coordinate the partial movements of the body with regard to space, time, and dynamics;
- ▼ To perform this coordination under the condition of an existing opponent or at an apparatus;
- ▼ To combine sports technical skills in a game situation.

### DEVELOPMENT OF THE DIFFERENTIATION CAPACITY

To develop the differentiation capacity it is necessary to process information on:

- ▼ The action with regard to strength, time, and space according to the program of action.

For the development of the differentiation capacity the following method measures are especially suitable:

- ▼ To vary the performance of the movement;
- ▼ To vary the outer conditions.

### DEVELOPMENT OF THE BALANCE CAPACITY

To develop the balance capacity it is necessary

- ▼ To keep the total body in a certain position;
- ▼ To re-establish it in case of deviations.

For the development of the balance capacity the following method measures are especially suitable:

- ▼ To change the outer conditions, and thus, the intake of stimuli.

### DEVELOPMENT OF THE RHYTHM CAPACITY

To develop the rhythm capacity it is necessary:

- ▼ To understand the structure of a course of movement with regard to time and dynamics, to store and to realize it;
- ▼ To find the own dynamics in the course of movement.

For the development of the rhythm capacity the following method measures are especially suitable:

- ▼ To vary the performance of the movement;
- ▼ To combine motor skills;
- ▼ To change the outer conditions.

### DEVELOPMENT OF THE REACTION CAPACITY

To develop the reaction capacity it is necessary to perform fast and purposeful actions:

- ▼ According to a signal;
- ▼ In a suddenly changed situation.

For the development of the reaction capacity the following method measures are especially suitable:

- ▼ To practice under pressure;
- ▼ To vary the intake of stimuli;
- ▼ To practice after preceding load.

### DEVELOPMENT OF THE ADAPTATION CAPACITY

To develop the adaptation capacity it is necessary:

- ▼ To adapt the original program of action to the changing situation.

For the development of the adaptation capacity the following method measures are especially suitable:

- ▼ To change the outer conditions;
- ▼ To combine motor skills.

To develop effectively the different coordination qualities in the basketball training we applied the following training method measures:

- ▼ To vary the performance of the movement;
- ▼ To change the outer conditions;
- ▼ To vary the intake of stimuli;
- ▼ To combine motor skills.

Coordination qualities are the pre-conditions for coordination performances. The higher the requirements to the co-ordination performance, the stronger their influence upon the competitive result.





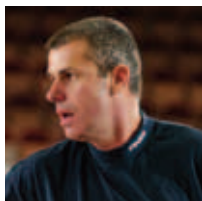
They:

- ▶ Are no independent qualities;
- ▶ Mainly exist as a complex;
- ▶ Promote the combination of different partial actions to one total action;
- ▶ Only exist in connection with one or several performance pre-conditions as fitness, sports technique, and sports tactic.

The coordination qualities are expressed by:

- ▶ The quality of the movement;
- ▶ The speed of motor learning;
- ▶ The ability to update programs of action;
- ▶ The economy and aesthetics of the movement.





by Slobodan Subotic

# THE WEEKLY PRACTICE SCHEDULE

**Slobodan Subotic was head coach of the Slovenian Men's National team. He has coached many Greek teams, including Iraklis, Aek, Aris Thessaloniki (which won a Korac Cup), Panathinaikos (one Greek title), Panionios, Paok, and Olympiakos (one Greek Cup). Now he is head coach of Jesi (Italy).**

During the first year of my career as a head coach I was very lucky because I had an opportunity to work with Professor Aleksander Nikolic, one of the greatest coaches ever in Europe. Nikolic, who recently passed away, was selected as a member of U.S. Basketball Hall of Fame. From the first day working with him, he gave me important advice on how to prepare a team before and during the season. After my ten years as a head coach I keep following Nikolic's advice because it always brought me good results and great success.

## WEEKLY SCHEDULE

### MONDAY Morning

The practice is a physical conditioning session.

1. 75 minutes working with weights.
2. Weather permitting, we run outside for 35-40 minutes to improve aerobic conditioning.

### Afternoon

1. Before the practice session, players watch 15 minutes of videotaped highlights of the last game. In this tape, we show both good and bad things.  
For example, I will keep in bad de-

fensive rotations, good assists, a slow defensive transition, and good screens.

I show certain bad and good highlights repeatedly and discuss with players the movements that need to be made. If necessary, we will stay for an hour discussing all of this in the video room.

2. Monday afternoon practice is always a practice devoted to defense. We work on improving things that gave us problems during the last game.

For example, defensive rebounds, zone, and man-to-man defense, and skills one-against-one full court, two-against-two, three-against-three, four-against-four, and five-against-five.

### TUESDAY

#### Morning Free

### Afternoon

For the first time, we show the players highlights of the team that we will play the next weekend.

This practice must have lots of running and we work on improving our offensive plays.

I recommend starting the practice with four-against-four with three teams. The team that scores remains on offense. At the end of the practice, the players work on improving their sprinting ability.

### WEDNESDAY

#### Morning

Shooting practice.

Players come in two groups.

Guards and small forwards work to-

gether. Centers and power forwards work together.

During the practice, each player must score between 600 and 700 baskets. All shots must be taken in game-like situations.

### Afternoon

We play a friendly game and if we cannot find a team to play, we create two balanced teams out of our team. We scrimmage with referees, scorer, and a statistician.

### THURSDAY

#### Morning

1. One hour working with weights.  
The weights are less than on Monday, but the movements are faster.
2. One hour shooting practice where the players score at least 250 baskets.

### Afternoon

The most difficult practice of the week. We show our players the offensive and defensive systems of the opponent. The head coach chooses three or four plays of the opponent. During the practice, we split the team in three teams of four players-groups A, B, and C.

We start with playing four (group A) against four (group B) and the rest four (group C) are waiting aside. Teams are using the plays of the opponent. The team that scores remains on the court and faces the team waiting on the sidelines. All this is happening on a half court. At the end of the practice, we play five-against-five, full court, but we use our own plays.

### FRIDAY

#### Morning Free





**Afternoon**

1. Video room to watch highlights of the opponent.
2. Practice starts with five-against-five, half court and five-against-five full court for two games. One game is strictly man-to-man, with the other zone or zone press. At the end of the practice, 10 minutes are devoted to jump shooting and 5 minutes to shooting free-throws.

**SATURDAY**

Before lunch, we once again show highlights of the opponent as a final reminder.

## PRACTICE SCHEDULE FOR TEAMS WITH TWO GAMES PER WEEK

For example, when the team is playing a game on Wednesday and Saturday.

**WEEKLY SCHEDULE****SUNDAY****Morning**

Practice is never scheduled.

**Afternoon**

We have practice in two separate groups. In one group there are the players who played more than 20 minutes.

Following a good stretching routine, they work on shooting skills for 20-30 minutes.

At the same time, the other players are doing a normal practice with lots of running, two-against-two, three-against-three, and four-against-four. If necessary, we show the highlights of previous night's game.

**MONDAY****Morning**

We split the team in two groups.

**Group A**

First half of the practice is spent working with weights.

Second half of the practice is spent shooting practice. Players must make at least 250-300 baskets.

**Group B**

First half of the practice is spent shooting practice. Players must make at





least 250-300 baskets.  
Second half of the practice is spent working with weights.

#### **Afternoon**

The most difficult practice of the week. We show our players the offensive and defensive systems of the opponent. The head coach chooses three or four plays of the opponent. The whole team is split in three groups of four for teams A, B, and C. A plays B with C waiting on the sidelines. Everyone uses the plays of the upcoming opponent. The team that keeps scoring remains on court. At the end of the practice we play five-against-five full court using our own plays.

#### **TUESDAY**

##### **Morning**

Free

##### **Afternoon**

1. Video room to watch taped highlights of the opponent we will be playing.
2. Practice starts with five-against-five, half court, and five-against-five, full court, for two games. One game is man-to-man and the other is zone or zone press. At the end of the practice, 10 minutes are spent with jump shooting and 5 minutes shooting free-throws.

#### **WEDNESDAY**

The game.

#### **THURSDAY**

##### **Morning**

Free

##### **Afternoon**

We first watch the video highlights of the team that we are going to play on Saturday. We follow with the same practice we had on Sunday afternoon.

#### **FRIDAY**

##### **Morning**

Free

##### **Afternoon**

Before we start practice, we show five players the plays of the opponent and discuss how we are going to defend them. We continue the practice the same way as on Tuesday afternoon (second part).

#### **SATURDAY**

The game.





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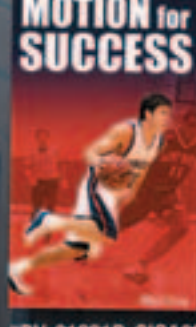
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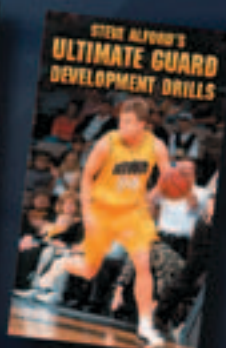
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by Skip Prosser



by Dino Gaudio

# WAKE FOREST OFFENSE

**Skip Prosser was head coach at Loyola College in Baltimore, then Xavier and, since 2000, at Wake Forest University. He is the only collegiate coach who has brought three teams to the NCAA Tournament in his first year. He was selected as the Atlantic Coast Conference Coach of the Year in 2003.**

**Dino Gaudio was assistant coach at Xavier, before becoming head coach at Army, and then Loyola College. He joined Coach Prosser at Wake Forest in 2001.**

Due to the limited space, we are unable to show all our offensive plays, so we would like to introduce only few that we use against the man-to-man defense.

## SECONDARY BREAK

After a made shot of the opponent, we run the secondary break. 1 passes to 4, 4 passes to 3, while 5 follows the movement of the ball, and goes in the low post position on the same side of the ball. 2 replaces 5 in that position. 4 tries to pass to 5, while 5 is cutting in the lane, and then to 3, if 5 is not open. If it is 3, who receives the ball, he tries to pass to 5 in the low post (diagr. 1).

After the pass to 3, 4 picks for 2, who comes out of the screen and receives the ball from 3. After the pick, 4 goes in the low post on the other side of the lane (diagr. 2).

When 2 receives the ball and cannot shoot, 4 and 5 cut and take a strong position in the lane, sealing off their defenders. 2 can pass the ball to one of the two (diagr. 3).

If the 2's defender tries to cheat on the pick and goes high, 2, instead going toward the screen, cuts low and around 5, and 3 can pass the ball to him (diagr. 4 and 5).

## "LOBO" PLAY

We use this play against the teams, which defend strong on the pick. This means we use it when the screener's defender shows up high to help his teammate, who is screened. Starting from a one-four set, 1 dribbles toward 5. If X5 shows up in advance to help



out, then 1 changes the side of the ball and passes to 4, who has stepped out of the corner of the free-throw lane to receive the ball (diagr. 6).

On this pass, 5 cuts to the basket and 4 passes to 5 (diagr. 7).

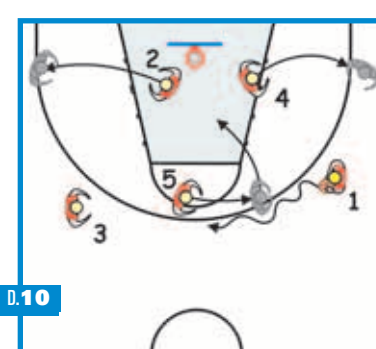
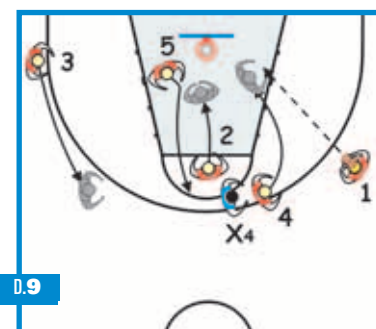
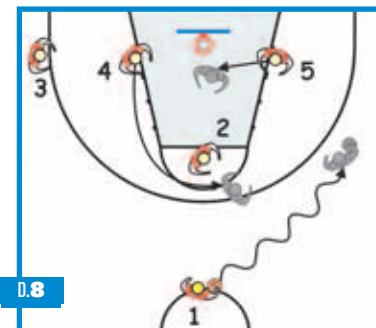
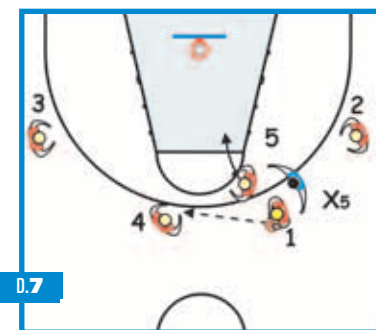
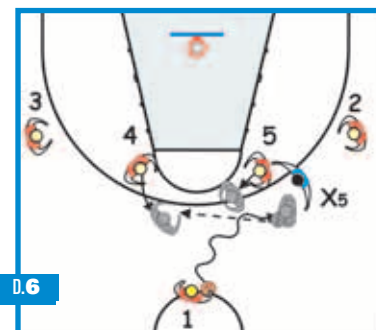
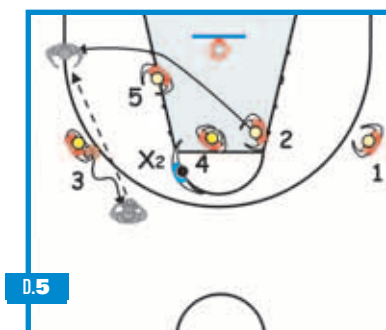
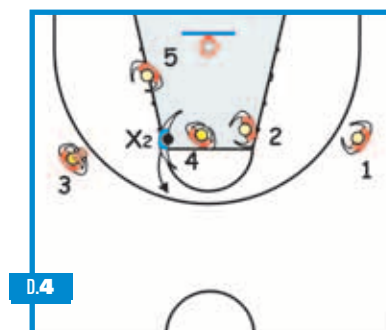
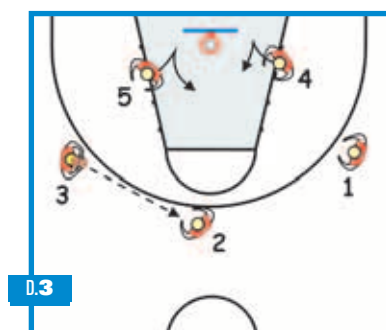
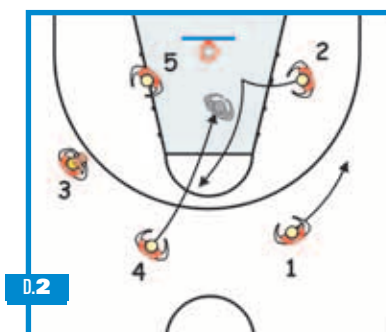
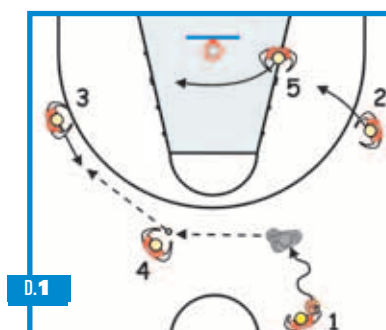
It is crucial that the point guard, 1, gives the impression to X5 that he wants to go around the screen, thereby forcing X5 to show up strong.

#### "45 OUT" PLAY

1 dribbles toward the right side of the floor, and this is a signal for 4, who came high, to go around 2, and make a pick on the ball for 1 (diagr. 8).

As soon as X4 starts to show up strong, 4 "slides" in the middle. This means he cuts straight to the basket, without screening for 1. If 4 is free, 1 passes to 4 (diagr. 9).

If 4 does not receive the ball from 1, 2 screens for 5. 5 comes up in the middle of the court, and plays pick-and-roll with 1. In the meantime, 4 goes in the corner, 2 continues the cut and comes out of the lane. If, on the dribble penetration, the defenders help out, 1







can also pass to 2, 3, or 4 (diagr. 10).

#### "45 DOWN" PLAY

We start from a one- four set. 1 passes to 4 and picks for 5, who comes out to the three-point line. After the pick, 1 goes to the wing position, and 2 goes in the low post area (diagr. 11).

4 passes the ball to 5 and 5 then changes the side of the ball, passing to 1. 2 makes a back pick for 4 (diagr. 12).

1 can pass to 2, who comes out of the pick, or to 4 in the low post (diagr. 13).

#### "45 DOWN REVERSE" PLAY

Starting from the same set one-four and with the same beginning of the play described before, we want to show an option of the play, based on the reaction of the defenders.

We call for this play when X4, the defender of 4, tries to avoid the back screen of 4, sliding in advance in a position lower of 4, near

the dotted line of the lane. As before, 1 passes to 4 and screens for 5 (diagr. 14).

4 passes to 5, who, after the screen, comes out of the three-point line. When 5 sees that X4 is lower than 4, he fakes a pass to 1, then passes to 3, while 2 comes, as usual, high to set a back screen for 4 (diagr. 15).

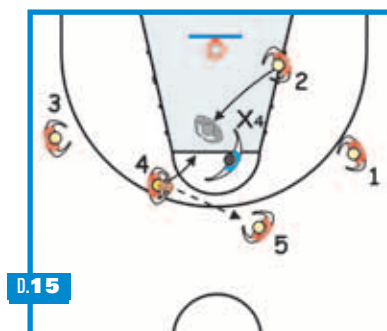
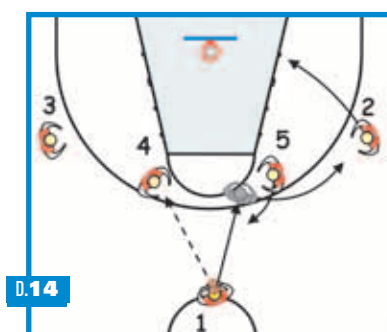
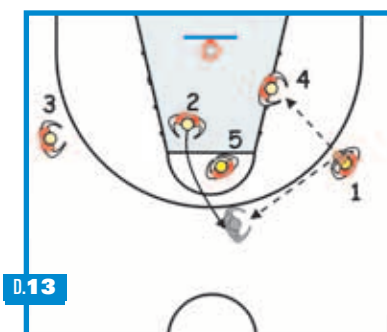
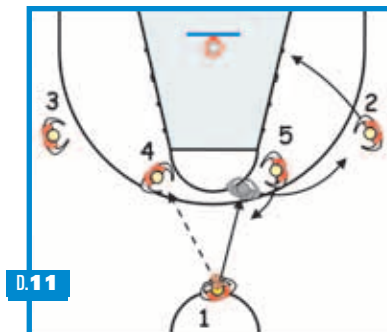
When 2 sees the position of X4, he screens again X4, and 4 cuts toward the baseline to receive the ball from 3 (diagr. 16).

If we call "54 down" and "54 down reverse, the play is the same, but is run for 5.

#### "ZIPPER 3"

1 dribbles toward the left wing, and 3 comes high and replaces 1 in the middle of the court. At the same time, 5 goes in the low post on the same side and 2 cuts along the baseline, and goes in the corner on the ball side (diagr. 17).

1 passes to 3 and 5, with his back to the baseline, starts to make some steps in the



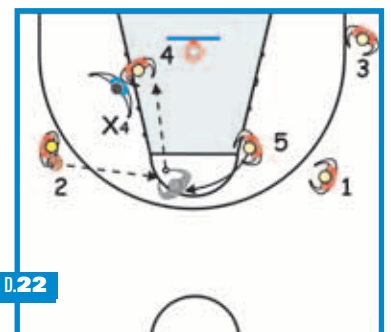
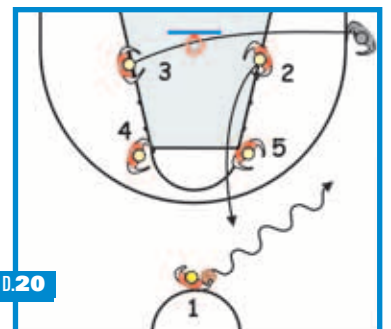
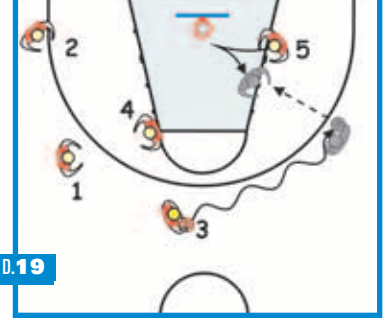
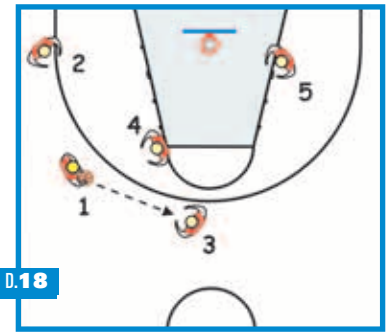
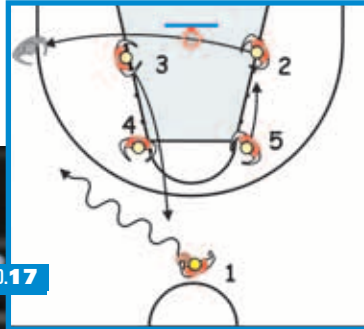
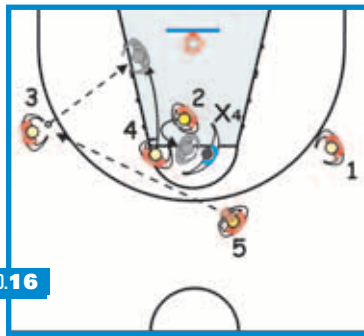
lane to bring his defender under the basket (diagr. 18).

3 dribbles hard toward the other side of the court on the wing, and then passes to 5, who turned and faced the ball, or to 4, who is in the corner of the free-throw area (diagr. 19).

### "ZIPPER 2" PLAY

The play is the same, but it is run on the other side of the court for 2 (diagr. 20 and 21).

If 4 is fronted, 2 passes to 5 and then 5 passes to 4 for a "high-low" play between the two posts (diagr. 22).







by Aca Petrovic

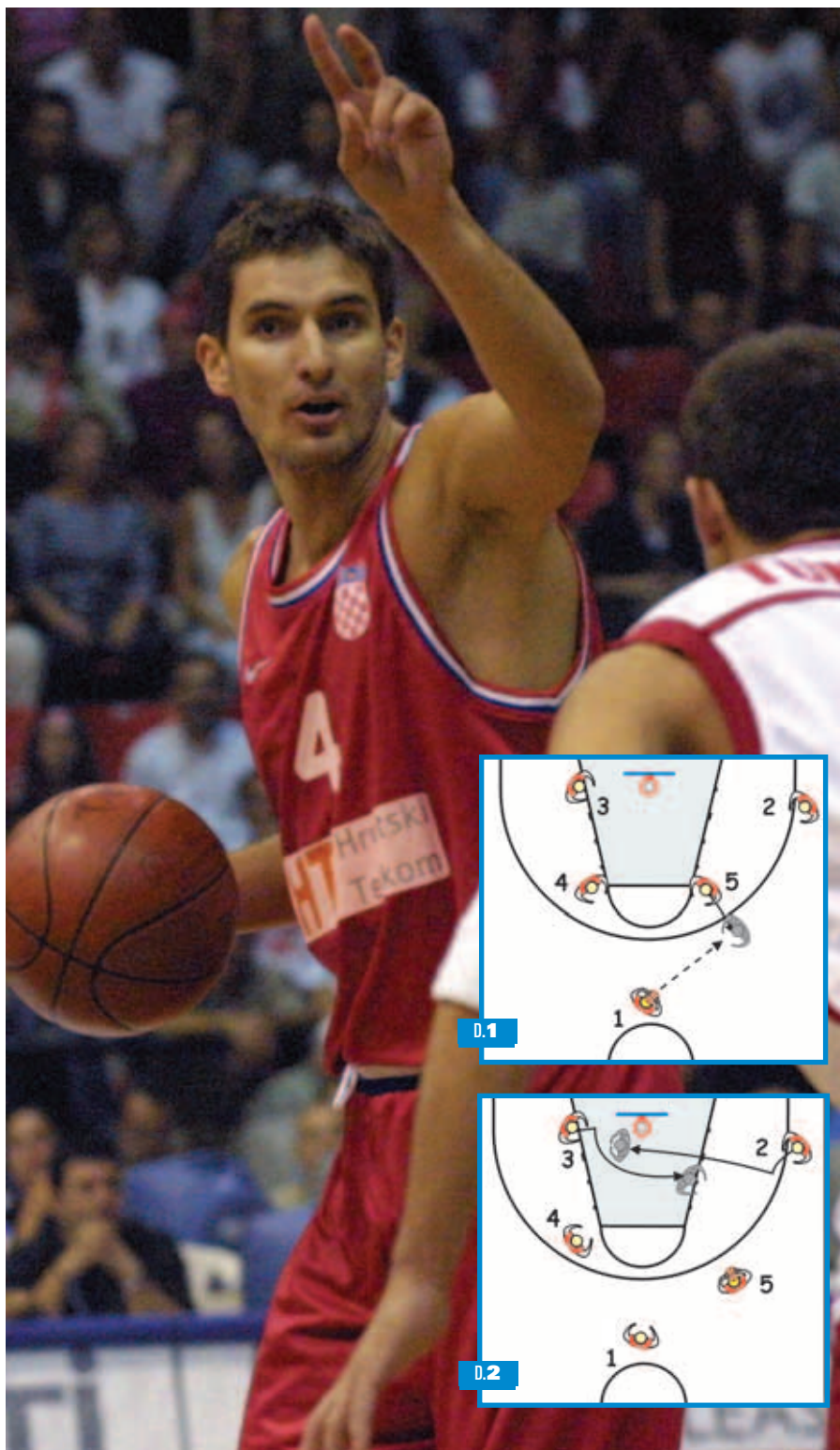
# MULTIPLE-CHOICE OFFENSE

**Aca Petrovic was head coach of Cibona Zagreb (Croatia) at three different times and won a total of six championships and one Cup of Croatia. He was also the assistant coach and head coach of the Croatian National team. He coached Caja San Fernando and Lleida in Spain, as well as Anwil Wloclawek in Poland.**

Basketball is constantly changing and it can be said that we are witnessing some sort of basketball evolution. The worst thing that could possibly happen to any coach at any level is to be stuck in one time period, and stop developing his basketball knowledge or upgrading his methods of coaching (either tactical or theoretical).

Methods of preparation for the game are different today than they were 10 or 15 years ago, and defense is starting to play a crucial role in a team's preparation process. Therefore, I truly believe that coaches have to start paying more attention to specific details in their offensive sets if they are going to succeed. When I say details, I mean that today we have to focus on reading the defensive position, mismatches, and defensive mistakes. In other words, we have to use the versatility of our players to the maximum. To go along with that statement, modern offense has to be composed of several scoring options. With this type of diverse offense, the team is going to be difficult to scout and prepare for. That is one of the many reasons why I picked what I like to call a multiple-choice offense. Before I start with an explanation of the offense and break down little details, let me just point out several preconditions that have to be satisfied in order for this offense to work. First, not to diminish the importance of other players, but this offensive set can't function to its potential if the team does not have versatile players at the 2 and 3 positions. If those players have well developed skills, they can play with their back to the basket, and are genuine shooting threats, then we can explore all options of this offense. I am not saying that the other three positions are less important but for this particular set to work properly, the versatility of the outside players present the key to successful implementation.

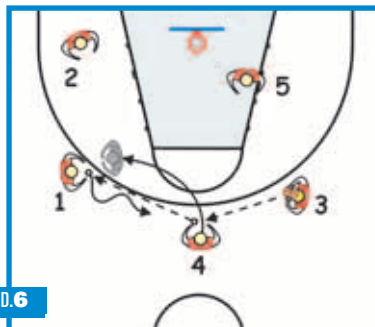
This offense begins in the classic "two players high set," with 4, the power forward, and 5, the center, on the high post area, while 3, the small forward, is in the low post area, opposite to the



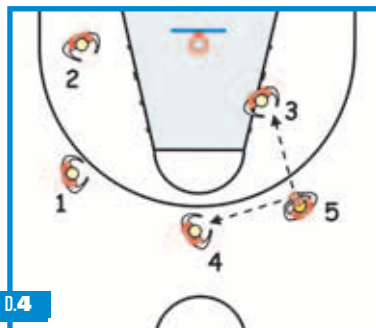




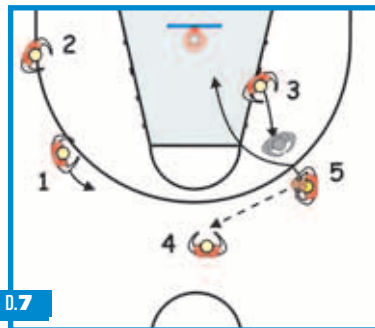
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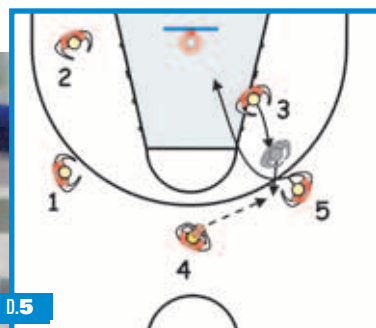
D.6



D.4



D.7



D.5

ball and 2, the shooting guard, is near the three-point line. The play begins when 1, the point guard, dribbles the ball laterally on the side of 4 or 5 (it's his decision to make; the play can be executed on both sides). In this case, he dribbles on the side of the 5. At the same time, 5 uses a V-cut technique and gets free to receive the ball (diagr. 1).

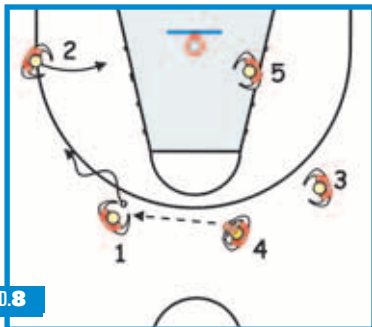
Immediately after he receives the ball (ideal area for receiving the ball is near the three-point line), 2 has to set a strong screen for 3 on the opposite low post area. This screen presents a precondition for the continuation of the play (diagr. 2).

In order to create proper offensive spacing when the screen between 2 and 3 is occurring, 4 sets a flair screen for 1, the point guard at the top of the lane. It is essential that, after this flair screen, 4 pops out and keeps a good space between him and the man with the ball (diagr. 3).

At this point, we have an opportunity to read the







D.8

defensive position for the first time. If 2 had set a strong screen on 3, and if the defense did not defend well (they failed to use the bump move, or if they did not jump to the ball to create space), then we can expect the pass from 5 to 3 in the low post: he can play one-on-one, with the back to the basket (diagr. 4).

If 5 cannot pass to 3, there is a possibility of passing the ball to the top to 4. After the pass to 4, 5 receives a back screen from 3. This again creates a triangle between 3, 4, and 5 on one side of the floor, with an option for a low post play, with the back to the basket (diagr. 5).



D.9

If the triangle does not present an opportunity for a low post play, the next option is to pass the ball to 3, and play pick-and-roll (or pick-and-pop out, depending on the 4's shooting ability) between 1 and 4 (diagr. 6).

At this point, we are going back to the situation previously described in diagr. 3. Let's assume that the first option could not be run, so the ball is passed from 5 to 4 up top, and, immediately after, a back screen is run between 3 and 5 (diagr. 7).



D.10

When there is a back screen between 3 and 5, the ball is passed to 1. At this point, we are again looking at two possible options. This decision is up to our point guard after he reads the position of the defenders. Now, let's assume that he cannot pass the ball to the right side, so he decides to dribble to the left offensive side (diagr. 8).

The dribble to his left side signals to 2 to go to the opposite low post spot to set a screen for 5 (diagr. 9).

When the screen occurs, 5 cuts to the ball side and the action is going on between 1 and 5 on the side. His other teammates have to keep good offensive spacing. The first option is to pass to 5 in the low post for a back to the basket play (diagr. 10).

If, by chance, there is no open passing lane for 5, the final option is the side pick-and-roll between 1 and 5 (diagr. 11).

Let's return to the situation previously described in diagram 8. If 1 does not dribble to the left side, the action continues on the right side of the floor. Which means that 4 passes the ball to 1, while, at the same time, the back screen is run between 3 and 5 (diagr. 12).

1 has the ball on the left side, 4 is setting the side screen for 3. If there is a good timing of the screen, and if 3 brings his defender into the screen, there is a great chance that 3 will be open for a three-point shot (diagr. 13).

In case that 3 is not open for the shot, we want 5 to clear the weak-side low post. At this time, we also want 3 to decide if he has an option to play one-on-one. If he chooses to do so, then 4 has to slide to the corner as a safety option for an outside shot if his defender decides to help out on the drive of 3 (diagr. 14).

This is a final option, but I must admit that I prefer for the play to be finished before this option has to be used. There are several reasons for this. First of all, the option is the pick-and-roll between 3 and 4. Obviously, this is the final option of this play, but I always tell my players to use it only if it is absolutely necessary. You have to realize that, at this point, there is not too much time left on the shot clock and that playing the pick-and-roll between 3 and 4 is not as effective because it presents an easy switch situation for the defense. So, again this is the part that is used only if we run out all other options. I have to say that if we practice particular segments of the play in detail that we will hardly ever have to use this option (diagr. 15).

I would like to say few words about what we like to do when practicing particular segments of this offense. There are many ways of practicing, but what I do is separate the team into two groups and pair the players up (for instance, two positions in couples, guards/wings and big men), or I will separate them by position and practice just their particular segments. For instance, they will practice setting screens, stepping in for the big men and reading, passing, cutting, using screens for guards and forwards. I believe that

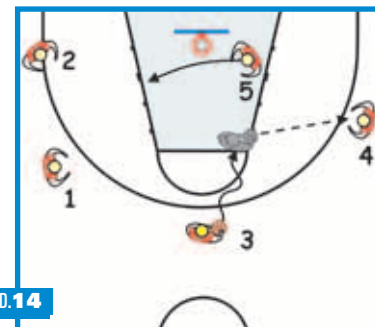


both ways of practicing are good and they both yield good results. If performed correctly, you should try to practice both ways during the course of the week. Sometimes, the team will perform individual drills in the morning, and then combine the morning drills in the group work during the afternoon practice. However, there are several segments of these drills that need special attention:

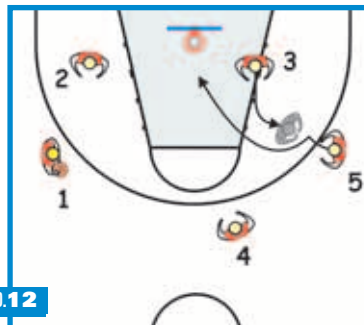
- ▼ Setting screens, either guard for the big men or opposite: This segment becomes crucial because there are number of teams which do not pay attention to small details such as screen angle or timing of the screen. These details are very important and they give the edge in this kind of offensive set.
- ▼ About screens: We have to teach our players to use screens, to read the defensive position, and gain advantage from that position.
- ▼ Moving without the ball: Players need to be active and make themselves an offensive threat all the time. If they move properly without the ball, they are very hard to guard, and our offensive flow is much better.
- ▼ Passing: There is not much to explain here. This is simple detail, but a very important one. Players must be taught to make good decisions. When they pass the ball, the passes should be on target, allowing the teammate to score immediately after receiving the pass. These simple details are often overlooked, but they play a very important role in successful completion of this play.



D.11



D.14



D.12



D.15



D.13

After we practice these technical segments and have become comfortable in executing them, I like to focus on particular options in the offensive set. Of course, I am not trying to make my players move mechanically without thinking about what is going on, but I am just trying to use repetition in order to achieve perfection. By doing this, I know that they will gain even more confidence in the play and start to make some good reads. It is the responsibility of the coach to teach them and point out all necessary options that the play consists of. As a final segment of the preparation, I have them play five-on-five on both sides of the floor. This is an ideal way to practice both offense as well defense. Earlier in the season, when we are introducing the plays, I allow only certain options to be executed at certain times. By doing this, I force them to focus and make them think. During the course of the season, I have noticed that there is a growing number of coaches, who are using multiple-choice offenses, and that guarantees dynamic offensive solutions, keeps the defense guessing all the time, makes the team more dangerous and less predictable, and hopefully, more successful.







by Saso Filipovski

# THE PICK-AND-ROLL ON OFFENSE

**Saso Filipovski has been assistant coach of Olimpja Ljubljana, Slovenia, from 1996 to 2003. After becoming head coach in 2003, his team won the Slovenian Supercup and the national title.**

## INTRODUCTION

Coaches the world over have their own philosophy when it comes to offense and defense. To defeat their opponents, they use tactics which are adapted to the players they coach. Many offenses use the pick-and-roll to help players increase their scoring opportunities with open shots. There are many ways of defending against the pick-and-roll, and one of them is to direct the pick away, it means take away the screen. The purpose of the defense is to keep the offensive players away from the three-second lane and force them to the baseline with the helpside teammates ready to help, rotate, or steal the ball.

This defense is also used to cover up the lack of talent, especially of the big men.

This type of defense has many different rules (trapping and stealing, rotating of all the defenders, helping and recovering, and switching) that must be mastered if the defense wants to be truly effective. To be effective against this defense, the offense also has to know these rules.

Therefore, the offense against the defense of the pick-and-roll has to be practiced a lot (from two-on-two to five-on-five).

It is especially important to practice the five-on-five matchups because it duplicates game situations with time pressure, where decision-making comes in milliseconds.

As there are many different ways to defend the pick-and-roll, there are many options to attack the defense. In this article, I will review some of the possibilities that are used by top European basketball teams.



## DIFFERENT OPTIONS

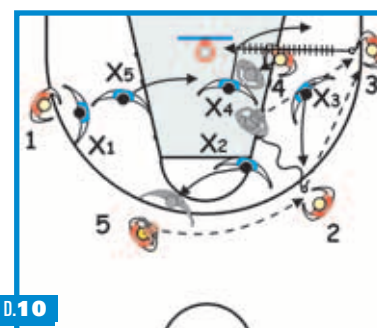
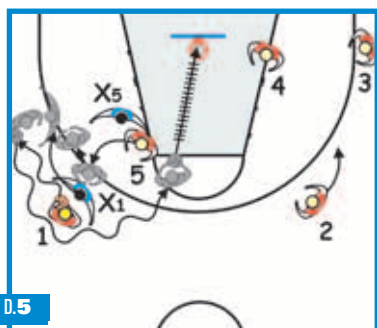
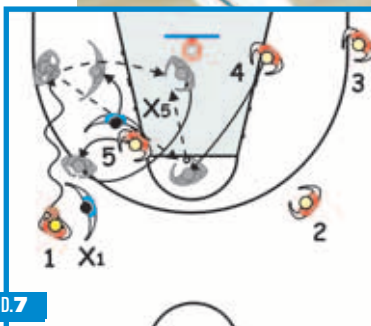
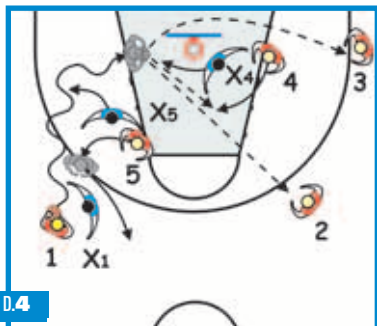
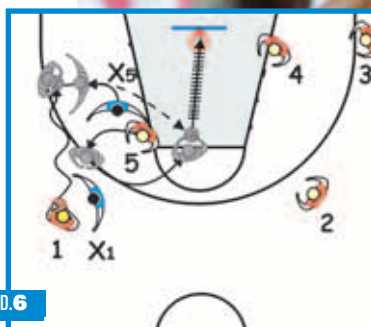
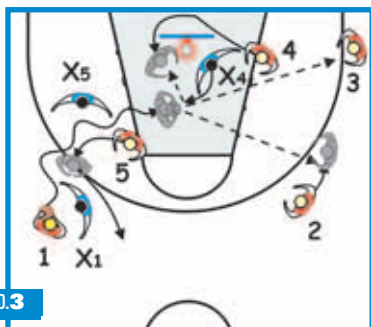
5 screens X1 and 1 is free to shoot a three-point jumpshot (diagr. 1).

5 screens X1, 1 makes two strong dribbles toward the sideline, and takes the open jumpshot (diagr. 2).

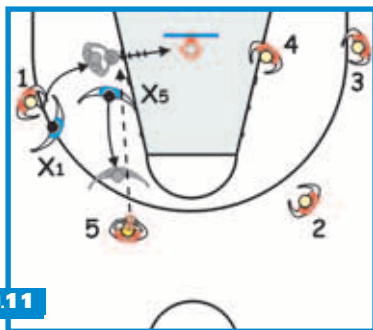
5 screens X1 and 1 drives in the middle between X1 and X5. The teammates must be aware of 1's drive, and be ready to rotate: 1 can pass to 4, 3, and 2 (diagr. 3).

5 screens X1 and 1 takes two strong dribbles to the sideline. When X5 goes toward 1 to help, 1 changes the pace and immediately penetrates on the baseline: again. The teammates must be aware of 1's drive: 1 can pass to 4 or 3 (diagr. 4).

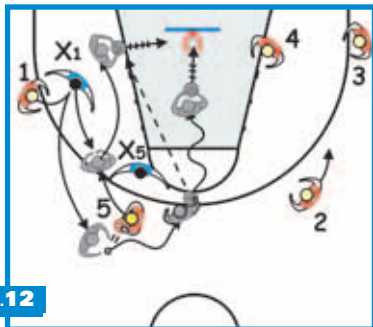
5 screens 1, who fakes to drive to the baseline. 5 re-screens (changing the angle and the height of the screen) X1 to the middle and creates space for 1 to penetrate in the middle (diagr. 5).







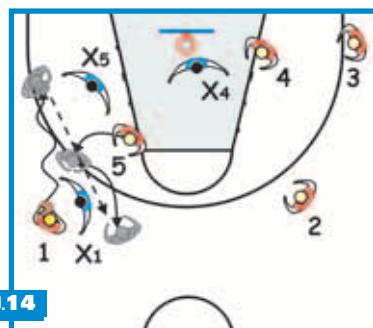
D.11



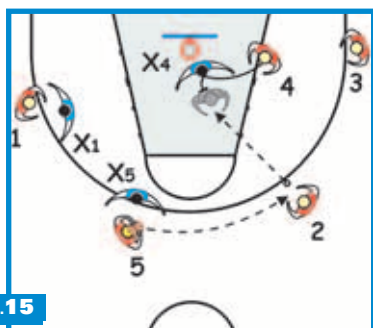
D.12



D.13



D.14



D.15

5 screens X1, rolls to the corner of the free-throw lane, receives the ball from 1, and shoots (diagr. 6).

5 screens X1 and rolls inside the three-second lane. 4 flashes to the high post area. 1 can pass to 5 or 4 for a "high-low" play (diagr. 7).

5 screens X1, pops out to the three-point line and receives the ball from 1 (diagr. 8). After receiving the pass, he has many options:

- ▼ Shoot;
- ▼ Penetrate in the middle and shoot, or pass to 4, 3, or 2 (diagr. 9);
- ▼ Change sides to the ball, passing to 2, who can penetrate and shoot, or pass to 3 (diagr. 10);
- ▼ Pass on the same side to 1 (diagr. 11 and 12);
- ▼ Penetrate toward the baseline and pass to 4 or 3 (diagr. 13).

5 screens X1 and pops out to the three-point line (diagr. 14). After receiving the pass from 1, he has many options:

- ▼ Pass to 2, who can immediately make a pass under the basket to 4 (diagr. 15). These two offensive players can also play two-on-two, with a hand-off or fake and hand-off, and penetrate or make a backdoor cut;
- ▼ 5 can also screen down X1, and 1 can: receive a pass from 2 and shoot immediately, make a backdoor cut, a curl, or fade away to the corner (diagr. 16).

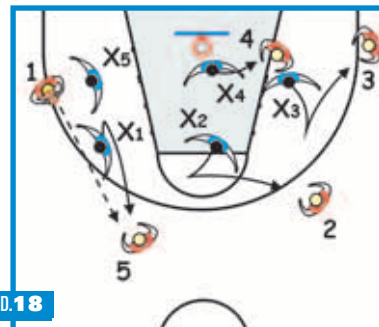
5 screens X1 and pops out to the three-point line, while 1 drives to the baseline and goes directly to the basket. He can also pass the ball to 5 (diagr. 17).

If X1 and X5 switch while 1 is driving to the baseline, 1 can pass the ball to 5 (diagr. 18). 5 can pass back to 1 and 1 can shoot or drive on X5 (diagr. 19).

After the pass to 1, 5 can make a direct cut to the basket, or go to the low post area and receive the ball from 1. 4, after the cut of 5, flashes to the high post area, receives the ball from 1 and plays "high-low" with 5, who is now guarded by X1, a smaller defender, and tries to take advantage of the situation. (diagr. 20).

### CONCLUSION

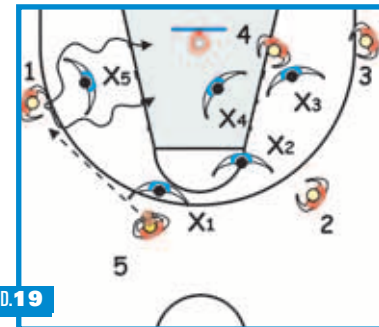
It is very important to attack this defense and this will rely on a precise execution of technical and tactical offensive elements. Fundamentals, spacing, complete vision of the floor, timing, patience, and team cooperation on offense without selfishness are the keys to success. For the offense to work effectively, players need to become consistent in their actions and behavior on the floor, helping each other by talking constantly as they get the offense in motion.



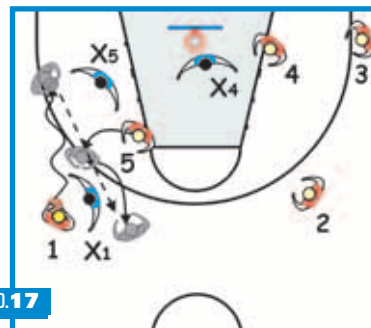
D.18



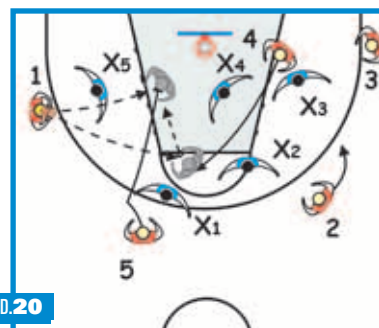
D.16



D.19



D.17



D.20

# SCOUTING THE 2004 OLYMPIC GAMES



by Jonas Kazlauskas

**Jonas Kazlauskas was the head coach of the Zalgiris Kaunas (the winner of one Euroleague championship and two national titles), and the Lietuvos rytas Vilnius, clubs in Lithuania. He was also head coach of the Lithuanian National Cadets, Junior, and Men's teams. He was elected European Coach of the Year in 1999. At the 2004 Olympic Games he was assistant coach of the Chinese National team.**

Everything in basketball is developing so fast (just like real life), and every player needs to work hard, so they don't fall behind the other players. Not such a long time ago, the USA national team was made up of university students and they were formidable opponents.

The USSR national team lost a game against the Milwaukee Bucks in 1987, even when the Bucks played without its top players. Much has changed since then. Now, the USA national team is composed of the leading NBA players and they have a hard time winning against international teams. International basketball has made huge progress and it was so interesting to watch the most recent games of the FIBA European and World Championships, and the Olympic Games.

During the FIBA European Championship in Turkey in 2001 the leaders of the teams, such as Nowitzki, Kirilenko, Stojakovic, and Gasol, have prevailed over the teammates so much, that they had to drag all the game load on the top games.

The same situation remained during the next FIBA World Championship in Indianapolis in 2002. Most of success and failure of the teams was based on the performance of the top players. The leader's success as a main factor is evident in difficult games and in the final minutes of the games.





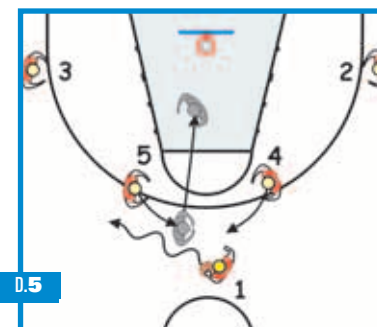
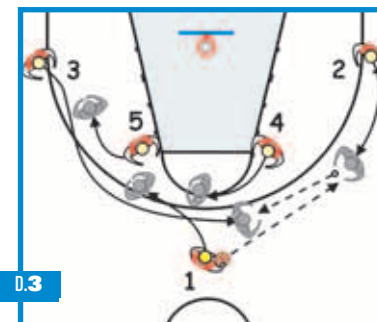
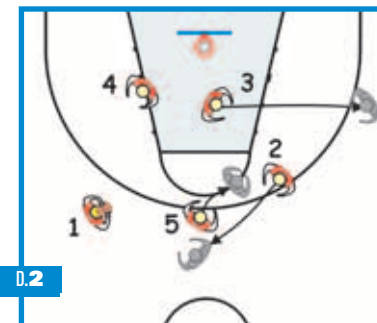
Things are starting to change. At the FIBA European Championships in Sweden and in Olympic Games in Greece it could be noticed that teams that demonstrated good "team" play, such as Italy, Lithuania and, of course, Argentina, did very well. Argentina, with many talented players, was able to handle their players and show high-class collective play, using the strongest sides of its game in different ways.

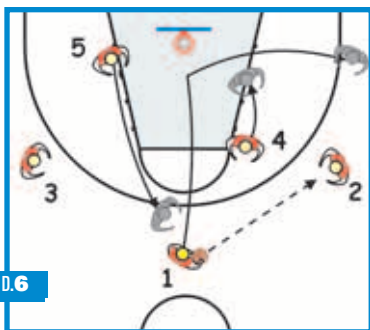
My favorite combinations from Argentina's play is shown in diagr. 1 and 2. The players 2 and 3 make a staggered pick for 4: it seems a very easy play, but the key is that each player finds his right place on the court. The team could then run the offense in various directions.

The Italian silver medal was also an outcome of good collective work and, especially, an excellent coaches' work. It should be mentioned that the Italian team was not on the list of favorite teams before the European Championship or before the Olympics.

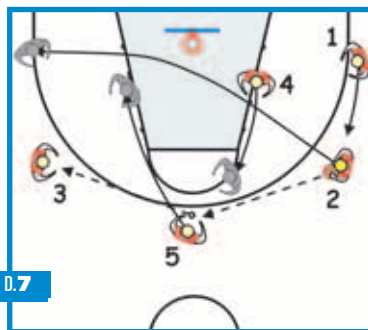
However, after good teamwork, the team achieved great results. The Italians have showed just how dangerous two-on-two play can be, especially when you have ingenious players. Bulleri and Pozzecco have done a great job, and have fascinated not only me, but all the coaches, with their unselfish play. In many cases, these players used different variations that made it very hard for the opponents to foresee.

The Lithuanian team also demonstrated solid play and the peak was reached during the game against Greece in the Olympics. As usual, Lithuania had many good scorers and their tactics were to use those scorers and structure the best plays so they could score. From that point of view, double-screens or triple screens, when the power forward jumps back into three-point area, left the low post area free for the center, and it proved to be very effective (diagr. 3 and 4). This play worked well at the European Championship in Sweden (diagr. 5), but was less effective during the Olympics, probably





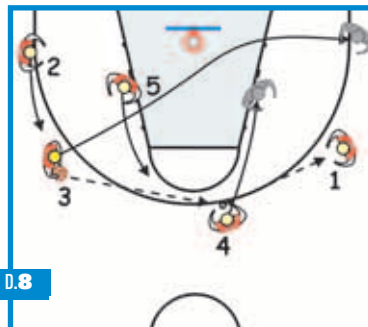
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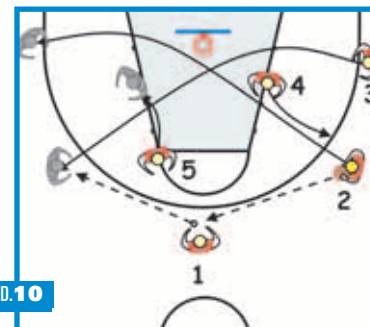
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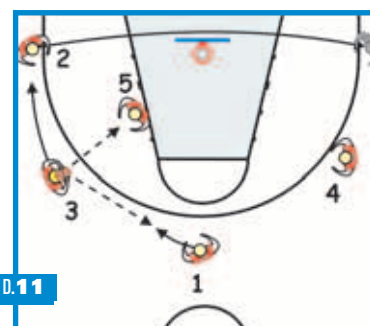
D.9



D.8



D.10



D.11



D.12



D.13

because of the poor play of the big men in the three-second lane.

What about the team from China? The best result, which was reached in Olympics and World Championship before, was pursued again. The Chinese lost some games by big margins, which shows a lack of individual player strength and little experience playing games against high-level teams. The Chinese players had so many turnovers that it was impossible to run a suitable attack. Still, the Chinese did make it to the final eight, playing in a group, where the Serbia and Montenegro (gold medal at the 2002 FIBA World Championship) and New Zealand (fourth place at the same event) had poor results. Chinese basketball is developing very fast, and much attention is now paid by the government and huge resources are put into basketball in whole country. It seems that Chinese basketball players will become very powerful in the future.

China has a star basketball player, Yao Ming, who plays for the Houston Rockets in the NBA. Obviously, the main goal for the coaches in the Olympics was to use this superstar and direct their offensive plays through this player. The main goal for the opponents was to isolate this player.

Talking about defense, the zone defense or the mixed defense, the use of the double and triple team against the top players, caused many problems.

In playing against a zone defense, we used our main weapon, the "high-low" plays, with different cuts. This combination starts from the easy cut (diagr. 6). 1 passes into the corner for 3 or 2 and then cuts to the corner. 4 and 5 play "high-low." At this time, the player with a ball has to evaluate the situation and pass the ball to make it difficult for the opponents (diagr. 7). In case of a failure, the ball should be returned to the player 5, then passed into the opposite corner 2 or 3, and after the cut the "high-low" game is played again (diagr. 8 and 9).

During this set, all the players should move. If players 4 and 5 are good scorers, they will make it very difficult for the opponents. If the defenders move properly, talk

on defense, follow the cutters, and the defense collapses on the center, this play is not very effective. If the defender follows the cutter, it is advisable to make a double cut on the opposite side (diagr. 10). At the beginning of this play, we could distract the opponent or check their defense with the cut of 3 or 2 (diagr. 11). After the ball is passed back to 1, 2 and 3 (there should be a space of three to four meters between them) cut to opposite sides and take their positions. After the second cut, 4 and 5 play "high-low." The power forward on the weak side could jump back for scoring according his skills. A double cut with the following "high-low" play gives a big advantage in specific area and opens up the three-second zone.

During the last few years players became acquainted with the 24-second rule on offense and the play is becoming faster and faster.

The team that has dominant centers (China with Yao Ming, and Lithuania with Arvydas Sabonis) can use the following combination.

When 5 brings the ball into high post, three other players on the strong side should rotate. If any free player does not receive the ball, the center has more free space to play one-on-one in the three-second area or else the ball should be passed to the opposite side to 4, and, further, to the corner (diagr. 12).

When the ball is in the possession of the cutter, additional cuts should be made (diagr. 13). When the ball is in possession of the center, this play is not effective against the zone defense.





by Albert Rodionov

# MENTAL CONDITIONING BEFORE THE GAME

**Albert Rodionov has a master's degree in Sports Psychology. He has been working with the USSR/Russia Men's and Women's National basketball teams as a psychologist since 1969 and is now the Chief of the Scientific Group. He has published books and articles on sports psychology and has directed seminars on the topic all over the world. He is currently President of the Russian Association of Sports Psychologists.**

The mind is a powerful tool. Have you ever thought about shooting the ball and scoring during a big game and found that you were moving your feet and hands when you did this? You may not have known it, but you were practicing something called visualization, or mental conditioning.

To create anything, players must first have a mental image conceived in their mind-this is true even of every invention created throughout history, and also true for basketball players trying to perfect their game. Players must first construct the shot-or other basketball skill-in their minds before they can expect the body to perform it properly. However, visualization should not only be used on the basketball court, but for daily five to 10-minutes sessions at home. This way, a new program is created within the subconscious for the body to follow.

The mental conditioning and visualization for a game can be divided into two different parts: the day before the game and the moments right before the game.

## THE DAY BEFORE THE GAME

The psychological training needed for the day before the game begins with the use of mental images. We all have the ability to visualize game situations in our minds and how to execute a basketball fundamental. This visualization can consist of many different positive images.

### IMAGE OF A GREAT PLAYER

It is advisable to imagine in your mind a



great player, somebody who really impressed you with a mastery of certain skills. Try "to see in the mind," to use "the mind's eye" to visualize how he plays, how he uses his particular skills and fundamentals.

### OTHER IMAGE: HIS OWN

The use of visualization can improve your outlook and self-concept. It can change the way you talk to yourself, see ourselves, and perceive events around yourself. This, in turn, affects your behavior, including how you take care of yourself.

Visualization also improves motor learning. Understanding this, it is necessary to be able to see yourself playing confidently and effectively, and convincing yourself that your opponents are always a step slower than you, that they cannot jump as high, or shoot as well.

In this first part of the mental conditioning before the game, it is better to use the approach called "self-suggestion." You do this by repeating the phrase: "I can!" In this formula of self-suggestion, it is imperative to avoid the word "not," which has a strong negative influence on the sub-conscious of the athlete.

## RIGHT BEFORE THE GAME

Visualization is the ability to create an idea, a mental picture or a feeling, a sense of something. In creative visualization, you use your imagination to create a clear image, idea, or feeling of something you wish to manifest. Then you continue to focus on the idea, feeling, or picture, regularly, giving it positive energy until it becomes objective reality, until you actually achieve what you have been imagining. To use creative visualization, it is not necessary to believe in any metaphysical or spiritual ideas, although you must be willing to entertain certain concepts as being possible.

The mental conditioning right before the game is based on the assumption that the player must be on the top from a psychologi-

cal standpoint (naturally, as well as on physical conditioning and basketball technique). He must reach this level also having a feeling of certain emotional excitement, without which it is impossible to play effectively.

To reach this aim, it is necessary that the player practices what is called "mental rehearsal." This method consists of thinking about basic player movements on the court. If the player mentally rehearses the act of a inside pass to the big man or of taking a long-distance shot with a few seconds left on the clock, when it actually comes to making those movements on the court, he will act and move just as he had imagined in his mind right before the beginning of the game. It is thought that imagining a particular basketball movement, or any physical movement for that matter, subtly activates the muscles a person uses for it, giving them practice.

Real practice helps more than mental rehearsal, and the real workout has to come first, but mental rehearsal certainly has a role in game preparation. The mental rehearsal allows the player to think things over quietly before the start of a game, and it almost guarantees that in the difficult game situations, the player will know what has to be done. It will not be necessary for him to think how to play better and avoid mistakes, he will just do what is necessary. The previously mentally rehearsed movements and game situations will help the player successfully carry out the moves during the game. Time will not be wasted thinking during the game about what should or shouldn't be done, because the athlete has already rehearsed his movements and knows what has to be done. This form of mental training will also help relieve feelings of uncertainty and pressure from the athlete before the game.

In order to practice mental rehearsal, just before the game the player must create the proper, quiet feeling of confidence, while at the same time maintaining a proper degree of toughness, ready to face the game. This feeling of confidence basically moves from the sphere of consciousness to the sphere of unconsciousness. It is enough to think: "I shall do it" and the message will be sent from the subconscious to the body.

All mental conditioning is aimed at preparing the player to give his/her maximum effort in the game. Such conditioning is called IPS, or "Ideal Psychic State". This state must be created some hours before the beginning of the game (for the young players, much earlier, while later for the veterans), with a state of excitement, followed later by a quieter state.

In the first part of the physical warm-up to reach this mental state it is necessary to make wide and quiet movements. In the



second part, intensive drills like jumping or any other intensive physical activity is required. The movements with wide amplitude remove stress and help players to relax. When the player enters the court, it is necessary to warm-up gradually. Using breathing exercises, a player can "warm-up" mentally, with the help of a different breathing pace: a deep, slow breath, for example, followed by a short exhalation, then a deep, fast breath, followed by a slow exhalation.

The exercises on alternation of a tensing and relaxing of the muscles are useful. Such methods are especially effective, if the respiratory and physical exercises are alternate with imagined mental pictures: for example, the player, while making vigorous respiratory exercises, can imagine him/herself while grabbing a rebound under the opponent's board or a lay-up, after beating the defense.

The basic methods of mental conditioning are essentially two: 1) adaptation; 2) rationalization. Adaptation means that the player should be ready to face any extreme situation in an upcoming game, thanks to the optimum

level of mental conditioning he has reached. If, however, it is impossible for the player to reach any internal or external reason, the player can obtain the best results by explaining quietly to himself the reasons why he is in an adverse condition, and then start to find the best way to escape from this condition with the less amount of damage.

Before entering the court, it is advisable for the athlete to have a word or a brief phrase in mind, which is a strong "key" to trigger successful moves on the court. It is useful to tell himself in the first minutes of game, "I control the situation." This phrase helps to create a feeling of confidence and strength. Key words can constantly be used during game, such as the phrase: "Concentration is basic." Before the release of the basketball for a shot, the player can think: "Two points!" or something like that, again reaffirming his confidence.

It is important to remember that the main task of the mental conditioning is to overcome a variety of negative factors at the beginning of game, as well as to overcome the difficulties encountered during the game.





by Dov Binshtok

# ISRAELI BASKETBALL COACHES ASSOCIATION

**Dov Binshtok, the Chairman of the Israeli Basketball Coaches Association, has coached at every level of the sport for the past 28 years. He serves as an advisor to the Israeli Basketball Association's Performance Committee for both the men's and women's national teams.**

The Israeli Basketball Coaches Association is a part of the Israeli Basketball Association. There are eight coaches on the Coaches Association Board, and three more on the Review Committee. Ralph Klein is the Honorary President of the Coaches Association. The coaches, who are Members of the Board, are elected by the members of the Israeli Basketball Coaches Association.

## GOALS OF THE ORGANIZATION

- ▼ To develop and advance the sport of basketball in Israel.
- ▼ To promote and protect the professional rights and status of all coaches.
- ▼ To promote and develop relationships with professional coaching associations abroad.
- ▼ To monitor and foster relationships between coaches, referees and players in Israel.
- ▼ To raise the level of knowledge and professionalism of coaches via enrichment classes.

All members of the Israeli Basketball Coaches Association Board serve in a volunteer capacity for the sake of the coaching community.

The organization will have 600 members for the 2004-2005 season, some of them senior coaches licensed to guide teams from the junior level (age 16) and up, while others only licensed to coach young players.

To become a member of the Israeli Basketball Coaches Association one must meet the following requirements:

- ▼ Must hold Israeli citizenship or have attained permanent residence status.
- ▼ Accredited as a coach according to the Israeli Sports Law.
- ▼ Paid membership for two years (Euro 30 for a licensed youth coach, Euro 60 for a licensed senior coach).
- ▼ Successful completion of an enrichment class at least every two years.

A foreign coach can also join the Israeli Basketball Coaches Association provided that he meets the following criteria:

- ▼ Coached a team at the highest level league in his home country for at least one season (For an American coach, a season at a NCAA Division 1 college is acceptable as well).
- ▼ Coached a European 'A' level senior national team.
- ▼ Coached a team that has won a European title.

## REQUIREMENTS TO ATTAIN A LICENSE

Youth coaches must pass 200 class hours and 20 hours of first aid. The hours are broken into the following:

- ▼ 75 hours of life sciences
- ▼ 15 hours of anatomy
- ▼ 15 hours of physiology
- ▼ 15 hours of developmental psychology
- ▼ 15 hours of coaching skills
- ▼ 15 hours on children's physical development
- ▼ 125 hours of basketball skills.

Senior coaches must pass 400 class hours.

The hours are broken into the following:

- ▼ 75 hours of life sciences
- ▼ 15 hours of anatomy
- ▼ 15 hours of physiology
- ▼ 15 hours of sports psychology
- ▼ 15 hours on movement
- ▼ 30 hours of coaching skills
- ▼ 15 hours on coaching youth
- ▼ 15 hours on nutrition
- ▼ 15 hours sports injuries
- ▼ 20 hours on using a weight room
- ▼ 245 hours of basketball skills, including game situations.

The course takes place over three semesters.

During the second year, each coach-in-training must work 100 hours under a coach's supervision and pass an evaluation.



# THE DVD INVASION



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.**

In the recent past, CD-ROMs dedicated to the teaching and training of basketball was huge compared to the use of the DVDs, with a rate approaching 1 to 9. Now, the situation has completely changed, thanks to the introduction of low-cost DVD players.

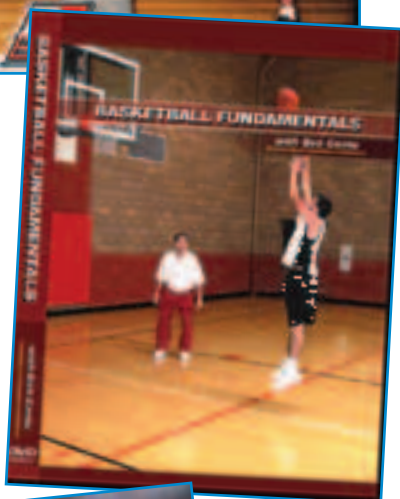
In recent months, the catalogs of the major companies that produce technical basketball videos are now filled with DVDs of college and high school coaches.

Championship Productions ([www.championshipproductions.com](http://www.championshipproductions.com)), the international leader in the marketing of visual products for basketball coaches, now offers many DVDs in their latest catalog. Ganon Baker, who teaches at the NIKE Skills Academy, offers *"Superman Workout for All the Players,"* and *"Training in the Triple-Threat,"* where he shows many fundamentals and conditioning drills, as well as the most advanced one-on-one moves.

When it comes to fundamentals and drills, there are some other DVDs to recommend, including *"7 Components for a Successful Program"* by 2004 National College Coach of the Year Phil Martelli of St. Joseph's College. Billy Donovan, head coach at the University of Florida has *"10 Aggressive Transition & Conditioning Drills,"* while Steve Smith, the high school basketball coach at Oak Hill Academy, offers the excellent *"15 Competitive Practice Drills for Success."*

For the offensive minded, the top DVDs include *"10 Variations of the Kentucky Flex Offense"* by coach Tubby Smith. Hubie Brown, the former coach of the Memphis Grizzlies (and last year's NBA Coach of the Year) of-

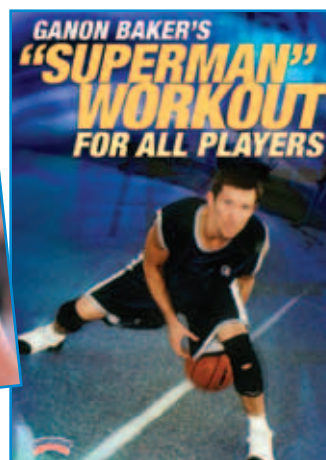
*In this section, we introduce the latest books, videos, CDs, and other tools that are primarily aimed at coaches, but certainly useful for all of our readers. Please send your suggestions and comments about our basketball-related media for review in this section.*



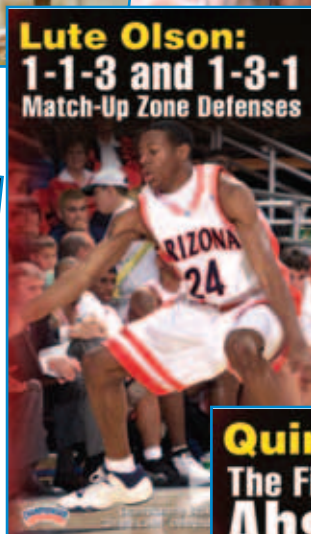
fers *"Secrets of Winning Basketball-Volume I and II,"* along with Dave Arsenault, the coach of Grinnell College, who was selected as one of the ten most innovative basketball coaches by Sports Illustrated magazine, *"Running to Win."*

On defense, I recommend *"Mastering the 2-3 Zone Defense,"* by Wayne Morgan of Iowa State. Quin Snyder, coach of the University of Missouri, has released *"The Five Defensive Absolutes,"* while Lute Olson of the University of Arizona has *"1-1-3 and 1-3-1 Match-up Zone Defense."*

Human Kinetics Publishers ([www.humankinetics.com](http://www.humankinetics.com) or [www.amazon.com](http://www.amazon.com)) offers





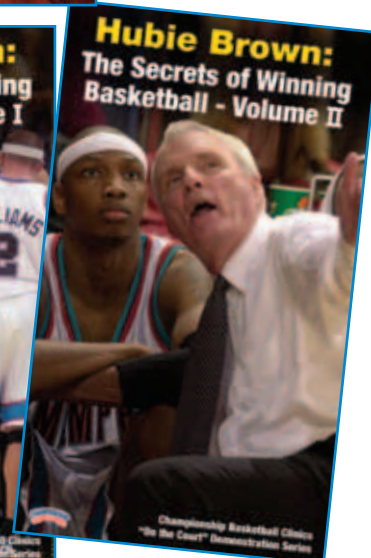
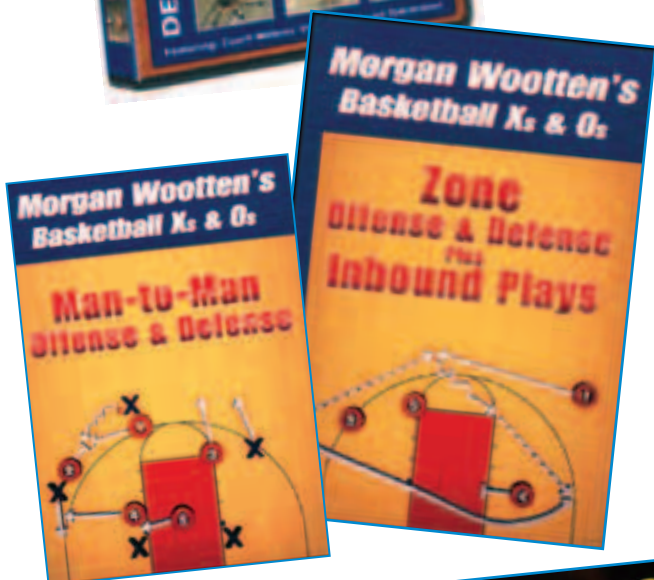


team press drills.

I would also like to cite the "Lenny Wilkens Legacy," a set of four DVDs, which cover all aspects of basketball, as well the set of DVDs called "Better Basketball," by coach Rick Torbett. These include "Better One-on-One Defense," "Better Passing," "Better Shooting," and "Better Post Play" ([www.betterbasketball.com](http://www.betterbasketball.com)).

Among the vast American production of coaching DVDs, [www.hoopsking.com](http://www.hoopsking.com) offers the excellent series by the late, great "Pistol Pete" Maravich, "Homework Basketball."

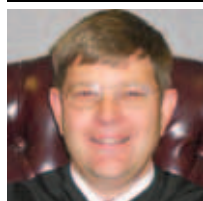
From Argentina, Ruben Magnano, the coach of the national team and winner of the gold Medal at the recent Olympic Games in Athens, along with his conditioning and strength coach, Mario Mouche, have produced two separate DVDs on basketball strategy and conditioning for basketball, which can be ordered at [www.deposoft.com.ar/dvd.htm](http://www.deposoft.com.ar/dvd.htm).



"Winning Hoops with Coach K," by Mike Krzyzewski, the famous Duke University coach. They include, "The Team Defense," "The Transition Game," and "Championship Practices." Human Kinetics also offers a set of DVDs from Morgan Wootten, the acclaimed former coach of DeMatha High School. They cover a complete range of technical basketball topics, from the fundamentals to the out-of-bounds play, to different types of offensive plays (flex, 2-3, stack, etc).

Sysko has offered DVDs for several years. Some of the best from this company ([www.syskos.com](http://www.syskos.com)) are "Basketball for Beginners" by Larry Wallace. Fever River Production, distributed by Sysko's, has two DVDs by Forrest Larson, including "Getting Better with the Basketball," which covers footwork, shooting, and spacing. "Simplified Run and Jump Press for High School" is a good DVD for those interested in learning





by Pat Rosenow

# THREE-PERSON OFFICIATING

**Pat Rosenow has refereed high school and college in the United States for more than 25 years. He has also been a FIBA referee for 20 years.**

In the United States we have a saying that "Two is company-three is a crowd." Even though that saying is about romance and couples, there are some people who feel the same way about basketball referees. However, now that FIBA requires three referees in the highest level games (and allows three in others) more and more basketball referees around the world will need to get used to working with not one, but two partners.

Of course, in the United States we have been using three referees in many games for years. We use three referees for all of our high level competitions. Almost all Junior games have three referees. The same is true of many Cadet games. We are lucky to have enough qualified men and women to fill three referee positions for each game and enough fan support to pay them.

I have been a FIBA official since 1984. I recently refereed an international tournament with partners from around the world. It involved high level men's play and our officials were either Division I national or FIBA referees. However, since the tournament was not technically an "official FIBA" competition, the organizers had the option of using three referees on some games. Only three of us had any experience in three-referee





games. Most of the others were reluctant to try adding a referee, and expressed some reservations about what it would do to the games.

The organizers decided that we would use two referees for the pool play and then switch to three referees for second round and medal play. We had a few meetings to review the FIBA three-referee mechanics and floor coverage. Then we plunged into the second round games with three referees on each. I am sure an experienced FIBA referee, who is familiar with FIBA three-referee mechanics, would have noticed an occasional error in rotation or switching. However, I thought the results were remarkable. The organizers were delighted with the quality of the officiating and we had no major problems.

By the end of the tournament, even the most reluctant referees were believers and fully converted to the positive aspects of having three officials. They found out that some of the things they thought about the three-referee system were not true. For example:

1. Good physical condition is not as important in a three-referee crew. Obviously, the total distance a referee may have to run during a game might be a bit less with three referees. However, referees still have to be quick enough to get to the right spot. With a three-referee crew, there is almost no excuse for the lead referee to be beaten on a fast break by any player. Finally, an out of shape or overweight referee loses respect whether he or she is on a three or two man crew. So yes, it's just as important to be in shape in a three-referee system.

2. Having a third referee will result in more fouls and violations. Actually, our history here in the United States is that three-referee crews don't really call more fouls. In fact, in the international tournament when we switched from two to three referees, we had no increase in the number of fouls or violations. What happens is that after one or two whistles, the players learn very quickly that there is a third set of eyes watching them. They stop the rough off-ball play and we have a cleaner, better game. So, three referees call about the same number of fouls as

two, but there is less contact.

3. The three-referee mechanics are complicated. That is simply not the case. I admit that in our "experiment" we did not do everything perfectly according to the FIBA book. We did take a very few shortcuts to save time and keep it simple. Nevertheless, all of our officials had essentially learned the basic FIBA three-ref-



eree mechanics by their second or third game. By the end of the tournament it was automatic for most of them. We did have a very experienced group of referees and that helped. But the important point is that good two-man referees can easily master the three-referee mechanics.

The single biggest problem I've seen in referees going from two-man to three-referee crews is that they worry more about mechanics and coverage than calling the game! We've had young officials miss obvious calls because they were worried

about going to the "right" spot. There is nothing worse than having three whistles remain silent after a violent foul in the lane, because the referees were afraid that they might be out of their area. Again, we didn't have that problem in our tournament, because even though they were new to the three-referee system, we had excellent and experienced referees.

4. It's harder/easier to work in a three-referee system. Well, that's both true and false. In some ways, it is easier. To begin with, each referee has 17% less floor to watch. In a three-referee crew, for instance, we are a lot less likely to miss the original foul and only see the retaliation. In a two-man crew, there may be some sometimes when both referees are straight-lined and neither is able to referee the defense. With a third referee that should almost never happen, since the mechanics are designed to give at least one referee a perpendicular view of each play. That means less guessing and an easier game to call.

On the other hand, instead of having two people who must work as a team and find a consistent approach to the game, you have three. That makes it harder. That third personality must be able to fit in. However, having a third personality can be a plus. It can give the referee team one more way to deal with coaches and players. So yes, it is both harder and easier to work in a three-referee game.

In many parts of the world it may take a while for basketball to develop to a level that will support the use of three referees in most, or even many, games. However,

if our experience in the United States is any example, that time will come sooner than you may think! We have another saying in the United States: "You can't teach an old dog new tricks." That's not true, either. I know the outstanding international referees from our tournament overcame their doubts and enjoyed working in the three-referee system.

Good referees, who become part of a three-referee crew, will do a fine job just as they have done in two-man crews, and the game will be better for it.



by Bill Mildenhall

**Bill Mildenhall, an Australian FIBA referee since 1978, has been working for the Australian Basketball Federation as the National Referees Manager since 1991. He is responsible for the education, training, and resource production for Australian referees at every level. He has officiated at two Olympics Games, and five FIBA World Championships.**

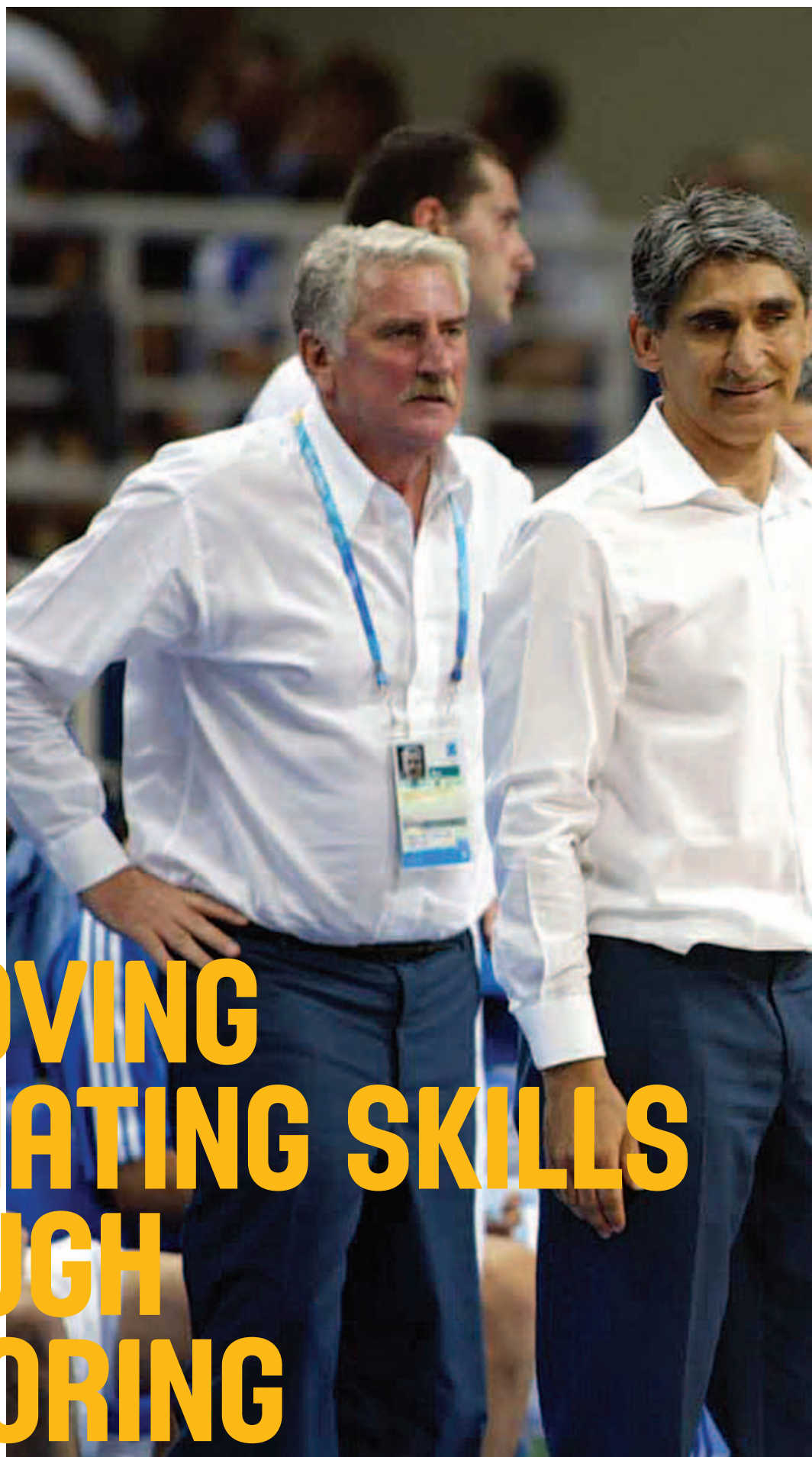
Basketball officiating can be a lifetime career, but the type of career you build is up to you.

I'm sure we all know officials, who have been around for ever and a day, working their low key games, while there are others who have also been around for ages working the elite, more demanding games.

Whatever the standard or level of games, the recreation and enjoyment derived from serving others in a useful capacity is an experience that can never be replaced.

This experience is something that can

# IMPROVING OFFICIATING SKILLS THROUGH MENTORING







be enjoyed for a lifetime as long as a referee never ceases trying to improve. If ever an official believes they have learnt everything they need to know, that is the time to retire.

Like in all facets of life, improvement will only occur if the individual acknowledges there is room for improvement. "The perfect game hasn't been worked yet, but that is no reason to stop trying." Officials should never be totally satisfied. They should always be questioning their own judgement and evaluating the way they deal with difficult situations.

The term "the cream will always rise to the top" is very appropriate for basketball officiating, as a referee, who shows exceptional promise, will eventually be noticed. However, it is so imperative that an official is prepared and is willing to seize the opportunity when it arises.

From this basic springboard, referees can work to improve their skills by preparing patiently and persistently in all aspects of officiating, thus giving themselves every opportunity to succeed when the opportunity time comes.

Mentoring is a catchy term that has been bandied around recently as a very effective educational tool to assist officials to improve their skills.

Mentoring is nothing new in sport and in particular to basketball officiating. I am sure we have all turned to an experienced friend or colleague for advice, especially when we are learning something new or are facing a new challenge.

All officials, no matter at what level of officiating, need experienced advisers, who offer support and advice in all aspects of officiating. Successful referees have someone, somewhere, who, somehow cared about their growth and development. They are their respected mentors. Mentoring is a highly effective way for lesser experienced officials to learn the art of officiating. Mentors can bring life to a theoretical concept, usually by referring to first hand practical experiences, and being able to impart this experience to others. "From my experiences the best way to deal with a situation like the one you had in that game is to."

Mentors usually demonstrate practical

officiating skills, act as a sounding board for problems, help identify some weaknesses or just be a source of motivation and a reminder that you are doing a great job.

Mentoring is not only an extremely effective educational tool for inexperienced officials, but it can be just as beneficial for those, who have been around for years. Everyone needs feedback, constructive criticism and someone, who they can turn to for help and support. Mentors for senior officials can easily come from peers, referee evaluator/coaches and from observers who have a good understanding of the craft of officiating.

Mentoring relationships can be formally structured, as in a referee evaluator/coach, or they can grow out of a chance encounter with a like minded official and remain very informal. They can be equally useful for the referee, who is being mentored, and for the referee who is acting as a mentor. Learning is a two way street.

It does not matter what form a mentoring relationship takes, as long as both the official and the mentor see value in the relationship, and it helps them to develop and become better officials.

Establishing a mentor relationship can be achieved by the mentor or by the official, who is to be mentored. Either way, someone must take the first steps to



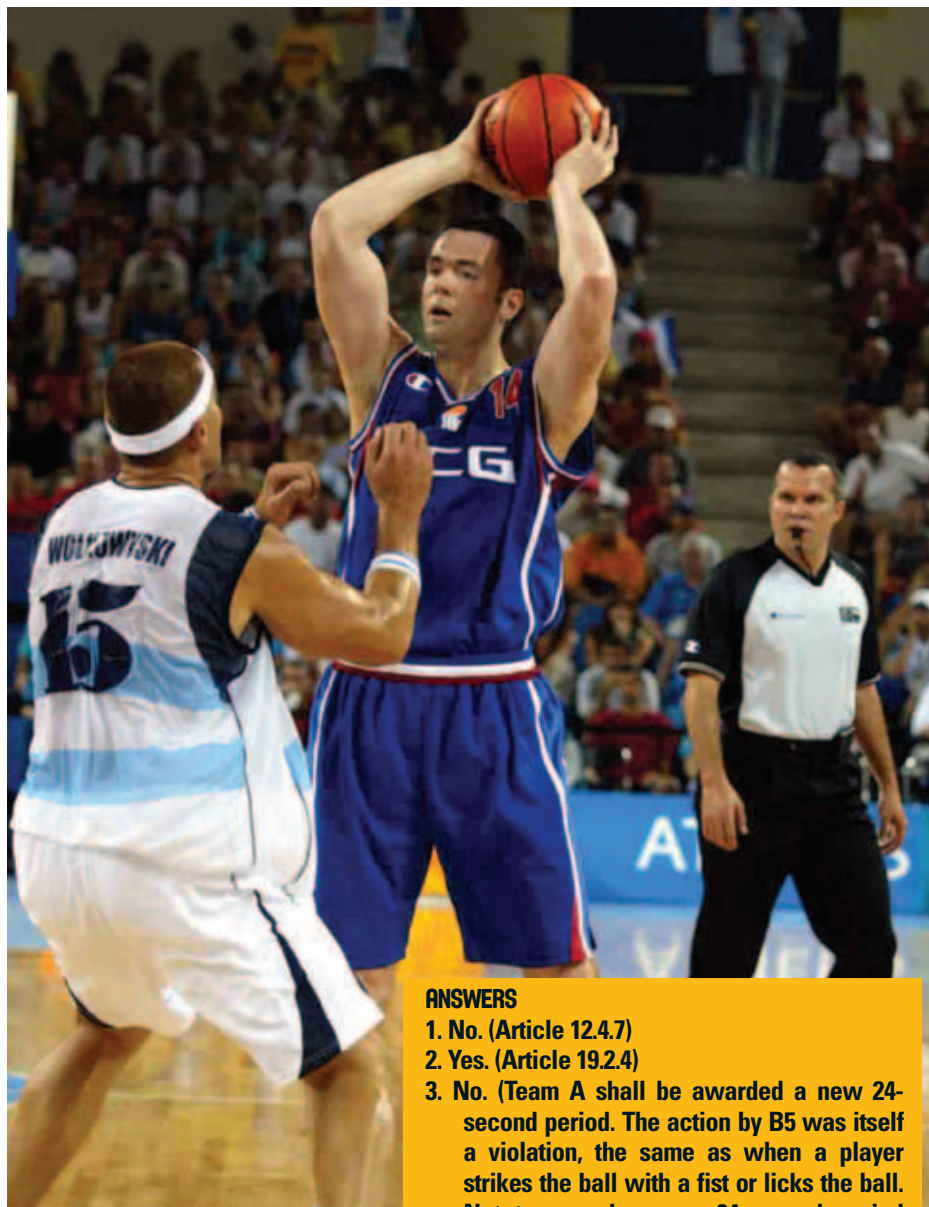
offer guidance or to seek guidance. It is often advisable for young officials to take the initiative and ask a more experienced official for this advice. Surprisingly, the experienced officials are honoured to be asked and are more than willing to impart their hard learned experiences and advice.

Officiating is a craft that always requires improvement. The challenge for officials is to seek this improvement with the assistance of others. Mentoring is a means to an end. All officials need a mentor and at some stage all officials need to be a mentor.



# RIGHT OR WRONG?

1. During an alternating possession throw-in that is to begin a period, thrower-in A3 commits a violation. A throw-in is awarded to team B as a result of the violation. Shall team A continue to be entitled to the next alternating possession throw-in?
2. A10 enters the game to replace A5 who is injured. Team B is then granted a time-out. Before the time-out has ended, A5 recovers and asks to re-enter the game. Shall the request be granted?
3. With 10 seconds remaining in the 24-second period and team A in control of the ball, the ball is above the ring other than on a shot for a field goal. B4 then commits a violation by reaching through the basket and contacting the ball. A throw-in is awarded to team A. Shall team A have only 10 seconds remaining in the 24-second period?
4. The ball is within the basket as the result of an A3 shot for a field goal when A1 contacts the ball. Shall the ball become dead immediately?
5. While team A has control of the ball in the team A frontcourt, a pass from A2 to A4 strikes an official, after which the ball immediately returns to the backcourt. The ball is next controlled by A3. Has team A committed a violation by illegally returning the ball to the backcourt?
6. Team A is awarded an alternating possession throw-in from a sideline in the team A frontcourt. May the thrower-in pass the ball to a teammate who is in the team A backcourt?
7. A shot for a field goal by A1 is in the air when the 24-second signal sounds. The ball then fails to touch the ring or enter the basket, after which it is immediately controlled by a team B player. Shall the officials disregard the signal and allow play to continue without interruption?
8. During the pre-game warm-up, a technical foul is committed by a team A player. Shall this technical foul count as one of the fouls leading to the penalty situation in the first period?
9. Team A has had control of the ball in the team A backcourt for 5 seconds when B3 deliberately contacts the ball with the foot. A throw-in is awarded to team A. Shall team A also be awarded a new 24-second period as well as a new 8-second period?
10. Team A is in control of the ball with 15 seconds remaining in the 24-second period when a fight situation occurs. Following the interruption of the game because of the fight situation, the officials determine that all penalties cancel each other. Shall play resume with a throw-in for team A with 15 seconds remaining in the 24-second period?



## ANSWERS

1. No. (Article 12.4.7)
2. Yes. (Article 19.2.4)
3. No. (Team A shall be awarded a new 24-second period. The action by B5 was itself a violation, the same as when a player strikes the ball with a fist or licks the ball. Not to award a new 24-second period would be to reward bad defense. Article 50.2)
4. No. (Once the ball has entered the basket, the offense cannot commit interference. Article 31.2.4)
5. Yes. (When the ball strikes an official, it is the same as if the ball strikes the floor where that official is standing. Article 30.2)
6. No. (Article 30.1.2)
7. Yes. (Article 29.1.2)
8. Yes. (Article 38.4.1)
9. Yes. (Articles 28, 50, FIBA Interpretation)
10. Yes. (Articles 42.2.7, 50.4)

## CORRECTIONS

The correct answer in FIBA Assist 11, question 6, is yes.



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# FRENCH BASKETBALL INFORMATION PROGRAM



by Alexandre Carlier

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

For four years, the French Basketball Federation has been working with a special tool called Basketball Statistics for France, which

has several benefits.

To control essential information about basketball and make it accessible to fans, the French Basketball Federation has been using a tool since 2001 that has turned out to be indispensable. French Basketball Information, more widely known as FBI, is a goldmine of information for those who use it

every day, probably without even knowing all the advantages it has to offer.

The aim of this tool is to manage licences.

It allows committees to validate and then register each one. Jean-Jacques Krief, head of the Information Technology Service of the French Basketball Federation, is



proud of the system's speed: "Each new licence is validated two hours after being created." The number of players affiliated in this way can therefore be counted daily thanks to the statistics provided by French Basketball Information, which also provides the number of halls, clubs, or games played since the beginning of the season.

"Having such statistics is a great learning tool," he continues.

"For example, we know that about 80% of licences are registered within a 10-week period, from mid-August to the end of October.

That allows us to manage any possible over-loads by adapting our servers to these peaks."

FBI is also extremely important for collecting the results that are generated each weekend in basketball stadiums across France.

As soon as the game is over, a manager can pass on his team's result to French Basketball.

The information can be sent in several ways: Minitel, Internet, or Audiotel.

The information gathered is then picked up by the respective regional committee and finally passed on to the French Basketball Federation for collection into a suitable database. By way of illustration, on May 7, 2004, 247,756 games were played in 6,134 halls between 4,451 clubs. From now on, anyone can look up these results on French Basketball Information itself or on the Federation's Website, [www.basketfrance.com](http://www.basketfrance.com).

Checking results is in fact the most common use of the Website.

"This is why it is so important," notes Jean-Jacques Krief.

"It is an auxiliary tool that is aimed not only at the 99 regional committees and the 30 league, but, first and foremost we serve the 445,100 licensed players in France, as well as their friends and relatives." The second most visited team sport site on the Web (approximately 4,500,000 pages read each month), [basketfrance.com](http://basketfrance.com) should be changing its look next season.

Since each association is carefully recorded in the FBI's files, any authorized individual can find information about a club, whether it is the name of the representative, the address of a junior player, or the telephone number for the gymnasium or stadium.

This last point was the cause of a recent innovation on the French Basketball Federation's Website.

The institution made a partnership



agreement with a tour guide and route-planning site, [www.viamichelin.com](http://www.viamichelin.com). "As President Yvan Mainini says, "we must evolve in order to be true to our mission of public service," Krief explains.

"We bought a number of pages where a game is being played by going to the French Basketball Federation Website.

This tool has completely changed the habits of [basketfrance.com](http://basketfrance.com)'s regular users. Nearly 100,000 requests of this type have been made each month, peaking in March 2004 when the number simply doubled. This was a huge increase that shocked even Patrick Baumann, Secretary General of FIBA.

"We gave him a demonstration and he said he would like the same thing for the European competitions."

Besides all these functions, FBI also helps in naming referees and table officials, an essential part of the basketball family, as it is used by those responsible for assigning officials. It can even calculate their travelling expenses.

The men with the whistles have access thanks to a personalised code to their own page where they can find complete information about their schedule, and can print out their assignments.

The advantage of a tool like FBI is that a considerable amount of time is saved.

There is no need for a third party at the Federation. "Committee members can securely place information on our servers," explains Krief.

"The information is circulated and regulated automatically. Our main concern is risk management. We must face our goal

and aim for "zero default".

Today, information technology can stir passions.

Everybody claims to understand it, or believe he is a computer expert, but when there is a problem, these people turn their backs.

Our goal is also to restore confidence in information technology.

There have always been programs to pass information to the Federation. Therefore, the FBI had to be convincing in its benefits, and novelty. It was a case of proving the theory of "machine in the service of man" and not the opposite.

Today, the future belongs to a new module: French Basketball Licences (FBL).

A new tool that Yvan Mainini already uses has the advantage of providing new information about how basketball is played in France.

For example, for each regional committee and club, it will be possible to find the early dropout rate, which is the number of people who do not renew their licences from one year to the next. It will also be possible to see which category is most affected by early dropouts, and if it is mostly men or women. In each area, it will also be possible to find out the player ratio (the number of basketball players divided by the number of inhabitants).

This is a great benefit when it comes to gaining the loyalty of an expanding public, which grew by 4.63% this year (425,389 licensed players for the 2002/2003 season). In addition, Krief concludes, "FBL will be a great marketing tool."





by Randy Hersch



by William Sutton

# FULLY INTEGRATED PROMOTIONS

**Randy Hersch is former Vice President Team Marketing and Business Operations of the NBA.**

**William Sutton is one of the top US experts on sport marketing. He is NBA Team Marketing Consultant and is also professor at Central Florida University, de Vos Sport Business Program. Sutton is one of the authors of the two books, "Sport Marketing" and "Sport Promotion and Sales Management", published by Human Kinetics.**

In determining how effective a corporate partnership will be the question that needs to be asked is...How much will the concept be integrated into other activities and how much support will these other activities receive?

This article addresses the importance of fully integrated promotions, how to SCORE (capitalize) with them, and is illustrated by the NBA Promotional Wheel Model.

In trying to articulate the aggregate super value of fully integrated promotions, in discussion with so many of our teams, we came to the realization that it is not just about revenue and tickets sales, although that is usually the major part of it. Most teams are looking at the opportunity from a few different perspectives...

## 1. As a Marketing Platform:

- ▼ To establish a foundation and "brand" for future applications
- ▼ To create an environment that will build equity/value each year
- ▼ To develop a "blueprint" to emulate so that once they have the organization-wide process down for communication and participation it won't seem so

daunting the next time

- ▼ To create a market "buzz" to initiate on and off sports page public and community relations value opportunities - cutting through the clutter!

## 2. As a Revenue Platform:

- ▼ To develop a sales platform for increased ticket, sponsorship and broadcast sales volume (this is the easy one because it's based on easily trackable results)
- ▼ To build attendance, which in turn increases facility revenues (parking, concessions, merchandise, etc.)

## 3. As an Entertainment Platform:

- ▼ To create a memorable fan experience that brings fans back
- ▼ To deliver new broadcast and Internet features
- ▼ To produce an opportunity to incorporate past and present players (this one is not easy to track, it's more of an intangible) and strengthen the emotional connection with players and fans, whether it is direct interaction or indirect - this is what engages our customers!

Here are the ways NBA teams SCORE with Fully Integrated Promotions:

- S- We strategically create a unique promotional theme. Is the promotion uniquely identifiable? What's the hook? Does it meet the objectives of the team and/or the partner from a promotional stand-



point? Does it establish a brand that the customer associates with both the team and/or partner(s)?

- C - We consistently integrate promotional activity across all channels. Ask the following questions: Are we accessing all of the organization's assets? Are those assets integrated and consistent? For example, is the e-marketing message consistent with the print advertising? Are partner retail promotions integrated with the messaging? Does the consumer see "one voice" behind the promotional platform?

- O - We objectively set realistic goals and expectations. What is the purpose of the promotion? Is it to sell tickets? Is it to drive partner activation? Is it to generate impressions and visibility? Once the expectations are set, what are the drivers determining success?

- R - We measure results. Was the promotion profitable? Was it a break-even? Did the team and/or partner see a marketable return for the investment, value added, satisfaction?

- E - And after we measure results we evaluate. If it didn't turn a profit is there anything to build on? Are there things



that we would do the same, things we would do differently? What did we learn? And for programs that were profitable or successful, are we looking around the organization at other opportunities to emulate? Are there other partners that are potential candidates for a similar promotion? Are we maximizing our promotions by emulating, at least in part, the successful components of this one?

Using this model, we are talking about integrating organization-wide assets to achieve our goal (see the diagram).

#### FULLY INTEGRATED PROMOTIONS MODEL

Starting at the center of the wheel with the promotional concept...how did it come about? What are the goals and objectives? What is the strategy or USP (Unique Selling Proposition)?

**Ticket Sales** - What is the incentive, or unique value proposition that is going to drive attendance; group sales, individual game sales, packages and the revenue associated with these efforts?

**Corporate Marketing** - Was it sponsored? Was this a value added benefit for the sponsor, or did the sponsor pay extra for this opportunity, or give something valuable

**Game Presentation** - Going beyond just game presentation, this is the arena atmosphere, certainly the in-game entertainment, but also the concourse and plaza activities, the crowd interaction, the opportunity to manifest the entire promotional concept or theme within all the game night activities. Are fans thinking about what they are wearing to the game, bringing to the game or doing at the game, even before they leave their homes or offices that somehow impacts on the theme or promotion?

**Public Relations** - How is the media engaged to talk or write about the promotion? What is it worth to you? Leverage PR assets to create awareness, this is the free advertising. Think about sports and non-sports media. In this area, creating the "buzz" is so important to getting storylines out. The USP or the "hook" is imperative, and has to be compelling to "break through the clutter in the market place and be noticed."

**Broadcasting** - How do teams engage game broadcasts? Our teams have opportunities with national broadcast partners and local flagship stations, providing content, promoting upcoming ini-

tiatives and events, integrating talent and driving tune-in.

**Advertising** - We're talking about creating awareness with conventional mediums like radio, TV and newspaper, and also with non-traditional "guerilla" marketing type efforts like chat sites, street teams, fliers, posters, etc.

**Interactive Services** - This is the team website including featured articles, photos, related links. It is also e-marketing initiatives, including e-newsletters, data collection and online functionality. It is merchandising and auctions and an electronic advertising medium for online banners and buttons.

**Merchandise and Concessions** - Are teams selling promotional themed merchandise in-arena? Are there special concessions; food, drinks, novelties, etc. that are available throughout the arena and special pricing?

**Community Relations** - Here we included grassroots programs, community connections, significant holidays, reading programs, player participation and charitable events.

This is a model, and like any other model it can be customized or altered to adapt to situational marketing opportunities. Obviously, not every promotion will naturally check off on every spoke of the wheel, but this is the reminder that teams have the opportunity to consider it and work across organizations to leverage all applicable assets in order to maximize results.







by Lars Nordmalm

# CHALLENGES AT THE FIBA EUROBASKET 2003

**Lars Nordmalm was the Project Manager for the 2003 FIBA Men's European Championship in Sweden.**

When Sweden was appointed to host the Eurobasket 2003, it was the first time in 36 years that a small country was given this honor.

The preparations for a minor basketball country to host such a major tournament are markedly different from larger countries with greater access to capital and other resources. There is also more at stake than "only" organizing the championship.

Challenges are plentiful. Some are obvious, some will be discovered along the way, and some will be realized afterwards.

From our experience in organizing Eurobasket 2003, here are some examples of what a minor country can expect along the road.

## PREPARATIONS

A minor country generally needs longer preparation period. During this time, the support of FIBA and the insight it has gained from past championships is essential. This invaluable information should be reviewed and utilized early in the preparatory process.

I recommend this important step be taken more than two years before the championship.

Also important early on is the need to find and involve competent partners from outside the basketball community.

For example, involving city govern-

ment allows many doors to be opened and also places a focus on basketball years ahead of the actual event.

This increased awareness and publicity can only lead to an improved image for our sport.

Furthermore, arenas are usually owned by the cities and any investment needed to improve these venues must flow through them. Emphasis that such investment/improvements will benefit the local community for years to come is best made if the cities are involved early on.

Of course, it is essential that the key persons of the organizations are experienced, enthusiastic, and hard working.

Experts/ancillary enlisted from outside the basketball community and all others lacking experience in basketball must be appropriately trained.

After being granted Eurobasket 2003, we took two trips to study a Eurobasket event; to France in 1999 and to Turkey in 2001.

▼ France 1999. 20 persons from the host cities visited the event. The trip gave them a good look of what a Eurobasket tournament is all about.

▼ Turkey 2001. After the four preliminary rounds, Swedish cities had been chosen, and 25 representatives from these already active working groups attended.



The program contained seminars about TV, media service, team service, and local organization.

One or two representatives from our organizing committee also visited many FIBA events during the five years period before Eurobasket 2003.

The organizers allowed us to study the event "from the inside".

It is extremely important to listen, discuss, and share the experiences of previous organizers. There is no need, and time, to reinvent the wheel again!

A special and heartfelt thank you to Turkey (Eurobasket 2001) and USA (World Championship 2002).

## GAME TIMES: A KEY ISSUE

Proper planning of game broadcasts is extremely important.

By using multiple cities and multiple venues, we were able to schedule games in a manner that met the media demands of each participating country.

Broadcasting games at optimal times allows countries to capture their best TV audience and consequently maximize economic gain.

In Sweden, we found that using multiple cities also increased basketball exposure and countrywide promotion of our sport.

Similarly, local ticket sales must be kept in mind when scheduling.

Again, an effort to maximize sales when determining game times is important.

At Eurobasket 2003, we determined the optimal times by considering both of these factors.

TV-scheduling requests and scheduling requests of local venues were reconciled in the following manner.

A small working group with one representative from FIBA Europe, one from the TV coordinator, and one from the organizers was formed. All scheduling was done through this committee.

In the end, the group was able to agree on the game times in 39 of the 40 games.

Through this working group, we composed a fair game schedule and were able to satisfy needs of both international television stations and local organizers.

We also found it advantageous to have local organizers participate in the process of choosing local broadcasters.

These forged relationships offer the best chance at maximizing championship basketball exposure; clearly a goal of FIBA and all involved parties.

Naturally, the earlier the host broadcaster is on board, the better for preparations and marketing.

## MARKETING

One of the main objectives for a minor basketball country organizing a major event is finding ways to increase the popularity of basketball at home.

For more established basketball nations, this is of less concern, as popularity is already established and customs of the fans and media quite different.

Gate income is a bigger factor for minor countries.

You have to plan to attract wider groups and market teams other than your own.

A small country needs more international spectators and this should be considered in the marketing plan.

Sweden had never made it to the quarterfinals, but our hope was that

the team would make a breakthrough on our home court.

Naturally, however, we could not build the marketing of the event upon a Swedish success.

This was a huge difference from previous men's championships in Europe, where all host nations since 1971 had reached the top 8.

Of course, our team was still one of the main marketing targets - "the underdog versus world class teams on the home court".

But the marketing spotlight should be turned also to other teams and world star players.

This was especially important in the cities where Sweden was not playing.

The main local marketing had three major target groups:

- ▼ The local citizens
- ▼ The immigrant communities
- ▼ The neighboring countries with good telecommunications.

### The local citizens

Our four host cities of the preliminary rounds were Borås, Luleå, Norrköping, and Södertälje, all cities having less than 120,000 inhabitants and geographically not very big. Sweden was playing in Södertälje, which is close to the capital, Stockholm.

The average Swede is not familiar with the world-class basketball players.

We did not focus on their names, but rather to the fact that "the world class of sport is coming to your backyard".

When is that going to happen again that you could watch world stars within walking distance?

This kind of marketing leads to a pride that "a big event is coming to my city". Even those who could not attend the event felt the excitement.

### The immigrant communities

Since the 1960's, many immigrants have come to Sweden from former Yugoslavia, Greece and Turkey.

It was natural to approach those communities.

In Borås, where Croatia, Turkey and Greece were playing, their fans made the event a great success.

### The neighboring countries

Partnerships with travel operators and tourist authorities at an early stage lead to more spectators.

Once we learn more about the expected visitors, our marketing can be more targeted.

Among our Swedish neighbors, especially Lithuania and Latvia, the fans have a tradition of travelling to Championships to support their teams and they usually organize group trips.

A market survey showed that there had never been that many Lithuanians in Stockholm as there were during the weekend of the final.

We also expected large groups from Germany and learned that the "average" German likes to arrange his own travel and go to Sweden by car or by available low-fare airlines.

## MARKETING RIGHTS

A well-planned marketing rights structure can be profitable for both general partners and event partners and thus bring in bigger revenue for the whole event-and the basketball family.

This is a balance between worldwide partners and local and/or event partners-and also between long-term agreements and being alert for short-term event agreements.

The marketing rights structure can be developed with good results for FIBA, organizers-and participating teams-by making some arena exposures exclusively for each TV market.

Similarly, with the TV preparations, the earlier this marketing structure is set, the better revenue from all parties.





by Daniel L. Benton

# CONSIDERATIONS WHEN PURCHASING A WOODEN SPORTS FLOOR

**Daniel L. Benton is the Executive Vice President for Robbins, Inc. He is responsible for worldwide Sales and Marketing for Robbins, Inc. He has been in the Sports and Recreational flooring manufacturing business for six years.**

The Wood Sports Flooring group is made up of manufacturers from around the world, each with a goal of providing the best sports floors possible for FIBA level 1 and 2 competi-

tion, as well as recreational play. In order to be approved by FIBA, wood sports floor systems must meet the rigorous approval standards specified by the FIBA Study Center, as well as other reputable organizations.

Athletic facility managers interested in acquiring a wood sports flooring system have many options from which to choose.

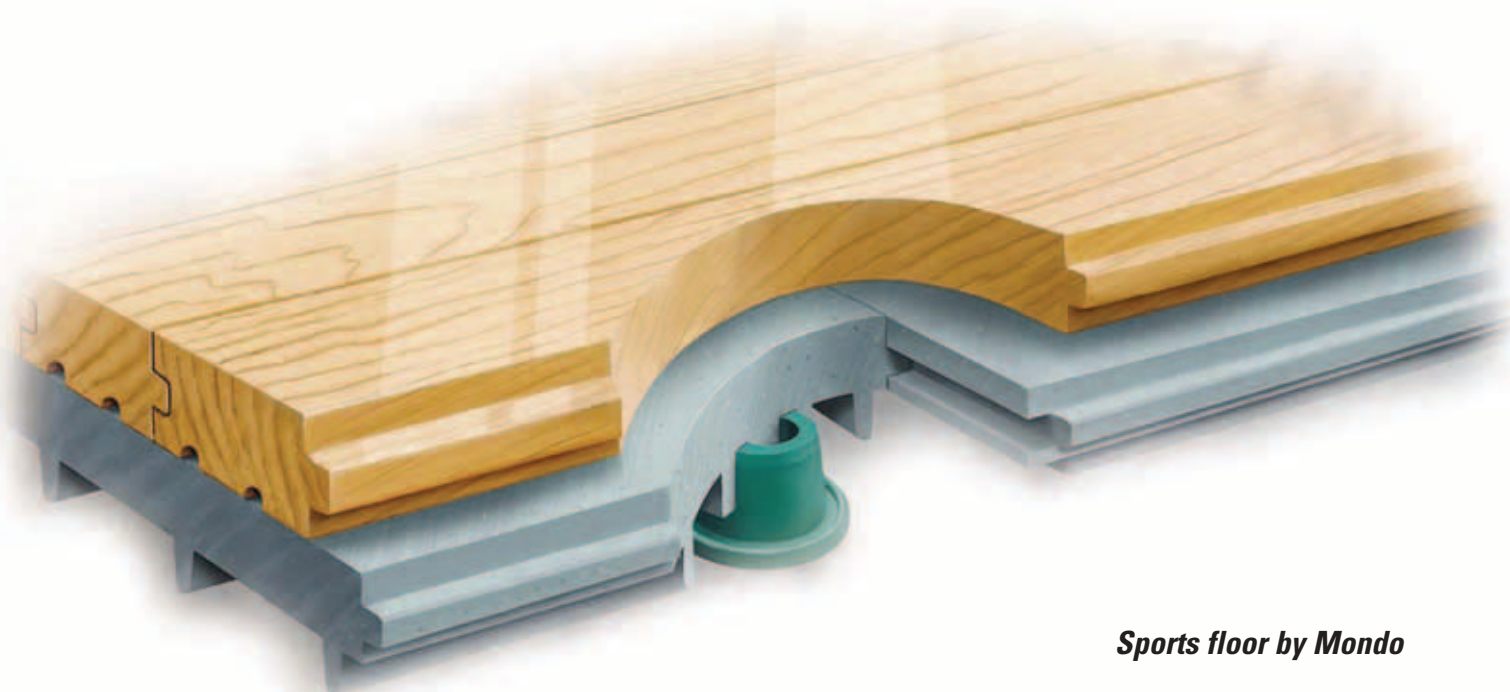
The first and primary choice to be made is between permanent wood

systems and portable wood systems. Portable wood systems are typically used in multi-use facilities such as municipal arenas, which may not be dedicated to year-round sports. Permanent wood systems are used in facilities which are dedicated to sports such as basketball or volleyball.

The primary advantages of wood sports surfaces over other types of flooring, besides the natural aesthetic advantages, are the levels of



*Shiroishi Arena equipped with Robbins Floor*



### *Sports floor by Mondo*

energy absorption possible as well as the optimal surface friction found with wood floor systems. Optimal energy absorption and surface friction are two of the key factors, which are commonly believed to prevent injuries to athletes.

Wood sports surface systems are usually surfaced with either a solid or laminated strip of wood. The wood species most commonly found in the best basketball floors are Maple, Beech, and Oak. Solid wood strip products can generally be sanded more times than laminated floors over the course of a floor's life. Another important factor when developing the appearance of a floor is the finish. The finish is what controls the level of surface friction. FIBA Wooden Sports Floor partners use an appropriate finish designed for sports floors. The finish can either be high-gloss, which is typical to North America, Satin, or Low-gloss which is more typical in Europe.

One of the most important factors to evaluate when choosing a wood sports floor system is the Life Cycle Cost of the floor system. Life cycle cost is generally calculated by adding the initial cost of the floor system as well as any maintenance

costs that will be encountered during the life of the floor, and then dividing this number by the expected lifespan of the floor system.

Wood floors in general have extremely long life-spans, compared to other surfaces, because wooden sports floors can be re-finished and re-sanded multiple times over the course of its life. A good performing floor with a low lifecycle cost is a much better investment than a good performing floor with a high lifecycle cost.

When choosing a wood sports surface system, it is important to keep in mind the type of competition to be played on the floor, as well as the type of athlete, who will perform on the floor. Wood floor systems are required for FIBA level 1 competition, and there are minor differences between floors designed exclusively for competition basketball and floors designed for recreational basketball and other sports.

A FIBA partner manufacturer will be able to guide the purchaser through these decisions. It is also extremely important to identify the type of athlete using the floor. There are differences between floors designed for younger (lighter) athletes, recreatio-

nal athletes and professional athletes.

Again, a FIBA partner manufacturer can walk the purchaser through these design decisions.

Another important criterion, when choosing a wood sports flooring system, is the reputation of the wooden sports flooring manufacturer, as well as the installation company. Always choose a reputable manufacturer, such as a FIBA partner and check references.

Permanent wood floor systems are usually installed by a company that is different than the manufacturer. It is extremely important to choose a reputable installation company.

A properly maintained wood sports floor system should last the life of the building.

Wood sports floors are a great and natural choice for any facility with a focus on competitive and recreational sports. Please feel free to contact any member of the FIBA Wooden Sports Flooring Group for additional information on the many choices of wooden flooring products available.

The FIBA Study Centre Partners contact details are listed on the [www.fiba.com](http://www.fiba.com) website.





# HEALTH AND MEDICAL FACILITIES IN A SPORTS HALL

by Jacques Huguet, with Alain Frey and Marc Lechable

**Jacques Huguet has been the doctor for the French National Basketball Team. He is currently President of the FIBA Medical Committee. Alain Frey and Marc Lechable are emergency doctors.**

Let us assume that, where basketball competitions take place, the seating capacity in sports halls varies between 5,000 and 15,000. The medical facilities in each hall must include first-aid facilities and a doping control station.

These must be in two separate places, each with a separate entrance, regardless of the hall's seating capacity.

## THE DOPING CONTROL STATION

All organizers of FIBA official competitions, which involve national teams (World Championships, Continental Championships, Pre-Olympic Tournaments) or clubs, must ensure that a room is made available for doping controls, and that this room complies with the standards required by the FIBA Regulations.

Failure to comply with this requirement may result in sanctions.

- ▼ The doping control station must be suitable for the intended purpose and should not have any other use (storage room, office, linen storage, or sickroom).
- ▼ It should be large enough to

accommodate about 10 people, sometimes more, during main competitions, when several games are played in a row. On average: 4 to 6 athletes, 2 team doctors, the supervisory doctor of FIBA, 1 or 2 sample-taking officers, sometimes escorts, and 1 interpreter on occasion.

- ▼ A "Doping Control" sign must be displayed on the door. Only those people wearing a special "Doping Control" badge are allowed entry.
- ▼ Access corridors leading to the doping control station must have a sign posted that says: "Doping Control".

The doping control station must include the following:

- ▼ A waiting room with comfortable chairs (minimum 10); a refrigerator with drinks in cans or glass bottles sealed with caps; a table with information leaflets on doping; and, if possible, during tournaments, a television showing the games
- ▼ A processing room, comprised of one or two rooms separate from the waiting room and furnished with a desk for writing and handling the urine bottles; a table at which the athletes can observe the handling and sealing of their urine and/or blood collection vessels; chairs; a lockable cupboard

with shelves; a large garbage pail; a roll of paper towels; and coat hangers;

- ▼ A bathroom area with hot and cold showers in working order; toilets, with a mirror placed in front of or positioned at a 45° angle behind the toilet seat; a washbasin, soap, and toilet paper.
- ▼ One or two keys to the room.

## MEDICAL & FIRST-AID FACILITIES

These must be easily accessible, correctly equipped, clearly posted with signs, regularly cleaned, and ready for use for every event.

The number of sick or injured persons brought to the medical service facilities and the kind of treatment required will vary according to the event in question.

Venues with a large seating capacity are not always used for sports events, but also for shows, concerts, and political meetings.

"First-aid patients" require different treatment compared to Christmas and New Year's Eve revellers with an upset stomach or dazed fans at a rock concert.

Basketball team members amongst others, are usually accompanied by their own medical staff (doctor and physiotherapist).

Massage tables should be provided in the changing rooms.

Events in gymnasiums and stadiums without air-conditioning and events organized during the hot summer period can give rise to unusual medical problems.

Waiting in lines and overcrowding can develop at the sick bay when spectators find themselves being pushed around in a crowd or involved in a possible scuffle.

Thus, it is vital that there are the essentials needed to provide ambulatory care, from minor injuries to the more serious, and to know how to direct somebody as quickly as possible to the hospitals' Accident & Emergency Departments. A triage system must be developed.

#### **SICK BAY**

##### **For approximately 5,000 spectators**

A sick bay in a hall for 5,000 spectators should have several rooms, if possible, which will be needed if there is a large influx of patients.

It must be possible to treat one patient, while attending to or examining another.

Thus, a minimum of two examination rooms must be available, and provisions made for several patients to lie down, preferably on trolley beds rather than fixed ones.

##### **For approximately 15,000 spectators**

A main sickbay is essential on the ground floor, and at the same level as the playing court.

There should be first-aid rooms and rest rooms on different floors and in the gangways.

Provisions must be made to enable casualties or sick patients to be transported on stretchers or wheelchairs using the elevators.

All the medical facilities and the first-aid workers must be linked together using up-to-date communication systems (cellular phones or walkie talkies).

The staff and the amount of necessary equipment are usually proportionate to the size of the arenas or the fre-

quency of events.

The standard list of contents for the sick bay should not be exhaustive. Only the necessary equipment listed will be provided in halls with small crowds.

Furthermore, from year to year, as medicine advances, new equipment will be required to meet modern techniques.

#### **TYPES OF ILLNESS REQUIRING TREATMENT**

The reasons for seeking medical attention range from cuts and bruises to serious, even critical, problems.

Trivial ailments can be varied, ranging from digestive troubles to back pain, migraines and nosebleeds, right through to stress, vagal syncope, alcohol abuse, and hypoglycemia.

It is not uncommon for patients to arrive with wounds that may need stitching, or injuries requiring special support.

Serious problems will be admitted to a hospital; the patient may be suffering from a myocardial infarction (heart attack), cerebral vascular accident (a stroke), asthmatic attack (asthma), or be in a coma.

It is advisable, therefore, to be able to respond to the most common situations, but also to be prepared for all eventualities, without being obliged to get the patient to hospital as quickly as possible.

#### **EMERGENCY EQUIPMENT REQUIRED**

Once a patient has been diagnosed, the medical staff will be required to act.

The following should be available:

- ▼ Medication.
- ▼ Material to dress and stitch up wounds, apply strapping or a splint.
- ▼ Equipment to ventilate and to clear the airway and to provide oxygen.
- ▼ Equipment for the administration of intravenous fluids.
- ▼ Equipment to monitor the heart rate and blood pressure. A defibrillator should be available.

#### **STANDARD LIST OF EQUIPMENT FOR THE SICK BAY**

##### **Furniture**

- ▼ Office chairs - storage units - lockable medicine cabinet - recovery couch - electrically adjustable examination table - refrigerator - trolleys and wheelchairs - telephone - paper for recording notes on the treatment administered (notebook - computer) - spotlights/examining lamps - torches.

##### **Basic equipment**

- ▼ Stethoscopes - blood pressure cuffs - emesis basins (kidney trays) - scissors - reflex hammer - disposable tongue depressors - minimum ENT equipment (Clar mirror or othoscope - nasal speculum) - Guedel cannula (for adults and children) - tongs.
- ▼ Hot/cold cushion - ice bag or cold pack - cold spray - electronic thermometer.
- ▼ Motorized syringe (mains or battery operated) for slow injection with a regulated flow.
- ▼ Compress packages - bandages - plasters.
- ▼ Bottles of disinfectant.
- ▼ PH test strips (litmus paper).
- ▼ Vacuum mattress - survival blanket.
- ▼ Nebulizer (aerosols).
- ▼ Defibrillator - monitor.

##### **Minor surgery**

- ▼ Sterile fenestrated drapes - thread - clips - sterile gloves - dressing - razors - Steristrips - minor surgery instrument set.
- ▼ Disinfectants - hemostatic sponges (Merocel - Surgicel).

##### **Supports**

- ▼ Support bandages, rigid and semi-rigid - ready-made splints - Elastoplast - Elastomousse - sprays for strapping - tubular elastic bandages - San-Splint (low temperature thermoplastic product).



## Ventilation

▼ Ambu bag - oxygen tanks - various oxygen masks (adult and child) - high concentration oxygen mask, airway cannula, - suction system (endotracheal and gastric) - intubation system (adult and child) - goggles for tube placement.

▼ Laryngoscope (+ battery + lamp + adult and pediatric blades) - Magill forceps - nasal aspirator - nebuliser.

## Perfusion

▼ Cathlon catheters of various calibres - infusion tubes with three-way taps - infusion stand and brackets - syringes (1, 2, 10, 20 and 50 cc) - IV needles - trocars - tourniquet strapping- OpSite dressing.

## Diagnosis and monitoring

▼ Electrocardiogram (batteries - paper) - monitoring device with alarm - saturometer (respiratory distress) - Dextro device (glycemia) - Peak-flow (asthma).

## Medication

Solutions:

▼ Glucose ISO 5 % - 500 ml

▼ Glucose hyper 30 % - 500 ml

▼ Plasmion - 500 ml or Elohes - 500 ml - (hydroxyethylamine)

▼ Physiological serum - 500 ml

▼ Bicarbonate solution.

▼ Ringer lactate - 500 ml - (for treating dehydration).

## Medication administered orally or intravenously

▼ Heparin - Trinitrin - Adrenalin - Atropine - Solumedrol - Valium - Lasilix - Strong salbutamol (Salbumol).

▼ Sprays: Cortisone nasal spray - Ventoline.

▼ Analgesics (it is difficult to supervise a toxic drugs cupboard in a sick bay).

▼ Anti-inflammatories (anti-inflammatory non-steroids, AINS- corticosteroids).

▼ Relaxants - tranquilisers.

▼ Antiemetics - antidiarrheal drugs.

▼ Antispasmodics - antihistamines.

▼ Bricanyl (terbutaline - during an asthma attack).

▼ Loxapac (Loxapine - neuroleptic).

▼ Loxen (Nicardipine - arterial hypertension).

▼ Narcan or Nalone (Naloxone - opiate antagonist).

▼ Anexate (Flumazenil - benzodiazepine antagonist).

▼ Rivotril (Clonazepam - for treating epileptic seizures)

▼ Xylocaine (local anaesthetic).

## Staff

▼ Doctors with experience in medical care in sports medicine and general medicine.

▼ Registered nurse.

▼ Personnel certified in first aide.

## Evacuation

▼ Prior contact with the emergency services and police close to the site.

▼ Parking spaces reserved for ambulances (occasionally a helicopter).

▼ 1 or 2 vehicles on site for priority emergency evacuation, if possible, with a police motorbike.

## GLOSSARY

### AMBU

Balloon and mask for ventilation. Disposable.

### ANTIEMETIC

Medication used to treat nausea and vomiting.

### BENZODIAZEPINE

Anxiolytic.

### GUEDEL AIRWAY

Airway canula device used to keep an unconscious patient's tongue in place.

## CATHLONS

Intra vascular catheters with different sizes.

## EPILEPTIC FIT

Epilepsy or epileptic disease.

## DEFIBRILLATOR

Apparatus which delivers an electric shock to prevent fibrillation of the cardiac muscle.

## DEXTRO

Device placed on the end of the finger to measure the presence of glucose in the blood.

## EPISTAXIS

Nasal bleeding (nosebleed).

## LARYNGOSCOPE

Fiberoptic instrument for viewing the larynx and glottis.

## HIGH CONCENTRATION MASK

Mask used to deliver a high concentration of oxygen.

## CLAR MIRROR ENT

head mirror with lamp, used to examine the ear, nose and throat.

## MONITOR OR SCOPE

Continual surveillance device (pulse - blood pressure - ECG), with alarm.

## OPSITE

Transparent adhesive dressing to keep perfusions in place.

## PEAK-FLOW

Device that measures the volume of air blown expired, to diagnose asthma attacks.

## SATUROMETER

Device placed on the end of the finger or attached to the ear lobe to measure the oxygen saturation level; allows respiratory distress to be detected and quantified.

## STERISTrip

Self-adhesive suture strips used to close wounds.

## STRAPPING

Support provided by adhesive elastic bandages.



by Drew Cleary

# ATHLETE NUTRITION

## PART I

**Drew Cleary enters his 8th season in the NBA and is currently the Strength and Conditioning Coach with the Washington Wizards. He has worked with the Portland Trailblazers, the Orlando Magic and, individually, with Scottie Pippen and Monica Seles.**

### DEVELOPING AND MAINTAINING A LEAN PHYSIQUE

What I am about to describe to you is more than a "diet", this is a lifestyle change that feeds your body according to the activity level of your day. I like to call this lifestyle "flow". Flow is actually a psychological state that is most accurately described as the little experiences we have everyday doing something we love. It is the little buzz that we get that makes us love what we do. It could be as small as enjoying your kids, playing a guitar, or basketball. It is the motivation we have to do it again and again. It makes you feel good. As you get better at the skill you become more and more addicted. Flow is the reason you play basketball. When you get in "the zone" and nobody can stop you from scoring in a game, that high you are feeling is "flow". This style of eating I am about to outline is no different. It allows you to feed the energy systems your body needs to perform at your best, as well as creating the required energy to repair torn tissue from the workloads placed on your body from practice, games and weight training. When you feed your body the nutrients it needs at the time of day, your body wants the nutrients you will:

1. Develop a lean physique, which is more durable to the long basketball season.
2. Repair tissue that has been broken down from competition.
3. Reduce recovery time, which will reduce injuries.
4. Above all allow you to perform at your highest level.

If your body is in the zone physically, it

will be a lot easier to get there psychologically. Your performance is based on the fuels you eat. If you don't believe me, don't eat at all the day of a game, and see how well you play. Here is how it works.

Each meal has two important factors. The time of day (breakfast, lunch, dinner) and what your upcoming energy requirements are for the day (practice, game, weight training, etc). Let us closely examine these two factors to better understand how this works.

First, each meal is designed to address the dietary requirements of that specific time of day. This means the body needs different nutrients at different times of the day. The meals of breakfast, lunch and dinner have specific dietary needs that these respective meals fuel. For example carbohydrates fuel the body's energy needs and proteins repair torn and broken down tissues. So, if you were about to run a marathon, you would not get up the morning of the race and eat a steak (protein). You need energy, you would eat carbohydrates. And, alternately, after lifting weights you would not eat pancakes (carbohydrates), your body needs protein to repair the broken down tissue from the hard workout. You can not fuel a steam engine with gasoline! A steam engine needs steam; a gasoline engine needs gasoline. The quality of the fuel is also important. If you put low octane fuel in your car you will get a low octane performance (less miles per gallon) and the engine will have a shorter life span (low octane fuels have more additives that clog pistons and eventually result in the engine having a shorter life). The type of fuel you put in your body is no different. If you put quality fuel into your body, it will burn cleaner, allowing you to perform at a higher level and reduce the wear on your body. This will enable you to have a longer injury reduced career. Charles Barkley and Karl Malone entered the NBA one-year apart. Who had the longer, injury-reduced, career? It

does not take a rocket scientist to notice which of the two athletes took better care of his body.

Second, the types of food you consume should be selected based on the type of workloads placed on your body during the day's activities. For example, if you have performed a tough off-season weight lifting program, and then played basketball for two hours, you will need more calories to repair the tissue and replenish the energy stores depleted during the workout. If you are relaxing at home on Sunday, watching American football or soccer on a day-off, you will need substantially less calories as your body is at rest. If you are going to build a one-story house, you need about four feet of foundation to build the structure. If you were about to build a 100-story skyscraper you would need substantially more than four feet. And you would need strong material, don't try to build a skyscraper out of a plaster foundation. You will certainly need cement. Diet is no different. If you need strong proteins to repair broken down tissue, don't eat some crap. Don't bring a knife to a gunfight! Above, all you need to live by the following principle "eat to live, don't live to eat". You must feel good about each meal you consume that the meal is feeding your needs to perform at your highest level. This will propel you into the next meal. You are in flow. Here is how it works.

Athletes have specific nutritional needs at specific times of the day contingent on the activity levels of the day. I recommend eating specific meals based on the activity level. Obviously, the more you train the more calories you will need to develop your body. If you choose to put poor quality fuels into your body you will get mediocre results. Be specific about what you are eating and why you are eating it. If you have weight concerns, these dietary habits will work for you. Obviously, if you are overweight, then your dietary habits are not the best to begin with. Let us start with breakfast,





a very important meal.

#### **MORNING MEAL (BREAKFAST)**

##### **(90% Carbohydrates - 10 % Proteins)**

Breakfast is a key meal, because it gives you the foundation of energy that you will use throughout your active day. A lot of athletes do not eat breakfast. If you skip breakfast your energy levels will be low all day. The make up of breakfast has to be tailored to the energy requirements for the day. It is the meal that will get you to lunch. The energy required to get you to lunch is carbohydrate, specifically, complex carbohydrate.

On any typical day you will have practice, maybe lift weights, go shoot, have a game or in the off-season play pick up basketball. Either way, you will need energy to do these things. Predominantly complex carbohydrates high in fiber are optimal for this meal with a very small amount of protein. Reduce the amount of simple carbohydrate that you consume. This means a pop tarts, donuts, or even high sugar cereals such as fruit loops are out. The sugars in these foods are quickly broken down and taken into your body, usually leaving you very hungry in a relatively short period of time after consumption. You will be

very hungry very soon because the nutritional value of the sugar filled foods are limited and short lasting in your body. When you eat carbohydrates your body produces insulin to break down the carbohydrate (diabetics inject insulin because their pancreas is unable to manufacture it). One of the other effects of insulin on your body is that it allows you to store body fat. The more sugar you eat the more insulin released by your pancreas, and the more fat deposits your body will be able to make. This is why the Adkins diet has been a success even though it is very dangerous. The higher the glycemic index the more refined carbohydrate or sugar the product has. We need to eat carbohydrates for energy but we have to be specific about which ones we eat. We want high fiber, low glycemic index foods. The below recommendations are cheap, good for you and will stay with you longer until you eat your next meal. Let me break down the breakfast menu.

Some of the best breakfast sources are outlined below.

#### **1. OATMEAL**

Oatmeal has been around for centuries. It is reasonably dense. By dense

I mean it will stay with you during the course of the day. The oatmeal seems to sit in your stomach like a "brick" propelling you without hunger to the next meal. Although I also recommend cereal, it does not seem to last as long in your stomach as oatmeal. The number of calories per cup of oatmeal is around 150 depending on the company that manufactures the product. Oatmeal has a high amount of fiber which also helps with the hunger pains.

There are many different types of oatmeal. Once you have selected the oatmeal, you will need to prepare the stuff.

#### **HOW TO PREPARE OATMEAL**

Some people prepare oatmeal with milk. This is fine, but I would prefer you to use water. We can control the number of calories coming into your body better if you use water. If you want to use milk it is all right, simply factor the extra calories that are in the milk. If you are an athlete that does not have body composition problems (athletes that are trying to drop body fat) then using milk would be fine, more on that in a minute. If you are trying to drop body fat, do not use milk. After the oatmeal is cooked in either the microwave or on the stove (makes no difference) it is preferable to sweeten the oats with some yogurt. Why yogurt? Our stomachs have active bacteria that help with the digestion of foods. If you get sick and vomit (throw up), doctors will recommend yogurt as you recover, because it is soft (should you throw up again it comes up easy) and it replaces the lost bacteria in the stomach. It will help your stomach feel good. My preference is for plain yogurt as it has very little sugar. It makes the oats creamy, but not too sweet. Make sure the yogurt you choose has active bacilli. These are little bacteria that are present in yogurt that are also in your stomach. You may choose to use the flavored yogurts for a little extra taste. This is fine; just understand these flavored varieties have more sugar. Try to utilize the fat-free or low-fat varieties.

#### **2. CEREAL**

What you mix in with the cereal:

- ▼ **Cows Milk** - Most people put milk on their cereal or oatmeal which is fine. I would recommend the lower fat



2%, or skim variety if you choose milk. I would prefer you to use soymilk though for the following reasons.

▼ **Soymilk** - I recommend the soymilk for breakfast over regular milk because:

- a. Lactose intolerance. Many people suffer from lactose intolerance, which means when you eat dairy products such as milk, ice cream or cheese you get diarrhea. Soymilk is not from a lactating mammal (cow); it is from a plant (soy), so lactose intolerance is not a factor.
- b. There is no cholesterol in soymilk. We consume a lot of animal products during the day (chicken, pork, beef, fish, cheese, eggs). Milk is a relatively small and easy animal product to give up. Over time a quite substantial reduction in the overall amount of animal products that we consume. The silk series are probably the best. Be careful with the flavored varieties of soymilk, as they are higher in sugar. The stuff also lasts forever. It will not go bad for about two months.

▼ **Berries** - The morning is also a great time to eat fruit. Adding blueberries, blackberries, strawberries, raspberries, bananas, etc, not only add great anti oxidants (anti aging vitamins) to your diet they also add flavor. Eat plenty of berries at breakfast. Eat plenty of fruit in the morning and eat NONE in the EVENING.

### 3. HOT BREAKFAST

Everybody enjoys a hot breakfast every now and then. This can be had occasionally. If you eat this everyday you are not going to have an athletic physique, I promise.

What about bread, bagels, and pastries?

I am not a big fan of bread and baked goods. If you are attempting to change your body composition then I would definitely advise you to drastically reduce the amount of bread you consume all the time. It seems bread is very easy to eat, as I am sure you are aware when a waiter brings you the breadbasket at a restaurant. Breads also have a high glycemic value that will cause extreme insulin release.

We just plain don't like bread. Try to stay away from it or at least reduce your consumption. If you are eating out don't let the wait staff even place it in front of you because I can guarantee, that if it is front of you, you will end up eating more bread than actual meal. Be polite but simply say "no bread thank you". With the current Adkins diet being so popular the wait staff hears that all the time.

The recommendation for breakfast is oatmeal or cereal. The reason for this is two folds. Firstly, oatmeal stays with the body for a little bit longer, meaning you will not get hungry as quick after eating. Secondly, the composition of oatmeal is very good; there are around 27 grams of carbohydrate, 4 grams of fiber and around 5 grams of protein. I

think this is the best breakfast choice.

### MID DAY MEAL (LUNCH)

#### 60% Carbohydrates - 40 % Proteins

Lunch is a pivotal meal. In the NBA our athletes practice in the morning, usually. When you get up in the morning and eat some oatmeal, full of complex carbohydrates ready for the morning practice that is what the body needs at that time of day, energy. After practice we have depleted the body of sugar. We have expended energy and broken tissue down by running, cutting, stopping, sliding (this is the stiffness we feel after practice and games).

So, after practice we want a blend of carbohydrates to replenish the lost sugar supply (this is also tomorrow's energy supply) and protein so your body can begin to repair the tissue that has been torn down. The focus of this meal is to replenish the lost carbohydrate stores and provide protein to begin the repair of the tissue.

Lunch has three elements:

- a. Carbohydrates
- b. Proteins
- c. Vegetables

### A. CARBOHYDRATES

As we have expended a lot of energy during practice, we need to put that energy back. This meal requires a small amount of complex carbohydrate that is high in fiber. As mentioned in the breakfast portion, try to avoid bread as the complex carbohydrate source. The following are some acceptable forms of lunch time complex carbohydrate.

1. **Whole Wheat Pasta** - Whole wheat pasta has a lower glycemic value than the refined white pasta. That means there is less insulin produced by the body when you eat whole wheat pasta than white pasta. The less insulin produced by your body, the less ability your body has to store fat.

**Special Note On Preparation.** Do not cook the pasta all the way until it is sloppy and soft. The sloppier or softer the pasta the more you break down the bonds of the pasta and the glycemic index becomes higher (even in whole wheat pasta). Cook the pasta so it is still a little stiff.

This way the glycemic index stays down and your body has to work a little



extra to break it down.

2. **Brown Rice** - When rice is harvested before being milled it is covered in a harder protective cover. As we mill rice the outer protective sheath (known as a husk) becomes worn down and the outer husk is slowly removed. White rice has had the entire husk removed. This is known as refining. Just as white pasta has been refined white rice is refined. White sugar has been refined from brown sugar. The following are some examples of brown rice.

Brown rice takes a little longer to cook, notice the cook time on the box of 30 minutes. Choose the rice that is highest in fiber.

When choosing your brown rice, look at the fiber content on the label. The higher the fiber content in grams the better selection of rice. As with pasta rice should not be over cooked either making it soft or "soggy". Cooking brown rice will take longer than cooking white rice, because the outer husk is a little more resistant to the penetration of the boiling water. Cook it until it is slightly "crunchy".

The following is an outline of the difference in fiber content between whole and refined carbohydrates. I know the numbers do not look to be that much but it is very important to select the highest fiber product.

#### Refined Carbohydrate

▼ White Spaghetti

▼ White Rice



## CARBOHYDRATE DENSITIES

### DENSITY LEVEL

1	Green vegetables (Beans, Broccoli, Peas, Spinach)
2	Salad (salad is great use extreme caution with dressings)
3	Yellow vegetables (corn, squash, carrots)
4	Fruit (high in sugar, also high in fiber which is good, not at night)
5	Brown Rice, Whole wheat pasta the high density boys.
6*	Bread (I don't like this as a source but its alright occasionally)*
7*	Potatoes (High glycemic index, seldom eat these)*

\*Only on very hard training days should you eat bread and potatoes, never at night.

Rate your Day to determine carbohydrate requirements.

### LEVEL

	BODY WORK LOAD FOR THE DAY
1-7	Hardest training day on my body in a while
1-6	Hard training day on my body
1-5	Medium training day on my body
1-4	Low training day on my body
1-3	Day Off no training on my body

### Unrefined Equivalent Carbohydrate

▼ Whole Wheat Spaghetti

▼ Brown Rice

3. **Potatoes** - Potatoes fall in with bread and I consider potatoes a simple carbohydrate because it causes such a spike in insulin. We just plain don't like potatoes. Everyone loves a French fry, which is OK occasionally. If you must have a potato every now and then try to get the baked variety with low fat butter and low fat sour cream. Make sure you eat the skin of the potato as this is where all the fiber is located. The white fluffy inside is very high on the glycemic index.

4. **Bread** - As mentioned in the breakfast section we don't really like bread. But in

the hustle and bustle of today's world I understand that a sandwich is very easy to prepare and consume on the run. So, occasionally it is alright to eat some bread. If you must eat it try to utilize the breads that are highest in fiber, but even these are high on the glycemic index. Eat bread only occasionally at breakfast or lunch.

### CARBOHYDRATE DENSITIES

Carbohydrates have densities. These densities range from low such as green vegetables through to high which is bread and potatoes at the top. The chart above is a break down of the carbohydrate densities.

Based on them, I think you understand the process. The harder you work on one scale the high up you can go on the other. If you are on a day off you are not going to need a big pile of rice.

You may still have a small serving but not as much as you might have on a training day. Common sense says you can have as much green vegetable and salad (use caution with the dressing) as you want here.

On off days you may want to eat some more yellow vegetable or even some beans (lima, navy, etc) instead of the heavier carbohydrates such as rice, pasta, potatoes.

*For questions/comments, please write an e-mail to: [drew@hoopstrength.com](mailto:drew@hoopstrength.com). For more information, visit [www.hoopstrength.com](http://www.hoopstrength.com), a free site for the development of strength and conditioning specific to the basketball player.*



by Tony Ward

# REDUCING THE RISKS OF RE-INJURY

**Tony Ward works as a Sports Physiotherapist at the Australian Institute of Sport (AIS) in Canberra. He is involved with the AIS men's and women's basketball programs, and was the team physiotherapist for the 2003 Australian FIBA World Champion junior men's basketball team. (email: wardt@ausport.gov.au)**

Through my role as a sports physiotherapist for elite athletes, I am involved in not

only injury treatment, but also in the prevention of sports injuries within various sport programs. I have recently undertaking a 3-year review into the incidence of ankle injuries and the effect these injuries have on the basketball programs at the AIS. As numerous literature articles have stated the incidence of ankle injuries in sports that involve running, jumping and cutting movements (of which basketball is one), is exceedingly high. The incidence of

ankle injuries is stated to be around 25% of all basketball injuries arriving for treatment at sports injury clinics. Although they do not account for the greatest days missed from the court per injury (knee injuries being the highest), their prevalence in basketball accounts for a significant time in total athlete days spent out of team training.

At the AIS we studied the injury rates in





our elite court programs and found that in one year (2001), ankle injuries accounted for 82 athlete training days lost from full team practices in the men's program alone. Furthermore, the team had 19 ankle injuries, affecting 58% of the team's athletes and of most significance 7 re-injuries within the year. This accounted for approximately 1 re-injury in every 3 ankles injured.

Literature on ankle injury rates have stated that the biggest predictor of ankle injuries is in fact previous ankle injury. Postural control deficits have been shown to be existent in athletes who had not performed balance retraining exercises 8 weeks post injury; even though the athlete may have returned to playing high level sport. Within the court sports at the AIS (men's/ women's basketball and netball)

we found that a lack of continued rehabilitation, especially once the athlete had returned to normal team training (average 5.8 days post injury) and poor athlete compliance, appeared to be the main determinants in ankle re-injury.

#### **AIS ANKLE REHABILITATION PROGRAM AND PREVENTATIVE INTERVENTIONS**

Due to the statistics obtained from the men's basketball team in 2001, a review of the preventative interventions and rehabilitation protocols was undertaken. This review prompted the following preventative measures to be implemented or improved.

1. Team and athlete education: The athletes had formal education sessions based on common basketball injuries (including ankle sprains). This covered management within the first 24 hours and continued management following this period. Included in this session was appropriate self-ankle taping, where the team was shown the expected requirements of taping. At the AIS athletes are required to tape and/ or brace for every court based training session.

2. Balance control program: In conjunction with team weight training, emphasis in special condition was given to balance training as a means of ankle injury prevention, this involved the use of equipment such as wobble board, minitramp and balance beam. The challenge of these exercises was continually increased over time.

3. As well as these preventative initiatives the rehabilitation management of ankle injuries was upgraded and formalized by the development of a post injury "21-day rehabilitation program". This program was based on functional requirements for athletes returning to sport and used current ideas, established through an intensive literature review on ankle injury and prevention. The 3-week program allowed for early to late stage balance control, strength exercises and functional drills in the third "sports specific" week. Importantly this program was continued for the full duration of rehabilitation, even once the athlete had returned to full team training.

Over the last two years we have seen a reduction in ankle injuries within our court programs, but most importantly we have been able to reduce the ankle re-injury rates. The effect of these changes has

been limiting the athlete's time from participation in training sessions and also servicing a better outcome for the coaches throughout the year. Results over the proceeding years from 2001, have shown a clinically significant reduction in ankle injury and re-injury rates. The AIS men's basketball team in 2003 had in comparison (2001) only 7 (19) injuries, this being 35% (58) of the team's athletes and of most significance 1 re-injury within the year. This accounted for 36 (82) athlete training days lost from full team practices and approximately 1 re-injury in every 7 (3) ankles injured.

#### **WHAT WAS THE OUTSTANDING REASON?**

The ability to gain the athlete's compliance to rehabilitation over an extended period of time was the key factor in producing these positive changes in ankle injury rates. This was predominantly due to the introduction of a structured rehabilitation protocol. Similar positive results have been found at the AIS in the use of rehabilitation training programs, for basketball athletes returning to modified training after injury or illness. Various structured programs based upon expected training heart rates and perceived exertion levels are currently used to maintain strict training loads for athletes in modified training. These have successfully reduced pressure on the coaching staff in modifying existing team practices. It has facilitated the athlete's understanding in the process of training within their injury capabilities, and developed greater success of the sports medicine personnel in interpreting the athletes modified training and integrating this back to normal team levels.

#### **CONCLUSION**

The AIS men's basketball program has shown a significant reduction in the number of ankle injuries and re-injury rates with its scholarship year. This has been achieved through a multi level approach:

1. Appropriate taping for games and training.
2. Regular preventative team balance training.
3. Appropriate acute injury management.
4. Full completion of a 21-day rehabilitation program post injury.

Combined with an athlete's understanding of their injury and rehabilitation compliance, a reduction of re-injury rates can be expected. The ability to limit ankle re-injury plays an important role in athlete management and potential risk of further injury to the ankle joint and surrounding tissues.





by António San Payo Araújo

# MINI IS GETTING BIGGER IN PORTUGAL

**António San Payo Araújo is now Technical Director of the National Committee of Mini-basketball, Coordinator of the Formation of the area of Mini-basket at the National School of Basketball, and level III coach. He was previously a teacher of Basketball and Methodology of Sports Games at the Naval School Physical education Centre.**

*"Say Mini-basket, not Mini-basketball. Mini-basket means precisely that this is one thing, and basketball is another different game."*

Mário Lemos

(one of the founder of mini-basketball in Portugal)

After the excellent FIBA World Junior Championship in 1999 in Portugal, mini-basketball reassumed vital strategic importance in regard of the development of basketball in our country. Due to the great enthusiasm during the World Junior Championship, the National Mini-Basketball Committee became active again. The recognition of coaches and clubs, which have been promoting children's games all over the country, has become the major task of the Committee. This recognition is made through the free clinics organized by many clubs and by the schools for coaches and teachers all over the country. With the clear notion that mini-basketball only acquires its real meaning when it constitutes a true activity that gives pleasure and satisfaction to all children, priorities have been established as follows:

- ▼ Give pleasure and satisfaction to all children.



- ▼ Contribute to a harmonious development of the children and to the beginning of a sports activity.
- ▼ Lead the children to regular sports activity.

## DYNAMIC OF THE NATIONAL COMMITTEE OF MINI-BASKETBALL

We would like to explain:

- ▼ Who we are.
- ▼ What are our targets.
- ▼ What are our aims.
- ▼ What we already have.
- ▼ What we have been doing.
- ▼ Our plan of action.

## WHO WE ARE

We are the National Committee of Mini-Basketball – CNMB an organization within the Portuguese Federation of Basketball, FPB -, created at the beginning of 2000 to develop mini-basketball in Portugal. CNMB coordinates 21 regional committees.

## WHAT ARE OUR TARGETS

- ▼ All municipalities in the country.
- ▼ All schools from the 1st to the 6th year of school, over 800.000 children.

## WHAT ARE OUR AIMS

- ▼ To widen social and sports importance of mini-basketball in every municipality and every school in the first six years all over the country.
- ▼ To show to all entities, official organi-

zations, municipalities, and enterprises the importance and possibilities of mini-basketball, beside the capacity of organization of the CNMB.

- ▼ Bring mini-basketball to every municipality in the country, giving greater expression to a regular and continuous practice all over the country.

## WHAT WE ALREADY HAVE

- ▼ A sponsor, QUERU, a food company, who allows the presence of other sponsors or partners - unless they are in the same business.
- ▼ A plan of action "Multiply 2000".
- ▼ 21 regional committees.
- ▼ Protocols with municipalities.
- ▼ Over 8,000 youngsters enrolled in FPB.
- ▼ A program of events, which is expanding to informal players. This may reach over 16,000 youngsters in Mini-basketball.
- ▼ Information of all mini-basketball activities taking place around the country.
- ▼ Mini-basketball within the Federation in 148 municipalities. In 2000 there were only 112 with Mini-basketball clubs.
- ▼ 347 clubs have mini-basketball.

## WHAT WE ARE DOING EVERY SEASON

- ▼ Sports activity: We organize 4 events, which encompass all regional committees (2 national jamboree and 2 national festivals). We also support a program of inter-regional committees festivals.



- ▼ Formation activity: We organize 20 to 25 clinics for coaches and teachers all over the country.
- ▼ Promotion activity: We organize 10 to 15 promotion activities of mini-basketball every year.

#### PLAN OF ACTION "MULTIPLY 2000"

To think globally and implement regionally is our way increase the development of mini-basketball. Increasing the activity only has a real expression and meaning if it is faced as a continuous, integrated, and global perspective, articulated with other projects, the aim of which is naturally the development of basketball. It is well known that occasional activities rarely bring lasting results.

The plan of action of CNMB is the creation of conditions of human and logistical resources, which enable the development of mini-basketball in a regular and continuous way. With the very clear idea of support and recognition of the human factor, CNMB has a project with possibilities of coordination and development of the activities, and also stimulates regional committees to promote the practice of mini-basket. The realisation of this project has only been possible through the combined efforts of clubs, coaches, teachers, municipalities and the help of the children's families.

#### CNMB GUIDELINES

The main CNMB guidelines, in regard to social and sports reality, are as follows:

- ▼ Define the sport philosophy of mini-basketball and organise the annual plan of activities.
- ▼ Support technically and logistically the regional committees.
- ▼ Develop and encourage projects, which lead to better quality and quantity of mini-basketball.

#### WHAT ARE OUR TARGETS

Our future targets are:

- ▼ To reach 2% of our target 800.000 children; approximately 16.000 mini-basketball players.
- ▼ Bring mini-basketball to all municipalities of the country.

#### THE FUTURE

After a brief survey, we found that mini-basketball in Portugal has been growing since the year 2000, but it has not yet reached the peak that we have in mind. We know that coaches and teachers are of main importance for children's interest and the most important factor for the development of mini-basketball. We must continue to help foster these very important elements. Therefore, a regular



formation and ways of recognition are essential in this process.

Under this point of view the new site of the FPB is a good start and, at the same time, a good meeting place in order to awaken and widen the interest of a large debate for developing this wonderful activity called mini-basketball. If we are able to succeed, children will have a happy future.

Regional Committees	Municipalities	Municipalities with practice	Inhabitants	Inhabitants 6-12 years	Mini-basketball players
Lisbon	16	12	2.051.937	152.008	895
Porto	18	14	1.678.380	150.103	517
Braga	14	7	815.976	76.079	401
Aveiro	19	12	673.447	58.452	992
Setúbal	13	10	768.224	57.150	639
Leiria	16	8	424.297	33.626	157
Santarém	22	8	457.412	33.411	231
Viseu	24	8	413.554	32.647	949
Alentejo	42	12	464.790	32.062	244
Algarve	16	9	362.854	29.846	331
Coimbra	17	7	430.977	29.408	570
Madeira	11	4	257.594	24.432	538
Vila Real	14	3	234.350	19.163	546
Viana	10	8	258.392	18.710	332
São Miguel	6	3	128.092	15.212	258
C. Branco	11	4	216.697	14.465	241
Guarda	14	12	184.510	13.483	163
Bragança	12	3	162.809	11.622	51
Terceira	2	1	56.540	5.099	248
Faial	4	2	29.740	2.461	62
S Maria	1	1	6.000	648	49
Total	302	148	10.076.572	810.107	8414



# PLAY WITH US

## GANON, THE ONE-ON-ONE MASTER

In a past issue, n. 10, September/October 2004, I was very impressed by the article and the description of the moves of Ganon Baker. He showed some of the NBA dribble moves. I am interested to know more about his background, how I can contact him, and if he has written other materials on offensive moves.

*Pablo Laso, Buenos Aires, Argentina*

*Ganon Baker is one of the most exciting young teachers of the fundamentals, especially the one-on-one moves. A former player at the University of Richmond in Virginia, and assistant coach at college level, he played and coached in Iceland, and then started a company called ShakenBake, in which he offers teaching sessions, individual one-on-one coaching, and lectures at camps, all over the nation. In short, he has become very famous for his energetic and excellent way of teaching the basics of the game. He has started to run clinics and camps also abroad, including one in Australia. This summer he will also come to Europe. He is also one of the members of the NIKE Skills Academy in Oregon, and this summer he will teach the basics to the top high school prospects in the US.*

*He produced one booklet on drills and fundamentals (you can order it at his site [www.shakenbakebasketball.com](http://www.shakenbakebasketball.com), or e-mail [ganon@shakenbasketball.com](mailto:ganon@shakenbasketball.com)), as well as two videos and two DVDs, produced by Human Kinetics (see also on page 38 and 39 for more details).*

## COLLEGE MANIA

I would like to correspond with the coaches of some of the top college teams. Can you tell me which teams are at the top on the sportswriters polls this season and provide me with their addresses?

*Tom Wilson, Leeds, UK*

*As you'll see, we dedicated the cover of this issue to Wake Forest, which was on the top of the polls at the beginning of the season. At the present time (end of January) these are the top five teams, listed with the name of the coach, the addresses and the phone number.*

*1. Illinois (Bruce Weber)  
1700 S. Fourth Street  
Champaign, IL 61820-6941  
Tel. ++217-333.3400*

*2. Wake Forest (Skip Prosser)*

*PO Box 7265*

*Winston Salem, NC 27109-7265*

*Tel. ++336-758.5622*

*3. Kansas (Bill Self)*

*1651 Naismith Drive*

*Lawrence, KS 66045-0001*

*Tel. ++785-864.3056*

*4. North Carolina (Roy Williams)*

*PO Box 27515-2126*

*Chapel Hill, NC*

*++919-962.1154*

*5. Duke (Mike Krzyzewski)*

*PO Box 90555*

*Durham, NC 27708-0555*

*Tel. ++919-6137500*

## FIBA HOOPS COACH CD-ROM

I saw the article of Raffaele Imbrogno on Hoop Market in the last issue where he wrote about the CD-ROM, "FIBA HOOPS COACH". The players involved are really some of the best in Europe (and some of them are also starring in the pros). I would like to know if it is possible to buy this item, and where and how to order.

*Carlo Vignolo, Italy  
[carlovignolo@libero.it](mailto:carlovignolo@libero.it)*

*This CD-ROM is very appealing our readers, and we started to receive requests on how to purchase it. FIBA will ship the CD-ROM to all the Federations in the world. Anyone else interested in it can ask for it at their national Federation. Presently, FIBA has not decided if, how and when to sell this fundamental basketball item. As soon as we know something, we will announce it in FIBA Assist Magazine.*

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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](http://www.fiba.com)).**





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unmistakable style, especially compared to traditional eight-panel balls. But its beauty is more than skin deep. Inside we’ve incorporated innovative Molten Dual-Cushion Technology, which combines a top-quality, high-density high-cushion foam architecture with special soft rubber around the seams. This technology enhances rebound speed better than traditional balls while allowing for lower inflation pressure, increasing grip and durability. The Molten Flat-

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