



FIBA

We Are Basketball

ASSIST 02

FIBA ASSIST MAGAZINE FOR BASKETBALL ENTHUSIASTS EVERYWHERE MAY/JUNE 2003

ETTORE MESSINA
EMANUELE MOLIN
MAN-TO-MAN DEFENSE

FRED HORGAN
HOW TO BECOME A BETTER OFFICIAL

MARIO HERNANDO
THE SPANISH LEAGUE FINAL EIGHT

ALAIN EKRA
PROJECTS FOR FIBA AFRICA

MADELINE HERNON
ANKLE INJURY

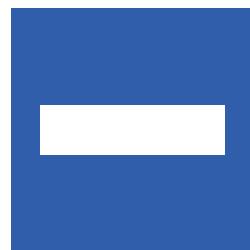
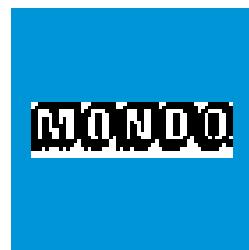
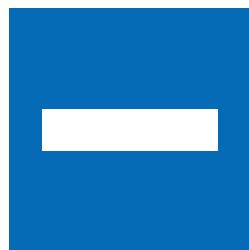
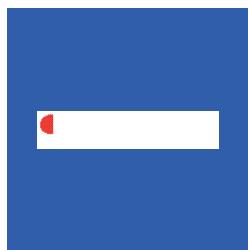
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We Are Basketball



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COACHES NEED ROLE MODELS

The philosophy of each basketball team is created, implemented, determined, and shaped by its head coach. It's the coach who is vital to the success of the team. The specific educational background and personality of the coach will ultimately be reflected in the team's achievement. Therefore, what our coaching community needs to do is create role models for aspiring coaches to emulate so that they, too, can become the best team leaders possible.

The coaching business is like every other business in that success comes with hard work. But even if you are the hardest worker on earth, you may sometimes struggle at your profession because you don't have adequate guidance, structure, and/or support. Coaches have to rely on teamwork in order to get better in their chosen profession. They will make improvements once there is a constant exchange of opinion, experience, and know-how from their fellow coaches.

I am lucky to have been raised in a country with a long-standing basketball tradition, and, even more importantly, in a country that prizes the education of its basketball coaches. Over the years, we have developed a very strong coaches' association and have set in place strict guidelines for our coach training programs, from the lowest school levels right up to the highest competitions. Whenever I am asked what is needed to help the development of basketball coaches in other countries, my answer is always the same: Create a strong and well-organized coaches' association that adapts to the needs and characteristics of that specific country.

Of course, the national basketball federation of each country must play an important role in the creation and functioning of these associations. In addition to governing the association, each federation should also provide the necessary financial and organizational support, as well as all the edu-

cational materials that coaches will need. This is why I think FIBA Assist Magazine will be of tremendous help in the development of young coaches.

We appreciate that much more still needs to be done to help in the continuing education of our coaches. At the recent meeting of the WABC in Geneva, we prioritized our goals as follows: the creation of a worldwide coaches database so coaches can interact and communicate with each other; the introduction of a specific FIBA licence for all coaches; the creation of a coaches association in each country; a national program to license coaches within each country; an annual coaches clinic; and the creation of a national education program for all coaches within the country. Furthermore, the goal of the WABC is to organize a "Young Coach Course" clinic to teach experts how to instruct young coaches. The translation of the FIBA book "Basketball for Young Players" into French, Spanish, Arabic, Russian, and Chinese will also do a lot to help our coaches. Meeting these goals will certainly help in the creation of many coaching role models for years to come. We must meet these challenges!

Dusan Ivkovic
*President of the World Association
of Basketball Coaches*

Dusan "Duda" Ivkovic is one of the top coaches in Europe. With the Yugoslavian national team, he won a World Championship title, an Olympic Silver medal, and three European Championships. With club teams, he won several European Club competitions and national championships in Yugoslavia and Greece. Ivkovic is also the President of the Yugoslavian Association of Basketball Coaches. He is the head coach of CSKA Moscow.

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THE MISSION

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

The magazine is published 6 times per year.

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AN INVITATION TO OUR READERS

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

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

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

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

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

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We thank Mimmo Cacciuni Angelone for the picture at page 63 and Gianni Cedolini for the picture at page 64.

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2003 FIBA CALENDAR**JUNE**

- 10-16.06 FIBA-Africa Clinic for National Referees in Conakry, Guinea
- 12-15.06 82nd FIBA-Europe Clinic for International Referee Candidates, Sarajevo, Bosnia and Herzegovina
- 16-22.06 FIBA-Africa Clinic for International Referees in Ouagadougou, Burkina Faso
- 17-21.06 18th Centro Basket Championship for Men in Mexico City, Mexico
- 19-22.06 83rd FIBA-Europe Clinic for International Referee Candidates, Amsterdam, Netherlands
- 22-29.06 20th Asian Championship for Women, Sendai, Japan
- 28.06-05.07 South American Championship for Women in Lojas, Ecuador

JULY

- tba FIBA-Africa Clinic for Coaches, P. R. of Congo
- tba FIBA-Africa Clinic for Coaches, Mali
- tba FIBA-Africa Clinic for Coaches, Ivory Coast
- tba 26th William Jones Cup for Men, Taipei, Chinese Taipei
- tba 26th William Jones Cup for Women, Taipei, Chinese Taipei
- tba 1st African Championship for Cadets
- tba 1st African Championship for Cadettes
- 02-06.07 14th Centro Basket Championship for Women 2003 in Barbados
- 09.07-03.08 3rd European Championship for Young Women 2004 Qualifying Round, Group D, Svitavy, Czech Republic
- 10-20.07 7th World Championship for Junior Men, Penang, Kuala Lumpur, Malaysia
- 18-27.07 17th European Championship for Cadets, Final Round, Madrid, Spain
- 20-27.07 FIBA-Africa Clinic for International Referees in

Brazzaville, People's Republic of Congo

18-27.07 15th European Championship for Cadettes, Final Round, Nevsehir, Turkey

21-27.07 40th South American Championship for Men, Montevideo, Uruguay

25.07-3.08 1st World Championship for Young Women, Sibenik, Croatia

30.07-03.08 21st European Championship for Junior Men 2004, Qualifying Round, Group B, Olomouc, Czech Republic

30.07-03.08 7th European Championship for Young Men 2004, Qualifying Round, Group A, Guadalajara, Spain

30.07-03.08 7th European Championship for Young Men 2004, Qualifying Round, Group B, Albenga, Italy

30.07-03.08 7th European Championship for Young Men 2004, Qualifying Round, Group C, Ventspils, Latvia

30.07-03.08 7th European Championship for Young Men 2004, Qualifying Round, Group D, Bydgoszcz, Poland

30.07-03.08 7th European Championship for Young Men 2004, Qualifying Round, Group E, Murska Sobota, Slovenia

30.07-03.08 3rd European Championship for Young Women 2004, Qualifying Round, Group A, Lisbon, Portugal

30.07-03.08 3rd European Championship for Young Women 2004, Qualifying Round, Group B, Bratislava, Slovak Republic

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tba	Jamboree, Funchal, Portugal FIBA-Africa Clinic for National Referees, Botswana	19-23.08	Veliko Tarnovo, Bulgaria 4th European Promotion Cup for Junior Men in Malta	tba	Candidates in Malaysia FIBA-Asia Clinic for International Referee Candidates in Tajikistan
06-10.08	4th European Promotion Cup for Junior Women, Iceland	20-31.08	Panamerican Olympic Qualifying Tournament for Men 2003 in San Juan, Puerto Rico	tba	FIBA-Africa Clinic for Coaches, P. R. of Congo
06-10.08	21st European Championship for Junior Men 2004, Qualifying Round, Group A, Jambol, Bulgaria	SEPTEMBER		tba	South American Championship for Men's Champion Clubs, Venezuela
06-10.08	21st European Championship for Junior Men 2004, Qualifying Round, Group C, Chiavenna , Italy	tba	FIBA-Africa Clinic for National Referee Instructors in Libreville, Gabon	tba	13th South American Championship for Cadets, Colombia
06-10.08	21st European Championship for Junior Men 2004, Qualifying Round, Group E, Bratislava, Slovak Republic	tba	FIBA-Asia Clinic for International Referee Candidates in India	26.10-02.11	Panamerican Championship for Men's Champion Clubs
06-10.08	21st European Championship for Junior Men 2004, Qualifying Round, Group F, Haapsalu, Estonia	tba	FIBA-Asia Clinic for International Referee Candidates in Nepal	NOVEMBER	
06-10.08	21st European Championship for Junior Women 2004, Qualifying Round, Group A, Budapest, Hungary	01-04.09	17th Oceania Championship for Men in Bendigo, Geelong, Melbourne, Australia	tba	FIBA-Asia Clinic for International Referee Candidates in Laos
06-10.08	21st European Championship for Junior Women 2004, Qualifying Round, Group C, Vilnius, Lithuania	03-12.09	22nd Asian Championship for Men, Harbin, People's Republic of China	tba	5th Board of FIBA-Europe
06-10.08	21st European Championship for Junior Women 2004, Qualifying Round, Group E, Kopaonik, Serbia and Montenegro	05-14.09	33rd European Championship for Men, Boras, Lulea, Norrköping, Södertälje, Stockholm, Sweden	tba	FIBA-Africa Clinic for Coaches, Mozambique
07-16.08	22nd African Championship for Men Final Round, Alexandria, Egypt	07-12.09	FIBA-Africa Clinic for National Referees in Egypt	tba	FIBA-Africa Clinic for Coaches, Seychelles
12-16.08	21st European Championship for Junior Women 2004, Qualifying Round, Group B in Vila Real, Portugal	10-14.09	30th European Championship for Women 2005 Qualifying Round	tba	South American Championship for Cadettes, Uruguay
13-17.08	21st European Championship for Junior Men 2004, Qualifying Round, Group D, Kolasin, Serbia and Montenegro	12-14.09	12th Oceania Championship for Women in Launceston, Devonport, Australia	tba	18th South American Championship for Women's Champion Clubs
13-17.08	21st European Championship for Junior Women 2004, Qualifying Round, Group D, Mexico	18-26.09	14th Asian Champions Cup for Men, Taipei, Chinese Taipei	tba	10th African Cup for Women's Champion Clubs Final Round
		19-28.09	29th European Championship for Women, Pyrgos, Amaliada, Patras, Greece	08-09.11	Central Board of FIBA, Alcobendas, Spain
		24-28.09	Panamerican Olympic Qualifying Tournament for Women in Mexico City, Mexico	19-22.11	34th European Championship for Men 2005 Qualifying Round
				19,22,26.11	34th European Championship for Men 2005 Qualifying Round First Leg
				19,22,26.11	30th European Championship for Women 2005 Semi-Final Round First Leg
				DECEMBER	
				tba	FIBA-Africa Central Board
				19-27.12	18th African Championship for Women, Mozambique

The events noted in red qualify for the Olympic Games in Athens 2004. In blue: World Championship.



AUSSIE HOOPS: THE ART AND SCIENCE OF PARTICIPATION

by Phil Matthews

Phil Matthews is the former player, assistant and head coach, and General Manager of Newcastle team, Australia. In 1986 he won as head coach of this team the top Division Championship. Basketball Australia, the national federation, Administrator of the Year in 1997, he is now Basketball Australia General Manager - Participation.

2002 was a defining year for basketball in Australia. The accomplishment of the One Basketball philosophy began and central to this new management structure was the development and implementation of a National Participation Program for primary school aged children throughout Australia - Aussie Hoops. After 10 months, Basketball Australia is beginning to see the fruits of its labour, but participation growth requires vigilance, patience, flexibility, passion and constant servicing.

BACKGROUND

1. Basketball Australia, the governing body for basketball in Australia, had previously focused primarily on developing internationally successful National Teams.

2. The Federal Government, following Sydney Olympics 2000, launched their new sporting policy "Backing Australia's Sporting Future". For a variety of reason the Government incorporated a new initiative - Targeted Participation Growth Program. The Federal Government established participation as a priority for all sports.

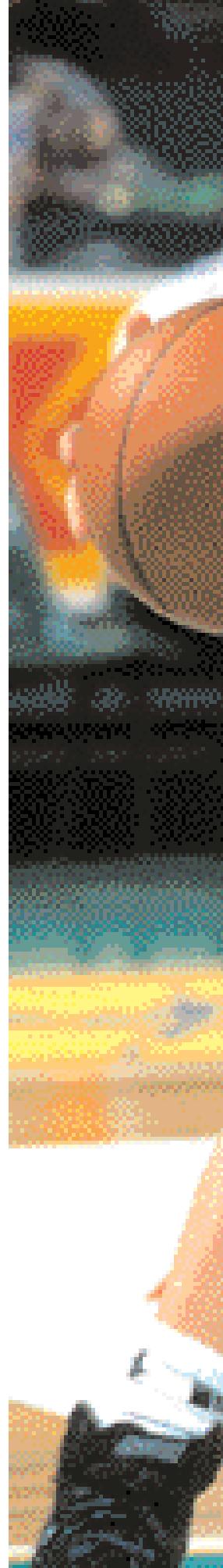
3. Competition from other sports and other leisure options. Not only did basketball need to compete with a multitude of other sports, the computer age was impacting on the lifestyle of our youth.

4. Due to the challenges from other sports and lifestyle changes, local associations were looking to Basketball Australia to provide a blueprint for increasing participation.

5. Because of basketball's focus on international success, our sport began to develop an "exclusive" mentality (i.e. Basketball catered for the "athletic elite"). Basketball needed a philosophical adjustment in thinking. Many people simply enjoyed playing basketball, they may not be good but they loved the game. Participation focused on increased membership.

ESSENTIAL ELEMENTS

1. Basketball Australia needed ONE BRAND to
 - n Compete with rival sports
 - n Reduce market confusion
 - n Maximise the benefits of a unified approach
2. Basketball Australia was required to meet the Australian Sports Commission's participation criteria to obtain funding from the Federal Government.
3. Basketball Australia under the One Basketball philosophy, needed to develop a tripartisan participation program (supported by 8 state / territories and 500 local associations). Aussie Hoops was predicated on
 - n National Association (Basketball Australia) DIRECTING
 - n State / Territory Associations COORDINATING
 - n Local Associations (500 Associations) DELIVERING
4. Basketball Australia needed to provide TRAINED, ENTHUSIASTIC COORDINATORS in each state / territory to drive the program
5. Basketball Australia needed an INCLUSIVE APPROACH. An approach which provided opportunities for all.
6. Basketball Australia needed a flexible, simple and affordable model. A model which was practical for
 - n Large (over 3000 members) and small associations (less than 50 members)





- n Urban and rural associations
- n Indigenous people
- n Disabled athletes
- n Boys and girls
- n Schools and associations
- n Rich and poor (socio-economic diversity)

7. Above all else, Basketball Australia needed a program that was fun-focused. To understand participation for primary school aged children it is a prerequisite that you understand children and therefore you need to listen for their views, their wants, their desires. Children (aged 6-12) want to have fun. They want to enjoy their sport. A life-long participant underpins growth and development of basketball in Australia. A positive, enjoyable basketball experience is the best advertisement for our sport.

8. Flexible entry points - To allow children to enter our sport at anytime

STRUCTURE

AUSSIE HOOPS - FUN TIME

School based activity to introduce children to having fun with basketball

AUSSIE HOOPS - PLAY TIME

Association/club based activity to develop their enjoyment of basketball

AUSSIE HOOPS - GAME TIME

Modified game of basketball, which allows children to experience the fun of playing basketball

AUSSIE HOOPS - BIG TIME

Mini-ball competition where children play their first real game of basketball.

The model was adaptable, flexible and customer friendly. Children can start at any stage, the association could set the duration of the program, length of each session and the cost to children.

TARGETS

To assess, encourage, motivate, monitor and assess the Aussie Hoops program, Basketball Australia in consultation with the States/Territories, established projected targets.

- n **Exposure Numbers** - The number of participants, who received an Aussie Hoops (Full Time) session: a total of 182,500 schools in all 8 State/Territories.
- n **Membership Numbers** - The number of participants who joined the Aussie Hoops program: a total of 22,812.

The primary focus of the Aussie Hoops program is to increase membership numbers.

AUSSIE HOOPS IS NOT

- n A new product... but it is a new way
- n About a takeover of what local associations have done... but can offer a partnership
- n A universal answer to recruitment.. but is an opportunity
- n A financial driven haven ... but provides substantial derived benefits (more teams)
- n A guarantee... but is has possibilities
- n A quick fix ... but it is a long term strategy

AUSSIE HOOPS IS

- n About helping
- n About one brand
- n About unifying
- n About competing with other sports
- n About assisting local associations
- n About sharing better practices

- n About increasing numbers of kids playing and enjoying
- n About improved delivery
- n About a long term strategy
- n About Overcoming the Obstacles of Traditional Participation Model

OVERCOMING THE OBSTACLES

The most frequent quoted comment from basketball coaches pre-Aussie Hoops in Associations was:

"This is the way we have always done it!" In 2002 and beyond, that response is doomed to fail. Society is different. Children are different and therefore sport must adapt. To that end we need to change a number of philosophies within the sport.

1. Purpose of the Participation Program

Pre Aussie Hoops, participation programs were fundamentally aimed at "spotting" the next generation of "representative players" for their Under 10 and Under 12 teams. Insufficient attention was given to maximizing the number of children playing!!! It was about "finding the best and disregard the rest". Aussie Hoops redirected our attention to providing opportunities for "everyone to

play". The strong, the weak, the athletic, the slow, the uncoordinated all can learn to ENJOY basketball, but they may not be the next Andrew Gaze or Michele Timms, two of our all - time best male and female players.

2. Clubs and Associations

Clubs and Associations, who were rivals in representative leagues, believed they were competitors in the participation area as well. As a result, good practices were not shared and secrecy was paramount. This diminished the overall benefits to the sport and was counter productive to GROWTH.

3. "Elite Success" Produced Increased Participation.

Basketball convinced itself that the success at the highest level, i.e. Olympics, National Championships, guaranteed that participation numbers will grow. As a result, insufficient attention was given to the infrastructure necessary to grow the sport when success is not occurring at an elite level. While success at the high profile end of our sport helps, it is NOT our "great salvation" nor a guaranteed recipe.

4. Coaching Techniques Need to Change.

Participation (6 - 12 years) is NOT about being "technically correct" but it is about enjoyment. This is an underlying philosophy of Aussie Hoops FUN SENSE APPROACH.

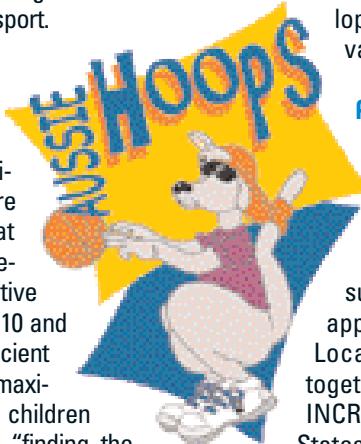
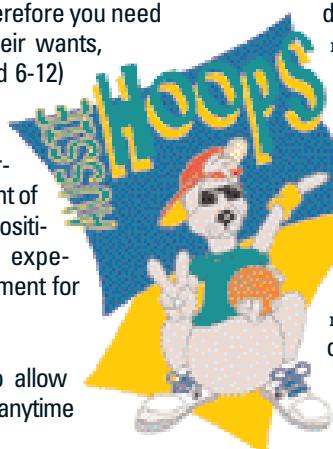
5. Philosophy of Participation

Participation is not about broadening the "base of the development pathway" it is about the development of a SOCIAL or FUN pathway. Not all players participate to move up the development pyramid they may play for totally different reasons, e.g. To be with their mates, fitness, social reasons. The development pyramid has no relevance to these players.

AUSSIE HOOPS STRATEGIES

1. Unified Approach

The initial phase of Aussie Hoops was the most significant. Participation Programs can only succeed if there is a unified approach of National, State and Local Associations working together for a common purpose - INCREASING MEMBERSHIP. All States have agreed to participate in the Aussie Hoops Program. Now the process of gaining local association support has begun.



2. PARTICIPATION IS PEOPLE DRIVEN

The most important catalyst for progress was to establish a Regional Coordinator in each State/Territory. The role of coordinator was to enact National policies/procedures, provide a membership focus in each State, encourage local associations to become involved and DEMONSTRATE the benefits of Aussie Hoops. The Aussie Hoops coordinators, every six to eight weeks, have a teleconference where they:

- n Share best practices
- n Discuss issues
- n Develop strategies
- n Communicate developments

3. Quality Control

Our National Aussie Hoops Coordinator visits all State Coordinators three times over a two-year cycle. During these visits, the coordinator will:

- n View Aussie Hoops sessions at schools and Associations
- n Conduct Presenter's Courses
- n Meet with Presenters
- n Solve problems
- n Discuss plans for the future
- n Ensure guidelines/principles are maintained

4. Economies of Scale

Through the establishment of a National Program, Basketball Australia can pass on economic benefits to the local associations. Through the bulk purchasing of balls, posters, coaching manuals, and promotional material, substantial financial savings can be passed on to the local associations.

5. Sharing Ideas

Within associations in Australia, there is a fierce rivalry, i.e. at the representative level all associations are striving to be "the best". This ethos, unfortunately, was carried over to the area of participation. Associations did their own thing, were protective about their programs and campaigned against each other. There was "conflict from within". Aussie Hoops has been a catalyst for the sharing of ideas, a cooperative rather than competitive approach being established and a more productive environment created.

These strategies were essential in formulating the structures, values and principles of the Aussie Hoops Program.

The inclusive approach of National, State and Local, working together, rather than in a dictatorial directive from an NSO is an essential element of the long-term sustainable participation program.

AUSSIE HOOPS RESOURCES

1. The most important resource in a participation program is the presenter.

Just like a good teacher at school encourages learning, a good Aussie Hoops presenter encourages the willingness and capacity of participants to play basketball.

The Aussie Hoops presenter must

- n BE ENTHUSIASTIC
- n SMILE
- n INVOLVE ALL
- n BE PREPARED
- n BE TRAINED
- n LOVE WORKING WITH CHILDREN

Most significantly, an Aussie Hoops presenter need NOT be an expert (in terms of knowledge) in basketball.

2. Progressive Association Attitude. Cooperation is a key resource in this program.

3. Coaching Manual. Written for the "lay people".

Simple, easy to read, uncomplicated, non-technical and full of GAMES. This is a manual to DISCOVER basketball - it is NOT a manual to be designed for the technical mastery of our sport. One feature is the eight laminated planned session which gives the novice coach (mum or dad, brother or sister) a ready made starting point.

4. Poster This "all in one", multi-purpose resource is given to all participants. The resource includes

- n Contact details
- n Certificate
- n Wall chart
- n Achievement chart
- n Teaching points

AUSSIE HOOPS FUTURE

1. Membership Growth

The undeniable focus of the Aussie Hoops Program is to increase membership in basketball. The ASC's definition of membership consists of three elements:

- n Must have a transaction
- n Must know they are a member
- n Must be able to communicate with the person

To achieve the targets presented in our plan, BA will adopt three strategies:

- n Maximise the level of exposure numbers. The more children we expose to Aussie Hoops, the greater the opportunity to achieve numbers.
- n Develop and implement effective methods to encourage people to become members.
- n Provide greater, more customer focused membership benefits.

As Basketball Australia experiments with the various methods of conversion, we will need to monitor their effectiveness. Anecdotal evidence suggests that there is NO ONE UNIVERSAL SOLUTION. Success will vary from region to region, according to gender and with different age brackets.

Undoubtedly this is the area where most research should be focuses.

2. Resources

Continuous development of the resources is an important component of the future. Videos, manuals and skills charts, which communicate fun and learning, will be undertaken to ensure the program remains relevant to the participants.

CONCLUSION

The Aussie Hoops Program has provided Basketball Australia with a

- n Participation direction
- n Unifying, national approach
- n Product to compete with other sports
- n More balance, whole of sport, structure
- n Fun focus

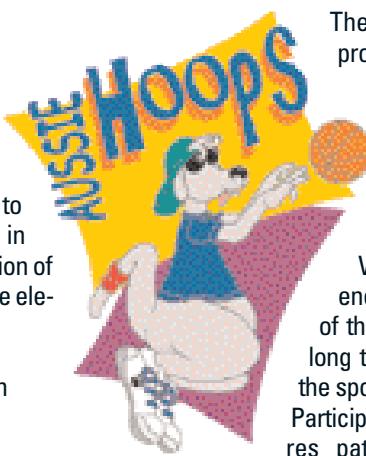
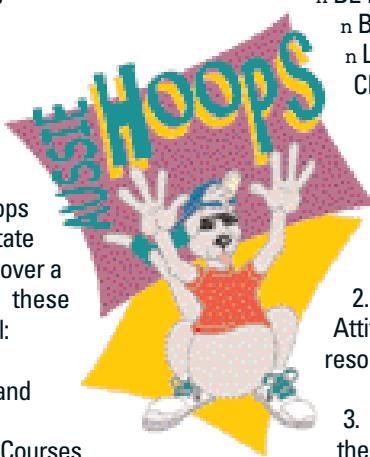
The fundamentals of the program lie in its

- n Customer orientation (the children)
- n Flexibility
- n Simplicity
- n Inclusiveness

While the results are encouraging, the success of the program will be in the long term benefits it brings to the sport.

Participation is ongoing, requires patience, must adapt to society's change and is a vital component of a whole of sport approach.

Long term success in basketball is about the ART AND SCIENCE OF PARTICIPATION.



by Aluisio Ferreira
(Lula)



Aluisio Ferreira (Lula) is the head coach of the Junior and Senior National teams of Brazil. At the South American Championships with the Junior team, he won a gold medal in 1998 and a silver medal in 2000. He earned a silver medal at 1998 Pan American Championships. With the Brazilian Senior team, he won a silver medal at the 2001 South American Championships and Pan American Games. Last year, he coached the Brazilian team to the World Championships in Indianapolis.

1. DEFENSIVE PHILOSOPHY

A great basketball team, whatever its level, must adhere to some defensive principles and each player must understand that everything he does on defense is not done alone. He is part of a group made up of individuals who form a team and work on defense together to neutralize the offense. It's understood that the dynamic of the game doesn't allow the defense to stop 100 percent of the attack, but by working together the defense can certainly create many problems for the offense. To be effective on defense, coaches must systematically teach players a defensive philosophy that includes such principles as:

- n EVERYONE ON THE TEAM MUST BE RESPONSIBLE FOR THE BALL.
- n THE DEFENSE MUST ALWAYS ACT, NEVER REACT.
- n EVERYONE ON THE TEAM MUST SUPPORT A DEFENDER'S INITIATIVE.
- n THE OFFENSE MUST NOT BE ALLOWED TO MOVE WHEREVER IT WANTS ON THE COURT.
- n A GOAL MUST BE SET IN EACH GAME FOR THE DEFENSE TO ACCOMPLISH.
- n THE DEFENSE MUST SPONSOR THE ATTACK.
- n THE SUM OF SMALL DEFENSIVE ACTIONS BUILDS A GREAT DEFENSE.
- n THE 24-SECOND CLOCK MUST BECOME A USEFUL DEFENSIVE WEAPON.



The building of a defensive system demands time, patience, a lot of discipline, and also the complete commitment of all the players on the team. It's up to the coach to accomplish the difficult mission of explaining to the players the benefits of an effective defensive system. This task demands a lot of discussions, some good examples, constant stimulation, a lot of specific on-court drills,

BUILDING A MAN-TO-MAN DEFENSE

and good physical conditioning.

These goals will only be reached with the full support of all the players and the staff that works with the team.

2. PHYSICAL AND TECHNICAL ABILITIES

One of the key elements in developing and maintaining an effective defensive system is physical conditioning. Skills such as quickness, strength, agility, and stamina are essential for the development of defensive techniques. In addition, the athletes must also work on understanding the dynamic of the game. Learning defensive techniques—the use of feet, legs, arms, proper positioning, and rebounding—is an important element in the development process. Defense may be a player's least favorite part of basketball, but a team can't win without a good defensive game. It all starts with attitude. The player must have a good attitude to become a good defender. This attitude, and all the other elements that make a good defensive player, can be acquired with the right practice plan.

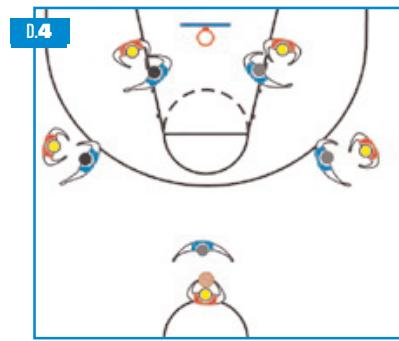
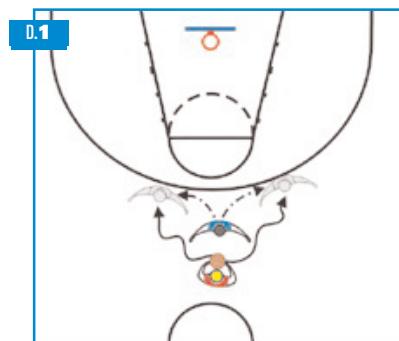
3. DEVELOPMENT AND BUILDING OF A MAN-TO-MAN DEFENSIVE SYSTEM

The man-to-man defense is the foundation in the development of all basketball players. Therefore, it has to be part of the tactical planning for young teams.

The young player must develop his concepts of basketball while learning individual defense, living with a philosophy of tightly guarding his opponent throughout a game. The following strategy is a good way to build an effective man-to-man defense system:

- n BASKETBALL TECHNIQUES MUST ALWAYS BE PRACTICED.
- n THE EXERCISES 1-on-1, 2-on-2, 3-on-3 AND 4-on-4 MUST BE USED TO DEVELOP THE FOLLOWING CONCEPTS: HELP, AREA OF RESPONSIBILITY, DEFENSIVE TRANSITION, ANTICIPATION, GUARDING THE PASSING LANE, 2-on-1 AND KNOWING HOW TO STRATEGICALLY TAKE ADVANTAGE OF A DEFENSIVE ACTION OF A TEAMMATE.
- n DURING THE TACTICAL PRACTICE, AN ATTACK MUST ALWAYS FOLLOW A SUCCESSFUL DEFENSE (DEFENSIVE REBOUND OR DEFENSIVE TRANSITION).
- n A GOOD DEFENSIVE ATTITUDE MUST ALWAYS BE UNDERLINED, EVEN IF IT DOESN'T BRING AN IMMEDIATE ADVANTAGE FOR THE TEAM.
- n A COLLECTIVE PRIDE IN DEFENSE MUST BE CREATED BY THE REGULAR





PRACTICE OF DEFENSIVE EXERCISES,
WITH TWO OR THREE PLAYERS TIGHTLY
GUARDING THE BALL (diagr. 1, 2, and 3).

During the practice session, the coach should devote at least half of the time to practice defensive drills. The schedule below presents some suggestions for drills for building an effective defense:

4. 100% MAN-TO-MAN DEFENSE

The term "man-to-man" defense is misleading. In order for any team to play an effective man-to-man defense, all five players on the court must work together. While there is

DRILL	TECHNIQUES INVOLVED	INTENSITY DEMANDED	TRAINING PERIOD	NUMBER OF TECHNIQUES
1-on-1	1 / 2	strong	PRE-SEASON	1. USE OF LEGS
2-on-2	1 / 2 / 3 / 4 / 6 / 8 / 9	strong	PRE-SEASON	2. USE OF ARMS
3-on-3	all	strong	ALL	3. ANTICIPATION
4-on-4	all	strong	ALL	4. DEFENSIVE TRANSITION
2-on-1	all	very strong	PRE-SEASON	5. AREA OF RESPONSIBILITY
3-on-2	all	very strong	PRE-SEASON	6. HELP
4-on-3	all	very strong	PRE-SEASON	7. DOUBLE-TEAM
5-on-4	all	very strong	ALL	8. HELP & RECOVER
1-on-2	all	strong	PRE-SEASON	9. REBOUND
2-on-3	all	strong	PRE-SEASON	
3-on-4	all	strong	PRE-SEASON	
4-on-5	all	strong	ALL	
5-on-5	all	very strong	ALL	



much individual responsibility in this defense, the ability to help each other is vital. The proverbial line, "a chain is only as strong as its weakest link" fits perfectly when we talk man-to-man defense.

Man-to-man is the most basic defensive strategy in the game of basketball, yet the most misunderstood. To have a good man-to-man defense, a player must do much more than follow his player around the court. In man-to-man, each defender is assigned to a specific offensive player (diagr. 4). While this is a one-on-one style of defense, it does allow for switches and double teams.

Pressure on the ball handler is the key—the goal of the defender is to stop his man from passing or shooting. Many team turnovers occur because of a strong man-to-man defense. Man-to-man defenders need to put pressure on the ball handler. Pressure the dribble, block his shots, and always box out when the shot is attempted. Don't forget that that the man-to-man is also a foul prone defense. A good player will learn quickly how to challenge his opponent without fouling him; how to block the shot without coming into physical contact with the shooter. A good man-to-man defensive player knows where his man is at all times, and by understanding the game, he anticipates the play before it happens. The aggressive nature of this defensive system takes precious seconds away from the offense as they try to run their plays, seconds that could be essential for their victory.

By having your players play tough defense in practice sessions, they will surely take that same attitude into the games with them.

by Various Coaches

DRILL N. 1

STOP THE DRIVE AND RECOVER ON THE WING

1 with the ball, 3 in the corner, guarded by X3. 1 drives to the basket, and X3 cuts him off. 1 then passes the ball to 3 on the wing and 3 drives to the basket along the baseline. X3 must recover on 3 to stop him. 3 starts to move only when he receives the ball. If he's in a good position, X3 can try to take a charge on 1, after he passes the ball (diagr. 1). At the beginning, 3 is static, but then he can make a back-door cut when X3 cuts 1 off. At the end of the action, the players rotate from 1 to 3, from 3 to X3, and from X3 to 1.

DRILL N. 2

HELP AND THE RECOVER ON THE WING

One line of players is just off the court. Four players form a box set around the lane, and a defender, X4, sets up under the basket. 1 has a ball in his hands and another ball on the floor. At a signal of 1, 3 fakes to go toward the ball and then makes a backdoor cut and receives the ball from 1. X4 must run towards 3 to deflect the pass or take a charge. After the first pass, 1 takes the second ball and passes to 2. 2 then passes to 4, who must make a V-cut before receiving the ball. After cutting 3 off, X4 must recover. If 3 receives the ball, 3 and X4 play one-on-one. If the pass to 4 is completed, 4 and X4 play one-on-one. At the end of the action, the players rotate from 3 to 1, from 1 to 2, from 2 to 4, while X4 goes to the end of the line off the court and a new player takes the spot of 2 (diagr.2).

DRILL N. 3

HELP AND RECOVER ON THE CENTER

1 has two basketballs, 4 and 5 are positioned near the basket, a defender, X4, is under the basket and another one, X5, is fronting 5. A line of players stands just off the court. 1 can make a lob pass to 5 or to 4, who make a flash cut to the high corner of the lane. After the first pass, 1 takes the second ball and passes to the other offensive player. X4 must deflect both passes. If 4 or 5 receives the



DEFENSIVE DRILLS

ball, they play two-on-two with X4 and X5 (diagr. 3). At the end of the action, the players rotate from 1 to 4, from 4 to X4, from 5 to X5, from X5 to 1. A new player takes the place of 1.

DRILL N.4 DENY THE CUT AND BASELINE HELP

1 and 2 in the corners, a coach or a player in the guard position, with two basketballs. 1 cuts in the lane and tries to receive the ball from the coach. X1 must deflect the pass, and immediately run in the corner to stop 2's drive to the basket right after 2 has received the second ball. If 1 gets the ball, 1 and X1 play one-on-one. If X1 deflects the pass to 1, he will try to cut 2 off and will play one-on-one with him (diagr. 4). At the end of the action, the players rotate from 2 to 1, from 1 to X1, and a new player takes the place of 2.

DRILL N. 5 JAM ON THE LOW POST

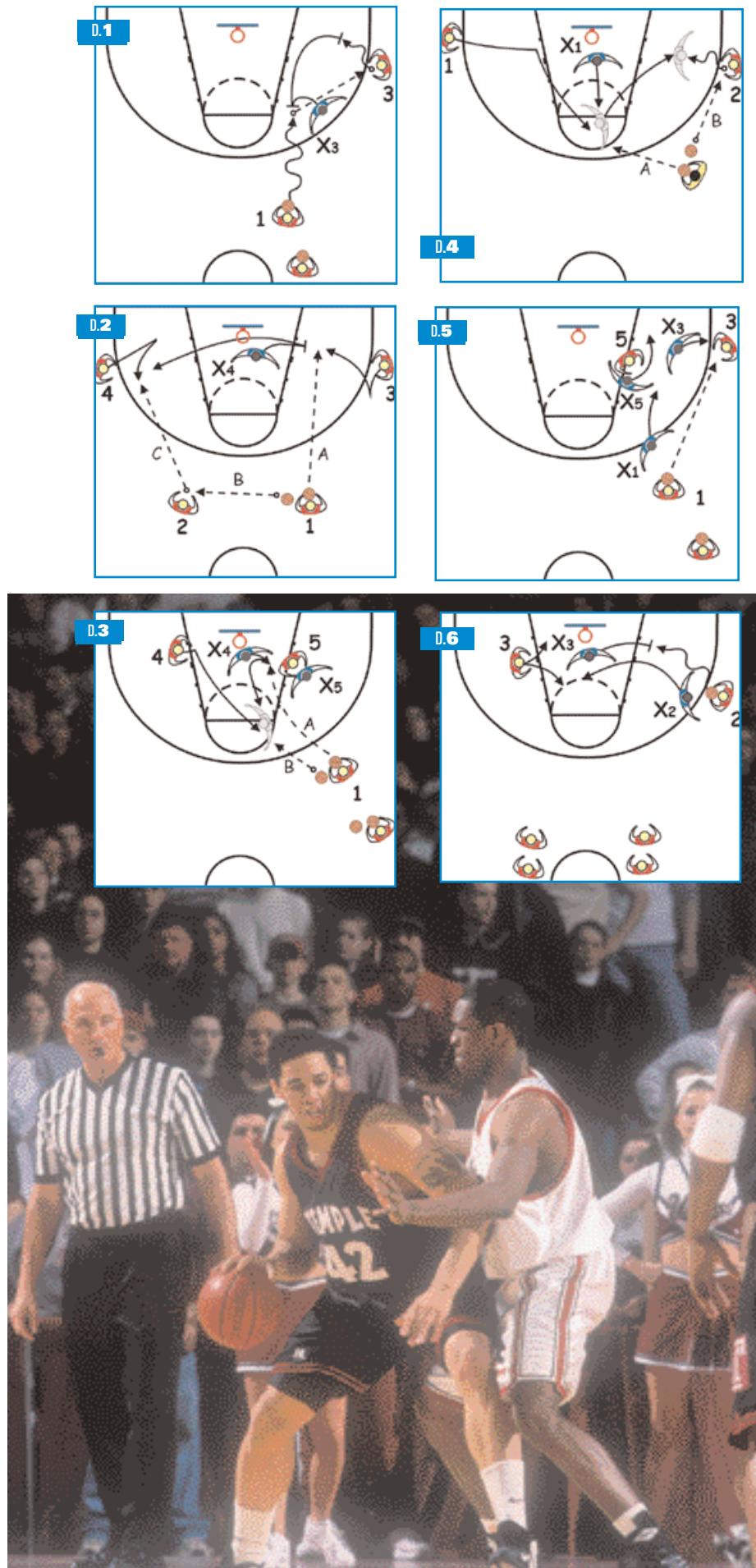
1, with the ball at the guard position, 3, at the forward, 5, in the low post, and three defenders, X1, X3 and X5. 1 can pass to 3 or 5, who tries to get free to receive the ball. If 1 passes to 5, X3 will help X5 on 5, and X1 will run to him to force him to kick out the ball. If, instead, 3 passes to 5, X1 will help X5 on 5, while X3 will run to X5 and help force the ball to be passed outside (diagr. 5).

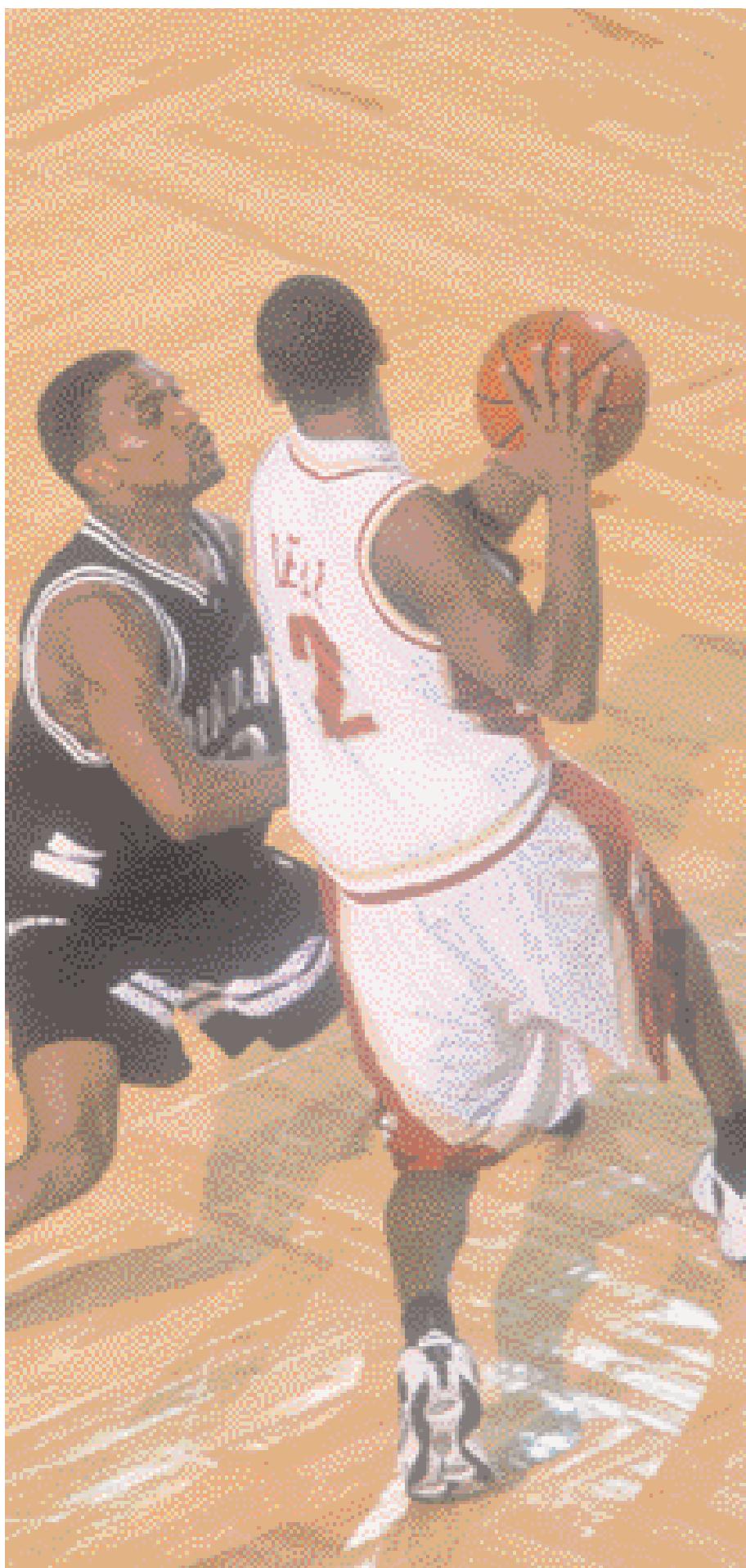
DRILL N. 6 TWO-ON-TWO DEFENSIVE ROTATION

Two lines of players at the mid court line, 3 in the low post, 2, with the ball, at the forward, X3 under the basket, and X2 one step behind 3. 2 drives to the basket along the baseline, and X3 runs to guard him, while X2 goes on 3, who cuts high or low. If X3 succeeds in stopping or slowing down 2, X3 yells "hedge" and recovers on 3. If this move is unsuccessful, X3 calls "rotation" and the two defenders exchange their offensive players. If the offense scores or the defense stops the action, the drill continues on the other side of the court, with the other offensive player, who starts the drive one step ahead of the defender. At the end of the action, the offensive players play defense, and the first two players on the line become the new offensive players (diagr. 6).

DRILL N.7 THREE MAN ROTATION

A coach with the basketball, 1 and 3 outside, 2 near the basket, and three defenders, X1, positioned outside, X2 under the basket, and X3 near the free-throw line. The coach passes the ball to one of the two outside players, 1, in this case. 1 drives to the basket, while X1 starts the drill some feet behind 1. The defenders must react to the moves of the





offensive players. X2 runs to stop the penetration of 1 outside of the lane, X3 goes under the basket to guard 2, yelling "rotation," while X1 will go in the lane to deny the cut of 3 toward the ball. They then play three-on-three. At the end of the action, the players rotate from 1 to X1, from X1 to 2, from 2 to 3 and 3 to X3 (diagr. 7).

DRILL N.8

INSIDE AGGRESSIVE SWITCH

1, with the ball, and X1 at the middle of the floor, 5 at the high post, X5 guards 5, and a line of players wait just off the court. 1 drives to the basket, trying to use 5 as a screen. X5 must yell "change" and make a jump switch on 1, while X1 guards 5, who has rolled to the basket. After the end of the action, the players rotate from 1's spot to X1, from X1 to 5, from 5 to X5. X5 goes to the end of the outside line and a new player takes the place of X5 (diagr. 8).

DRILL N. 9

AGGRESSIVE SWITCH WITH THREE DEFENDERS

Three lines of players are stationed near the mid court line. 1, with the ball, X1, the defender, in the middle of the floor, 2 and 3, with two defenders, X2 and X3. 1 passes to 2, and makes a pick-and-roll with 2. X1 switches aggressively, getting in the path of 2 (X1 and X2 can also double team), yelling "switch". X2 guards 1, who has rolled to the basket after the screen. X3 stays in the lane in between X1 and X2 for help, as well as to guard 3. After this first move, they play three-on-three, with all the possible solutions, on offense and defense (diagr. 9).

DRILL N. 10

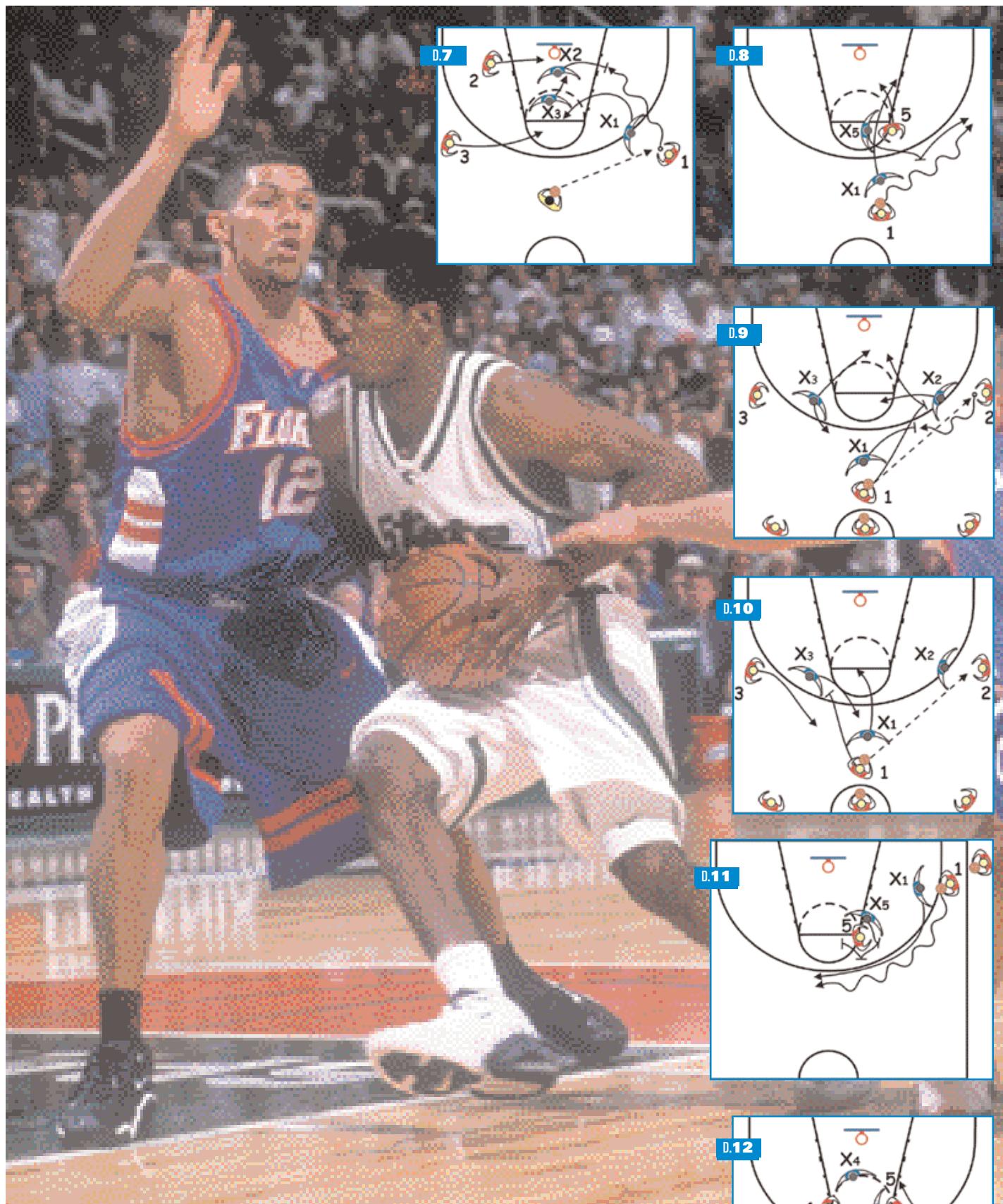
SLIDING THROUGH THE AWAY FROM THE BALL SCREENS

Three lines of players take position near the mid court line. Three offensive players, 1 with the ball, 2 and 3 on the wing, and three defenders X1, X2 and X3. 1 passes the ball to 2, screens for 3, and then 1 rolls to the basket. X3 must see all the court and, after the pass from 1 to 2, he must make a retreat step towards the basket, and slide through the screen, trying to intercept the possible pass to 2. The drill continues, with a pass from 2 to 3, who comes up to the middle of the floor. After all the three defenders make a slide through the screen, they play three-on-three (diagr. 10).

DRILL N.11

HELP AND RECOVER ON THE PICKS FROM THE FORWARD-CENTER

3, with the ball, and X3, the defender, in the corner, 5 in the high post, and X5 is the defender. 3 drives X3 towards the static pick



of 5, and X5 "hedges." This means he comes out hard and fast to stop the drive of 3. By doing this, he lets X3 recover on 3. After the recovery of X3, X5 goes back to defend 5. 3 tries to bring X3 off the pick of 5 several times, and X5 always "hedges" (diagr. 11).

DRILL N. 12 HELP AND RECOVER ON THE PICKS GUARD-CENTER

Same drill as the previous one, but in this case the picks are made between the guard and the center (diagr. 12).

THE SLOVENIAN BASKETBALL FEDERATION YOUTH PROGRAM

by Janez Drvaric



Janez Drvaric, a member of the Board and President of the Technical Committee of Slovenian Basketball Federation, is also member of the Youth Committee of FIBA Europe. Coach of Cibona Zagreb, he won the Cup of Cups. He was also head coach of Yugoslavian National Men's team (Gold medal at 1987 Mediterranean Games), and the Cadets National team (gold, silver, and bronze medals at European Championships). He was an assistant coach of the Yugoslavian Senior National teams at the 1984 and 1988 Olympics Games and at the 1989 European Championship. In 1993 he was head coach of Slovenian national team at the European Championship.

INTRODUCTION

Slovenia, one of the smallest European countries, became an independent state in 1991 and a member of FIBA in 1992. We have only about two million citizens and that puts Slovenia in 40th place among the 50 members of FIBA-

Europe. From one viewpoint, this is a positive aspect because the whole basketball process is more controllable and transparent, but it can also be seen as a weakness. Nevertheless, during the years of the Slovenian independence a lot of good basketball results have been achieved and these results are proof that we have made good use of our limited supply of basketball players. While we don't have many players to pick from compared to larger countries, we do have talented young athletes who are first discovered by coaches for their club teams, later for regional teams, and finally, for national teams.

Our record speaks for itself. The Slovenian National Teams have participated in the official FIBA international competitions since 1993. The Men's National Team qualified for six European Championships, the Young Men National Team qualified for five European and one World Championship, the Junior Men par-





ticipated in four European and one World Championship, and the Cadet National Team qualified for two European Championships. The Cadet Women's National Team qualified for the European Championship and the Junior Women National Team competed in the European Championship 2002, which was held in Slovenia. The Slovenian National teams won one European Championship title (Young Men in 2000) and won two second places (Young Men in 1998 and Junior Men) in 2002.

Slovenian basketball members have always been taught that good results could be achieved only with practice sessions that were well designed and executed. We are especially aware that our basketball talent pool is small due to the size of our country so we pay extra attention to each and every player we feel has the potential to become a top player.

Our basketball players have gone on to achieve greater acclaim out of the country. Here is a current list of Slovenian basketball players who went through the Slovenian Basketball Federation Youth Program and are now playing in the





NBA, for top European basketball clubs, and for an American university team:

Radoslav Nesterovic (Italy, NBA Minnesota Timberwolves), Marko Milic (NBA Phoenix Suns, Spain, Italy), Primoz Brezec (NBA Indiana Pacers), Bostjan Nachbar (Italy, NBA Houston Rockets), Boris Gorenc (France, Italy), Marko Tusek (Italy), Jaka Lakovic (Greece), Matjaz Smodis (Italy), Sani Becirovic (Italy), Beno Udrih (Israel), Erazem Lorbek (Michigan State University), Aleksander Vujacic (Italy).

BASKETBALL ORGANIZATION IN SLOVENIA

In Slovenia, basketball is divided into mass basketball and quality basketball. Mass basketball is handled in our schools, while the clubs and the National Basketball Federation take care of the quality basketball. The schools, clubs, and the National Basketball Federation are all strongly connected to one another.

ELEMENTARY SCHOOLS

In the elementary schools, boys and girls practice basketball during their physical education courses and those schoolboys and schoolgirls who like basketball can play as part of their extracurricular basketball activities as well. School teams compete in basketball games held between schools. These games have been organized by the Basketball Federation of Slovenia since 1966. Basketball is now the most popular ball game among children and youth in Slovenia and in the school year 2001/2002, 62.5 percent of Slovenian elementary schools participated in basketball competitions. Club coaches help the teachers in the extracurricular basketball activities for children and assist in coaching the school teams.

HIGH SCHOOLS AND COLLEGES

Basketball is played during physical education classes and also as part of extracurricular sports activities.

BASKETBALL CLUBS

Men's and women's basketball clubs represent quality basketball

in Slovenia. The basic goal of each Slovenian basketball club is the successful development of quality basketball in their region. This goal can be achieved only with the close co-operation between clubs and schools. Slovenian basketball clubs that go on to participate in international competitions have the responsibility of maintaining quality basketball in Slovenia and helping develop the most talented players in the country.

THE SLOVENIAN BASKETBALL FEDERATION

The Basketball Federation of Slovenia takes care of 10 National Teams (Boys and Girls, Cadets and Cadettes, Junior Men and Women, Young Men and Women, Men and Women) and sponsors them in all international competitions. The Basketball Federation has developed, in co-operation with club's coaches, a selection process for the youth teams, which begins with 13- and 14-year-old basketball players. There are currently eight Regional Selection Centers for boys and four Regional Centers for girls. Coaches conduct

the selection process of children into basketball, organize practice sessions and competitions, and help with the club selection process, regional team selections, and selection to the National Federation's basketball camps. A summer basketball camp has been organized and sponsored by the Basketball Federation of Slovenia since 1997 and it has been instrumental in the development of our young players.

PROGRAM FOR TALENTED BASKETBALL PLAYERS IN SLOVENIA

The Slovenian model of introducing children to basketball, organizing practice sessions, and selecting talented players has come from several models. We have looked at the experiences of those basketball clubs that have achieved very good results and also at the work of the National Teams within the Basketball Federation of Slovenia. In addition, we have referred to various physiological and psychological studies of young athletes to determine what works best. Here is an overview of our current six-stage basketball model.



MODEL OF INTRODUCTION, PRACTICE, AND SELECTION PROCESS

AGE - CATEGORIES	TYPE OF PRACTICE AND SPECIALIZATION	INTRODUCTION PROCESS AND PLAYING ROLES	SELECTION PROCESS
Over 20 Men years Women	Practice, games		Men's and Women's Teams 6th stage
20 years Men 19 years Women	Global and particular practice	Specialization by roles	Young Men's and Women's Teams 5th Stage
18 years Junior Men 17 years Junior Women	Global and particular practice	Specialization by roles	Junior Men's and Women's Teams 4th Stage
16 years Cadets 15 years Cadettes	Global and introduction to special practice	Orientation to wider playing position	Cadets and Cadettes Teams 3rd Stage
14 years Older boys 13 years girls	Global Practice	Discovery of individual player skills	Older Boys' and Girl's Teams 2nd Stage
12 years Younger boys 11 years girls	Global practice		Younger Boys' and Girl's Teams 1st Stage
10 years the Youngest boys 9 years girls	Introduction to basketball practice	Search for children who like basketball Orientation	Minibasketball

TWO OFFENSIVE SETS OF THE DALLAS MAVERICKS



by Donn Nelson

Donn Nelson, the assistant coach of the Mavericks, is one of the most knowledgeable experts on international basketball in the NBA. Scout and assistant coach for Milwaukee, Golden State, and Phoenix, since 1998 he has been President of Basketball Operations and assistant coach of the Mavs. Nelson continues to lecture at clinics all over the world.

Our man-to-man offensive plays are centered around two players: the German forward Dirk Nowitzki, one of the best players in the NBA, and the top scorer in last year's World Championship in Indianapolis, and Steve Nash, the Canadian point guard, who is among the top assist men in our league.

Our plays are simple. They take advantage of the technical and physical skills of our players and how the defense reacts to them. With the exception of our centers, practically all of our players can change their position and cover two different positions, such as Van Exel, who can play both point guard and guard, or Nowitzki, who can play at the power and small forward spot.

PLAY N.1

Here are the roles and numbering of the players in the diagrams:

- 1 Two guards 1, and 2.
- 1 A small forward, 3.
- 1 A power forward, 4.
- 1 A center, 5.

This is the set on the court: 3 in the corner, 4 and 5 near the lane, and 1 and 2 outside of the three-point line.

1 passes the ball to 3, who came to the corner of the lane, 2 makes a cut around 3, and then goes out to



the opposite corner. After the pass, 1 goes on the same corner where he passed the ball. 3 can pass to 2 or to 1 (diagr.1).

FIRST OPTION

After the cut in the corner, 2 comes back on the baseline and receives a series of staggered picks, the first by 4, and second from 5 (diagr.2).

After 2 cuts in the lane, 5 screens for 4 (screen the screener). 4 comes high and 5 goes in the corner. 3 has the option to pass to 2 near the basket, to 5 in the corner, or to 4 in the wing area (diagr. 3).

If 3 cannot pass to any other teammates, he passes to 1 and they make a pick and roll for each other (diagr. 4).

SECOND OPTION

As in the previous action, 2, who came out in the corner, receives a staggered pick, the first from 4 and the second from 5. On this play, 2, instead of cutting along the baseline, comes up high. Then 5 screens for 4 (screen the screener), but in this option 4 makes a curl around 5 and then cuts in the lane. 5, after the screen, goes in the corner. 3 can pass to 2 on the wing, to 4 in the lane, or to 5 in the corner (diagr. 5).

If 3 cannot pass to anybody, he passes to 1 and they make a pick and roll for each other (diagr. 6).

THIRD OPTION

2 receives a staggered pick from 4 and 5 and comes out high (diagr. 7). This time 5, after the pick for 4, instead of going to the corner, cuts to the basket, and 4 goes to the corner (diagr.8). 3 can pass the ball to 2, to 5, who is cutting in the lane, or to 4, who can take a jump shot (diagr. 9).

As usual, if 3 cannot pass the ball to 2, 4, or 5, he can pass to 1, and they can make a pick and roll for each other.

FOURTH OPTION

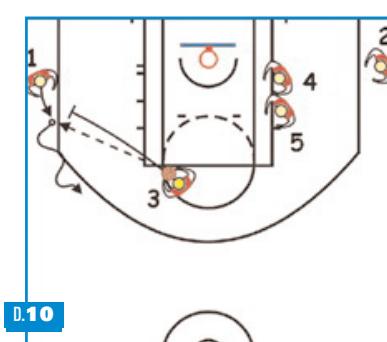
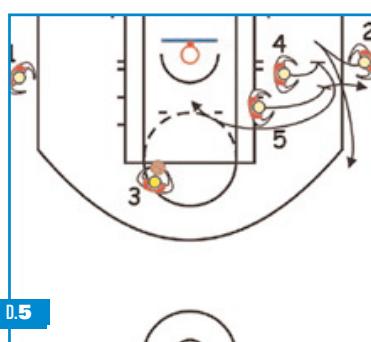
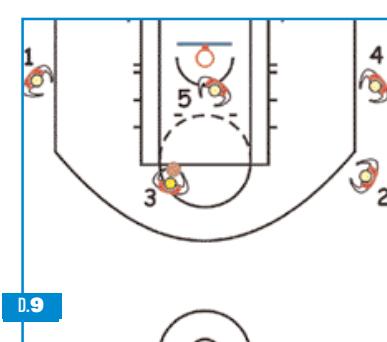
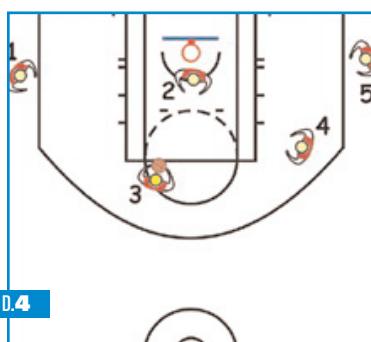
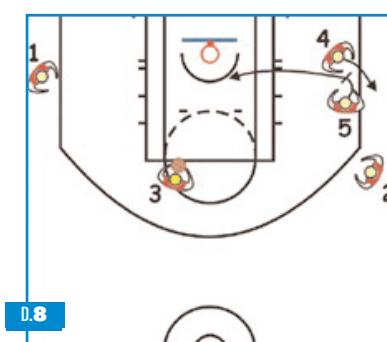
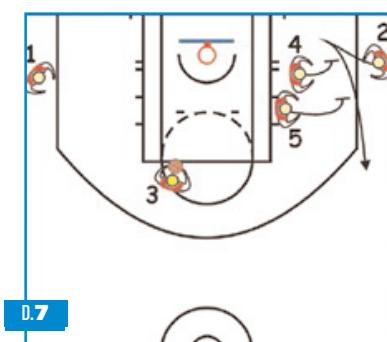
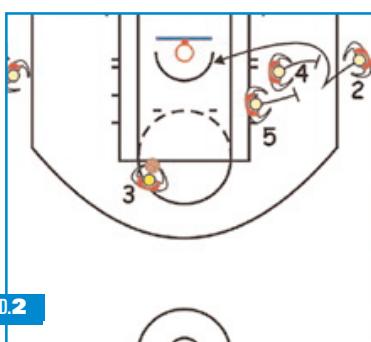
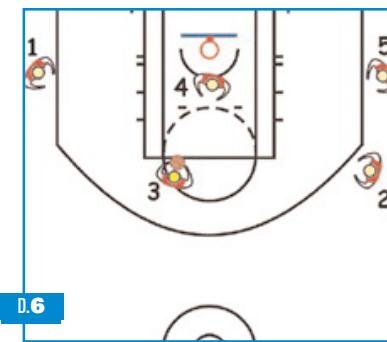
As I've already said, if there is no solution, 3 can pass to 1 and set a pick for him (diagr. 10). The next moves of 1 and 3 depend on the reactions of the defenders (if the defenders change; if the defensive player, who is screened, goes under or over the screen, etc.).

PLAY "CAMP"

A point guard, 1, two wings, 2 and 3, outside the three-point line, and two big men, 4, the power forward, and 5, the center, near the basket.

1 passes the ball to one of the wings, 2, in this case, and then goes in the corner, on the same side of the ball (diagr. 11).

2 passes to 4 and immediately 1 makes a backdoor cut along the baseline, and then goes on the opposite corner.





After the pass to 4 and the cut of 1, 2 sets a screen for 5, who can curl around the pick or can flare out. With these movements, the offensive players take away the help of the defensive players and they can isolate 4, who can play one-on-one (diagr. 12).

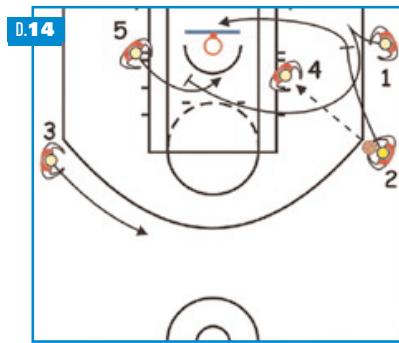
Here are the other possible solutions. 4 can pass to:

- 1 1 on the backdoor cut
- 1 2 on the cut in the lane
- 1 5, who receives the pick from 2, and then makes a curl cut in the lane or a flare out

Another different solution: After the start of the play, with a pass from 1 to 2, 1 goes to the corner. 2 passes to 4 and then sets a screen for 3. 3 can come out of the pick, receive the ball from 4 and penetrate to the basket or else take a jump shot (diagr. 13).

Another different solution is to have 2, after passing to 4, setting a screen for 1 in the corner and then cutting along the baseline. 1, after the screen, cuts in the lane and then screens for 5 (diagr. 14).

Our main goal with this play is to create scoring opportunities for 4



Ergin Ataman began coaching the Efes Pilsen Istanbul junior team in 1990, winning seven national championships. For two years he was head coach of Turk Ankara and in 1998 he left for Stanford University. The following year, while coaching Pinar Karsiyaka, he moved back to Efes Pilsen, guiding them to the Turkish National Final and the Euroleague Final Four. Voted Coach of the Year in 2000, he was asked to join the Turkish Olympic Committee. He is head coach of Mens Sana Siena, and with this team, he won last year the Saporta Cup.

In the recent past we had many complex zone offenses that worked the defense with several ball swings in the hopes of causing some kind of mistake. Now, with the 24-second clock, the predominant offensive principle that I utilize involves giving the players a few simple concepts that allow them to immediately attack any kind of defensive alignment and without the use of set plays.

In order for this to happen, the first thing we must do, however, is define the particular areas in which our various players can move:

Our center must constantly move in the area outlined in diagr.1.

He must work behind the defense, using a series of flash cuts in the center area to get open, trying to gain positions from about the middle post to the corner.

Our power forward has his particular space, as in diagr. 2, taking positions from just below the free throw line all the way to the three-point line (so he can shoot, swing the ball in an emergency, or screen for perimeter players). It is essential for the two post players to maintain the right spacing, not too close to one another. This forces the defense to spread out (for example, if 5 is in the middle post, 4 should be beyond the three-point line, or if 5 is in the corner position, 4 can be below the free throw line, as in diagr. 3 and 4).

We prefer that our two inside players take the second type of position, posting sideways (diagr. 5) we think this creates more problems for the defense.

ZONE OFFENSE

by Ergin Ataman



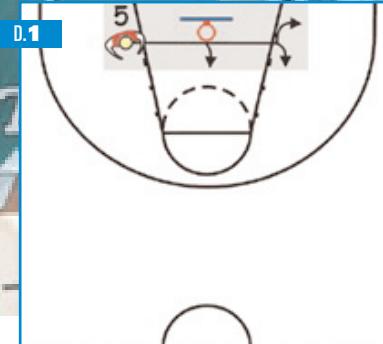
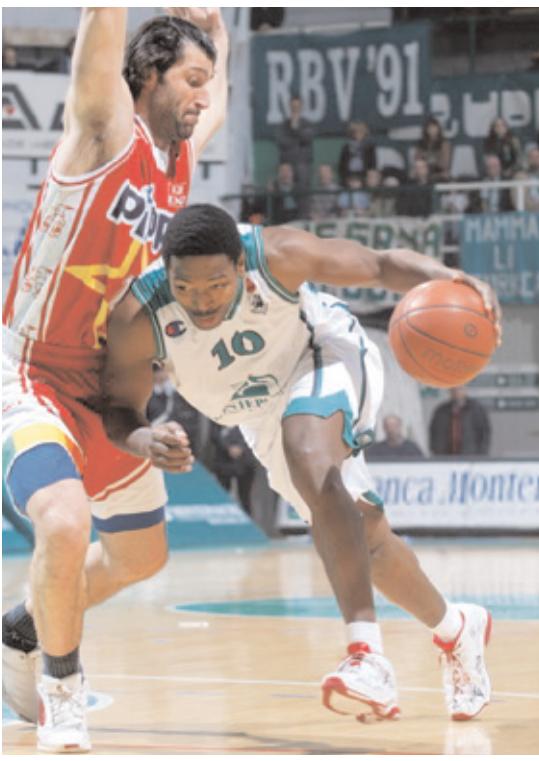


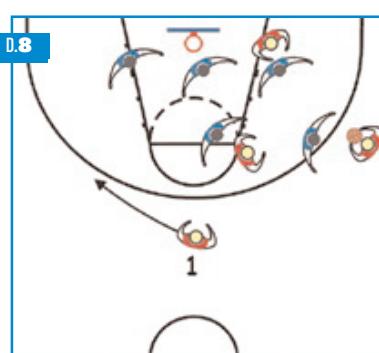
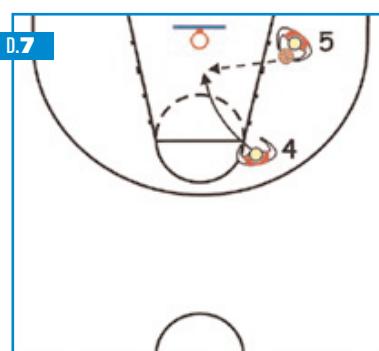
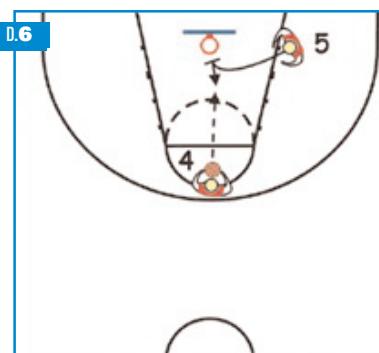
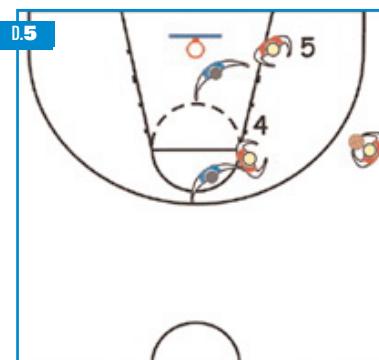
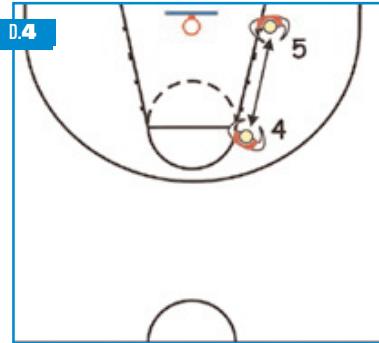
The first goal of our offense is to pass the ball to the players in one of these two positions. Every time one of the two catches the ball, the other must cut strong towards the basket, as in diagr. 6 and 7.

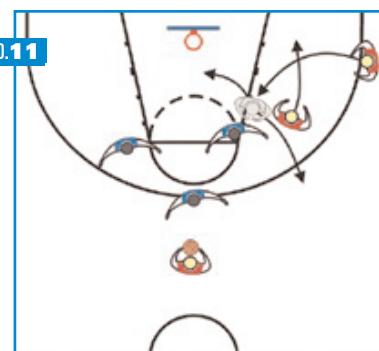
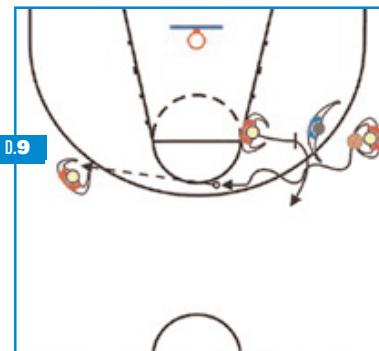
We ask our perimeter players to move freely outside the three-point line, maintaining spacing between themselves and the inside players, and making sure that one defender cannot guard two offensive players at the same time (diagr. 8).

We also want to teach our players some offensive situations that, even if not pre-arranged, can be very effective: A quick pick and roll at the high post (diagr.9); back screens between perimeter players; or back screens between the inside and perimeter players against a 3-2 zone (diagr. 10 and 11).

Only later will I give a starting set up for the offense; for example a 1-4







formation, which is quite useful in identifying every type of defense that can be employed. A big part of the offensive work of my team consists of optimal player spacing. It's not only my job. The players must learn to take initiatives and create opportunities that are not pre-arranged, knowing that every movement they make will cause a corresponding movement of the other players in order to preserve the correct spacing (penetrate and kick).

This is only one part of the offensive strategy. In the meantime, you can't forget the proper technical work on passes, skip passes, fakes, post player collaboration with the other teammates, and all the fundamentals that are employed against zones.

I have found that this type of offensive approach gives great confidence to the players and makes it very difficult for the opposition to ever scout the team prior to a game.

THE FUNDAMENTALS OF THE MAN-TO-MAN DEFENSE

Ettore Messina won three Italian Championships, three Italian Cups, two Euroleague Championships, and one Cup of Cups. With the Italian National team, Messina won a gold medal at the Mediterranean Games, one silver medal at the Goodwill Games, and at the European Championship in Barcelona. He was selected Coach of the Year three times in Italy, and once as European Coach of the Year. He is Vice President of the European Coaches Association. He coached Benetton Treviso to the 2003 Italian Cup.

Emanuele Molin coached the youth teams of Mestre and Virtus Bologna before becoming an assistant coach with Treviso and Virtus Bologna, where he worked with Ettore Messina and other top coaches. He is currently the assistant coach at Benetton Treviso.

A good offense has to be ready to beat the defense, especially in 1-on-1 and 2-on-2 situations. It also has to know how the defense moves and reacts on weakside plays. Active ball movement and the proper spacing of the offensive players on the court are problems a defense will face. On the strongside, the defense has to work hard against one-on-one situations, screens set by a perimeter player for a big man, and pick-and-roll situations. For all these reasons, the defense must also be ready to rotate and help out on the weakside as well. The main goal of the defense in these situations is to force and limit the offense to 1-on-1 and 2-on-2 options. All penetrating passes are to be denied. These are passes directly into the post areas, or passes to the wings that may lead to a post pass. You want to keep the offense from

by Ettore Messina
and
Emanuele Molin



working on the weak side because there the options are several, including: dribble penetration and kick away for jump shot; 1-on-1 with the defender on a help-and-recover situation; post-up situations with their big man; advantages from spacing and movement of the ball; and second shot attempts after a rebound.

The best way to provide a consistently solid team defense is to emphasize the one-on-one defense. This defensive strategy places all the responsibility on the individual player to stop his man from passing and attempting to score. With each defensive player now responsible for his own man, it makes it easy for a coach to find defensive mistakes when a basket is scored and note which player made the mistake. Since there is individual defensive responsibility, the coach will then know what to suggest to a particular player about how to react during crucial moments of the game. Daily practice sessions should be geared towards improving the individual defensive techniques of your players and having them learn to anticipate the offensive moves, both as individual defenders and as a member of team working together on defense.

DRILL N. 1

DEFENSE ON THE CROSS-OVER STEP

The offensive player passes to the coach, follows the pass, receives a hand-off pass, and then makes a strong cross-over dribble. To avoid being beaten on this play, the defensive player must make a retreat step and, at the same time, a lateral slide in order to keep his body between the ball and the basket (diagr. 1). **When the defensive player has his chest between the ball and the basket, we call this "making a wall." (RULE N.1).**

DRILL N. 2

MOVE WITH THE BALL

The emphasis in this drill is on the defensive position to be used on the offensive player with the ball, as well as the slides that need to be made, all which are based on the movements of the ball (diagr.2 and 3). When the ball changes sides and is in the hands of the offensive player, we stress the importance of reacting and correcting the position of the body, which again, is based on ball movement. In this way, the player is ready to "make a wall" on the ball. The defensive player has to be able to think on his

feet and be able to analyze and anticipate various offensive situations. He has to learn to increase the defensive pressure when the offensive player wants to pass the ball and slightly decrease the pressure when he wants to start the dribble.

DRILL N. 3

DYNAMIC ONE-ON-ONE: THE RECOVERY

In the diagr. 4 and 5, the coach fakes a dribble penetration on a one-on-one situation and then passes the ball to the weakside. The defender and offensive player react to this situation by playing one-on-one without the ball. On the pass, the defensive player, while recovering, changes his position from the weakside to the strongside, guarding the offensive player with the ball. While he is recovering, he should get closer to the offensive player with short, quick steps, faking to go toward the ball with his hands: the aim is not to allow a jump shot to be taken. Immediately after, he should be able to react by stepping back, stopping the possible dribble penetration, and forcing the offensive player towards the baseline (do not allow any dribble penetration in the middle of the court).

The second aim is to force the offense out of their usual positions, pressuring the ball and anticipating all passes (RULE N. 2).

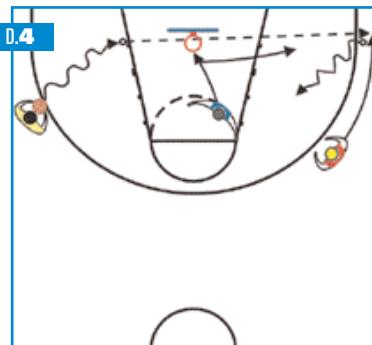
On the strongside, the defense must anticipate in such a way as to force the offensive players to receive the ball in those positions where they are the least dangerous offensive threats (diagr. 6). In any case, the defense must slow down the ball movement without taking an open defensive stance and getting beaten by the backdoor cuts. On the weakside, the defender must position his body in such a way so he can intercept possible passes (diagr. 7), but at the same time, always being sure to watch his man and the ball.

On a dribble penetration (diagr. 8), he must adapt his stance, and as the ball gets closer, he will take an extra step in the lane (ready for a defensive help). It is crucial in this dynamic situation that the defensive player stays in the passing lane to keep the ball and offensive players out. We call this "stay on the passing lane," as a way of reminding players that we can't anticipate unless there is pressure on the ball.

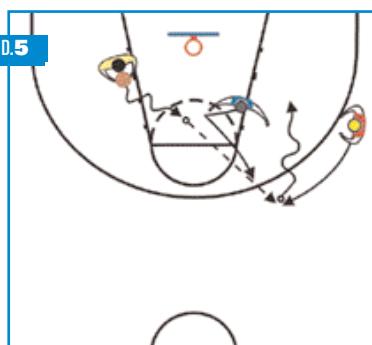
Here some drills we use to teach this phase of the defense.



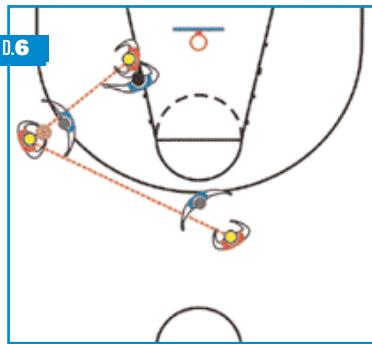
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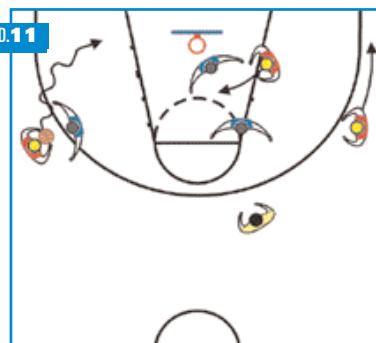
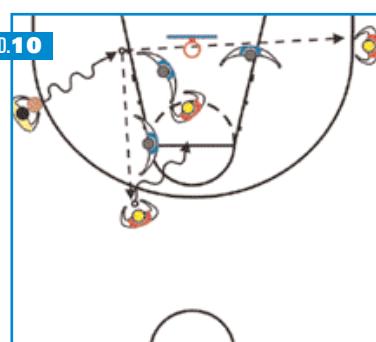
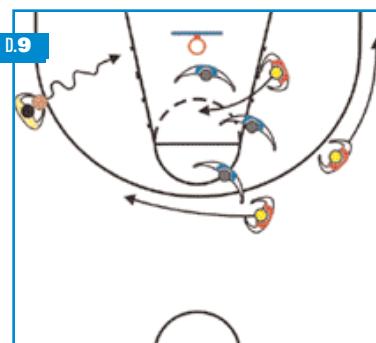
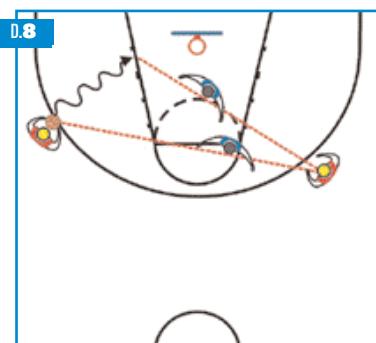
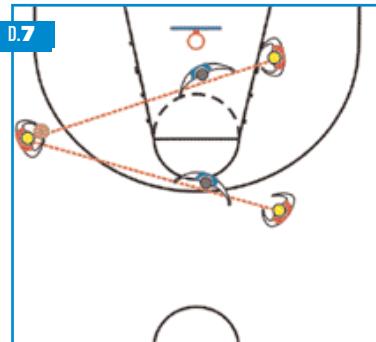


D.5



D.6





DRILL N. 4 THREE-ON-THREE: DEFENSIVE ZIPPER

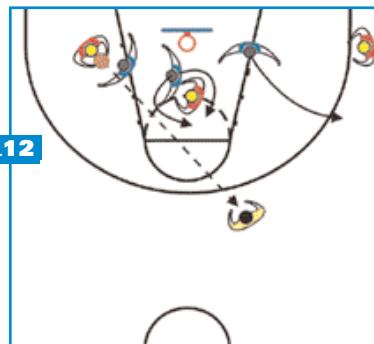
From a situation of 3-on-3 (diagr.9), the coach has the ball, fakes a one-on-one situation, and then uses dribble penetration. The defenders on the weakside must then adapt their position and pack the three-second lane, without losing sight of their own offensive players (diagr. 10). When the coach passes the ball outside, the defenders recover on

their man, contesting the potential passing lanes. Once one of the offensive players receives the ball from the coach, they play three-on-three.

DRILL N. 5

THREE-ON-THREE: COME UP WITH THE BALL

This drill is similar to the previous one, except that the coach starts on the weakside (diagr. 11). The offensive player with the ball, along with



a defensive player on him, penetrates with a dribble. As this move is started, the other two defenders slide into the lane. When the offensive player passes the ball to the coach, who is positioned in the middle of the floor, the three defenders then slide high toward the ball, contesting the position in the passing lane (diagr. 12).

It must be noted that this is naturally a tougher situation than the players will encounter in an actual game, where a pass from that position to the center of the court is contested and/or slowed down.

DRILL N. 6

THREE-ON-THREE: JUMP TO THE BALL

As seen in the diagr. 13 and 14, this drill is made from a sequence of cuts and positions, where the defenders change their positions, going from the weak to the strong side of the court.

The aim of this drill is to teach the defense to close up when the ball is near the basket (with the pass), and then open up,

when the ball is passed away, but always keeping pressure on the passing lanes.

The third aim is to defend, prevent shots inside the lane, and "control all defensive rebounds" (RULE N. 3).

To achieve this goal, you do not only need to contest the offensive players in the low post, stop the dribble penetrations, and crowd the lane, but you also need to understand the offense of the other team and make the proper defensive matchups. We always want to have our center patrol the lane and we help him choosing the proper tactics for defending against one or more offensive sets, which attempt to bring him out of the lane with a pick-and-roll.

Don't forget that improving individual defensive skills can be assured through daily practice. Our defensive rules don't create confusion for our players because they practice defense regularly and know exactly what they need to do. What we have described here is only the foundation of our defensive philosophy.

Additional aspects of man-to-man defense that have to be worked on include how to defend against shooters using a screen; back picks of the perimeter players for the big men; the pick-and-roll; and also the double team on the post, which necessitates a defensive rotation.

SUMMATION

In order for a team to play an effective man-to-man defense, all five players on the court must work together.

While there is much individual responsibility in the man-to-man defense, the ability of each player to help each other is critical.

The strength of a team comes from having a clear idea of exactly what to do in different defensive situations the players will encounter during the course of a game. We work every day in practice to achieve our defensive aims because we strongly believe that good defensive work is a skill that can be learned and improved, just like passing and shooting. All this hard work will yield results.

2-2-1 PRESSURE DEFENSE

Jim Calhoun was for 14 years head coach at Northeastern University, and then for 16 years at University of Connecticut. With this team he won a National Invitation Tournament, and the 1999 NCAA Championship.

At the University of Connecticut the 2-2-1 zone press defense has been used with remarkable effectiveness. This defense plays an integral role in a Connecticut defense which annually produces a high number of turnovers, yet still is able to hold opponents under 40% field goal shooting. The ability of the 2-2-1 to pressure teams and force tempo, but also allow coverage to keep easy baskets to a minimum is most appealing to my philosophy.

This particular press is used for several reasons. First, we feel that the work ethic and the individual talents of our team members fit into the scheme of the press very well. By combining attitude and hard work with our quickness and athleticism we are able to play this defense very effectively. In turn we can play this press very aggressively and dictate tempo of the game with it. The 2-2-1 press forces our opponents to attack us; in effect, teams cannot just bring the ball upcourt without incurring a ten-second violation or being forced to make a decision as to where and how to avoid traps. Certainly it causes opponents to think about something other than their halfcourt offense. This, of course, is a major objective of the press, which is not designed to take the ball away from opponents nearly as much as to force them into mental and physical errors on which we will capitalize.

The 2-2-1 is a very versatile press. We can get into the 2-2-1 off of made baskets or free throws, backcourt out-of-bounds situations, and even off of missed shots attempts. Furthermore, various options can be utilized within the scheme and execution of the 2-2-1. In addition to our standard version, we can match up out of it, we can pull the press back into a "retreat" version, and we can also trap particular players at different locations. Each of these options will be discussed in this report.

by Jim Calhoun



There are seven keys to the press:

1) PRESSURE - Ball pressure is a fundamental key to the success of the press. We emphasize solid, intelligent pressure on the ball, which in turn will enable us to apply other steps in executing the press.

2) FORCE - Our second objective is to force the ball to a sideline - also referred to us an "alley" - where we can set up a trap between one of our "first line" defenders and a "second line" defender.

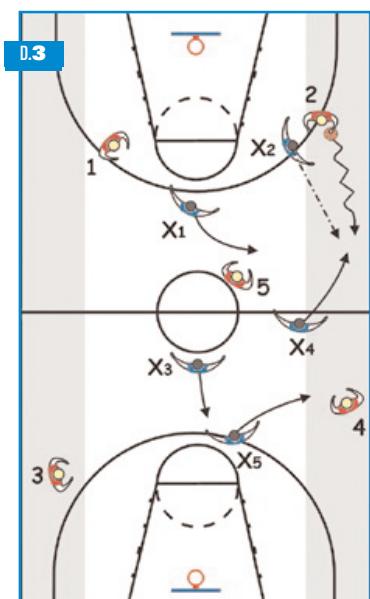
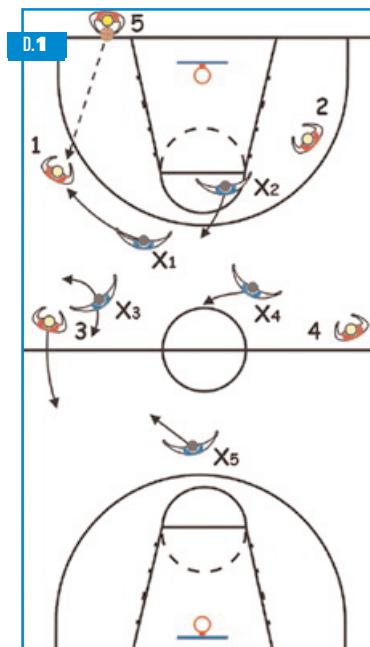
3) CONTAIN - In addition to being able to pressure the ballhandler and force him to the sideline, we must be able to contain him and keep the ball out of the middle of the court or the press will break down

4) "1-4" PRINCIPLES - Within the 2-2-1 press alignment we emphasize one defender applying solid pressure on the ball, and the remaining four defenders in good, balanced help position.

5) ROTATE - After we funnel the ballhandler into a trap, each of our defenders must rotate accordingly and make the proper defensive adjustments. This becomes even more important when there is a ball reversal.

6) CHALLENGE EVERY SHOT - When the ball is advanced against our press and a shot is taken, it must be challenged aggressively.

7) REBOUND - We must secure the rebound and limit second shot opportunities.



INITIAL SET-UP, SLIDES, AND ROTATIONS (DIAGR. 1)

The ball is not denied on the inbounds. Tight pressure is immediately applied on the ball after it is inbounded by the first line defender on the ball side X1. The opposite frontline guard X2 pinches to the middle and must stay at or above the level of the ball as it is being advanced. The strongside second line defender X3 plays "cat and mouse", a game of hedge and recovery always staying in the passing lane and encouraging a lob pass. The second line weakside defender X4 must

play in tandem and communicate with the deep man, X5. X5 will move to the strongside to defend the deep "alleyway" against any lob pass to a frontcourt offensive player. X4 will quickly rotate back to the basket. It is important to note that any pass to the middle is greatly discouraged. We must KEEP THE BALL OUT OF THE MIDDLE for our press to be effective. The ball must go around our press, never through it.

We do not discourage the reversal pass because we do not believe that will hurt us if our protection is good. After our first trap, we will rotate, adjust, and recover to retrap, a unique feature of our 2-2-1, which has contributed significantly to the success of our press. Many teams trap once before pulling their press back. We will trap a number of times in a single possession before tacking off the press. Another point we emphasize is that we do not believe the long diagonal pass will hurt us, simply because we will discourage that pass and make it very difficult to throw by placing good pressure on the ballhandler.

DIAGRAM 2

On a ball reversal we will employ the fundamental "bump" principle and make the appropriate rotations. As the ball is reversed, the entire zone quickly rotates back to our regular 2-2-1 alignment. As the ball is reversed from 1 to 2, X1 immediately pinches to the middle and "bumps" X2 back over to the strongside where he can pressure the ball and force it sideline. In maintaining our objectives of keeping the ball out of the middle, X2 must hold for X1 momentarily before this adjustment is made. To execute this movement efficiently and effectively requires good recognition, anticipation, communication, and hard work. X3, now the weakside second line defender, must trap back toward the middle into what we call "short middle" position. X4 is now the strongside second line defender, applying good "hedge and recover" principles and attempting to pull 2 into a sideline trap. X5 rotates back to the basket for protection in what we call "deep middle" position.

This is a good example of our "1-4 Principle" at work. Initially X1 pressured the ball while X2, X3, X4, and X5 essentially formed a "box" of help behind him ready to react. On the reversal X2 now pressures the ball at the point of our "1-4 Principle" with X1, X3, X4, and X5 providing help behind him.

DIAGRAM 3

We are always trying to spring out traps in the alleys along either sideline. It is important to note that we are not as concerned with where the trap is made in the alley as long as

it is a good trap. We tell our players that "we want a good trap, not necessarily an early one." By a "good trap" we mean an aggressive, solidly executed trap in which our defenders have their hands up, put pressure on the ball, and body up to the offensive player to make it more difficult for him to escape or make a pass.

We can create good traps in the backcourt as well as in the frontcourt. Again, we allow the reversal pass - we would like for the opponents to use as much up the 10-second limit to get past halfcourt as possible. Moreover, once the ball does get advanced just over halfcourt, ideal trap situations arise and we tell our players "this is where we're going to get them." Another advantage of having the trap occur in this area is that we



have less ground to cover should a trap be broken.

When a trap is broken each player must work hard to recover back into good defensive position. The short middleman and the deep middleman must work very hard to protect the middle area and the basket. In essence the deep man must move with the basketball or "mirror" the basketball as it is advanced.

We can recover back into a man-to-man or zone defense according to my preference. I will normally indicate this to the players through a verbal or numerical signal.

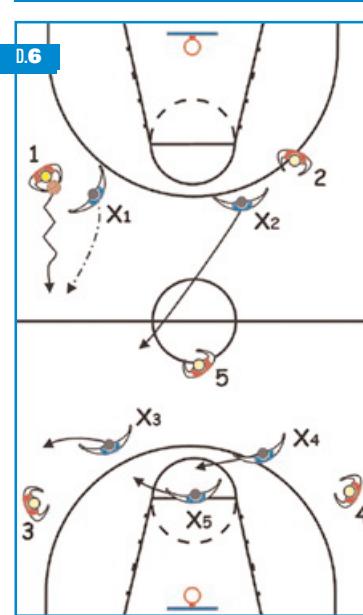
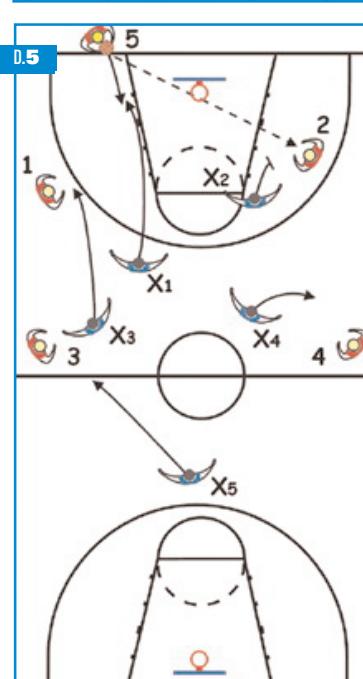




DIAGRAM 4

We will oftentimes try to spring several traps within each possession depending on the strength of our opponents. We will obviously gamble much more, encourage more traps, and therefore may allow a few more easier hoops against weaker teams. We take fewer chances with multiple traps within a possession against the stronger teams on our schedule.

Assume they throw out of our first trap near midcourt to a player ahead in the alley. Continuing the action from diagram 3, if 2 throws up the sideline to 4, X5's job is to control 4 by not sprinting out wildly at a live ball. X5 has to time his close out to correspond with X4 coming from midcourt. As X4 and close a trap, X3 must cover the strong-side block and basket, X1 has to sprint to cover anyone in the top of the key to elbow area, and X2 takes any pass out of the trap back towards midcourt.

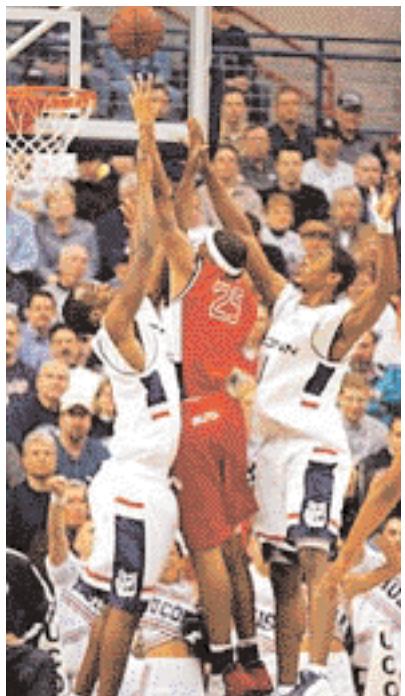


DIAGRAM 5

In the match-up option of the 2-2-1 we will make an adjustment to deny the reversal pass after it is inbounded. This tends to confuse or distract opponents after they have initially tried to confront the regular version of our 2-2-1.

In diagram 5 the ball is inbounded to 2. X2 immediately puts solid containment pressure on 2 and attempts to force him sideline. His counterpart on the frontline of the press, X1, jumps up to guard the inbounder and deny the reverse pass. X3 moves up and matches up with 1, who ordinarily would have been X1's man.

X4 and X5 will also match up to the frontcourt personnel. Hence, the match up becomes more like a man-to-man press except that we will also trap out of this version of the 2-2-1 press. Rotations will be similar to those in the regular version of the 2-2-1 press.

The secondline defender on the weakside will be a pivotal player in this configuration because he must play off his man and be ready to rotate and protect against a long pass while a trap is being made.

DIAGRAM 6

Depending upon the scouting report of an upcoming opponent, we may find it advisable to vary our 2-2-1 pressure by pulling it back and retreating some. This presents another look for our opponents to contend with. We simply will start our frontline people back toward halfcourt (as opposed to the foul line extended area where they would normally pick up opponents). When executed properly this version of the press is also very effective at helping us to alter and control the tempo of the game.

Other options available to us include versions where we fake traps or we leave one player alone to handle the ball against the press. This creates more confusion on the part of our opponents. We are prepared to make their adjustments because we practice the press and incorporate breakdown drills into our daily regimen in order to enhance the effectiveness of the press. To sum up, then, we feel that the 2-2-1 press is a very effective means of controlling tempo and providing us with opportunities to capitalize on the mistakes of our opponents. At the same time we feel it is a very safe press because we work very hard at the necessary rotations. Further, it is not a press where we emphasize a very early trap and have the whole floor the recover (such as the 1-2-1-1, for instance).

With hard work, good communication and teamwork, the 2-2-1 is a very effective means of full or 3/4 court pressure.

BUILDING A CHAMPIONSHIP TEAM

Dusko Vujosevic is the head coach of Partizan Belgrade and the Serbian and Montenegro National team. While coaching Partizan, he won two National Championships, one Yugoslavian Cup, and the Korac Cup. As coach of the Junior National team, he won a gold medal at the 1988 European Championship. He also coached other Division I Yugoslavian, Spanish, and Italian clubs.

I don't think team motivation is all about "big speeches and big words". Motivation is a process that begins much earlier, going all the way back to the first day of practice. It starts with selecting players, explaining to them my coaching philosophy, establishing team rules, and then setting our goals. The key part in achieving these important aims comes down to the selection of players. Of primary importance is the athletic ability coupled with strong desire to win. I look for spirited competitors and good men. With players like these, your job is not to explain WHY you have to win, rather, your job is to teach them HOW to win. Players like these need to win. They already have this attitude "inside" and will accept nothing less than victory. These players form the foundation upon which you, as coach, can start building your team. Players have personalities and their own ideas. Coaches have to realize this. But this is a team we are building and one player with a bad attitude and his own ideas can destroy everything you are working for. A coach should not tolerate something as seemingly "innocent" as a player turning his back in a locker room discussion. Part of your job is to recognize disruptive or disgruntled players and do everything in your power to stop them, even if it means dismissing them from the team.

You'll know you are doing a good job in fostering a high sense of team morale if your team has a willingness to hustle for the entire game. Explain to them that championship teams do play at this high level of enthusiasm and that they cannot underperform.

The next step in building a team comes from hard practice sessions. You have to work hard with your team and it is important for everybody on the team to understand one thing: the willingness to win games starts with a willingness to practice hard. Hard working players, like hard working teams, are not quitters. They don't quit in practice sessions nor do they quit in games. Sasha Danilovic, who played in the NBA, and Milos Vujanic, who used to play for Partizan, and soon for an NBA team, fully understand the concept of hard work.

As a coach, you have to do your best to develop something I call the "cult of unselfishness," which is a special mindset possessed by some of the better players. Watch Tony Kukoc, who is now with the Milwaukee Bucks. With the ball in his hands, he always looks to pass to a teammate who is in better scoring position before he attempts to make his own



by Dusko Vujosevic

offensive move. He is a valuable asset to any team because he is the type of unselfish player who elevates the play of his teammates.

Your players have to know that what makes the team good is the sum of their own individual sacrifices. Championship teams have that kind of attitude. For example, even if your top player scored 30 points, a player on a championship caliber team is not happy if his team did not win the game. Nor would he be happy if his team won and he felt that he did not fully contribute to the victory.

Once you have "good vibrations" from the players on your team, you maintain it by telling them both the good and bad things they are doing on the court. This goes for your best players as well. No one gets special treatment on a team. However, the best player and the head coach have to do one thing together-they are responsible for setting "team rules." It's the best player who has to become an example for everybody else on the team. He has to work hard on the court, going hard in practice sessions and in the games.

I'm a realist and not a coach who thinks his team will win every game. But I am a coach who expects that each player will give their best every time they are on the court. If the team loses badly, it's a sign that something is wrong with the team and it needs to be corrected immediately. An important next step for a coach at the beginning of the season is setting both team goals and individual goals for every player on my team. Individual goals need to be part of the overall team goal.

I also want each of my players to have "day goals" something they will try to accomplish at every practice. I want them to work hard on the court, so when they leave the court at the end of practice they will know that they pushed themselves to become a better player than they were at the start of practice. At each of my practices sessions, I want my players to compete, to do their best, to push themselves to succeed, and most of all to understand that we can't reach the top without their willingness to practice hard every single time. Dejan Bodiroga, who plays for Barcelona, understands this concept.

He is what I call a "self-coached player." He gives of himself at every practice because he wants to improve his game. He wants to do better in every game. With a team of players with the work ethic of Bodiroga, a coach will certainly come close to experiencing true coaching happiness.

THE INDIANA BASKETBALL COACHES ASSOCIATION: HISTORY AND ACTIVITIES

by Jerry Bomholt

Jerry Bomholt is the President of Indiana Basketball Coaches Association (IBCA), and head coach of Madison Shawe Memorial High School in Madison, Indiana.

HISTORY

The Indiana Basketball Coaches Association (IBCA) originated in 1971 in a room at the Marriott Hotel in Indianapolis. Two Coaches from each of the five Indiana High School Athletic Association districts, and Virgil Sweet, one of the best high school coaches in our State, attended. The IBCA's goals were education and fellowship.

The late Marion Crawley was the first executive Director, followed by Virgil Sweet, Bob King, George Griffith and, in the summer of 2002, Steve Witty. Each of these men were coaches who helped write the history of basketball in Indiana.

The IBCA is the voice of the Indiana Basketball Coaches. Its Board and 14 district representatives meet during the year to formulate and communicate to the Indiana High School Athletic Association its concerns about Indiana High School Basketball.

THE MEMBERS AND THE BENEFITS

The IBCA has gone through two major changes in its thirty-two years of existence. With the inclusion of Girl's basketball coaches, the membership has grown to over three thousand members. The IBCA has become one of the largest high school basketball coa-



ches associations in America. In 1998 the IHSAA voted to go to class tournaments. This presented a tremendous challenge to the IBCA as the hallowed history

of Indiana Basketball was being changed. We are proud to say that the IBCA still remains as strong as ever. Our members are not only the men's and women's high school coaches, but also college coaches, and basketball officials from the State of Indiana and other states. The entry fee is \$10 or \$15, which includes \$1 million in liability insurance. Membership in the IBCA offers several distinct advantages, which will be described in the article. The IBCA publishes two newsletters each year, in the fall and in the spring.

ACTIVITIES OF THE IBCA

A clinic in the spring is our major sponsored event. The clinic features fourteen speakers over two days, which includes four college speakers and ten high school coaches (both boys and girls). This makes for a very unique event. Anywhere between eight hundred to twelve hundred coaches will be in attendance. Converse has been the primary sponsor of this clinic, as well as the primary IBCA sponsor. The fee for the clinic is \$60, but a member of our association is given a \$20 discount if he attends the clinic.

Each year the IBCA provides approximately 20 girls and 20 boys college grants of \$500 each. Through the years, the IBCA is proud to have provided over \$250,000 in grants to deserving student athletes.

The IBCA issues its own boys high

school poll featuring the top twenty-five teams in the state. The poll committee is made up of twenty-one head coaches representing each district and class. This group of coaches also selects the IBCA's boy's all-state team. This all-state team is made up of fifteen seniors. In addition, there is an underclassmen All State team of fifteen players selected. This committee also selects a Junior All - Star team to compete and help prepare the Senior Indiana All - Stars for the annual Indiana vs. Kentucky All - Star series.

Also, for the first time, the IBCA, in conjunction with the Indiana High School Athletic Association, will be conducting boys and girls underclassmen showcases. These events are designed to showcase and provide collegiate exposure for the best underclassmen talents that the State of Indiana has to offer.

THE IBCA INTERNET SITE

As we enter the twenty-first century, we find the IBCA entering another era of change. In 2001, the IBCA went on line for the first time. To better meet the needs of coaches and players, the web site was upgraded further in 2003.

We give a password to our members and they can use all the services inside our site: every week we publish technical and general interest articles, then there is a job placement section and a member can nominate his players for the 40 scholarships our association gives to the senior high school boys and girls players.

The IBCA is very proud of the history and growth of our organization and the heritage of our great game of basketball in Indiana. Visit our web site at www.ibcahoopscoaches.com and learn more about the IBCA.

BOOKS AND WEB SITES ON CONDITIONING



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

Physical conditioning is becoming more and more important in basketball training, with drills and exercises now performed on the court and in the weight room as opposed to the running track as they had in the past. We would like introduce you to some books and videos that detail a variety of strength and conditioning practices and programs that will help you get your players ready for the fast-paced game we have today.

When it comes to sport physiology and conditioning, *The Physiological Basis for Exercise and Sport*, by Edward L. Fox, Richard W. Bowers, and Merle Foss (721 pages, William C. Brown, 1993) is a classic. While the book was very successful and was translated into several languages, including *Fisiología del Deporte* (Medica Panamerica, 1997), it is now out of print and may be hard to find. If you are lucky enough to find a copy, I recommend that you add it to your library.

The Science and Practice of Strength Training, by Vladimir M. Zatsiorsky (Human Kinetics, 1995) details all the information about

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.

strength workouts you need, while *Jumping into Plyometrics* (Human Kinetics, 1998), by Donald Chu, a consultant to many NBA teams, describes how to employ plyometrics in your conditioning workouts. Developed from exercises used by coaches and athletes in the former Eastern bloc countries in the mid-1960s, plyometrics is a type of training designed to develop power characterized as explosive. It's the kind of power that all top basketball players have, and that all aspirants to greatness need.

Specific books for basketball conditioning include *Conditioning for*

HIGH-PERFORMANCE SPORTS CONDITIONING

BILL FORAN
EDITOR

Modern training for ultimate athletic development



Basketball, by Matt Brzycki and Shaun Brown (Master Press, 1993), *Strength Training for Basketball*, by Bruno Pauletto (Human Kinetics, 1994), and *Complete Conditioning for Basketball*, by Greg Brittenham (Human Kinetics, 1995), a book and video from the conditioning coach of the New York Knicks.

Bill Foran, the conditioning coach of the Miami Heat and founder of the National Basketball Association of Conditioning Coaches, wrote *NBA Power Conditioning, 122 Exercises and Drills from the Experts* (Human Kinetics, 1997). Foran has a new book out called *High Performance Sports Conditioning: Modern Training for Ultimate Athletic Development*. What Foran has done is collected training articles from the best U.S. conditioning coaches and packed them into 362 pages of very interesting reading.

Another new book published this year is *Getting Fit Now for High School Basketball* (Hatherleigh Press, <http://store.yahoo.com/hatherleighpress/1-57826-094-9.html>). Joe Kolb, the author, has written a fitness book on how to train boys and girls from 12 to 18 years of age. There over 200 photographs which illustrate the text, with an ample section devoted to women's basketball and training for the disabled.

The National Strength and Conditioning Association (NSCA), a worldwide authority on strength and conditioning, describes how to design a strength and conditioning program for high school ath-

letes in their new book, *The NSCA's Strength and Conditioning Manual for High School Coaches* (on the Internet at <http://www.exrx.net/Store/HL/NSCAStrength-ConditioningHS.html>). This extensive book covers program design, warm up, stretching and flexibility, resistance exercises, plyometrics, speed development, agility, and offers special sections on exercise physiology and nutrition. The book also provides sample programs and guidelines, and features over 80 exercises and drills (with complete descriptions and photographs) that coaches can use in their programs.

Another very interesting a book and CD-ROM released this year is *Building Strength and Stamina* (Human Kinetics) by strength-training expert Wayne Westcott. *Functional Resistance Training Techniques* (Human Kinetics, 2003) is the new CD/DVD produced by Lee Brown and Matthew Comeau. Gilles Cometti, a French expert, wrote *Préparation Physique au Basket* (Chiron, 2001), which has detailed training programs to help get your players ready for the upcoming season.

The following Internet websites sell many of the conditioning books, videos, and sport-specific training information discussed above.

In English

www.humankinetics.com

www.sysko.com

www.coacheschoice.com

www.sportspecific.com

www.nsca-lift.org

www.strengthcoach.com

www.thestretchinghandbook.com

www.powerbasketball.com

www.nsca-lift.org

www.naturalstrength.com

www.performbetter.com

[www.sobreentrenamiento.com \(Spanish\)](http://www.sobreentrenamiento.com)

[www.afeb.asso.fr \(French\)](http://www.afeb.asso.fr)

[www.preparazioneatletica.it. \(Italian\)](http://www.preparazioneatletica.it)



FIBA

We Are Basketball

HOW TO BECOME A BETTER OFFICIAL



by Fred Horgan

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

Officiating a basketball game can have its moments of ironic humor. One particular example that comes to mind happened a number of years ago when a fellow official and I were assigned to a semi-final game between two of the top teams in a local league. Predictably, the fans were in rare form that evening. Late in the game, my partner called a perfectly correct "charge" foul against the home team and their coach quickly took a time-out. For the next minute, every fan in the building could think of no greater pleasure than to have my friend hanged from the nearest basket support.

The building shook. After about twenty seconds of unbelievable abuse, he slowly strolled from the throw-in spot across the court to where I was standing near the scorer's table. With a smile on his face, he asked, "Is this what basketball is all about, Fred?"

Since that moment, in countless clinics and game situations as an official and later as an instructor, the ironic side to the question has become clear. Too often, an official steps onto the court without really having any idea what it's "all about", and in the process makes a fool of himself/herself and a travesty of the game, not to mention making it very difficult for other officials who have to follow.

Maybe it's time to answer the question, to try to put in plain and simple words "what it's all about". Knowledge of the rules and of proper game mechanics aside, what makes an official a success? What qualities set that person above those who stay for a short while and then are never seen again?

Give some thought to these ten characteristics of a successful official, in basketball or in any other sport.

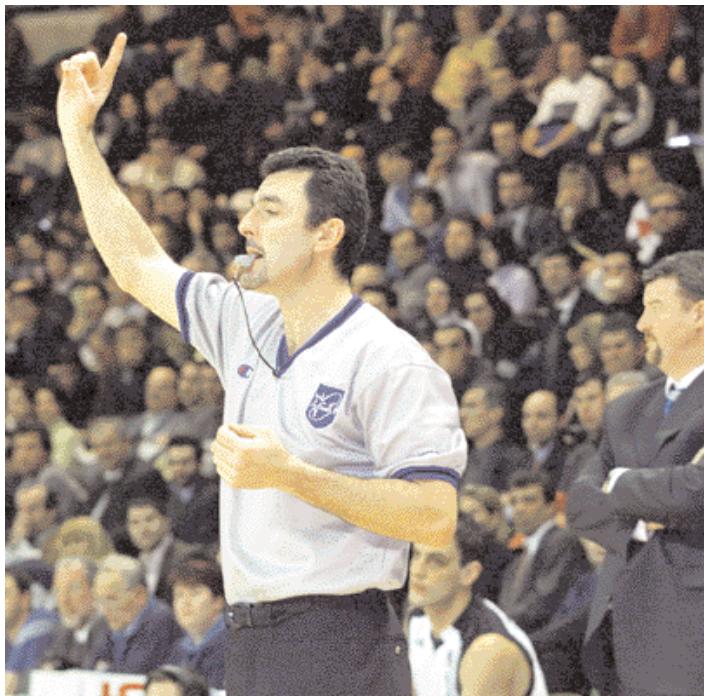
1. The good official is conscious of his/her appearance. The object is to be clean and well groomed without becoming a movie star. The uniform is often dictated by the association he/she represents but appearance is a personal responsibility in which that person takes great pride.

2. The good official is punctual, aware that coaches and players have enough on their minds without having to worry about when the officials will arrive. Even more important is the simple fact that a punctual arrival will set the tone for all pre-game preparations and indeed the first moments of the game itself. "Punctual" does not mean "game time".

The good official allows sufficient time to dress, discuss situations with a partner or partners and approach the playing court professionally. Nothing looks worse than a last minute sprint from the dressing room to the court at the beginning of the game or second half.

3. The good official doesn't referee the game alone. There are not two but three teams in every game, and one of these is the officiating team. The pre-game discussion becomes a priority but he/she is also conscious of the rest of the team, the table officials, throughout the game.

The good official realizes that the table officials have no way to protect themselves from verbal abuse and supports them whe-



never necessary. In post-game reviews, he/she also gives (and welcomes) any constructive, friendly, private criticism which might improve performance in the future.

4. During the game, the good official never becomes involved in lengthy conversations with players and coaches.

Such debates can cause far more problems than they might solve. When it is necessary to address someone, the conversation will be courteous and clear but brief.

On the other hand, conversations with scorers and timers might be more detailed and never rushed. The table officials are a part of the officiating team and it's the duty of the floor officials to provide whatever help they might need.

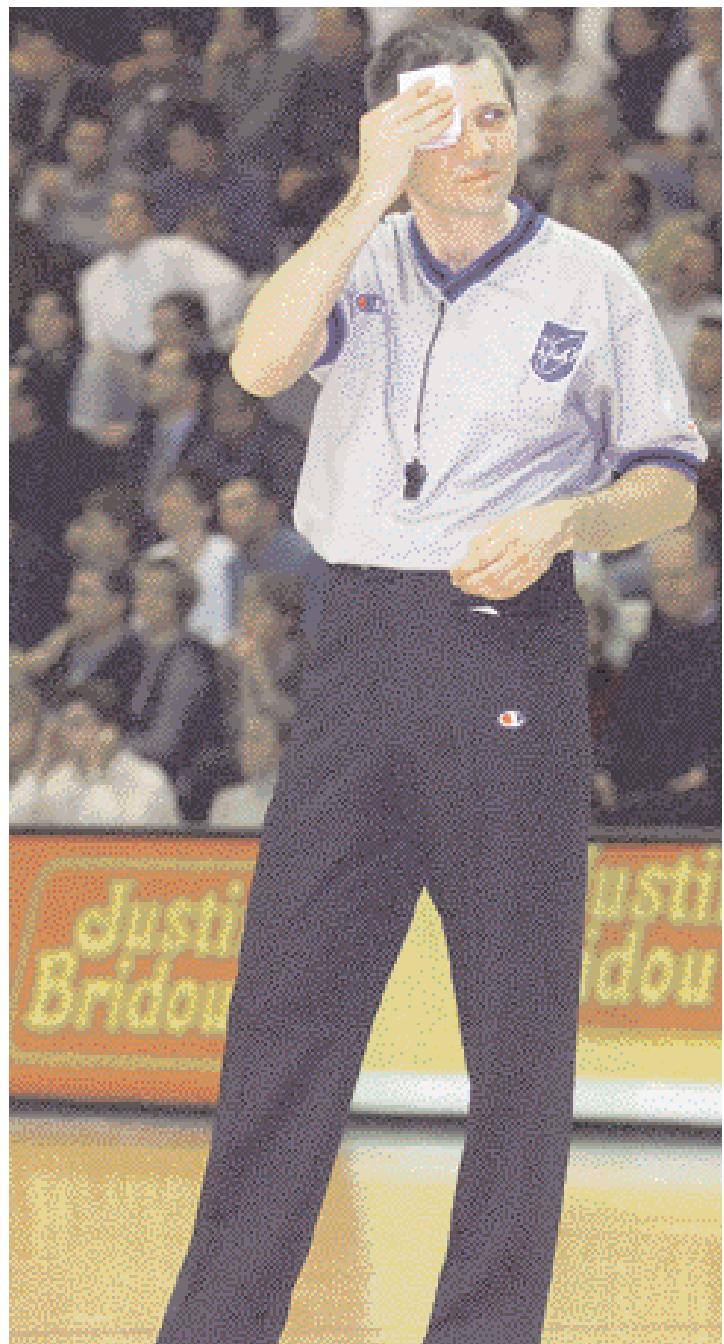
5. The good official tries not to be the center of attention. He/she knows that the official's role is to remain as inconspicuous as possible. Exaggerated signals, an unnecessarily loud voice and facial expressions or body language that might incite players, coaches or fans are avoided. Instead, the voice is clear, serious and confident; whistles are sharp but brief and signals are equally crisp. Play stoppages are kept as brief as possible because the good official realizes that most unsportmanlike infractions occur while play is stopped. When a player's ego is wounded or pride is hurt, or when that player thinks he/she has been wronged, the best approach for avoiding confrontation is to resume the game as quickly as possible.

6. The good official knows that for every decision that will interrupt the game there will no doubt be five others that will not. Not every decision will require the blowing of the whistle. Most of the time, the official will judge that an infraction did not occur, despite what players, coaches or fans might think, and in this instance the lack of a whistle is really a communication in itself. There's no need to justify such decisions; head shaking and the use of unapproved signals belong in very few sports.

7. The good official is not a slave to a rulebook. He/she realizes that every rule has an intent which reflects a consistent philosophy of how the game should be played, and he/she makes it a point to know this intent. Phrases like "tempo", "flow of the game" and "game management" become just as important as any textbook definition.

8. The good official demonstrates professionalism. A stoppage in play isn't the time for him/her to practice free throws or 3-point shots. At the same time, frequent conversations with one's partner only suggest to others that someone lacks confidence. When the game is being played, proper mechanics dictate where each official should be. During a time-out, the official should stand still at the assigned floor position, using that stoppage to prepare mentally for resuming play.

9. The good official is courteous and controlled, manages his/her temper, and doesn't lose patience with players, coaches or fans, nor does he/she grant post-game interviews to discuss controversial plays. At the same time, he/she is in control without being arrogant. The good official knows who's in charge, and is aware that when authority is challenged there's recourse within the letter as well as the intent of the rules to cope with that challenge without making a fool of oneself. At the same time, the good official realizes that the two most



important phrases in the officiating vocabulary are "please" and "thank you". When someone does a favor by retrieving a ball or preventing a delay, there's nothing wrong with a courteous response.

10. Finally, the good official appreciates that he/she is not infallible. Mistakes will be made, and when such mistakes happen there should be neither hesitation nor discomfort in admitting to them. When the error is correctable, it's corrected; when it's beyond correction, the game must continue. The objective should always be to officiate to the best of one's ability. A day with a perfect game is the day to retire. The task of officiating is often a thankless one. It's impossible to make a decision that everyone will applaud so forget "everyone" and let honest judgment be your guide. Be neat, courteous, confident and professional, and you'll be a success. That's what officiating is all about.

RECRUITING OF NEW YOUNG REFEREES



by Edvard de Jager

Edvard de Jager was a FIBA referee from 1985 to 1993. He became a FIBA National Referee Instructor in 1997 and the next year a FIBA Commissioner. de Jager has been a member of the Netherlands Basketball Federation Referee Committee since 1995.

I was asked by the Netherlands Basketball Federation in August 2002 to form a new group of 12 good, young referees. We found the financial funds through our referees' sponsor and started working with a staff of six very good and experienced tutors and myself. Two of these tutors were our most experienced FIBA referees and they would "coach" the candidates by officiating games with them.

How did we select these young referees? We looked at their rankings from the previous season, noted their potential for the future, as well as their age and gender.

This group also had to meet special FIBA requests. They had to be younger than 34 years of age with a good knowledge of the English language, a very good knowledge of basketball rules and the mechanics of refereeing, and they had to be readily available to work. In addition to having excellent interpersonal skills in working with other people, they also had to be in excellent physical condition, non-smoking, and not overweight.

We explained our goals to our little group, demanded that they be eager and ready to work for the season, and highly motivated to achieve the best possible results. The young referees agreed to our proposal.

TIME-SCHEDULE.

We divided the year into five phases:

training sessions in August and September 2002

- personal mentoring and criticism during these two months with the aid of the tutors, videotape review, and individual advice.

1 In November 2002 we had individual sessions and, based on their results, we divided the group into those who could possibly go on to the FIBA clinic and the others that could try to become a first division referee.

1 In December 2002 this potential FIBA referee group took English exams and were then assigned to referee tough games in the Netherlands Men's First Division, while paired with one of the experienced Dutch FIBA referees. The other group had exams on the rules, psychological aspects, and mechanics of refereeing, and were then asked to referee in the Netherlands Women's First and Promotion divisions. This phase ended in May 2003.

1 Everyone involved in this project, both referees and tutors were evaluated.

1 The last phase started at the beginning of May 2003.

To date, four referees have been nominated as candidates to become FIBA referees. If they are able to maintain their positions, we shall send them to the FIBA-clinic in June 2003 in Amsterdam.

HOW WE PROCEED

To make a program successful like ours, you need to have a solidly-organized federation, enough qualified and experienced tutors with good ideas, financial backing, and international tournaments where you can put the young referees under more game pressure than they are regularly used to.

It worked out well for us this year in the Netherlands because we had Harlem Basketball Week, the Ricoh Cup, the Military Championships, and the Dutch Men's and Women's Final Four Cup. We paired our new referees with very experienced referees in many of these tournament games and afterwards they were fully evaluated by their tutors.

In order for referees to make improvement on any scale, it's a must that they get to see themselves on videotape. Thanks to the videotaping that we did, the referees were able to see for themselves the many mistakes that they made during the games, from the small ones to the big ones.

Behind every successful referee there is usually a good instructor. People learn mostly by sight and hearing but to be successful, the instructors need to combine these two factors in their work with long conversations with the young referees and through the use of videotapes. This can occur after a game, with lessons on the court, or during a video session.

EVALUATION AND EDUCATION

For the referee's evaluation during normal competitions, we use eight commissioners and eight evaluators. In addition we use two judges, who are the only people to give a figure to the referees and commissioners.

They only evaluate while the commissioners do accompaniment/mentoring.

Thanks to this unique evaluation set-up, we have developed a ranking system, which is objective, as much as it can be, and which is useful for the playoff games to help us select the best commissioners and referees.

The judges themselves don't do the commissioner's work anymore. This system has been effect for one year in our men's first division and everybody is enthusiastic about it. The eight



other evaluators are used in all other lower divisions, except the men's first division. They work as observers and they are obliged to give figures to those referees.

The commissioners also have to evaluate referees working in games in the lower divisions.

This is an advantage for both referees and commissioners; the referees are getting better quality evaluations and the commissioners continue to stimulate young talented referees. They have been specially trained to work with younger referees, pointing out to them how to work hard and become better at their jobs.

How can you motivate a 24-year-old referee? We are confident that our veteran commissioners are able to do just that. After this season, we will evaluate the system of judges. Are we happy with what they have accomplished so far? Are we satisfied with the job they have performed?

Do we have the finances to continue with our work?

We probably need two or three more judges. Who is going to train them and who can become a judge? For the playoff

games, we have temporarily appointed two extra judges for the women's playoffs and one extra judge for the men's games. We want to have a judge at each single playoff game. This is the person who decides which referee continues and who is eliminated for upcoming games. This is also applicable for the commissioners during the playoff games.

Of course, the final decision depends on our referee committee.

All above-mentioned topics will be discussed and argued about with the referee committee this summer.

SPECIAL TRAINING

We run four training-sessions mostly in Amsterdam. They are conducted by our professional tutors from the end of May until the start of the new season.

We offer mental training and media training sessions and do physical fitness and body testing. Finally, we offer a lot of personal advice for each individual so they can stay in shape and be ready for the start of the new season.

RIGHT OR WRONG?

As of this issue of the FIBA Assist Magazine we will introduce exemplary rule cases. The cases contain hypothetical play situations, accompanied by the correct rule interpretation for each play situation. The FIBA Sports Department offers this as an essential element in assisting basketball referees throughout the world in understanding and interpreting the rules of the game. A good test for your knowledge of the rules - check it out!

1. While attempting a successful shot for goal, A2 is fouled. A technical foul is charged against coach B. A2's free throw resulting from the original foul is successful. Before the ball has become live for the first throw resulting from the coach B technical foul, a time-out is requested by coach A. Shall the time-out be permitted?

2. A1 releases a shot for goal. While the ball is on its upward flight, it is contacted by B1. After the contact by B1 and while the ball is now in its downward flight but has not yet touched the ring, the ball is contacted by A3. The ball enters the basket. Shall the goal count?

3. A2 is dribbling the ball when B2 takes a legal guarding position in the path of A2. B2 then moves laterally to maintain a guarding position against A2. A2 makes contact on B2's torso while B2 is still moving with neither foot touching the floor. Shall the foul be charged to B2?

4. While A2 is dribbling the ball, A4 and B4 commit a double foul. B4's foul is judged disqualifying. Shall play resume with a team A throw-in?

5. A1 is in possession of the ball for a throw-in when A3 fouls B3. This is the fifth player foul committed by team A in that period. Shall free throws be awarded?

6. Coach A is granted a time-out. During the time-out, B2 reports to the scorer as a substitute. Must B2 wait until the referee has recognized the substitution before B2 can become a player?

7. While the ball is in the air on a shot for goal, B3 contacts the



backboard, causing it to vibrate. The vibration causes the shot for goal to be unsuccessful. Shall B3 be charged with a technical foul?

8. A1 commits his/her fifth player foul. Before the foul can be reported to the scorer, A1 commits a technical foul. Shall the penalty for the technical foul be one free throw, followed by possession of the ball?

9. Players A2, A3, and A4 are involved in a fight situation and are disqualified. Shall coach A also be disqualified?

10. Following a team B field goal, team A is granted a time-out. When play resumes following the time-out, A3 is handed the ball out-of-bounds on the end line for a throw-in. A3 passes the ball to A4 who is also out-of-bounds in that end line. A4 then passes the ball inbounds to A5. Is this action legal?

ANSWERS

1. (Yes, Article 27.4.1)
2. (No, Article 41.2.1)
3. (No, Article 44.6.4, 44.6.5)
4. (Yes, Article 45.2.2)
5. (No, Article 55.2.2)
6. (No, Article 28.2.6)
7. (No, Article 41.3, penalty)
8. (No, Articles 13.1 and 51.2)
9. (No, Article 47)
10. (Yes, Article 26.2.2)



COMMISSIONER'S CHECKLIST

The commissioner is present to ensure that the game is played under regular conditions and to collaborate with the referees at all times to ensure that this is the case. Furthermore, the commissioner shall be primarily responsible for the smooth running of the scorer's table, he will be seated between the timekeeper and scorer. Having completed the duties, he shall provide a report on the game to the governing body of the competition.

At European national team games and in the European Club Competitions some additional duties were given to the commissioners.

Therefore, a Commissioner's Checklist was provided to facilitate their duties and to assist them in producing a comprehensive report after the game.

The below checklist was prepared by the FIBA Sports department and serves as an example.



Each national basketball federation may modify it to meet the requirements of its competitions.

1. TECHNICAL EQUIPMENT

- 1.1. The scoreboards were according to the rules
- 1.2. The scoreboards were visible to everyone
- 1.3. End of period/game sound signal sounded automatically and was sufficiently loud
- 1.4. The 24-second device sound signal sounded automatically and was sufficiently loud
- 1.5. There were: two (2) 24-second devices on top of the baskets, or four (4) 24-second devices in the corners of the playing court or two (2) 24-second devices in the corners of the playing court
- 1.6. The backboards and the padding were according to the rules
- 1.7. The backboard supports and the padding were according to the rules
- 1.8. The basketballs used for the game were ones which are officially approved
- 1.9. The scorer's table functioned well

2. PLAYING COURT

- 2.1. The playing court was regulation size (28 m x 15 m)
- 2.2. The playing court had a wooden floor
- 2.3. The playing floor was clear of lines and markings with the exception of the basketball lines
- 2.4. Around the boundary lines there was a band at least 2 m in width and of a contrasting colour
- 2.5. All the seats in the playing hall were numbered
- 2.6. The spectators were seated at least 5 m from the playing floor

3. SECURITY

- 3.1. There was sufficient security in relation to the number of spectators
- 3.2. There were sufficient representatives from the host country
- 3.3. The referees and the commissioner were properly and constantly protected

4. BEHAVIOUR OF TEAM A AND TEAM B:

- 4.1. Players, coaches, or team followers with special responsibilities:
 - 4.1.1. Displayed serious misbehaviour, were threatening or intimidating towards the referees, commissioner or table officials
 - 4.1.2. Displayed serious misbehaviour, were threatening or intimidating towards their opponents

- 4.1.3. Committed acts of violence towards the referees, commissioner or table officials
- 4.1.4. Committed acts of violence towards their opponents during play
- 4.1.5. Committed acts of violence towards their opponents while play was stopped
- 4.2. The spectators:
 - 4.2.1. Committed infractions, were threatening or incited to violence towards the referees, commissioner or table officials
 - 4.2.2. Threw harmless objects onto the playing court
 - 4.2.3. Threw objects that may cause injury onto the playing court
 - 4.2.4. Threw objects onto the playing court that hit and/or injured someone
 - 4.2.5. Endangering and/or threatening towards opponents and/or officials
 - 4.2.6. Caused the game to be interrupted
 - 4.2.7. Caused the game to be stopped, whereby the game did not or could not resume
 - 4.2.8. Entered and/or intruded onto the playing court before, during or after the game
 - 4.2.9. Attempted aggression on and/or off the playing court
 - 4.2.10. Committed acts of aggression on and/or off the playing court
- 4.3. The team managers:
 - Displayed serious misbehaviour, were threatening or intimidating towards the referees, commissioner or table officials

5. ADVERTISING ON AND AROUND THE PLAYING COURT

- 5.1. The baskets, backboards and backboard paddings and backboard supports were free of advertising (exception: the front side of the backboard support padding)
- 5.2. The manufacturer's name(s), mark(s) or logo(s):
 - 5.2.1. Was/were a maximum of 250 cm²
 - 5.2.2. Appeared a maximum of one (1) time on each side of the metallic backboard support structure
 - 5.2.3. Appeared a maximum of one (1) time on each side of the backboard support padding
- 5.3. The inside of the playing court (excluding the 3 circles) was free of advertising
- 5.4. The first 2 metres outside the boundary lines of the playing court (including the floor) was free of advertising
- 5.5. If there was advertising in the circles:
 - 5.5.1. It was the same in the two free-throw circles
 - 5.5.2. There was only one company advertised in any one of the circles
- 5.6. The advertising on the scoreboards did not obscure the view of the scoreboards
- 5.7. There was no advertising for spirits or tobacco on and/or around the court

6. ADVERTISING ON THE PLAYERS' UNIFORMS OF TEAM A AND TEAM B:

- 6.1. Players' shirts:
 - 6.1.1. The shirts were as described in Art. 13 of the 'Official Basketball Rules'
 - 6.1.2. If there was advertising on the shirts:
 - 6.1.2.1. It appeared only on the front of the shirts
- 6.1.2.2. The writing or the sponsor's logo was a maximum of 8 cm in height and 40 cm in width
- 6.1.3. The name of the team appeared on the front of the shirt and was:
 - 6.1.3.1. On one (1) line of text and a maximum of 8 cm in height or
 - 6.1.3.2. On two (2) lines of text and each line was a maximum of 6 cm in height or
 - 6.1.3.3. In the form of a badge or a symbol and was a maximum of 200 cm² and a maximum of 10 cm in height
- 6.1.4. The player's surname appeared on the back of the shirt and was between 6 and 8 cm in height
- 6.1.5. The name of the city of the team appeared on the back of the shirt and was between 6 and 8 cm in height
- 6.1.6. If there was a manufacturer's name, mark or logo: It appeared only once and was on the front of the shirt and it was a maximum of 12 cm²
- 6.2. Players' shorts:
 - 6.2.1. The shorts were as described in Art. 13 of the 'Official Basketball Rules'
 - 6.2.2. The shorts were free of advertising
 - 6.2.3. If there was a manufacturer's name, mark or logo, it appeared only once and it was identical to that of the shirt and it was a maximum of 12 cm²

7. COMPOSITION OF TEAMS

- 7.1. Team A and/or team B had fewer than 10 players at the beginning of the game
- 7.2. When introduced at the start of a game, each player on the team was uniformly dressed
- 7.3. Coaches and assistant coaches were appropriately dressed during the game
- 7.4. The doctor of the home team was present at the game
- 7.5. Personnel were available to dry wet spots and were present throughout the game
- 7.6. Team mascots and cheerleaders acted in accordance with appropriate article

8. PLAYERS' ELIGIBILITY

- 8.1. All the players of team A and team B had the proper FIBA player's licence / ID card
- 8.2. Both team A and team B had the correct number of foreign/naturalised players according to the Regulations for European Club Competitions

NOTE: FOR NATIONAL TEAM COMPETITIONS:

- 1. Only naturalised player(s) according to the FIBA Internal Regulations are permitted to participate
- 2. No foreign players
- 9. Musical instruments
 - If musical instrument(s) were used during the game, they were played only behind the end lines and/or on the side opposite the scorer's table and the team bench areas
- 10. Doping control
 - There was an unannounced FIBA doping control done by a FIBA approved supervisory doctor
- 11. Other
 - There was/were other item(s) or difficulties not covered above.



FIBA

We Are Basketball



by Maurizio Gherardini

Former assistant coach and general manager of the Italian Division I team of Forlì, Maurizio Gherardini became Executive Director of the Benetton Treviso team in 1992 and was selected the Best Executive of the Division I Italian League in 2000. He is considered one of the top European basketball executives.

Peter Drucker, a social commentator and business philosopher, who is considered the father of modern business, stressed the importance of a "social link" in companies. This link is the great bond that should develop not only between a company and the people that work for it, but also the link that needs to be developed between the company and the people who live in the same town as the company. Benetton is a great believer in this important link.

Today, the Benetton Group is present in 120 countries around the world. Its core business is clothing. The Group produces over 100 million garments every year, 90 percent of which are manufactured in Europe. Its retail network of 5,000 stores around the world now generates an annual turnover of two billion euros in retail sales.

Despite its global spread, the Benetton Group has maintained close relations with its local origins, especially through cultural activities of the Fondazione Benetton Foundation Study and Research, and through its many sports programs in Treviso, a picturesque city of 90,000 located north of Venice. From its involvement in basketball, rugby, and volleyball, to its legendary victories in Formula One, Benetton's interpretation of sport has focused on athletic excellence, but, more importantly, on the social aspects of sharing and physical well-being. A primary mission of Benetton is to introdu-



ce thousands of young people to the world of sport each year

THE GHIRADA SPORTS COMPLEX

The creation of The Ghirada sports complex in 1985, three years after the Benetton family bought the Treviso basketball team, is the centerpiece of the Benetton philosophy. The Ghirada, is also home to the volleyball and rugby teams that Benetton also bought and supports.

Here is what the Ghirada offers for our athletes and to Treviso community: 7 rugby pit-

ches, 3 full-court basketball courts, several outdoor basketball courts, a 6-hole practice golf course, a beach volleyball court, a fully-equipped fitness center, meeting hall, an equipment shop for the three sports teams, a 350-seat restaurant-pizzeria, and a library with thousands of volumes on basketball, volleyball, and rugby.

The Ghirada is a self-supporting facility, receiving monies through attendance fees and local sponsorship. The beauty of the complex is that it offers young athletes a chance to meet the top players from our

teams, who practice at the complex during the season. In addition, each year we offer five scholarships to live and study at the complex if students agree to complete their graduation thesis on some aspect of sport. Upwards of 1,400 people use the Ghirada each day. As part of our outreach to the Treviso community, we sponsor a project called "Grow Together With Sport in Treviso." This event, now in its twelfth season, brings over 4,000 children from Treviso and the surrounding area who play basketball, rugby, and volleyball to the Ghirada for a series of competitions. Practically every weekend, there is at least one sporting event going on that is part of this innovative program.

THE BASKETBALL TEAM ORGANIZATION

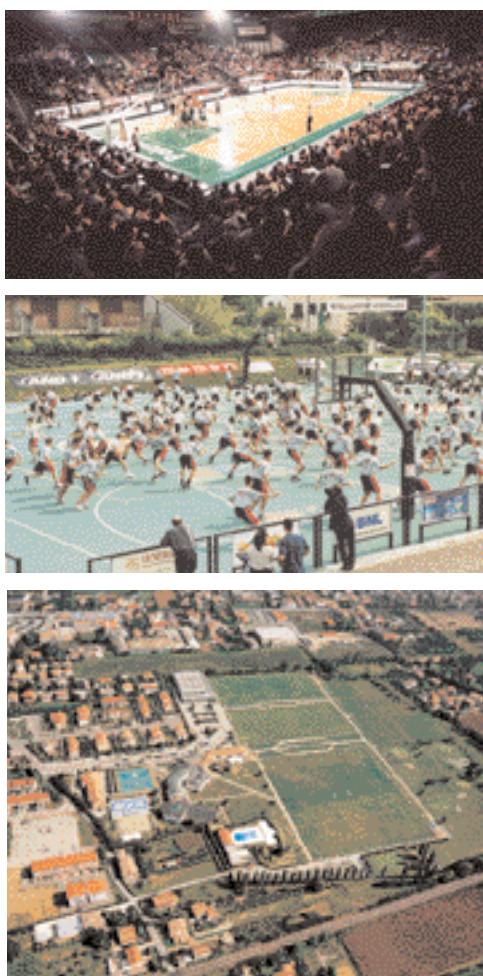
The management staff of Benetton Basket is quite simple. It consists of a President, a head coach, and a General Director, the position that I currently hold. Together, we discuss and make all the decisions about the many management, financial, and technical issues that arise during the season. We have always believed that it is very important to involve our head coach in all of our management decisions. He needs to know what our present financial situation is, how much money we have to invest in various players, and which players we should go after and try to add to our rosters. Over the years, we have been lucky to have coaches who really understand our philosophy.

Our organizational staff is comprised of me, along with five other full-time employees. In addition, we have part-time employees, who are in charge of the ticket office, school activities, and the mini-basketball program.

Making a profit is nice, but at Benetton our major goal is to break even financially. By mid season, the management group typically drafts a budget for the upcoming year and then meets with the team ownership to discuss the various needs of the team. We like to present possibly two-year financial projections, which certainly gives a much better picture of our overall needs.

We are certainly able to enjoy the games much more during the season when we have a talented team that fits within our budget. We don't overspend on players but rather look for those who can help us win. Within our budget, we also set aside money for signing new prospects, especially the young talented players. Over the years, some of these players have matured, done well for us, and have then gone on to have successful careers in the NBA.

We currently have a budget of 7.5 million euros, which is just about the size of the budget of a typical small to-medium sized Italian company. A part of our income comes from



European TV rights fees and ticket sales. This makes up approximately 20 percent of our income. The largest part of our income is derived from our primary sponsorships with the Benetton Group, BNL, which is a major Italian bank, and Telecom, a leading Italian telecommunications company. In addition, we have exclusive suppliers, which are involved in all the events at The Ghirada. While the Benetton sponsorship is sizeable, their return on their investment in sports is sizeable as well. Last season, our basketball team was on television for 101 hours in Italy, and 92 hours in various other parts of Europe. For Benetton, this translates to additional brand awareness that is worth between 7 and 8 million euros.

All contracts with the sponsors and official suppliers are handled by the marketing department of Verdesport, the Benetton subsidiary which controls the three different sports teams, manages all the sports facilities, and directs media relations. When it comes to any media event organized by Verdesport, the basketball team does all that it can to take part in the promotional and social activities.

SCOUTING AND YOUTH LEVEL TEAMS

The strength of our basketball team ultimately lies in the talent of our players. It is for

that reason that we put such emphasis on scouting. Two members of our staff work almost exclusively following all the top Italian and European basketball events. In addition, they see as many major youth level games as they can during the year. The annual investment for our scouting services is 125,000 euros.

At Benetton, we are great believers in helping develop young local players and we invest in the youth level teams in our region of Italy. As part of our outreach to the regional schools, more than 11,000 students come to watch our games during the season. We currently support nine youth level teams with 230 players. In addition, there are 32 mini-basketball teams with nearly 1,800 players. Overseeing all of these teams and young players is a separate staff comprised of 15 coaches, one conditioning coach, a trainer, a female psychologist, and two managers. Our total annual investment in this youth sector comes to approximately 275,000 euros.

Basketball is more than just a game at Benetton. Sportsmanship plays a big role, too. During our games, we have a special "fan school" in one section of the arena that's set aside for 200 boys and girls. Professional entertainers instruct the youngsters in the intricacies of the game, teach them how to best enjoy the game, and become good fans. The staff of Benetton Basketball is also involved in organizing many events for the youngsters throughout the season. We have Christmas and Carnival parties, and special schools events with drawing and photography contests with basketball themes.

Basketball doesn't end at Benetton with our last game of the season. During the off-season we have an organized basketball camp that's open to everyone, as well as a special camp for big men, a coaches clinic, and a very popular summer league, with the presence of NBA, and European players and coaches. We look at each of these events as unique occasions to create new contacts, to get to know people from all over the world, and to initiate new business relationships. Again, as is the case with our top basketball team, we use the marketing and organizational staff of Verdesport to help us break even financially in these ventures.

Basketball is the most beautiful game in the world. At the base of every basketball organization there must be people with a great passion and enthusiasm for the work that they do. These people are not only helping to build a successful basketball team, but they're also creating a solid foundation upon which the futures of upcoming basketball players, coaches, referees, and team officials will also be built.

THE UEFA CHAMPIONS LEAGUE MARKETING

by Craig Thompson and Ems Magnus
TEAM MARKETING AG

Our readers could be a little surprised to see an article on soccer in this magazine. However, we also want to widen our horizons and exchange views and ideas with the top experts from other sports and with anyone who could advise the basketball team's officials. On a final note, the articles are written by the top people in this field, but in a very clear and easy to read way and anyone, independently of the basketball Division in which his club plays, can "steal" one or more of these ideas to adapt and use at his own level.

Every football fan today is aware of the UEFA Champions League. This is the story of the creation of one of the most successful and most watched sports programmes in history.

At the UEFA Extraordinary Congress 1991, it was decided that UEFA should re-organise the way the European Champions Clubs' Cup was to be played. This new system began in the 1991-1992 season, and prepared the ground for the creation of the UEFA Champions League the following year.

During the 1991-92 season UEFA concluded that the new "league system" was working. Now it was possible to know how many matches each club would play, and TV schedules and sponsorships could be arranged accordingly. A partner was needed to organise a centralised marketing concept that would provide adequate income to the top clubs, maintain its funds for grass roots football and the national federations, and give support to weaker clubs. UEFA issued a new set of commercial regulations requiring each participating club to cede its marketing rights to UEFA starting with the 1992-93 season.

TEAM AG, of Lucerne, Switzerland, was selected in February 1992 to help establish the new centralized marketing. The basic premise was to optimize the revenue and ensure that the funds raised would go directly to the benefit of football. TEAM was engaged on a commission basis, with all contracts to be signed by UEFA. This centralized



marketing approach represented a major change for the clubs. Each club in the European Champions Clubs' Cup had been responsible for its own TV and commercial rights. Now UEFA was asking each club to "turn over" these rights to UEFA in return for fixed payments for qualification to the final eight, a fee per match won in the league, and fees for reaching the Final.

UEFA OUTLINED ITS OBJECTIVES WITH THE NEW SYSTEM:

- 1 Healthy and controlled growth of football

- 1 Financial solidarity whereby an appropriate share of the revenue obtained from the central marketing was shared with football as a whole
- 1 National Associations
- 1 National Leagues
- 1 Clubs eliminated in the first rounds of the competition
- 1 Increased revenue for the teams taking part

The unique vision of the UEFA Champions League was the centralised marketing concept with its key partners: the clubs, televi-

sion, and sponsors/ suppliers cooperating closely with UEFA, and its marketing agent TEAM. The operational agenda was that each of the three partners should contribute to the concept while at the same time receiving direct benefits.

THE BRAND IDENTITY

The first priority for the new marketing concept was to have a strongly branded product that would clearly stand out and be unique in the busy sports world. First a name for the competition had to be found. It was decided to use "UEFA Champions League" as it was a league composed of champion clubs. A logo was created that was composed of 8 stars formed in a sphere like a football. The stars represented the "star" football clubs of Europe. A choral-classical musical anthem was also developed from a theme of Handel's. This simple yet striking new logo, combined with the classical musical theme, gave the new competition an elevated image and prestigious feel. The Champions League was born!

THE MARKETING CONCEPT AND SPONSORSHIP

The new marketing concept was both innovative and commercially adapted to the changing market conditions. Each sponsor would receive exclusivity in its product area, not only in the stadium as was previously done, but also on TV, with commercial airtime spots and program sponsorship. By tying stadium advertising together with on-air sponsorship, it became almost impossible for non-sponsors to associate with the competition. The 3 pillars of stadium advertising, commercial airtime, and program sponsorship generated a "multiplying media effect" that offered new levels of recognition to the sponsors. A "less is more" approach was taken and a maximum of 8 international sponsors was decided upon. The sponsor package included 4 stadium advertising boards, ticket allocations, and identification on TV interview backdrops and in the VIP and press areas. Each of the sponsor ticket holders was also invited to specially arranged hospitality suites before and after the matches.

TELEVISION

A UEFA Champions League Television Network was envisioned with nationally exclusive television stations. The invitations to participate were open to every television station in Europe that provided national terrestrial coverage. TV partners were offered a fixed schedule of 6 matches with simultaneous kick-offs, and the almost certain knowledge that a team from their territory would be participating. This was a major advantage for television with the new "league" format. Each broadcaster committed to a strong package of programmes designed to give guaranteed coverage of all live mat-



ches, a highlight programme later in the evening of all the other matches, and a 30 minute studio program before each match day to promote the matches.

In addition to their rights fee, each television partner provided the program sponsorship for the official sponsors, and gave best prices and placement for commercial airtime spots around the matches. Broadcasters were rewarded with high prime-time audiences and the loyalty of their viewers.

THE CLUBS

The original 8 clubs in the first true UEFA Champions League season in 1992-93 experienced an approach to match organisation and commercialisation that was very new. Their stadium had to be made clean of all existing branding, new positions had to be created for an increased number and quality of TV coverage, hospitality suites and best-seated tickets had to be turned over for UEFA sponsors. As the UEFA Champions League developed it became clear that the financial rewards for the clubs were more substantial than had previously been possible. Secondly, the clubs were part of something that was much bigger than the previous competition.

IMPLEMENTATION

With few exceptions this programme was implemented as planned. The new transparency and the will and wish of UEFA to listen to its partners proved very beneficial to all. For example, television wanted cameras in-goal and wanted to make interviews immediately after the match. Many changes like these were gradually made. To make sure that the original plans were implemented, a strong group of professionals was developed to oversee the execution of all aspects of the competition. UEFA sent a venue director and media officer to each match to look after the sporting and media sides, while TEAM sent along a venue manager and venue co-ordinator to guide the TV and sponsor partners. It was paramount from the beginning that the

conditions for all clubs had to be the same, even though they may be implemented slightly differently from venue to venue.

Critical to the success of the implementation of this new league was the post-match de-brief process to ensure quality and flexible uniformity for all teams. After each match conclusions were drawn about the performance of all parties, and feedback given. This ensured that mistakes were not repeated, that all teams and commercial partners were given quality service, and that the "best-practices" were passed on. In order to harmonise the overall interests of European club football and reduce the pressures of too many matches, UEFA will streamline the competition starting with the 2003-2004 season. The number of participating clubs will remain at 32, however the number of matches will be reduced by eliminating the second group phase, and going straight to "eighth finals" knockout rounds.

RECOGNITION AND INCOME

Today the UEFA Champions League has become one of the world's premier sports competitions. Television stations in all Continents have vied for the television rights. After ten years in existence, it is the world's biggest annual football competition and is broadcast to over 200 countries with a worldwide audience of over 4 billion viewers per season. Cumulative television coverage over the past 10 years grew from 610 hours for the 1992/3 season to 17,200 hours during the 2000/01 season. Over 5.5 million fans attend UEFA Champions League matches per season at the 32 clubs across Europe.

UEFA publishes annually the income and expenditures, including the allocation to clubs. In its first year 56 million Swiss Francs were distributed to the clubs, national associations and national leagues. Now, eleven years later, nearly 900 million was distributed.



by Mario Hernando

HOW THE ACB DEVELOPED THE KING'S CUP

Mario Hernando is the media manager for the ACB, the top Spanish basketball League. Previously he was operations manager of the ACB, and editor of the Spanish basketball magazine "Gigantes del Basket."

The King's Cup, an annual event on the Spanish basketball calendar, is the pride of the ACB. Over the years, the tournament has achieved a personality of its own and is now appreciated by everyone who follows Spanish basketball: the clubs, players, coaches, managers, media, and most of all, the fans who, year after year, event after event, actively participate with their presence in the arena or by following the competition on television or the newspapers.

I'd like to briefly review the keys to the success of the "Final 8." They are as follows:

1. EIGHT PARTICIPATING TEAMS

The ACB adopted a pioneering format for the King's Cup in 1983: The finals would be held in one city with four participating clubs, the ones with the best records at the end of the first phase of the League. This was an innovation that came at the same time that the public was being introduced to two foreign players allowed per team, a new League competition system that was divided into two groups, and League playoffs.

In 1987, the ACB retouched the format for the tournament, transforming the King's Cup into a "Final 8". There was a certain amount of initial scepticism when the number of teams was doubled, which was not unexpected. Most would agree now, however, that this eight-team grouping is what has made the tournament so successful today. Other Spanish sports leagues, have now adopted this eight-team format. Other European basketball leagues have also used the eight-team concept as well for their own tournaments.

We have also found that tying participation in the King's Cup to the League standings



provides the teams with an added incentive in the first phase of the season.

2. CELEBRATION OF THE EVENT IN ONE HOST CITY

It is important to select one city as the unique venue for the event. The ACB has set strict requirements for those cities that want to host the event. The number of available hotel rooms, access by plane and train, and arena capacity is all spelled out for any city that wants to be host.

The main advantage of organizing this

tournament in one city is the possibility of raising the general interest of the local citizenry in the King's Cup. The citizens come to realize that not only is a major national sporting event being held in their city that they can go and watch, but the eyes of the nation will be focused on their home city as well. Holding quarterfinal and semi-final matches in different cities would take away from this sense of local "ownership." In addition, extensive media coverage in the newspapers would not be guaranteed for these matches, diminishing the overall

impact of the tournament.

The King's Cup offers thousands of basketball fans a unique opportunity to enjoy four days of championship-caliber basketball at midseason, generating important economic benefits for the host city. Surveys performed by specialized companies estimate that the King's Cup generates a total of 18 million Euros for the host city. That breaks down to 3 million Euros in direct revenues collected by hotels, restaurants, and local shops and theaters, and an additional 15 million Euros in "free" national advertising for the city and all its splendors from the accompanying television, radio, newspaper, and Internet coverage.

3. LOCAL TEAM QUALIFIES AUTOMATICALLY

The automatic qualification of the local team in the city hosting the event, just as is done in the Olympic Games, was another format change introduced by the ACB in 1987 to generate maximum interest in the King's Cup. The ACB now takes the strengths of the local team and its fan base into consideration when reviewing bids for the tournament.

4. A STRUCTURED ORGANIZING COMMITTEE

This event requires a great format, but also a structured local organizing committee. Without the absolute dedication of these local people who fervently believe in the project, the King's Cup would not have grown to its present national stature.

A good organizing team structure is the one where every one of its members knows their task, what they have to contribute, and what is expected from them. Helping oversee the entire event is Eduardo Portela, the ACB president, who guides an excellent group of professionals who believe in the project, help enact his ideas, and solve any last minute problems that may develop.

5. PLANNING AND TRYING OUT

Every ACB department (general management, general secretary, events, competitions, finance, marketing, public relations, refereeing, and media) files an "attack plan" prior to the Cup. This document is a perfect portrait of the upcoming situation, as the various groups see it.

Every area manager draws a specific organization chart for the Cup, with clear and specific responsibilities for everyone of their members. The plan then moves from paper to reality. Long before the tournament is to begin, ACB representatives arrive in the host city and follows each plan, looking to streamline and modify whenever necessary. This is the best way to reduce



problems that may arise during the tournament. The ACB will make sure telephone lines are adequate and available, that VIP boxes are satisfactory and centrally located, extra basketball backboards and goals are in place, proper access is offered for the media, press areas are designated, and everything is in order for the trophy presentation at the end of the tournament.

6. TICKET CONTROL

Eight teams from different parts of the country have their own fans that follow the team wherever they play. On occasion, fans from just one team could fill a local arena. For this reason, the ACB takes the tickets it needs for foreign visitors and guests, distributes some of the tickets to the host club, with an equal number going to the other seven clubs in the tournament.

7. PERSONALIZED ATTENTION TO THE MEDIA

The ACB media department divides its attention to the press in two large areas: information and logistics. The information area covers every need of the media (television, radio, and newspaper). We also provide television spots and video clips from the tournament through the satellite systems of Hispasat, with images of the event and other information pieces generated by our audiovisual service. A similar situation happens with radio. We provide voice clips from the athletes, coaches, and managers before and after the games. All journalists are provided with a wealth of information about the tournament generated by our Special Service. This

information is made available beginning a few days before the tournament to generate interest in the tournament and continues daily throughout the tournament. Interviews with players, team reviews, player and team statistics, tournament history and lore is all packaged and prepared for the journalists, along with photos, video, and sound clips. This information is also put on our Internet website, acb.com, a dynamic and attractive site that has become a magnificent channel of information.

The logistical preparation for the tournament includes all aspects of organization and infrastructure that can help the media do the best job possible. Among the duties that the responsible staff has to undertake include: providing accreditation for the tournament journalists; securing hotel rooms for members of the press; coordinating local transportation for members of the press; setting up press facilities in the arena; delivering an informative early-morning press dossier to the rooms of journalists each morning; follow-up promotions with the media; control of all RDSI line requirements; assistance to the television network that has rights to the event; and the arena location for still photographers and television cameras.

Our goal is that everything will be provided for the working press so that the media is all prepared to send stories to their faithful readers, TV audience, and radio listeners about an exciting King's Cup tournament.



by Alain Ekra

Dr. Alain Ekra, former Ivory Coast National player, is President of FIBA Africa Zone.

At a meeting in August 2001, FIBA Africa declared that it would attempt to rebuild itself by following accepted business practices, thereby trying to keep pace with modern basketball management as practiced by other world powers. At the meeting of the FIBA-Africa Central Board in January 2002 in Hammamet, Tunisia, our representatives defined our new vision for FIBA-Africa and outlined our objectives for the development of basketball in Africa. Our goal, as we stated very clearly, is to make basketball the second most popular sport in Africa after soccer. For FIBA-Africa the main focus of development consists of the following principal elements:

1. Improvement of human resources (players, coaches, and referees), and acquiring equipment and teaching aids. We also want to increase the quality and quantity of all major competitions.

2. Enhance our leadership position. To achieve this, we hope to:

- n Reorganize the global structure of FIBA-Africa by improving the administrative and communications network.
- n Increase our basketball audience on the continent and thereby enhance our overall image.
- n Engage in marketing strategies and seek out financial partners and sponsors to ensure adequate financing for FIBA-Africa activities.

After 18 months of concerted effort, we are much more encouraged about the future of basketball in Africa. Restructuring has now led to the following:

1 The orderly and systematic training of technical personnel (team coaches, instructors for the development of coaches in the zones and national federations; development of coaches for level 1, 2, 3; instructors

A VISION FOR A NEW DYNAMISM FOR FIBA-AFRICA



for the development of referees for the intermediate level in preparation for FIBA international referee status).

1 The training of statisticians, basketball specific medical personnel, and technical commissioners.

1 Thanks to the much appreciated support of FIBA and several commercial partners and institutions, we now have access to teaching aids (technical books on basketball coaching and conditioning, and audio-

visual aids) and equipment (basketballs, shotclocks, backboards, backstop units, proper playing surfaces).

In regards to the improvement of FIBA-Africa competitions, the following steps have been taken:

1 Solidification of the competition calendar through 2006, with the effective participation of FIBA-Africa in the organization and promotion of all major competitions. Our financial partners will help us with media coverage and the sale of television rights.

1 The organization of the competitions for all younger basketball players within the zone. The first major step entails encouraging national federations to organize annual championships in the various age-group categories. This would then permit FIBA-Africa to oversee the organization of continental competitions.

1 To avoid potential major problems in organizing competitions, the African Championship (CAN) for senior men and senior women will now take place in the same year, in August (men) and December (women).

1 Competition rules are currently being revised and adapted in order to increase participation and the organizing of competitions by all national federations.

The key to upgrading basketball in Africa has to do with the reorganization of the management structure of FIBA-Africa. Indeed, for practical reasons and efficiency, an administrative headquarters was created in Abidjan, Ivory Coast, where the current Secretary General Dr. Alphonse Bilé now resides. The headquarters are in full swing in professionalizing the personnel and fitting with the appropriate office equipment.

In our ongoing search of better promotion of basketball on the African continent, we now emphasize more use of both e-mail and faxes. We have produced FIBA Africa Spotnews, a bi-monthly newsletter, and a website is currently in production. With the help of a European television network, which broadcasts on the African continent, we are also producing a television newsmagazine to increase the popularity of basketball. Extensive coverage from the African media is now foreseen for the 2003 African Championship for Men (AfroBasket: Alexandria, Egypt in August) and for Women (AfroBasket: Maputo, Mozambique, in December).

We would like to thank FIBA for their ongoing help in our search for partners and sponsors, and the sale of television rights and marketing of all FIBA-Africa competitions. We understand that all our development objectives and the promotion of basketball in Africa can't be achieved without the major FIBA-Africa competitions becoming financially profitable. The financial contribution from FIBA to FIBA-Africa is substantial, but can no longer remain our sole financial source. We are taking steps to become self-sufficient. Along with the assistance of various part-



ners and media companies, we recently sold the rights to the 2003 African Championships for Men and Women. This is certainly a step in the right direction.

Bringing FIBA-Africa up to par with the other FIBA zones is an arduous task. We have a scarcity of funds and a limited access to

technology. Greater creativity is needed to mobilize the financial and organizational forces at our disposal in order to organize and sustain the development and growth of basketball on the continent of Africa. We, as well as the men and women committed to this endeavor, have faith in its successful outcome.

FIBA STUDY CENTRE ANNUAL PARTNERS MEETING



by Aldo Vitale

FIBA hosted the Annual Partners Meeting of the Research and Study Centre, March 21, 2003 in Geneva. It was the first time that the ball manufacturers were also present alongside the sport equipment producers.

FIBA WAS REPRESENTED BY:

Patrick Baumann	Secretary General
Aldo Vitale	Director Marketing & Study Centre
Mely Scheidegger	Director Finance & Administration
Nar Zanolin	Executive Director FIBA Europe
Anicet Lavodrama	Manager International Relations & Development
Paul Stimpson	Manager Marketing & Television
Nóra Szántó	Head of Study Centre
Tiffany Edwards	Marketing Assistant
Clare Jones	Executive Assistant

THE FOLLOWING PARTNER COMPANIES ATTENDED THE MEETING:

BERTELÈ	Marco Bertelé, Daniele Bertelè
BODET	Dominique Barré
CONNOR	Bill Roever
PRECISION TIME	Yves Wentzel
GERFLOR	Anne-Catherine Gantois
GES	Jean-Luc Biansan, Renaud Barreyat
JUNCKERS	Jesper S. Langballe
LIMONTA	Claudio Bettinelli
MONDO	Andrea Vallauri, Paolo Aschieri
NIKE	Camiel Slaats
ONDAVISION	Andrea Comaschi
PHILIPS	Fernand Perreira
PORTER	Carlos Castellon
ROBBINS	Dan Benton, Jairo Vargas
SCHELDE	Walter Dejonghe
SEICOM	Olimpio Mufatti
SENOH	Hiro Hirabayashi
SIAM BALL	Mr. and Ms Srikijkarn
SPORT COURT	Andrew Gettig
SPORT SYSTEM	Celestino Pradal, Simone Pradal
VEGA	Marek Nowicki
GRAMET	Krzysztof Bienkowski
PRESTIGE	Charles Gabour



THE NEW REPRESENTATIVES FOR THE PERIOD 2003-2006 ARE:

Mr. Walter Dejonghe (Schelde International)	Backstop Units
Mr. Dan I Benton (Robbins Inc.)	Wooden Floorings
Ms. Marie-Christine Gillet (Gerflor)	Synthetic Floorings
Br. Jean-Pierre Bodet (Bodet)	Electronic Scoreboards
Mr. Fernand Pereira(Philips)	Electric & Electronic Systems
Mr. Ed Schroeder (Porter)	Miscellaneous Products
Mr. Marek Nowicki (Vega)	Basketballs



At the beginning of the meeting Patrick Baumann, the new Secretary General of FIBA, explained that the Study Centre has been in existence for nine years and has received recognition by the Olympic movement.

It has increased the safety and security of game and the image of basketball all around the world.

FIBA is looking forward to progressing the outdoor facilities programme and would like to find ways to set up more outdoor facilities. In order to improve further the services of the Study Centre, the following has been agreed:

- FIBA will collect information from Federations and will provide contact details to the Partners so that they can work directly with Federations;
- Publications will be developed with a set of guidelines which will be distributed to national federations, Olympic Committees and universities, and which will reflect FIBA's new unified brand.

- The Study Centre and partners will have a great opportunity to expose and promote the value they bring to events.
- There will be a bulletin twice a year that will inform the partners of current events and news in order to improve communication with partners.

Mr. Aldo Vitale informed the participants about preparation of the FSB Colon. In this year's exhibition the International Basketball Federation will offer a uniform design to all stands that will be located around the main FIBA stand.

At the end of the meeting the new members of the Decisional Board have been elected.





WATER REHABILITATION FOR PLAYERS WITH LOW BACK PAIN



by Piero Benelli

Dr. Piero Benelli is the team doctor of Scavolini Pesaro, a Division I team in Italy. He is a sports medicine specialist, Director of the Sports Medicine Center and Professor of the Motor Science Institute at the University of Urbino. He is also President of the Italian Association of Basketball Doctors, and a member of the medical staff of the Italian Men's National Basketball team.

A small portion of all backaches do have clear causes—for instance, a ruptured disk or some underlying disease. But in the great majority of cases, the exact diagnosis isn't known. Is the cause of a basketball player's backache that sudden movement yesterday when he bent to pick up a ball, or is the problem that he has been exercising too much? Or could it be his poor posture, or just everyday wear and tear? In fact, it's probably a combination of all these.

A backache can range from mild discomfort to excruciating pain. Usually X-rays show nothing wrong despite the pain—yet in some cases there's dramatic damage to disks but no pain whatsoever. Back injuries are often made worse by tension and stress, or posture, a sagging mattress, or poor body mechanics, especially when lifting heavy objects.

Physical therapy can benefit many basketball players with low back pain. An excellent form of therapy now used by many therapists is aquatic rehabilitation, also known as aquatherapy, or pool therapy. This gentle form of rehabilitation combines the beneficial effects of exercise and water to create an optimal environment for rehabilitation. Using aquatherapy, I have rehabilitated basketball players with backache, both for relatively slight injuries as well as more serious ones, including sciatica and post-surgical



rehabilitation following disk surgery.

The greatest benefits of pool therapy are primarily due to three physical properties of water: buoyancy, viscosity, and hydrostatic pressure. These physical properties make this medium superior to air for exercising, especially early in the rehabilitation process.

Together, these three properties allow development of a therapeutic exercise regimen that controls such critical factors as the weight placed on the spine (axial load) and risk of injury due to unintended movements. Let's look closely at each benefit.

Buoyancy. Water works wonders because the buoyancy of water suspends the body and reverses the effects of gravity. Buoyancy can allow the low-back pain patient effective partial weight-bearing support that can be enhanced by the use of flotation devices.

This may allow the patient to begin rehabilitation earlier and result in an earlier return to the basketball court. One of the greatest benefits of water exercise is its effect on flexibility.

Water is a welcome environment for performing stretches that might otherwise be difficult on land. Because the effects of gravity are lessened, athletes can move their joints through a wider range of motion and achieve long-term flexibility. In addition, water exercise acts as a cushion for weight-bearing joints, resulting in low impact across the low back. The buoyancy of the water also allows athletes to exercise harder and longer than on land.

Viscosity: Water is denser than air, which provides increased resistance to movement. Actually, water results in upwards of 12 times the resistance encountered when performing the same exercise on land. It's this increased resistance in every direction that adds to the workout and is the primary reason why an athlete can improve both strength and resistance while exercising in water. Using special equipment, such as flotation jackets or water weights, or adding turbulence to the water, can increase resistance, which can produce significant strength gains in weak low-back muscles.

Hydrostatic pressure. Water also produces hydrostatic pressure to all submerged body parts. This means there is equal pressure from the water on the body that increases with the depth of the body part. This pressure opposes the tendency of blood to pool in the lower extremities and therefore reduces any swelling.

When it comes to rehabilitating low-back pain in basketball players, a well-designed aquatherapy exercise program can be used alone or in conjunction with other forms of physical therapy for the patient.

Aquatherapy offers many of the same benefits associated with a carefully designed land-based program, including development of a treatment plan that is carefully tailored to the individual patient.

Water-based exercises should only be performed under the guidance of a qualified health professional.

Aquatherapy should not be used in cases involving fever, cardiac failure, incontinence, infection, and other conditions. Athletes with severely limited endurance or range of motion may pose safety issues.

Depending on the depth of the pool, aquatherapy can be divided into two types: deep water and shallow-water rehabilitation. Deep-water exercise is usually performed in a pool at least 210 centimeters (seven feet) deep, with the

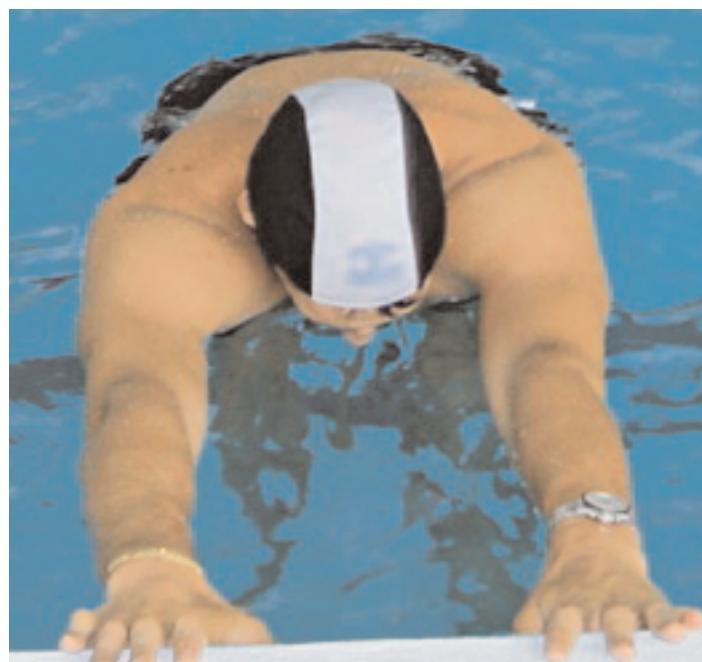
athlete usually wearing a flotation device. A drawback to deep-water training is that an athlete cannot be left alone in deep water and a therapist should be in the water with him. Shallow water rehabilitation, however, is performed in water that is approximately waist-deep, 120 centimeters (four feet). Here are some typical shallow-water exercises:

1 **Warm-up.** (With flotation jacket) Walk and/or jog in the water, for 5 to 10 minutes

1 **Scissors.** Have the athlete support himself at the edge of the pool with both arms relaxed. If the athlete is just beginning or does not know how to swim, have him sit on a step at the side of the pool. If he is more advanced and has strong abdominal muscles, he can do this at the side of the pool, with his arms on top of the pool edge, his neck slightly bent forward to relax his neck muscles, and his legs at about a 45 degree angle in the water. Separate the legs into a "V" position and then bring them across each other, like a scissors opening and closing. Alternate right leg across left, left leg across right. This will require the use of abdominal muscles to maintain this position while he criss-crosses or scissors his legs. Do this for five to ten minutes.

1 **Leg swings.** While holding on to the edge of the pool, swing a straight leg forward toward the surface of the water, then down and backward. Pull backward only within a pain-free range.

1 **Leg circles.** Standing away from the pool wall, start with very small circles. Lift the leg straight forward, then sweep it through a smooth circular motion out to the side, then behind the body. Complete the circle by brushing the leg past the standing leg and beginning the next circle. After completing the repetitions, reverse the direction of the circle, going from clockwise to counterclockwise or the opposite. Perform four to five repetitions.





ALTITUDE TRAINING FOR BASKETBALL



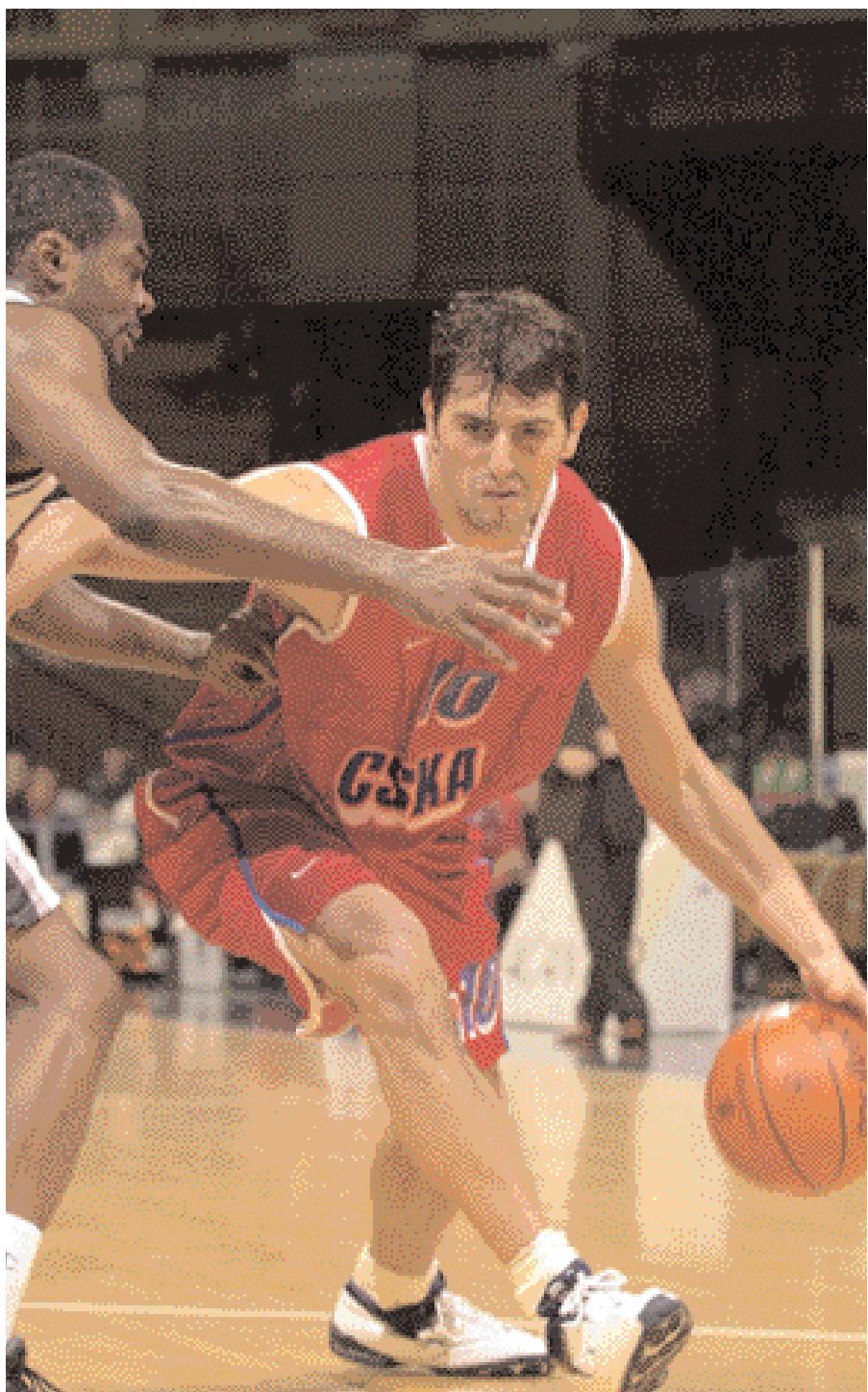
by Rutenis Paulauskas

Rutenis Paulauskas, graduated in biome-dicine-sport physiology, is the basketball coach of Nevezis Kedainiai, a Lithuanian Division I League team. Former coach of Lithuanian Sakalai team, and Lokomotiv Mineralnye Vody of Russian Superleague, he was also assistant coach of CSKA Moscow, the Russian team.

The preparation of a high-level basketball team for Euroleague and national championships is a complicated and sometimes difficult process when it comes to the physical conditioning of each individual player. The innovative coach always seeks ways to improve training and increase the functional and physical capacity of his basketball players using natural means. One such way is to train his athletes in the mountains.

The higher you go in the atmosphere, the thinner the air. Thinner air means less air resistance, so basketball players who sprint and jump will perform better at high-altitude competitions. But thinner air also means less oxygen, so the pace of hard endurance training and competition—which depends on high rates of oxygen consumption—actually gets slower at altitude. Basketball players don't play as well above sea level.

If you live at altitude for several weeks, however, the body begins to adapt to the oxygen shortage. The most important adaptation for the basketball player is an increase in the number of red blood cells, which are produced in response to greater release of the hormone erythropoietin



(EPO) by the kidneys. Red cells carry oxygen from the lungs to the muscles. More red cells means the blood can carry more oxygen, which partly makes up for the shortage of oxygen in the air. So to compete in a basketball event at altitude, a basketball player should live at altitude for several weeks before the event.

But what about when the basketball player comes back to sea level? Will the extra blood cells supercharge his muscles with oxygen and push him along faster than ever? That's what should happen, but there are problems. When a player first moves to altitude, the shortage of oxygen makes it difficult to train intensely, and he may also suffer from altitude sickness. If the player doesn't adapt well to altitude, he may overtrain or lose muscle mass and strength. Even if he does adapt well, he still can't train with the same intensity as at sea level. The result? He detrains. When he comes back down to sea level, he may do better or worse than before, depending on the balance between adaptation and detraining.

Many athletes and coaches have generally accepted the idea that traditional altitude training-living and training high-benefits sea-level performance. Some experts believe that the average best altitude and best duration at altitude is 2200 meters for four weeks. These same experts also believe that the effects of altitude training were optimal two to three weeks after return from altitude.

How High Should You Go?

It is now known that training at medium-altitude mountain conditions (from 1200 to 2500 meters) is enough to trigger alterations in the functions of cardiorespiratory system, muscles, and nervous system. What we wanted to do was explore the changes in functional and physical fitness under these medium-altitude mountain conditions. We recruited the CSKA Moscow (Russia) basketball team players during their preseason mezocycle, when the training took place 1250 meters above sea level.

During one preseason training in Bormio, a mountain city in the Lombardy region of Italy, 10 players were studied for 18 days in the late summer of 2001. Training during this mezocycle was broken down into four micro-cycles of four days each. The basketball players performed practical exercises

twice for two hours each day, and the last day of the micro-cycle was given over to rest.

At the beginning of the micro-cycle (just after arrival), in the middle (before the 3rd micro-cycle) and near the end (after the 4th micro-cycle), we examined the muscle power parameters of the athletes with a standing high jump. Arm strength was measured with a standard bench press, while quickness was measured in a timed 20-meter sprint. Also, every morning (just after waking up), we measured arterial blood pressure and pulse rate in rest conditions to evaluate cardiovascular system capacity.

We chose to study the high jump, muscle strength, and sprinting because these parameters have importance in the game itself: rebounding, jump shooting, inside play, and the fast break. The 20-meter sprint test also gave us the chance to test anaerobic threshold levels and quickness.

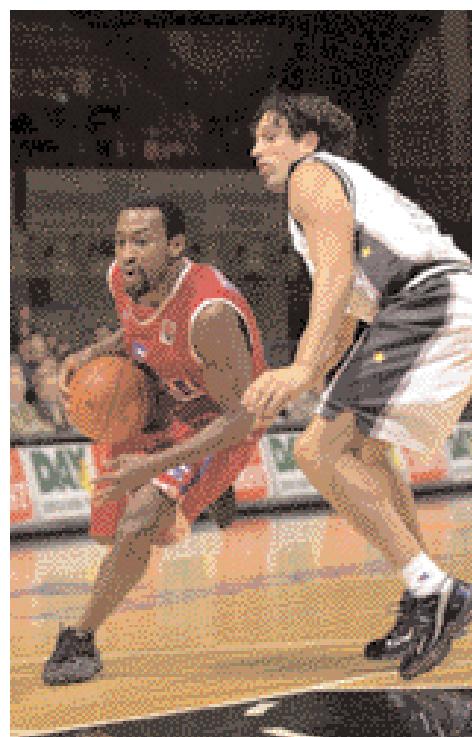
The pulse rate and the arterial blood pressure under rest conditions showed us recovery levels and gave us a partial look at physical endurance levels as well.

We statistically worked on the results of the tests, calculated arithmetical average (X) and standard deviation (S_x), and reliability of indices of the arithmetical average difference (p).

ANALYSIS

Just after arrival in Bormio, we performed the first examination that would reveal the athlete's physical fitness level at the beginning of mezocycle (Table No.1). The height of the jump during the first test was 64 (2,38 cm). This measure, which is so essential for basketball players, was comparatively low. The strength of arm muscles reached 95.56 (6.65 kg), while the 20-meter sprinting time was 3.08 (0.04 seconds).

TABLE 1
Change of high jump, muscle power,



and sprinting ($X \pm S_x$) of CSKA team players training under medium-altitude conditions in the preseason camp in Bormio, Italy.

CONCLUSION

Due to the medium mountain altitude, the resistance of body mass to muscles is much less due to its decreased atmosphere.

Thus, in our work we tried to have the athletes reach optimal anaerobic physical fitness levels and optimal muscle strength.

Our study revealed that during the 18-day mezocycle, training under medium-altitude mountain condition had some positive effects on the physical capacity and some functional features of the basketball players.

Just being in the mountain, where oxygen pressure is decreased, gave the cardiovascular systems of the athletes an extra load-and this helped aerobic fitness. Mid-altitude training certainly merits more scientific investigation.

Test	I st examin.	II nd exami.	IIIrd examin.	Reliability between I-III exam <i>p</i>
High jump (cm)	64.00 ± 2.38	63.80 ± 2.21	64.61 ± 1.68	$p>0.05$
Muscle power (kg)	95.56 ± 6.65	94.68 ± 7.01	97.43 ± 6.83	$p>0.05$
20 m sprint (seconds)	3.08 ± 0.04	3.11 ± 0.04	2.99 ± 0.03	$p>0.05$

ANKLE SPRAIN: TWIST AND SHOUT



by Madelin Hernon

Madeline Hernon is physiotherapist for the New Zealand national women's team - the Tall Ferns - and also assisted the Alinghi syndicate from Switzerland that captured the America's Cup yachting trophy this year.

You feel the ankle twist, you let out a cry and you know you've got a sprain. It sounds like a minor thing, but the injury can have a serious affect on your season unless it's treated correctly and the ankle retrained.

Basketball is a game of rapid changes of direction, as well as continual jumping and landing. Unfortunately, these activities increase the chances of the basketball players suffering an ankle sprain.

If the worst happens, every player should know exactly what they should do to speed their recovery and enable their return to the court as quickly as possible.

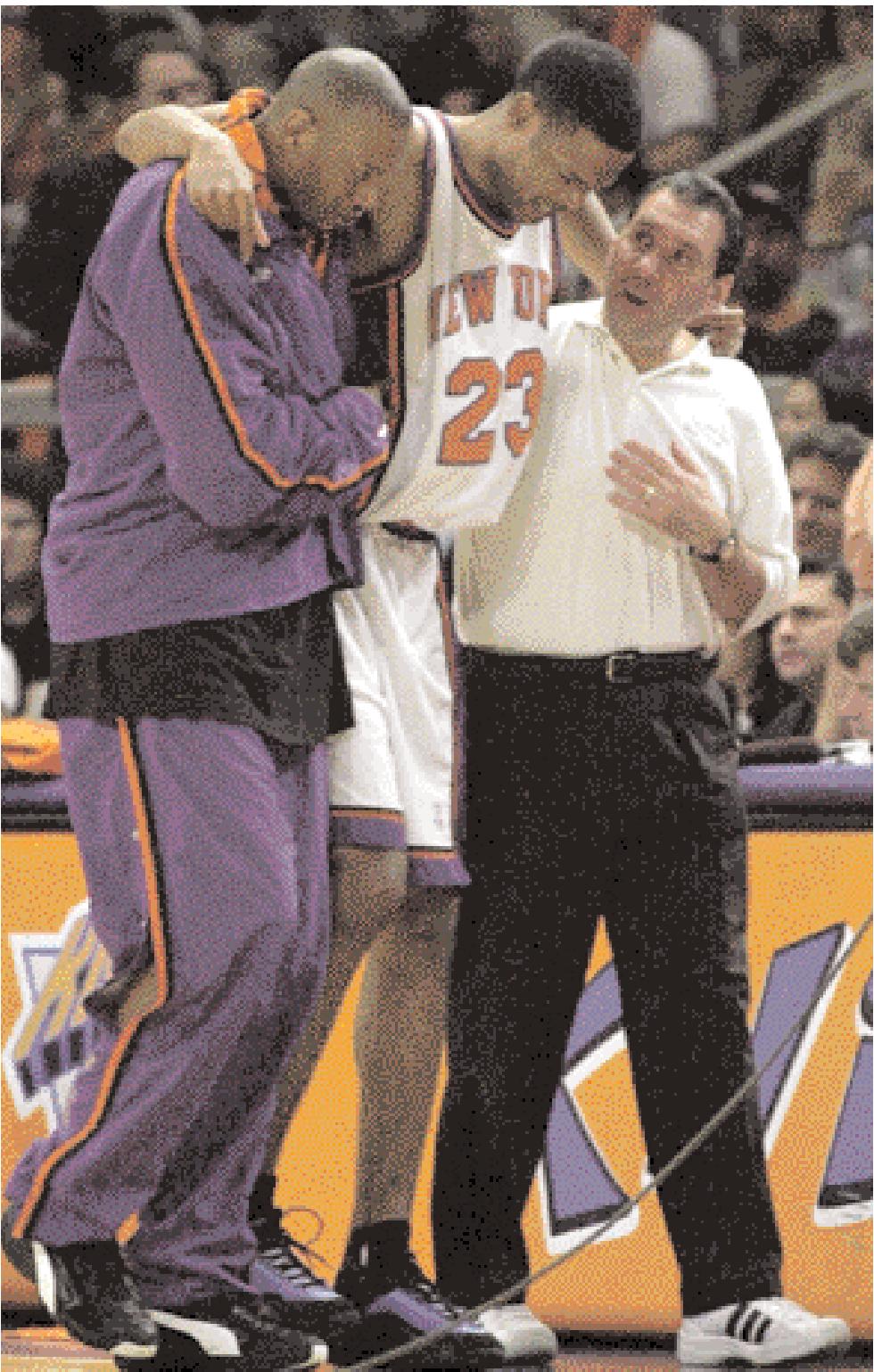
The most common ankle sprain is the inversion sprain. This is often caused by one player landing on another's foot, with the first player's foot rolling on to its outer edge.

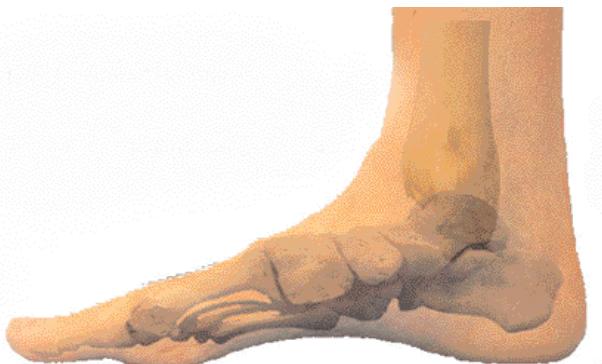
This tears the ankle's lateral (outside) ligaments, the strong fibrous bands that attach the foot to the lower leg.

Initial immediate management of the sprained ankle is extremely important and requires the RICE regime. RICE means:

**REST
ICE
COMPRESSION
ELEVATION**

RICE is vital in limiting the amount of pain, bleeding and swelling in and around the ankle joint. This





swelling is rather like a slow-setting glue in that, over time, it "gums up" the joint, restricting the range of motion and impeding the basketball player's rehabilitation.

The greater the swelling, the longer the absence from the basketball court. Initial on-court management should be to determine the extent of the injury. Whenever possible, the injured player should cease playing immediately and REST.

Continued active movement of the ankle will only result in increased bleeding and swelling.

An ICE pack should be quickly applied to the sore area. Ice should initially be applied hourly, for 15 minutes, over the first four hours.

The application of ice should continue four-hourly over the next 24-48 hours.

COMPRESSION should be applied to the limb in the form of bandaging. Initially, bandage the ankle over the ice applications with the limb elevated. Following the application of ice, the limb should be bandaged to support and compress the ankle joint. This assists in minimizing swelling and bleeding.

ELEVATION of the ankle is important and should be above the level of the pelvis. This reduces blood flow to the ankle and encourages drainage.

Medical advice should be sought to assess the severity of the injury to the ligaments and to eliminate the presence of a fracture.

This is vital.

THE ROAD TO RECOVERY

A comprehensive rehabilitation pro-



gram is required for basketball, so that the player returns to the court with full agility and avoids further sprains.

Physiotherapy is an important part of that rehabilitation procedure. The physiotherapist will assess the damage, treating the ligaments and joints, in order to regain ankle motion, and reduce pain and swelling.

This may involve deep ligament massage, mobilization, ankle stretches, strengthening exercises, balance re-education, the use of electro-therapeutic techniques such as ultrasound, and strapping or bracing to protect the damaged joint.

Returning to sport occurs when the player is able to jump run forwards, backwards, sideways, in a figure eight and has the ability to change direction quickly with no pain.

Once back playing basketball, ankle bracing or strapping may be required initially or permanently as the balance receptors (proprioceptors) in the ankle are significantly impaired following an ankle injury.

Once an ankle sprain has occurred, that ankle is four times more likely to re-sprain. Therefore, supporting the ankle with bracing or strapping is an ideal way to assist a speedy return to the basketball court and, most importantly, avoid further disruption to your season.

TOP TIP

To re-educate the ankle receptors, stand on the injured foot, gain your balance and shut your eyes, maintaining your balance for as long as possible. Once able to do this, progress to small hops, jumping and landing with your eyes shut.



STRATEGIC DEVELOPMENT OF MINI-BASKETBALL



by Martin Spencer

Martin Spencer has a wealth of experience of teaching children of mini-basketball age. For 29 years, he has been a key honorary officer of Mini-Basketball England. In this role, he has voluntarily tutored teachers and coaches for Mini-Basketball Teacher & Coach Awards, directed English and European Jamborees, and has led training seminars for African and Gulf States federations.

THE PRESENT SITUATION

Mini-basketball was introduced internationally in 1964 and is now played extensively in every FIBA Zone.

Anselmo Lopez, the Founder President of FIBA mini-basketball, formerly the International Committee for Mini-Basketball, stated "It is essential to promote with children the pleasure of effort, respecting the moral values indispensable in the human being". He saw the potential of mini-basketball as the ideal game, not only to introduce children to Basketball, but also to provide them with an excellent introduction to sport.

The recent rationalisation of the FIBA organisation has resulted in the disbanding of FIBA Mini-Basketball, as a separate entity, and integrating the development of mini-basketball into the FIBA Commission for Youth Basketball. The positive outcome of integration will be to provide the opportunity to:

- n encourage the transition of mini-basketball players into older age-group basketball activities.
- n highlight the excellent coaching processes developed in mini-basketball.
- n emphasise the sporting & educational benefits of an approach designed specifically for children.

The exceptional work by FIBA Mini-Basketball over 39 years has seen the development of mini-basketball to all areas of the world, from the smallest island states to the largest countries. Without doubt the title 'Mini-Basketball' is recognised by every federation, although its meaning is still interpreted



differently. For some it is adult basketball in miniature, while for others they recognise a philosophy emphasising the specific needs of children.

National federations reflect a diversity of developmental stages. Often development reflects differences in financial support and the availability of appropriate facilities. It is certainly very endearing to see a small child in hand-me-down kit playing with an adult ball, attempting to reach the lofty heights of a full size goal. However, this does not encourage appropriate physical development. Our aim must be to provide resources, in terms of balls and goals, to meet the needs of every child who wishes to play.

Alongside the provision of appropriate facilities and equipment is the introduction of training programmes of coaches and teachers. Some federations, with a tradition of mini-basketball, have spent many years refining the content of these programmes to ensure their coaches, teachers, youth workers and parents working with children are following suitable child centred programmes, which emphasise the health and safety of the child. Other federations have training programmes that are still in their infancy or unfortunately in some cases are non-existent.

AIMS OF MINI-BASKETBALL COURSES

Although all coaches and teachers have their own style, there are common elements to a successful training program. The most experienced experts in mini-basketball have contributed to the development of various publications on Mini-Basketball Training Courses. The elements of the courses have been

explained and discussed at FIBA Mini-Basketball Executive and Zone Committees, technical meetings and conferences. Three main aims have been identified:

- n Raise standards by working to a common programme..
- n Set up a task force of mini-basketball experts.
- n Produce specific material on organisation, teaching, methodology and rules, as well as promotional material.

COMMON WORKING PROGRAMME

In order to achieve the highest standards of play for every child the following elements must be agreed and promoted by every federation:

- n Age of boys and girls who play mini-basketball.
- n Age categories for competitive experiences.
- n Game rules.
- n Curriculum content and management strategies for training teachers, coaches, instructors and officials, including health and safety.
- n Curriculum content for teaching the skills and rules with differentiation in respect of age and experience.
- n Promotion and organisation of Mini-basketball competitive experiences, jamborees, clinics, camps, etc.

In mini-basketball we must also emphasise:

- n Children playing mini-basketball have rights
- n Children should be given freedom to play and be creative, without losing the imaginative aspect of movement.
- n The development of thinking, creative children, who can adapt to different situations.

THE TRAINING COURSE FOR MINI-BASKETBALL TEACHERS, COACHES AND INSTRUCTORS

The outline of the course is now available which will provide a structure for all future mini-basketball training courses. The specific curriculum details of the programme have not been written and will depend on subsequent work by designated expert coaches of mini-basketball as well as qualified tutors in the modules identified. The general requirements of the course are:

- n To train rather than inform.
- n To know how to teach.
- n To know how to communicate.
- n To know how to use appropriate teaching and training methods.
- n To develop children who think and are creative.

The training programme requires theoretical and practical knowledge within the disciplines of methodology, psychology and education, biology and specialised sports training.

The expected learning outcomes of the training programme are as follows:

Unit One - Course requirements, philosophy, how children grow, role of teacher, coach and instructor, planning a programme and planning a lesson.

Unit Two - How children learn skills and playing capacity.

Unit Three - Health, safety and injury, control of the game.

Unit Four - Practical ability.

IMPLEMENTATION

The implementation will commence with a workshop for expert coaches, who are involved in the FIBA Young Coach Course programmes. They will analyse the requirements of the course and agree the strategies and content for delivering the specific elements of the course. This will include the selection and writing of appropriate course resources. It is envisaged that the FIBA "Basketball For Young Players" manual will enable federations to access suitable and appropriate materials. This is currently being translated in several languages and will be accessed on the FIBA website. This will allow the course to be cascaded within continents, countries and regions to the local level where we hope mini-basketball will make the greatest impact.



SCHOOL GAMES AND ACTIVITIES

This section of the magazine is dedicated to schoolteachers who want advice on how to interest their students in basketball, and, at the same time, entertain them and keep them physically active. These are simple drills or games, which can be played by anybody, boys and girls, basketball player or not. Players do not need any skills or knowledge of basketball in order to participate.

These games are taken directly from the book "Basketball for Young Players" published by FIBA.

"DOG AND HARE" GAME

Divide the students in two teams (one basketball for each student), assigning to each child (dog) a child to touch (hare). The "dogs" stand at the free-throw line circles and the "hares" in the middle of the court.

When the teacher gives the "go" signal, the "dogs" dribble and must try to touch the "hares". Those who are tagged must then stop playing and sit on the court sidelines.

The students who touch the most "hares" in a predetermined amount of time are the

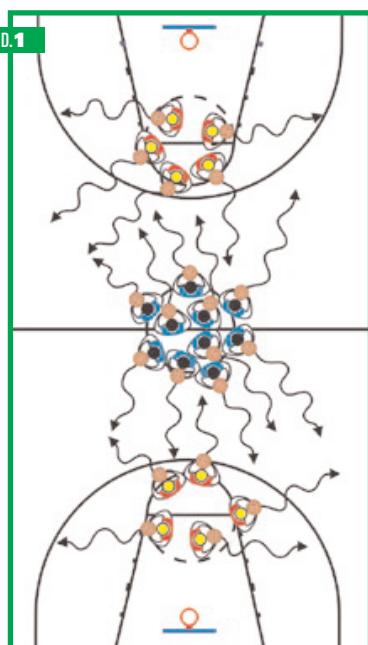
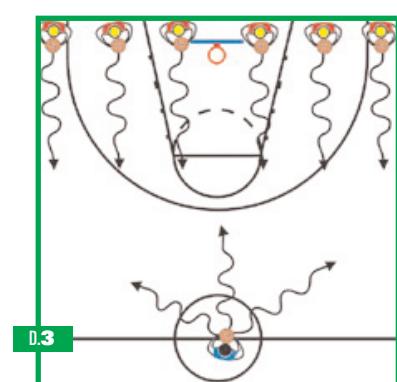
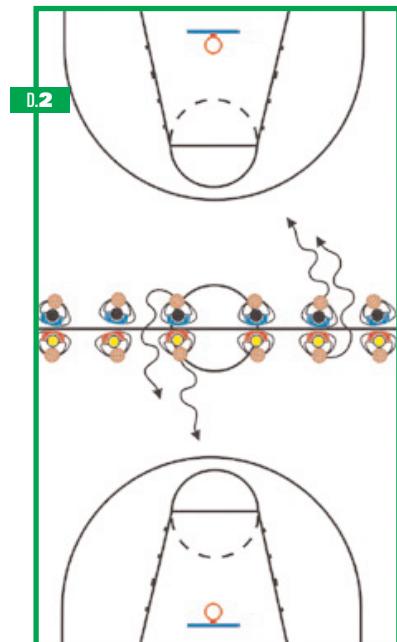
winners (diagr. 1).

THE "FISHERMAN GAME"

All of the students ("fish") have a basketball and stand behind the baseline of the court, while one student stands at the half-court acting as the "fisherman." At the signal from the teacher, the students must dribble, trying to reach the other end of the court without letting the fisherman touch them. Those who are touched become "fisherman" (diagr. 2).

RUN AND CHASE GAME

The students are divided in two teams, with one basketball each, and are lined up at half-court line. One team faces one basket and the other team faces the other basket, standing back-to-back. Each team has an assigned number (one or two, or a color, black or white). Each time the teacher calls a number or a color, the team which is called starts dribbling towards the baseline of the other team. While dribbling and going toward that direction, each member of one team must try to touch the student who was back to back with him or her (diagr. 3).



BASKETBALL FOR YOUNG PLAYERS

Guidelines for Coaches

This very useful 364-page book published by FIBA is aimed not only at basketball coaches who work with young players, but also at schoolteachers who want to learn more about basketball and discover ideas for games and drills to use during their lessons.

Written by some of the top experts, the book clearly explains how to teach basketball fundamentals, drills, and strategy, with suggestions of how to teach the game to children as young as six. The book is available in English and will soon be published in French at the cost of e. 20, plus shipping and handling costs. For more information, please call FIBA at ++41-22-545.0000 or fax at ++41-22-545.0099.

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



FIBA

We Are Basketball



PLAY WITH US

We have received letters from readers of our first FIBA Assist magazine. We are pleased to see that people from around the world appreciated the premier issue. But this is only the "first minute of the game." We want more and more letters, faxes, and e-mails from you, along with your suggestions, articles, criticisms, complaints, and, we hope, your approval. The game is still very long and demanding and we need a "big team" effort to win the game. So, play with us.

**Giorgio Gandolfi
Editor-in-Chief**

THE FIRST LETTER FROM A READER

Congratulations. It was a pleasure to read all the articles packed with such useful information for everybody involved in this "Global Game". I am a Serbian coach and have worked with many teams. I'm currently in Poland, where I reside in Lodz. I'm engaged in basketball 24 hours a day. I'd like to write an article on "Developing the Big Man". I hope to hear from you.

Milan Gajic, Lodz, Poland

Dear Mr.Gajic,

We are very pleased to have received your letter, for two reasons. First of all, you are the first reader to have corresponded with us, and secondly, your proposal to write an article for the magazine is what we are looking for from all of our readers. We will be pleased to receive your article (be sure to read the note for writing guidelines).

AND THE SECOND ONE...

I think it would be beneficial for your readers if you also published your magazine in French (of course, with the English edition as well). Do you think it will be possible?

Belgharek Sami, Tunisian referee

Dear Mr. Sami,

Starting a new magazine is just like giving birth to a

new child. Our "baby" has just started to crawl. We then want him to stand and then take his first few steps. We appreciate your suggestion for a French version of the magazine and will consider it for the future, but at this early stage we have enough to handle with the English edition.

AND NOW THE FIRST COMMENTS...

We were very pleased to have received the first issue of FIBA Assist magazine. Great work and very interesting contents. My best wishes.

**Ruben Rabano, Argentina
President, FIBA International Competitions Committee**

Dear Friends,

Warm greetings again from the FIBA Oceania office in Coffs Harbour.

Congratulations!!! We received copies of the initial edition of FIBA Assist at our office today and it is a very impressive publication. You have done a great job and this should be a great asset for basketball as well as a means to promote the FIBA name and image. I wish you the very best for future editions of the magazine and stand ready to help wherever and whenever I can. Well Done!

**Steve Smith
Secretary General FIBA Oceania**

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

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