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Individual concept for position 5

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Individual concept for position 5 by Jussi Räikkä

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1. <u>Introduction</u>

This program is planned to develop a player for the role of position 5 (center). In modern basketball we want our big players to be as versatile as possible. Even if we want to teach our inside players also the skills of a perimeter player, we must keep in mind that the main focus must be in skills considering the inside game. Pesic´s (2011) describtion of the primary responsibilities of a position 5 player has been one of the starting points of this work.

Primary responsibilities in offense:	Primary responsibilities in defense:
• First pass in transition-outlet pass • Run as first or second trailer • Fights in low-post as second trailer and looks to set screens or high-low pass. • Goes for the offensive rebound in transition offense • Fights in low-post and tries to execute with: various moves or dunking • Ready to play any two man game-pick´n roll • Ready to set screens and rolls afterwards • Ready for offensive rebounds	• Makes balance in transition defense • Comes from the back of the first line of defense in transition and sprints under the level of the ball • Helps out inside, closes the middle and slides to either side in defense with footwork • Plays deny on high and low-post and also plays front in low-post • Uses his body to fight for defensive low-post position • Boxes out and rebounds • Anticipates outside players movement and early help • Fight against screens and allows no guards movements • Helps in any pick´n roll situations

Table 1 and 2: Primary responsibilities in offense and defense (Pesic, 2011).

The philosophy of the program is that the motor and movement skills are the basement of the basketball fundamentals. As we view the teaching of basketball fundamentals, we start teaching same skills for everyone. The game specific skills for player in position 5, comes after we have a proper knowledge in general fundamentals and movement skills. The fundamentals in turn are the basis of game skills. Even though the game skills come after movement skills and fundamentals, we try to teach as much and as early as possible using the game through teaching method.

Teaching content of this program is divided into five different sections; movement skills, basketball fundamentals (general and game specific), game skills (read and react situations), physical training and mental skills. In first four sections we have a teaching development to follow. These teaching developments are placed in certain age group as practice contents in optimal situation. Age groups introduced in this paper are under 12, under 14, under 16 and under 18. This program is planned for boys. If used with girls, some adjustments need to be done (due to the earlier puberty and growth).

Basketball content (especially game skills) is application of the offensive playbook used by youth national teams of Finland.

## 2. <u>The criteria for the teaching process</u>

In this chapter I discuss the teaching process from four different perspectives – learning skills in sports, cognitive learning, teaching methods and teaching content.

2.1. <u>Learning skills in sports</u>

There are four starting points of learning skills in sports. Firstly one has to **practice enough**. It means 20 hours/week, 50 weeks/year for 10 years. Secondly there has to be **variety** in practicing. Variety is even more important than amount. Third point is that you need to **work to learn**. Last but not least, you need to take care that there is **fun factor** in your practices. (Kalaja 2012)

According to Kalaja (2012) learning skills is always individual, requires activity from the learner, progresses in stages, builds on the previously learned, takes its time and is partly conscious and partly unconscious.

In sports there is a hierarchy in learning skills (picture 1) – movement skills before sport specific skills and game skills. The wider your scale of movement skills is, the easier it is to learn basketball skills. (Kalaja 2012)
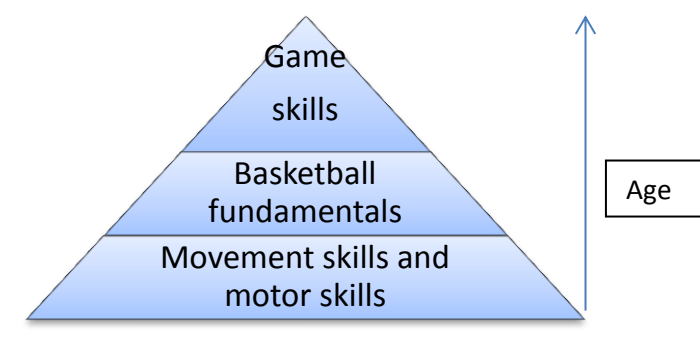
Picture 1: Hierarchy in learning skills in sports

The feedback should always contain the information about the performance and the result. It is important to realize, that too much feedback is actually worse than no feedback at all. It means that one should have feedback about once in five

performances. Also the timing of feedback is crucial. Feedback given too early disturbs learning and feedback given too late has no meaning. Correct time for feedback is approximately 5 – 10 seconds after the performance. Feedback should more often be questioning than answering. (Kalaja, 2012)

2.2. Cognitive learning

Cognitive learning means intellectual development. Childs experiences concerning physical movement are always connected to the experiences about objects and matters that he is moving along (Zimmer, 2002). According to Piaget this process is very canonical on children. Thinking skills are at the heart of sports – especially in team sports such as basketball. (Kronqvist and Pulkkinen, 2007 and Crain, 1992)

Children under 12 are already capable of controlling basic logical processes. With concrete models and practicing they can make decisions and conclusions. It means that simple structure in game can be learned when modeled and practiced. Children under 14 already can use logic reasoning to more abstract problems. It means that they are less dependent of concrete observation. (Kronqvist and Pulkkinen, 2007 and Crain, 1992)

Cognitive factors concerning motor skills are attention, memory, images and problem solving skills. Learning skills in sports demands great deal of all those cognitive skills, because every performance is always also problem to be solved (Matikka and Roos-Salmi, 2012). How do we take into account this intellectual aspect of learning? One thing is to practice the observation of motor function. It can be basic observation or game specific observation. Basic observation is observing multiple stimulus around us and reacting to that (for example sounds, touching, colors, movement, balance). Game specific observation is observing opponent or occurring situation and making decisions. Game thorough teaching is of course big part of our intellectual development. (Zimmer, 2002)

2.3. Teaching methods

Teaching methods used in this program are **step by step teaching, station training, training by position and game through teaching**. The selection

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which teaching method is to use, depends on what phase we are in the learning process.

The core point based approach is used in all of these four methods. It means that we choose 1 – 3 core points to emphasize, show the skill in slow motion and "live", ask more questions than give answers, use mental images in teaching, give the feedback in accordance with the modern theory of learning skills and use the whole – part – whole-thinking in our practices (Eloranta and Jaakkola 2003).

As we start teaching and practicing a new skill we use **step by step teaching**. This teaching method can be divided in different level drills: **1. Preparation drill for movement skill, 2. Drill for movement skill, 3. Preparation drill for basketball skill, 4. Drill for basketball skill and 5. Drill for game skill**

Whether to use only few of these steps or all of them is taken into consideration when planning the practices. **Station practices** are also structured like step by step-method. Usually the drills chosen for stations are from levels 4 and 5. We start to use **training by position** when we specialize more on our future role in the game – mainly in U14 and age groups after that.

As improvement increases, we start to use **game through teaching**. It means that we bind every drill we use in to the game situation. For improving skills we use drills 2-0, 3-0, 4-0 and for improving game skills we use situations like 2-1, 3-1, 3-2, 4-2, 4-3, 2-2, 3-3 and 4-4. In other words, we try to create drills which require decision making.

2.4. Teaching content

This coaching program includes teaching content for four different sections of practicing – movement skills, basketball fundamentals, game skills (read and react situations) and physical training.

Movement skills are combination of components that all sports performance is based on. Optimal movement can´t be performed without them. There are 6 different movement skills: **basic stance, multidirectional steps, change of**

direction (COD), jumping / landing, throwing / catching and optimal upper body function (Paavola etc. 2007).

All these movement skills are included in the program at all ages. Emphasis can be on one or two movement skills, but all of them should be noticed all the time – especially in age groups U12 and U14. Movement skill drills are divided into different categories – preparation drills, dynamic drills and game specific drills. Movement skills can all be developed as a means to improve athleticism and also help reduce injury risk (Gamble, 2013).

Basketball fundamentals are divided into six categories: **stance and moving without the ball, ball handle, shooting, defensive techniques, rebounding and screening**.

Teaching of basketball fundamentals is divided roughly to basic basketball training and specialized basketball training. As the purposeful orientation to specialized roles of the game starts after the growth spurt, in categories U12 and U14 we focus on basic basketball training. Training by position starts in category U14 and is more intense in categories U16 and U18.

Game skills are teached by chosen actions (read and react-situations). We set simple rules for each action and practice by those rules from the very beginning. Teaching order of game skills and agreed rules for those actions are introduced below. The most important aspects of our game regarding the inside player are underlined.
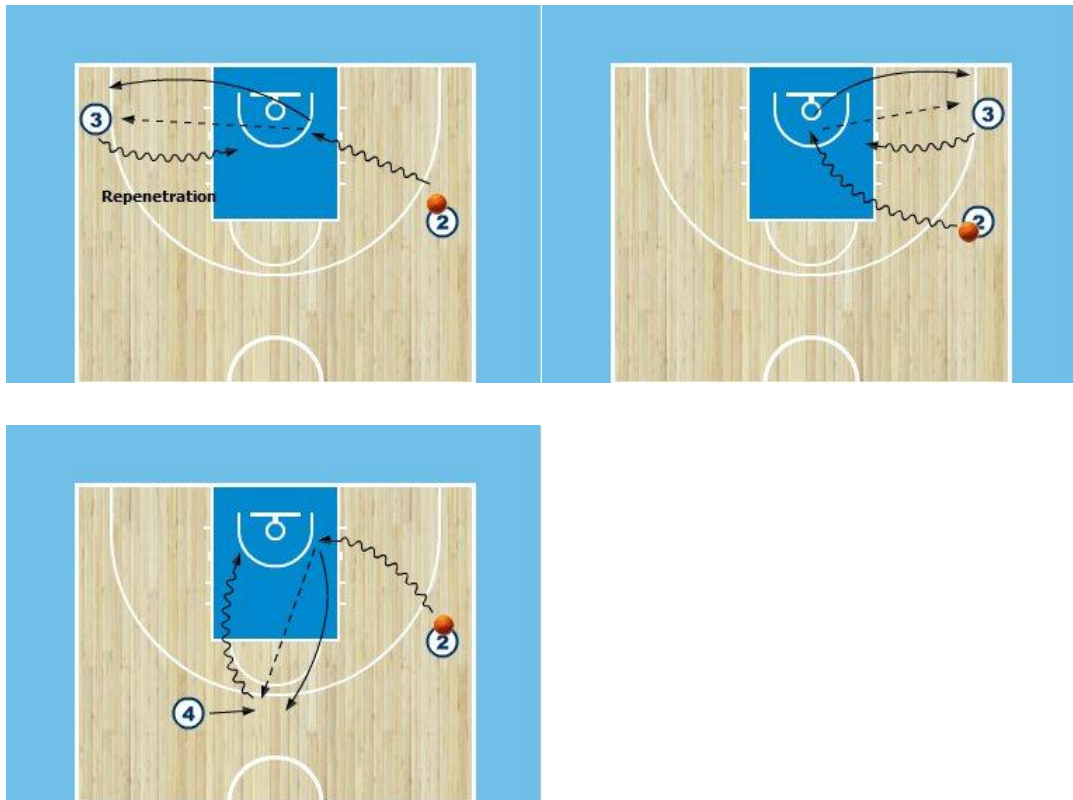
Penetration game

In penetration situation we want to fill three spots – corners and the top of the key (picture 2). How we fill those spots, depends from where the penetration comes.
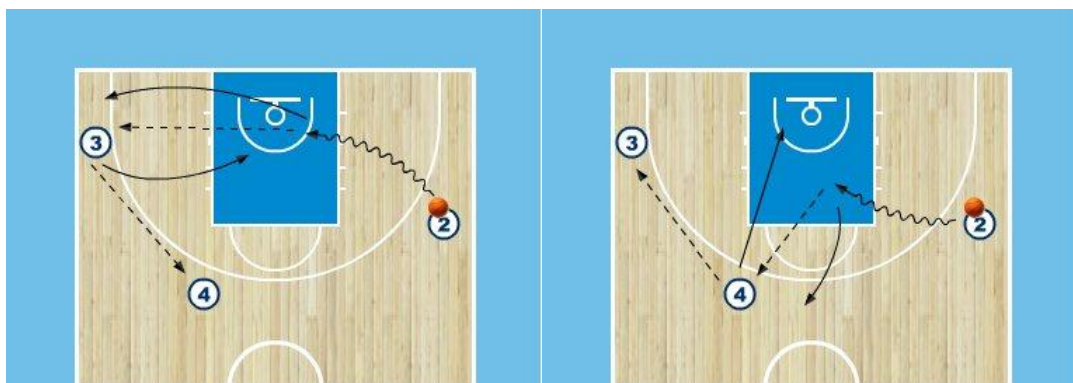

Picture 2: Spots in penetration

After a kick out-pass we follow two rules - *"act immediately"* and *"keep moving"*. "Act immediately" means, that player catches a kick out pass, he should shoot, penetrate (repenetration) or pass immediately. If player penetrates, we courage him penetrate to the middle. The player who made the pass outside should move to the spot he has passed ("keep moving"). (pictures 3 – 5)


Pictures 3 - 5: "Act immediately" and "Keep moving" in repenetration

If player chooses to make an extra pass, he will cut to the basket and create space for a player, who is coming to his spot (pictures 6 – 7).

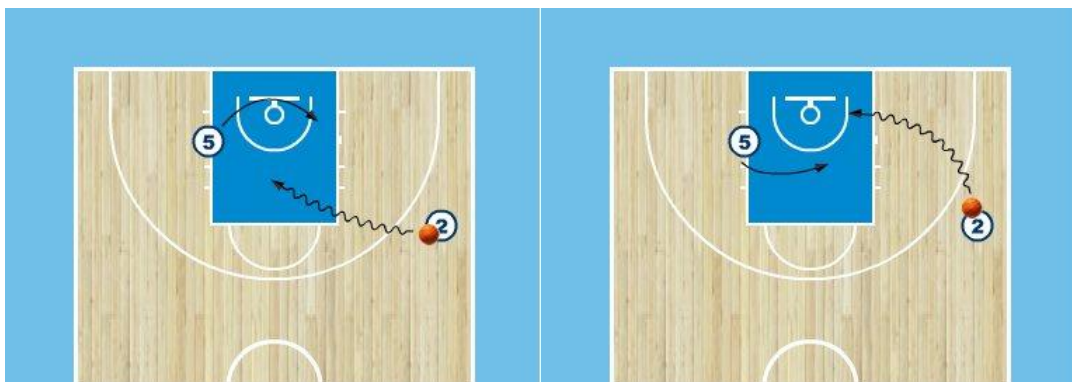Pictures 6 – 7: Cutting in extra pass situations

In penetration situation the inside player moves to the other direction in relation to the drive. The position (ball side / weak side) affects to the movement (pictures 8 – 13).
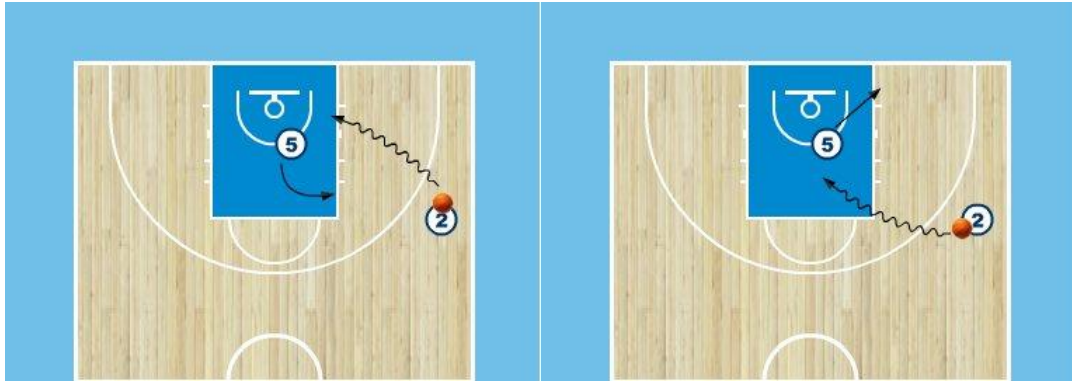
Pictures 8 - 9: Movement of the inside player in penetration (front rim)

Pictures 10 – 11: Movement of the inside player in penetration (middle post)

Pictures 12 – 13: Movement of the inside player in penetration (weak side post)
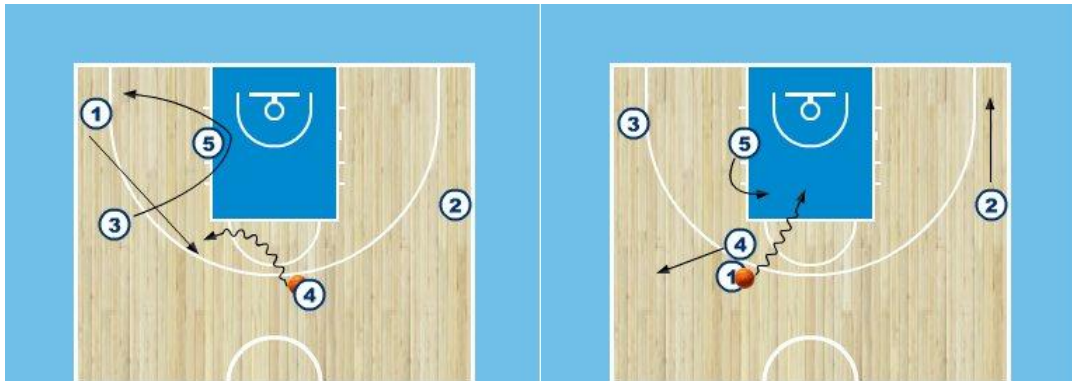
Hand off game

We consider hand off also as a good teaching game for pick and roll. That is the reason why hand off is our second action to teach. The other reason is that when our big (4/5) players catch the ball outside, they have always an option to play

dribble hand off with our perimeter players. First we teach dribble hand off (pictures 14 – 15) and then hand off (pictures 16 – 17).

Spacing in hand off situations is much the same as it is in pick and roll later on. We want our hand off played in the shoulder spot – just under the 3 point line.

If the hand off is played with dribble hand off, we always pop. If it is played with inside player out of the flash cut, we teach our players always to roll. The roll is also the first half court situation where we teach our inside players to take position in the front rim. If the defender of the player using a hand off goes under, we teach rescreen.


Pictures 14 – 15: Dribble hand off
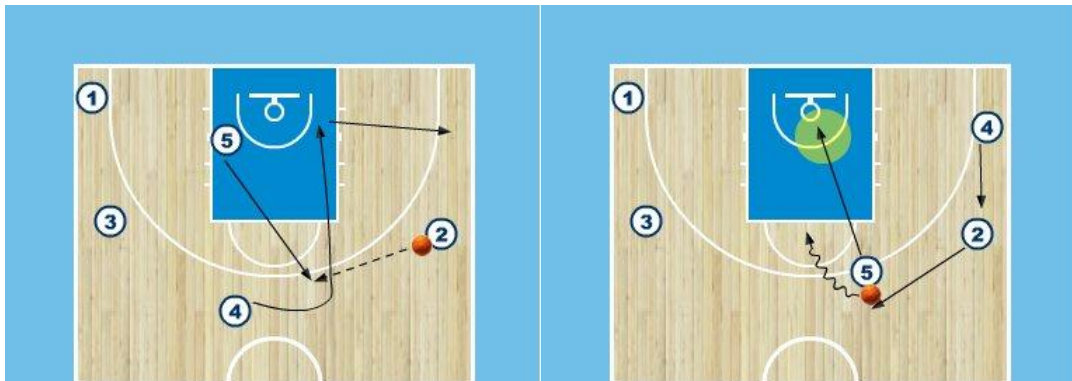
Pictures 16 – 17: Hand off

Pick and roll game

In pick and roll we have chosen two different types of pick and roll games. First one is more static type of ball screen, where pg calls the pick to the elbowline (pictures 18 - 19). The second situation is created for a player whot cuts towards the ball and uses a ball screen immediately after receiving the ball (pictures 20 – 21).
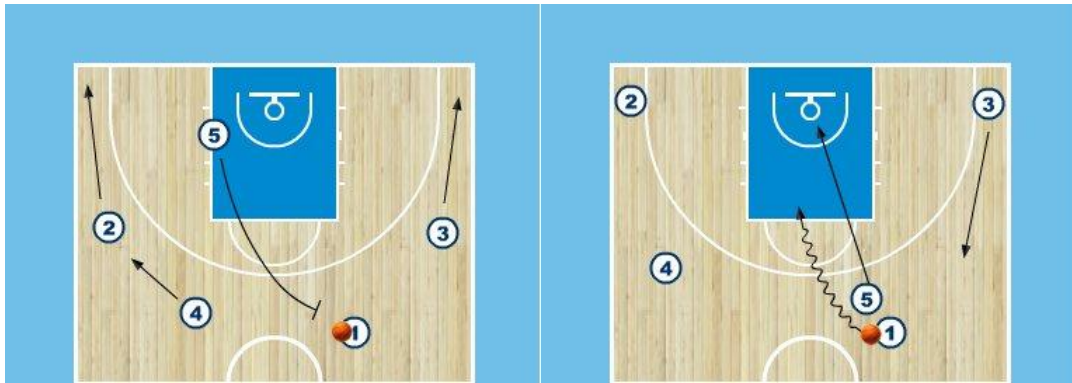
Pictures 18 – 19: Pick and roll
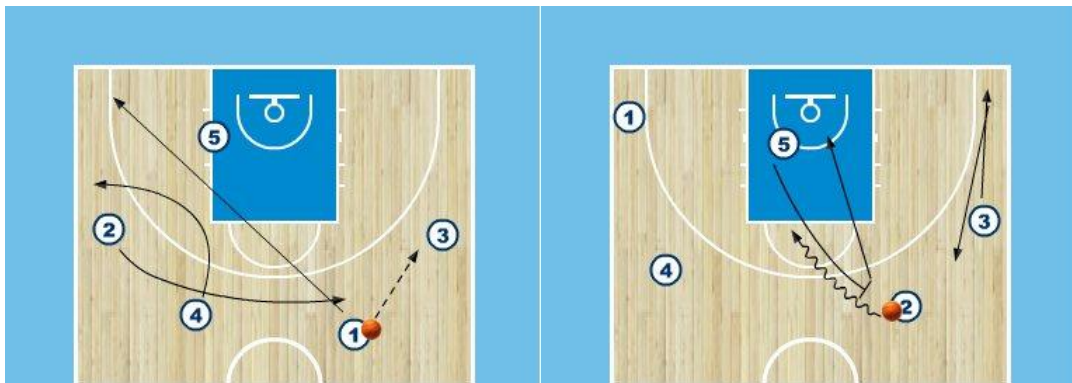
Pictures 20 – 21: Dynamic pick and roll

The action for #5 in both pick and roll situations is similar. We teach him to run the screen as fast as possible, set it with one count (your back to where we want the player using the screen to penetrate), hold the screen for two seconds and roll to the front rim with front pivot and full speed. After the roll, inside player should take the position in the front rim. If the defender of the player using a screen goes under, we teach rescreen.

Inside game

In inside game we have three options – front rim position (picture 22), middle post position (picture 23) and extended post.

Picture 22: Front rim position   Picture 23: Middle post position

If our #5 (or anybody else) takes the front rim position, we want him to score. Other four players keep the game wide. On middle post situations we consider our inside players first of all as a passer. If he can´t pass, there is a chance to play 1-1. When we deliver the ball to middle post, we have agreed movement for perimeter players (picture 24).
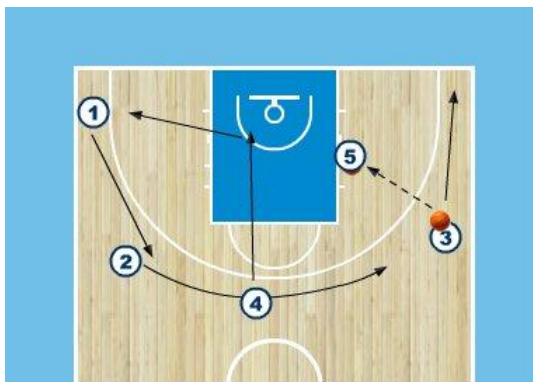
Picture 24: Agreed movement in middle post situation

If inside player chooses to pass to the ball side, we play pick and roll (picture 25). If the pass goes to the weak side, we want our inside player to repost in the front rim (picture 26).
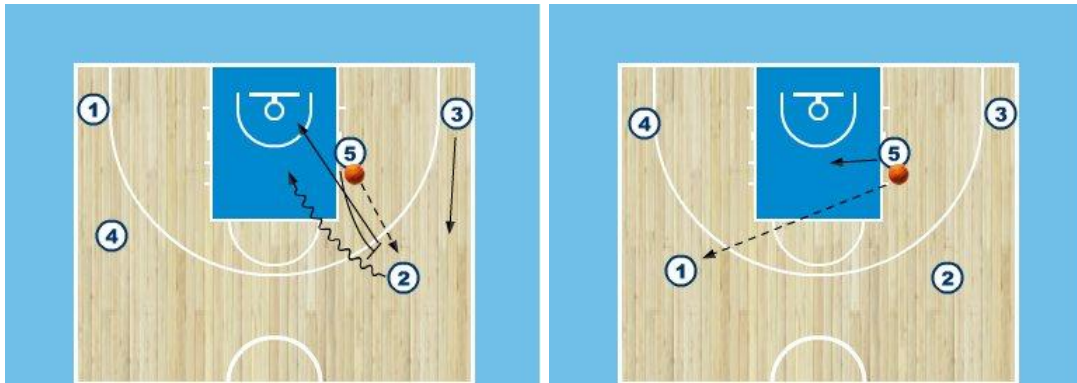
Pictures 25 - 26: Inside player passes to the ball side (pick and roll) or to the weak side (repost)

For the 1-1-situations we teach few basic ways to score. In front rim we teach our inside players primarily to score without the dribble – using a contact. From middle post we teach to attack the middle. If defense takes that away, our countermove is spin to the baseline or up and under. In extended post situations we face up the basket and play 1-1.

Baseline exit (down screen)

We have chosen baseline exit as a teaching game for off ball screens. The main goal of this is to create triple threat situation for #2 and an inside situation for #5. If #2 has a chance to catch and go, we are in our penetration game structure. When #2 decides to go inside (front rim or middle post), we play according to our inside game rules. (picture 27)
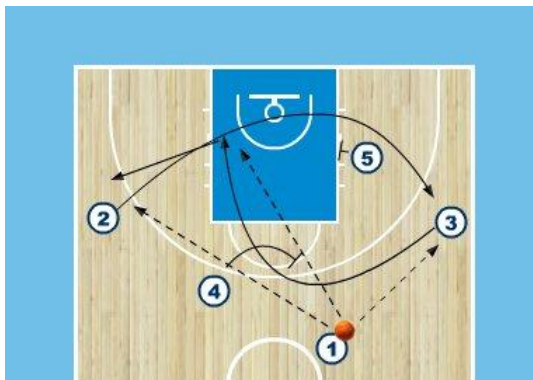
Picture 27: Baseline exit

In baseline exit #5 sets a down screen to middle post and after that takes the position in the front rim or the middle post.

Physical training is roughly divided in two different categories – before and after the growth spurt. The age that the growth spurt is attained varies considerably,

but it occurs around 11,5 years for females and 13 – 14,5 for males (Gamble, 2013). More detailed content is planned by using the sensitive period-thinking (table 1).

Ability	6 - 9 years	9 - 12 years	12 - 15 years	15 - 18 years
Mobility	red	red	red	yellow
Motor skills	red	red	yellow	yellow
- movement skills	red	red	red	yellow
- balance	red	yellow	yellow	yellow
- coordination	yellow	yellow	yellow	yellow
- agility	red	yellow	yellow	yellow
Speed	blue	red	red	yellow
Power	blue	yellow	red	red
Strenght				
- Speed strenght	blue	blue	red	yellow
- Maximum strenght			blue	red
- General conditioning	blue	yellow	yellow	yellow
Endurance, aerobic	blue	yellow	yellow	yellow
Endurance, anaerobic (alactic)		yellow	yellow	red
Endurance, anaerobic (lactic)			yellow	red
Preparation	blue			
Practicing	yellow			
Sensitive period	red			
No practicing				

Table 1: Sensitive age periods in the development of physical capacities of a young athlete (Hakkarainen, H. etc, 2009, Forsman, H. and Lampinen, K. 2008)

Physical abilities are **mobility, speed, strenght and endurance**. Also motor skills are viewed in the table 1. Mobility is practiced all the time. The sensitive period of mobility appears during the age of 11 – 14 (before the growth spurt). Mobility needs extra attention also during the growth spurt. Principles of functional mobility are followed throughout all age categories. It means that we give more notice to muscle chains than separate muscles.

Sensitive period for speed training is before the puberty – especially training for frequency. After the growth spurt you can still improve your speed with strenght increase. Speed can also be considered as a combine of skills such as acclerating, decelerating, agility, changing direction, reaction, rhythm and coordination. Those skills are so important for basketball player that they need to be part of daily routines (Gamble, 2013). Speed training is executed in three dimensions (sagital, frontal and tranversal). (Paavola, 2008)

Strenght training can and should be started at very early age. Body weight training is suitable for kids at 8 years of age. Before growth spurt the strenght training should be body weight, small medicine balls, resistance bands, hopping

with small power and tecnique training. After the puberty one can start training with free weights and bigger workloads. In strenght training we use principles of functional strenght training as much as possible. Exercises we do are planned to improve the movement required in basketball, are made mostly in standing position, more notice is given to muscle chains than separate muscles and training is executed in three dimensions. Also stability training is part of our program all along (stability of ankle, knee, hip, core and shoulders). (Paavola, 2008)

Endurance training is performed before puberty mainly on aerobic and alactic anaerobic level. After and during the growth spurt we can do lactic anaerobic training, because the capacity for young players for anaerobic metabolism progressively increases (Gamble, 2013). Still we need to focus, that we don´t overload our big players.

When working with players whose growth prediction is high, we have to give even more notice on few areas of training such as mobility and stability, movement skills, motor skills (especially coordination, agility and reaction), controlling workloads in speed and strenght training and the proper way of aerobic training (avoiding unnecessary foot contact). With all young athletes we must consider that they are still growing and their bones, muscles and connective tissues are not yet fully developed (Gamble, 2013). Relative age and stage of growth and maturation are key factors when planning a practice program (Gamble, 2013).

We view **mental skills** in three different areas that we try to support – life, sports and competition. Life management means family, friends, studies, financial problems etc. If these factors are in order, it is easy to focus in sports. The dimension of sports means the ability to control the training process. Big part of it is the balance of practice, rest and nutrition. Practicing process also gives safe closed environment to develop athletes own abilities, attitudes and feelings towards the demands of competition and life. Competition measures the quality of our coaching process – it gives us information, how our players perform physically, mentally and in basketball. (Westerlund, 2010)

Methods we have chosen for developing mental skills are motivating, setting goals, focusing, preparation and routines in competition, relaxation and breathing exercises (Matikka and Roos-Salmi, 2012).

3. Programming by age group

In this chapter I introduce our philosophy of teaching by age group. On each age category the basis of the program is the big picture – in other words the game. I will introduce the structure of transition offense, spacing and game skills for each category. From those I lead the basic fundamentals and special fundamentals by position. The other guiding factor is the phase of growth. Mostly I view the learning path of potential inside player. (Hakkarainen etc. 2007)

3.1. Age group under 12

Children under 12 are still in the phase of childhood growth. It means that our practicing should physiologically concentrate on speed training, mobility and motor skills. Strenght training is performed using mostly functional body weight exercises and giving extra focus on stability – especially core stability. Also resistance training is recommendable – the loads and exercises should be easy enough (Gamble, 2013). This is good phase to influence body balance, which is important with tall children. Most of the practices should be implemented on aerobic or alactic anaerobic level. Training used can be skill-based to reduce training monotony (Gamble, 2013). Children under 12 seem to recover from intense, short (under 10 seconds) intervals rather quickly. This should be taken to notice when planning practices. (Hakkarainen etc. 2007)

The total amount of practicing should be about 18 hours, which includes the instructed practices, self made practicing and other movement. Approximate breakdown of all practice and skill practice in this age group is described in the diagrams 1 and 2.
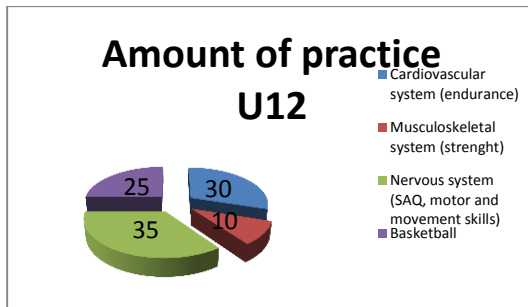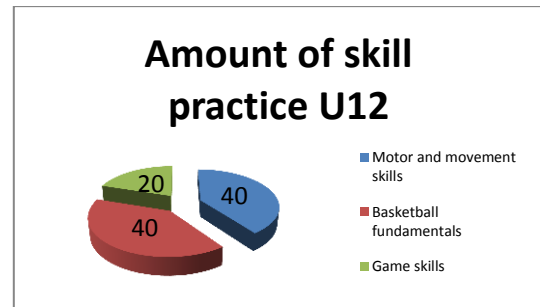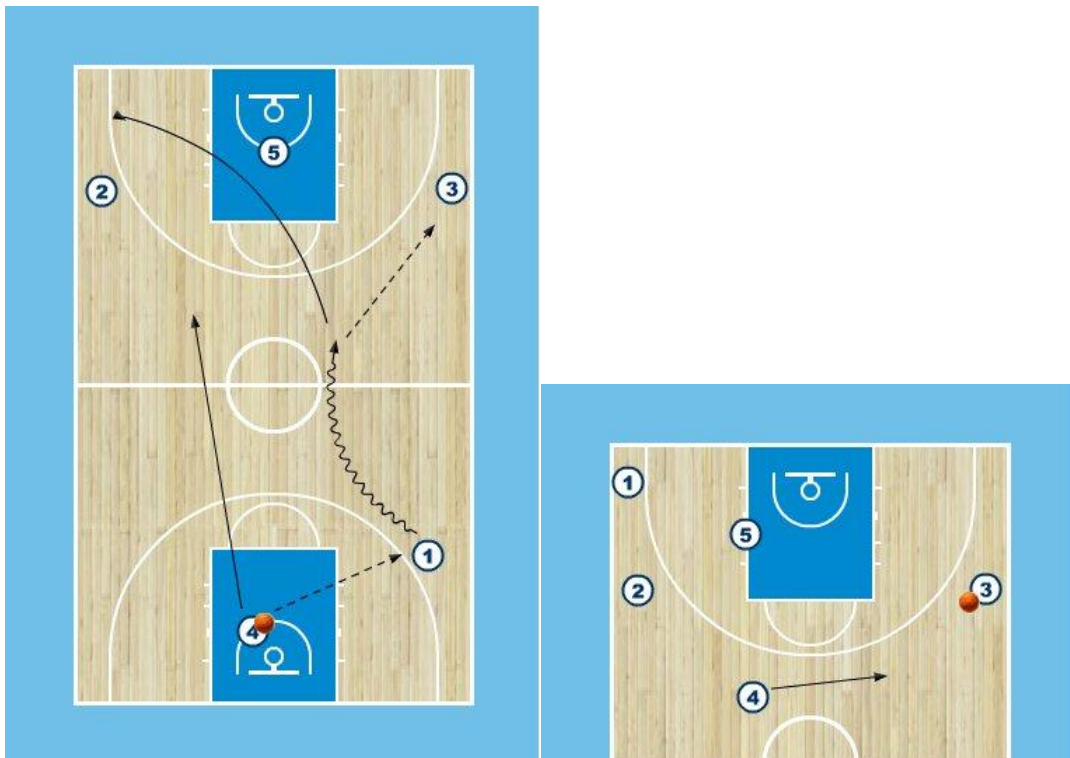
Diagram 1: Amount of total practice U12

Diagram 2: Amount of skill practice U12

The structure of transition offense and half court spacing in this age group is described in pictures 28 and 29. Transition, spacing, penetration game and dribble hand off game are the basis of planning basketball training.

Pictures 28 - 29: Transition and half court spacing

Objectives of learning (inside player)

In this age group we practice universal basketball skills. It means that mostly our players all practice the same content. Basketball content is taken from game situations. Most of the skill practicing is made using step by step- and station-teaching. Also game thorough teaching is used.

Basic basketball fundamentals

- triple threat position
- offensive stance, stops, pivoting
- cutting to the basket
- getting open by running
- passing (2hand → 1hand passes) and catching
- low, speed and power dribble, dribble start (cross step), crossover dribble
- shooting technique, catch and shoot, shooting off the dribble
- lay up, lay back, power lay up, scoring from the paint
- setting and using a hand off, pop out
- rebounding (jumping, hands, landing, covering)
- defensive stance, active hands, first step, slide, close out

Game skills

- Transition offense
    o outlet pass / dribble out of crowd
    o running lanes
    o scoring with transition lay up
- Read and react (teaching points introduced in chapter 2)
    o penetration game
    o dribble hand off game
- Defense
    o ball pressure, face to face, 1 – 1 responsibility
    o helping (low triangle)
- Transition defense
    o running back

3.2. Age group under 14

Many of the boys U14 are still in the childhood growth – of course some of them have already growth spurt in process. So our practicing should have more or less the same physiological emphasis than in U12. The importance of mobility and stability training needs to be underlined, because the growth spurt is getting

closer. Coach needs to be ready for temporary reductions in co-ordination and performance and be prepared to modify exercises and loads (Gamble, 2012). Also we need to be careful with workloads – especially on jumping and running. As the puberty starts, we can start to work more in lactic anaerobic level. It means that the work period can be longer, when working with high intensity. (Hakkarainen etc 2007)

The total amount of practicing should be about 20 hours, which includes the instructed practices, selfmade practicing and other movement. Approximate breakdown of all practice and skill practice in this age group is described in the diagrams 3 and 4.
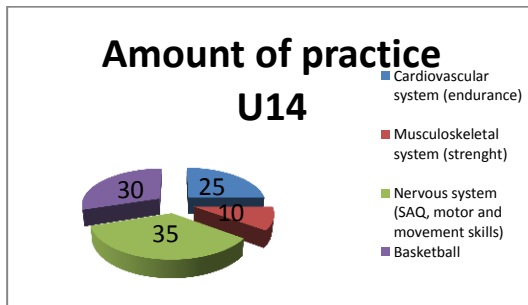

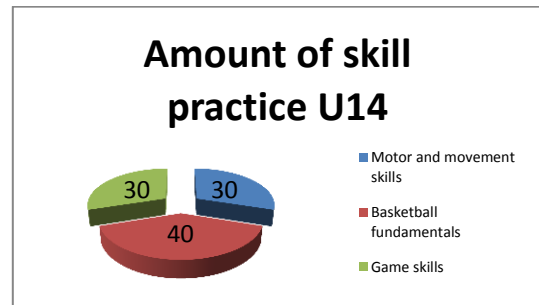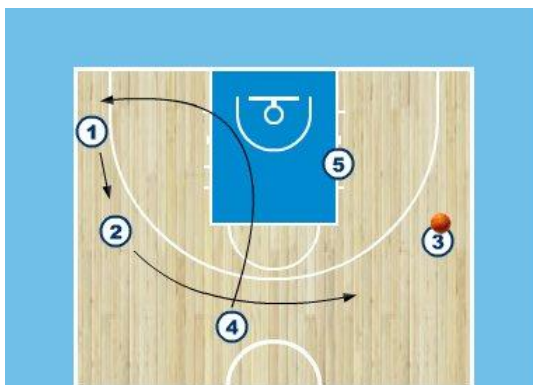Diagram 3: Amount of total practice in U14

Diagram 4: Amount of skill practice U14

The structure of transition offense is the same as in U12. In half court spacing we want #2 and #4 to change position for possible pick and roll game for #2 (picture). Also #5 comes to the ball side middle post for inside game.

Picture: Half court spacing in U14

Objectives of learning (inside player)

The main object is still on basic basketball fundamentals, but we start specialize to our possible future roles in basketball. Still we need to be careful in roling our

players, because the puberty in many cases is yet to come. We increase the use of game thorough teaching and start to do our station-practicing also in position specific point of view. Even though we do more position specific training, we let everyone practice every position.

Basic basketball fundamentals (all mentioned in U12 category)

- Taking position, front rim
- Cutting from the basket (flash)
- Getting open with contact
- In – out passing 2 hands → 1 hand
- versatile dribbling skills (in out, hesitation, behind the back…)
- shooting from pop out, shooting inside (hook, baby hook etc.)
- Finishing (lay ups) with a contact (1 vs. ½ situations)
- Scoring from the paint with contact
- Basic post moves
- Rebounding with a contact
- Setting and using a ball screen
- Rolling from the ball screen
- Defensive techniques; wheel and run, jump to the ball, fly with the ball

Game skills (all mentioned in U12 category)

- Transition offense
  - o running the middle lane
  - o taking position front rim → scoring
- Read and react (teaching points introduced in chapter 2)
  - o hand off game
  - o pick and roll game
  - o inside game
- Defense
  - o deny
  - o ball side – help side
  - o basics of post defense
  - o basics of hand off defense
  - o basics of pick and roll defense; double

- Transition defense
    o Offensive rebounding
    o Securing
    o Pick the ball
    o Difference with dead and live ball situations – when to run back and when to press full court

3.3. Age group under 16

When reaching the age category U16 most of the boys are in the final stage of growth spurt. We still need to keep the amount of mobility, stability and movements skill training relatively high - especially with tall kids. However, we can start to increase the amount of intensive training like strength training with bigger loads and lactic anaerobic training. We need to consider individual tolerance while planning training – especially on children still growing (Gamble, 2013). However, this is the age group where we can truly start intensive basketball training. (Hakkarainen etc. 2007)

Total amount of practicing should be around 22 hours, which includes the instructed practices, self made practicing and other movement. Approximate breakdown of all practice and skill practice in this age group is described in the diagrams 5 and 6.
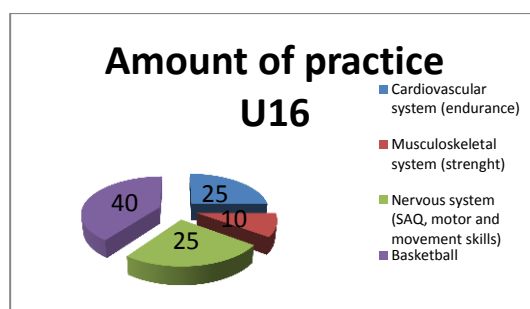
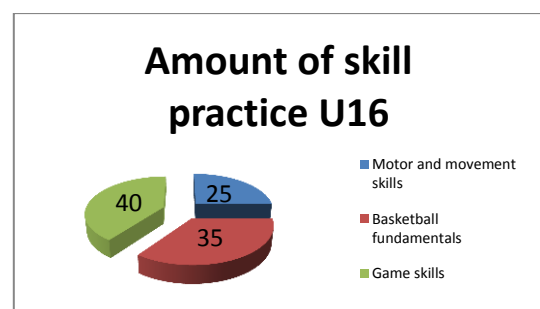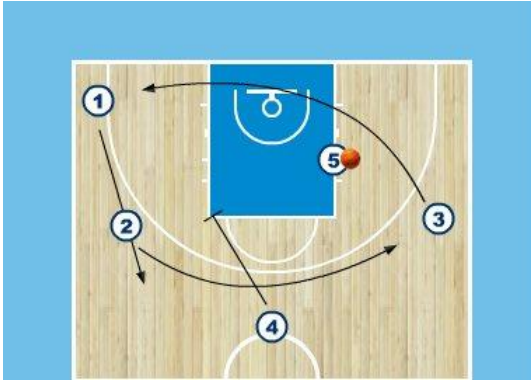Diagram 5: Amount of total practice U16   Diagram 6: Amount of skill practice U16

The structure of transition offense stays the same – only the role of a trailer is more emphasized. In half court spacing we change the movement of #4, when the ball goes in – he sets a screen for #2, who opens up. Also #3 cuts through instead of moving in to ball side corner (picture).

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Picture: Half court spacing (ball goes in)

Objectives of learning (inside player)

Fundamental training in this age category is focusing more on position specific skills. Positions #4 and #5 practice mostly the same skills and our goal in coaching process is to specialize our players to fit positions. In teaching we use mostly game thorough teaching and position specific training.

Basic basketball fundamentals (all mentioned in U12 and U14 category)

- Taking position; middle post, extended post
- Getting position when fronted in post
- Taking position after roll
- In – out passing 2 hands → 1 hand off the dribble
- Basics of hi – lo-game
- versatile post moves
- Finishing from roll
- Dunk
- Rebounding with a double contact
- Setting and using a ball screen in different spots and angles
- rescreen
- Rolling from the ball screen
- Scoring from the roll
- Techniques in ball screen defense (hard hedge, soft hedge)
- Setting off ball screen and opening (down screen)

Game skills (all mentioned in U12 and U14 category)

- Transition offense
    - playing as a trailer
    - taking position front rim, duck in
- Read and react (teaching points introduced in chapter 2)
    - pick and roll game
    - inside game
    - baseline exit
- Defense
    - rotation
    - post defense; ¾ deny, full front
    - hand off defense; double
    - pick and roll defense; double, hard hedge, soft hedge
    - down screen defense; trail
- Transition defense
    - Difference with dead and live ball situations – when to run back and when to press full court
    - Shadow defense

3.4. Age group under 18

In this age category, the growth spurt is mainly over – of course some kids are still growing up and we need to take that under consideration while planning our practices. Movement skills are still in the program – progressed with training devices and various exercises (Gamble, 2013).We can start to develop strength with adult age programs and our basketball training can close up to the intensity of high level basketball intensity. (Hakkarainen etc. 2007)

Total amount of practice doesn´t necessarily have to increase, but the part of instructed training should increase. Approximate breakdown of all practice and skill practice in this age group is described in the diagrams 7 and 8.
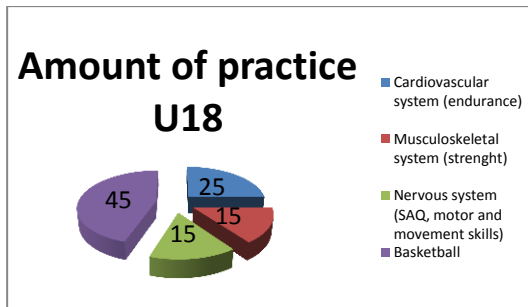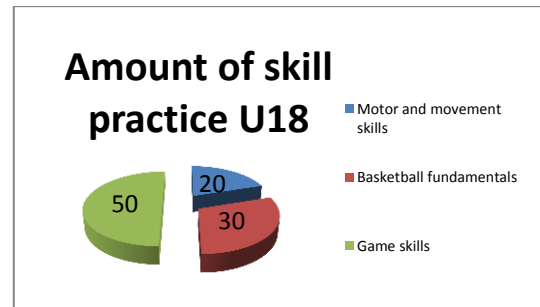
Diagram 7: Amount of total practice U18

Diagram 8: Amount of skill practice U18

The structure of transition and half court spacing stays the same as in category U16.

<u>Objectives of learning (inside player)</u>

Fundamental training focuses more intensively in specialization by position. If we have proper reason to separate the practicing for positions #4 and #5, we do that in this age. In teaching we use game through teaching and position specific training.

Basic basketball fundamentals (All mentioned in lower age categories – main focus on U16 and U18 topics)

- Versatile position taking skills
- Multiple passing skills (in-out, hi-lo)
- Passing out of double team
- Post moves → scoring from contact, against multiple defenders
- Dunk
- Techniques in ball screen defense (hard hedge, soft hedge, push, fan)
- Setting off ball screen and opening (UCLA, flare, back, cross etc.)

Game skills (All mentioned in lower age categories)

- Transition offense
    o idea of early offense for a inside player
- Read and react (teaching points introduced in chapter 2)
    o baseline exit and other off ball screen situations
- Defense
    o ball side – help side; switching on help side

- o post defense; ¾ deny, full front, double team
- o hand off defense; double, break the hand off
- o pick and roll defense; double, hard and soft hedge, push and under, fan, switch
- o off ball screen defense; trail, over, switch and deny
- o horns defense
- Transition defense
  - o Difference with dead and live ball situations – when to run back and when to press full court
  - o Shadow defense

4. Conclusion

What kind of players we want to produce in our basketball environment? In Finland we don´t have the advance of major sports and the population is rather small. So we can´t trust only in selection and we can´t trust that our players are the biggest there is. So we need to teach our players to be as versatile and athletic as possible. We can be best in transition, so we need to teach our big players to run. We can be the best shooting team, so we need to teach our players to score in multiple ways. We can be the most skilled team – in the paint as well as further from the basket. We can be in best possible physical and mental condition.

This is why my approach is rather holistic. I use methods that support development in different levels of coaching process – functional and intellectual, skills and game skills, mental and physiological.

Anyway the most important adjectives in coaching tall players are patience and high motivation. We can do fantastic plans and programs, but if we are not patient enough with our teaching, we probably lose our tall players. Giving time for the learning process can be very crucial. The other thing is finding out the ways to motivate our players to work. We need to give them experiences of success even when everything seems difficult. We need to motivate our players and we need to be patient.

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