

Physical preparation for basketball II



Physical Preparation for Basketball — II

© 2026 Goran Damnjanović. All rights reserved.

Independent digital edition by the author.

Official edition site: aicoachsimbion.com

SIMBION SUITE.

Book II: practical work with the player, on court and through the decision trail.

CONTENTS

1 From Coaching System to the Real Player	1
1.1 The Role of Physical Preparation in Basketball	1
1.2 The FPK Pathway: From Point A to Point B	2
2 Player Profile: Function, Motor Skills, Position, and Context	6
2.2 Reading the Functional Profile: A Number Opens a Question	6
2.3 Rules Before the First Test	8
2.5 Speed: First Step, Acceleration, and Reaction	10
2.7 Horizontal Jump and Landing Control	12
2.8 Three functional profiles	15
2.9 From profile to individual task	16
2.10 Example blocks: logic, not a fixed table	18
3 Symbion Working Case: Player 4A and Player 4B	19
3.1 Symbion Working Case 01: From Number to Court	20
4 Ten Actual Player Dossiers	25
4.0.2 Point Guard 1	25
4.0.3 Point Guard 2	27
4.0.4 Shooting guards: explosiveness is not the same as a solved	28
4.0.5 Shooting Guard 1	28
4.0.6 Shooting Guard 2	30
4.0.7 Wings: side, help, and return to the task	31
4.0.8 Wing 1	31
4.0.9 Wing 2	33
4.0.10 Inside players: contact, second ball, and exit from the paint	34
4.0.11 Power Forward 1	34
4.0.12 Power Forward 2	35
4.0.13 Centre 1	37
4.0.14 Centre 2	38
4.1 What the ten dossiers actually show	39
5 Golden Half-Hour: Individual Entry to Court	41
6 Court Atlas: Path, Ball, Cue, Contact, Decision	42
6.2 Coach Goran's Court Models: From Movement Line to Decision	42
6.2.2 Shooting Guard: Angle, Ball Flight, and Full Sprint	44

CONTENTS

6.2.3 Wing: Wait for Information, Sprint, See the Basket, and Return	45
6.2.5 How a Drill Is Corrected Rather Than Merely Made Harder	46
6.2.7 Transition: Pass, Sprint, Rhythm Change, and New Release	47
6.2.11 Box-Out, Ball Reaction, and Second Jump	49
6.2.12 Exit from the Screen, Stop, and Balanced Shot	49
6.2.13 Visual Signal, Close-Out, and Next Decision	51
6.2.14 Side Drive, Contact, and Finish	53
6.2.15 Short Roll, Pass, and Repositioning	55
6.2.17 Pass, Re-Cut, Corner Shot, and Defensive Recovery	56
6.3 One Position, Three Ways for a Guard to Solve the Action	59
6.4 Three Short Routes, One Quality Criterion	60
6.5 Power Forward and Centre: Role Selects the Finish	62
6.5.1 Power Forward: Post, Face-Up, or Perimeter Shot	63
6.5.2 Centre: Post Anchor, Face-Up, or Defensive Pillar	64
7 From Functional Finding to Court Action	67
7.2 Countermovement Jump with a Controlled Landing	68
7.3 Sprint, Change of Direction, and Reaction	70
7.4 T-Cross: Several Directions, One Clear Criterion	72
7.5 Screen, Short Roll, Pass, and Repositioning	73
7.6 Close-Out, Opponent Shot, and Defensive Rotation	74
7.7 Pass, Re-Cut, and Corner Shot	75
7.8 Cut, Change of Direction, and Positional Shot	76
7.9 Defensive Shuffle, Close-Out, and Recovery	77
7.10 Jump, Contact, Pivot, and Second Finish	78
7.11 Mirror Drill: Lateral Tracking and Space Control	79
7.12 Decision Drill: Signal, Change of Direction, and Basketball Decision	80
7.13 Reactive 3&D: Shuffle, Close-Out, and Shot-versus- Drive Choice	81
7.14 Contact Jump and the Wing's Second Action	82
7.15 Lateral Control in a Close-Out Situation	83
7.16 A-B Stabilisation: Movement, Trunk, and Change of Direction	84
7.17 Lateral Lunge and Trunk Rotation	86
7.18 Squat Jump and Landing into Balance	88

CONTENTS

7.19 Sprint, Change of Direction, and Visual Reaction	90
7.20 T-Cross and Balance Landing: Reaction, Movement, Control	92
7.21 Weight Room Work as On-Court Physical Preparation	94
7.22 Kettlebell Split Stance: Unilateral Strength and Trunk Control	95
7.23 Push Sled: Horizontal Force for the First Step	97
7.24 Farmer Carry: Load, Walking, and Contact Stability	99
7.25 Medicine Ball from a Stable Stance: Trunk, Arms, and Force Transfer	101
7.26 Kettlebell Hip Hinge → Low Ball → First Step	103
7.27 Trap Bar or Dumbbells → Box-Out → Second Jump	105
7.28 Jump Rope → Foot Rhythm → Cut and Shot	107
7.29 Ladder and Hexagon → Lateral Exit → Close-Out	109
7.30 Low Hurdles → Landing → Next Decision	112
7.31 Dumbbell under Contact → Pivot → Finish or Pass	114
7.32 How Cards Build a Training Session	116
7.33 Example A — guard: first step, trunk and force transfer	117
7.34 Example B — wing: single-leg control, contact and transition	118
7.35 Example C — frontcourt player: contact, hip and force absorption	119
7.36 Situational Physical Preparation Matrix: Action Leads the Choice	120
7.36.1 Perimeter Line: Exit, Decision, and Recovery	121
7.36.2 Contact, Frontcourt Work, and Shared Action	123
7.36.3 Same Position, Different Physical Emphasis	125
7.37 Conclusion	127
7.38 Special Preparation and Situational Preparation	128
7.38.1 Coach Goran's Working Logic: Position Is Not Enough	130
7.39 Concrete Position Models: a Test Does Not Prescribe an Exercise; It Opens a Question	132
7.40 Same Position, Shared Foundation, Different Advantage	134
7.41 Five Positions, More Than One Way to Play	135
7.42 Monocycle: A Small Block with One Clear Reason	139
7.43 Preparatory Group: Shared Foundation, Individual Correction	141
7.44 Four Steps So the Same Group Does Not Become the Same Programme	143
7.46 Backward planning from the basketball action	144
7.47 Body segments without isolating the game	145

CONTENTS

7.48 How position changes through the season	146
7.49 Conclusion	147
8 One Exercise Through a Real Microcycle	148
8.2 The Same Task across Three Development Levels	148
8.3 Introduction: prepare the next demand	150
8.5 Dosing: finish while the aim still exists	151
8.7 Example: a Double Training Day at the Start of Preparation	153
8.8 Four Session Models: Strength, Contact, Decision, and Recovery	154
8.8.2 Model 2 — Strength in Contact and Partner Work	157
8.8.3 Model 3 — Neuro-Intensive Work: Body and Decision in One	158
8.9 Exercise as a system unit	160
8.10 Operationalisation: How an Exercise Becomes Usable	162
8.11 Three stations: from pattern to the next decision	164
8.11.2 Station B — sprint, brake, cue	164
8.11.3 Station C — T-cross, multi-planar control, and recovery	165
9 Two Real Weeks: Open Window and Dense Schedule	168
9.2 Model B: Games in Short Succession	168
9.3 Model C: Two Games in a Week — Preserve Tone, Do Not Chase Development	169
9.4 One Shared Schedule, Different Small Priorities	172
9.5 Model D: An Extended Microcycle	174
9.7 One Note That Changes the Next Day	175
10 Decision Trail: When the Plan Stays, Changes, or Stops	177
10.2 2. Training-session card	177
10.4 4. Exercise card in the functional-anatomy library	178
10.5 5. Operational Vocabulary of Movement Quality	179
10.5.1 Support, force, and change of direction	179
10.5.2 Rhythm, information, and decision	180
10.6 Conclusion	182
10.8 How to use an AI recommendation	183
10.10 AI Does Not Write the Plan Instead of the Coach: Draft, Decision, and Correction Trail	184
10.11 Three Time Levels of Living Periodisation	185
10.12 When Nothing Changes	186

CONTENTS

11 Conclusion: The Decision Is Confirmed on Court	— 188
12 Selected Scientific Sources and Professional Note	— 190

1 From Coaching System to the Real Player

FPK 2 does not begin with a definition of physical preparation. That foundation is set in FPK 1. Here, it begins with a player entering the gym or the court with a concrete body, role, work history, schedule, and next basketball action.

How to read this book

Every chapter follows the same practical line: profile → question → functional task → Golden Half-Hour → court situation → note and next decision. When that line is missing, an exercise remains isolated content.

1.1 The Role of Physical Preparation in Basketball

What is physical preparation for basketball players? Why are physical-preparation coaches often called strength and conditioning coaches? To understand the work, we first need to understand its scope, its layers, and the conditions it must face in reality.

My understanding of this work can be reduced to one simple sentence: **the player must be capable of doing what the game requires**. Physical preparation therefore enables a player to execute tactical and technical tasks. It does so through planning, programming, development of anthropomotor abilities and qualities, the proprioceptive process, and integration with basketball training. If it is not integrated into the game, physical preparation remains a parallel activity and becomes general conditioning with a limited transfer to the court.

General or conditioning preparation

Question: Which basic physical capacities are missing?

Coaching purpose: Builds the foundation for work, but is not sufficient for basketball performance by itself.

Specific or directed preparation

Question: How does capacity transfer to basketball demands?

Coaching purpose: Connects movement, rhythm, space, equipment, and energy demands with the game.

Special preparation

Situational preparation

Question: What does the role the player usually performs require?

Coaching purpose: Directs work toward actual position demands and the team's system.

Question: How does this particular player perform that role?

Coaching purpose: Individualises work according to playing style, decisions, contact, and the distribution of effort.

Working cards 1: Four interconnected layers of physical preparation.

Two players in the same position are not the same physical-preparation task, even when their basic parameters appear similar. One guard creates an advantage through acceleration; another through change of rhythm and shooting after movement. One centre establishes position through contact; another through well-timed movement and finishing. The goal is not to train a position label, but a player in a real role.

It is wrong to expect a player to improve through movement repetition alone. If anthropomotor and mental capacities are not developed, change remains shallow, short-lived, and expensive in time. Physical preparation needs time and conditions: court space, areas for movement, a gym, equipment, and agreement with the basketball coach. Basketball is being played, so it can be difficult to explain why physical preparation matters. That is why every task must have a purpose the player can understand and feel.

A player's cognitive factors may be high for basketball while their understanding of physical preparation is still limited. Tasks must therefore be clear, engaging, and logically connected with the game. When player engagement is greater, the quality of work is more likely to reflect potential.

1.2 The FPK Pathway: From Point A to Point B

FPK is not a gym catalogue. It is everything that happens to the body while a player travels from point A to point B: from stance and first intention, through the first support, rhythm, contact, ball, and decision, to braking, landing, and the next action. A kettlebell, dumbbell, jump rope, ladder, hexagon, hurdles, or sled is neither an "extra" nor a substitute for the court. Each tool has a place only when it solves part of that pathway and its effect is checked in a basketball task.

1. Stance and intention

The body solves: foot position, gaze, breathing, trunk readiness, and perception of information.

The coach checks: can the player take a stance without stiffness and respond to a cue from it?

2. First support and exit

The body solves: force direction, arm rhythm, pelvic position, and the first step.

The coach checks: does the exit from stance travel in the correct direction without loss of balance or an unnecessary extra step?

3. Rhythm and change of direction

The body solves: foot coordination, braking, re-acceleration, and control of the weaker side.

The coach checks: does quality remain when direction, speed, cue, or step sequence changes?

4. Contact and ball

The body solves: stability through hip and trunk, space protection, reception, passing, or finishing.

The coach checks: can the player preserve position and decision when the body is contacted or when receiving the ball?

5. Landing and next action

The body solves: force absorption, knee and pelvic control, gaze, and readiness for a new task.

The coach checks: does landing end the action, or can the player continue immediately into defence, rebounding, or an exit?

Pathway cards 2: Every FPK tool has value only when it supports a clear segment of the pathway from point A to point B.



Figure 3: Contact, ball protection, and the next action: leg and trunk work preserve space while the player absorbs contact and remains ready to pass, finish, or exit again.

This model protects the coach from two extremes. The first is treating work away from the court as unimportant. The second is calling a tool-based exercise specific merely because it looks demanding or modern. FPK is specific when the

coach knows clearly which segment of the pathway is being trained, for which player, at which point in the week, and how it will return to the court.

2 Player Profile: Function, Motor Skills, Position, and Context

Diagnostics are not the collection of numbers for the sake of a table. They are the beginning of decision-making: who needs development, who needs correction, who needs recovery and who simply needs a better way to transfer an existing ability into the game. A test without interpretation is data; a test connected to position, technical-tactical task, load and player behaviour becomes coaching information.

Basketball combines sprinting, jumping, braking, changes of direction, lateral defensive movements, reactions to opponents and contact. One result therefore cannot describe a player. A systematic review of testing in adult basketball players highlights the broad range of physical characteristics and the need for repeatable, standardised protocols that allow change to be tracked over time rather than only compared on one occasion.

2.1 Functional assessment: medical context and coaching decision

Functional assessment begins at the start of preparation, but its value is not in a collection of numbers. Physicians and specialised practitioners assess health status, body composition, and functional parameters within their responsibility. The coach then uses permitted information to establish a safe starting point, a development priority, and the need for correction. Medical assessment, laboratory testing, and cardiopulmonary testing are not replacements for the coach's eye; the coach's eye is not a replacement for medical findings.

A player's relationship with testing also matters. An experienced player may hold something back in order to show later improvement, while a younger player may compensate for inexperience by overreaching and increasing risk. The procedure, number of attempts, validity criterion, and the right to stop a test when quality or safety decline should therefore be determined in advance.

Information source	What it may show	How the coach uses it
Medical review	Health constraints and guidance for safe work.	Respects medical-team decisions and adapts initial work.
Body composition	Body mass, composition, lean-mass distribution, and fluid status within specialist assessment.	Tracks change over time without quick conclusions about readiness.
Cardiopulmonary assessment	Individual values and zones from specialist findings.	Connects the finding with load tolerance, schedule, and recovery.
Video and biomechanics	Movement quality, symmetry, landing, braking, and compensations.	Creates a question for correction, not a medical diagnosis.
Conversation with the player	Subjective feeling, habits, fatigue, work history, and readiness for effort.	Adds to the numbers and supports a more realistic next step.

Table 1: Functional assessment: information that is connected, not added without context.

Values from laboratory testing, bioimpedance, or an exercise test must remain connected with date, method, previous status, schedule, and specialist interpretation. In this book they do not become universal norms. Their value is in repeated comparison of the same player with their own previous state and with the task awaiting them on court.

2.2 Reading the Functional Profile: A Number Opens a Question

A functional report is not a list of values that a coach turns into a “ready” or “unready” label. It connects different measurements with date, method, health context, and the task the player must perform. The coach does not interpret a finding in place of a physician or specialist. The coach’s task is to ask a working question: what does this professional finding change in the organisation of first work, dosage, and monitoring of the response on court?

Indicator group	What the coach must not conclude alone	Question that guides the next step
Body mass, body fat, and muscle mass	That one result defines player quality, health status, or an ideal body mass.	Does the change repeat under the same conditions, and does the specialist team see a constraint or guidance relevant to work?
Lean-mass and fluid distribution	That a small difference automatically indicates a problem, asymmetry, or a reason for correction without further assessment.	Which difference is stable, what is the measurement context, and what should be checked, if needed, through a safe movement pattern?
Heart rate, thresholds, and oxygen uptake from specialist findings	That one value becomes a universal training zone or forecast of court performance.	How does the finding fit with schedule, travel, prior load, and the staff plan?
Maximum speed in a laboratory protocol	That laboratory speed alone describes first step, braking, or reactivity in basketball.	Is the information confirmed through short court acceleration, braking quality, and response to a cue?
Repeated assessment through the season	That every change proves improvement or decline regardless of surface, time, rest, and method.	Was the same protocol repeated, and what changed in actual training and player role?

Table 2: A functional profile does not deliver a final verdict; it gives the staff a better question for the next decision.

Motor tests are not a competition in numbers, nor an opportunity to place a player into a ready-made category. Their purpose is to establish a starting point, understand how a result was achieved, and decide what training should address next. During the season, shorter transitional checks are used, while a final assessment makes sense only when it can show how players responded to stimuli over time.

The most important principle is to make testing resemble training: with a clear explanation, a consistent warm-up, a safe sequence, adequate space, the same

validity criterion, and a record of the context. The coach does not seek a perfect protocol that the club cannot repeat. The coach seeks a process the team can implement consistently and use to make a better decision.

2.3 Rules Before the First Test

Check	What is standardised	Why it protects the result
Space and safety	Adequate deceleration zone, surface, footwear, equipment, and movement path.	Reduces unnecessary risk and allows comparison.
Warm-up	The same activation, mobility, and familiarisation sequence.	The result depends less on an accidental state at the start.
Attempts	Number of attempts, rest, validity rule, and stopping condition.	The player knows what is expected, and the coach can compare results fairly.
Context	Date, previous load, travel, sleep, subjective feeling, and any restrictions.	Explains variation before the programme is changed.
Video and note	The same camera angle where possible and a brief coaching note.	A number gains an explanation: how the result was achieved.

Table 3: A test becomes useful only when the process is consistent enough to be repeated.

2.4 Minimum Battery: Five Questions Before a Programme

A complete list of tests is not always a better list. When time, space, or player numbers are limited, staff first select several questions that most change the next session. A minimum battery does not create a ranking; it creates a starting map: how the player exits, produces force, accepts force, changes direction, and transfers the body into a basketball task. The same framework can serve the start of preparation and brief transitional checks, but it is never interpreted without context.

Question	Practical task	What is recorded beside the result
How does the player exit?	5 m and 10 m from a standardised stance, with a safe deceleration zone.	First step, trunk angle, arm rhythm, finish control, and difference between a known start and response to a cue.
How does the player produce upward force?	Maximum reach and jump with an agreed preparation and the same landing criterion.	Arm swing, extension rhythm, trunk control, foot position, and calm absorption of landing.
How does the player produce forward force and accept it?	Standing broad jump or jump with an agreed short approach.	Preparation, force transfer, knee position, support distribution, and a controlled finish rather than distance alone.
How does the player change direction?	A brief hexagon, line-based task, or other pre-planned course in both directions.	Entry into the change, side-to-side difference, braking, extra steps, line contact, and loss of quality through repetitions.
Can the body support basketball quality?	Standardised reception, shooting, passing, or finishing after agreed movement.	Feet, rhythm, choice, retained accuracy, and the point at which physical demand changes the technical task.

Table 4: A minimum testing battery begins with the question that will change training, not the number of tasks that can fit into one day.

If the quality of attempts cannot be preserved on the same day, the battery is split. Speed and jumping can form one block; change of direction, repeated movement, and accuracy can form another. This does not only save time — it protects the meaning of each result. For a younger or insufficiently prepared player, the task is simplified further, relying on execution quality rather than comparison with any norm.

2.5 Speed: First Step, Acceleration, and Reaction

In basketball, it is more practical to measure what actually appears in the game: the first step, acceleration over a short distance, the transition from a signal into movement, and the ability to retain control after accelerating. A 20-metre distance can provide a broader view, while 5 and 10 metres often reveal the quality of the first steps more clearly. Every attempt leaves sufficient space beyond the finish, because the test does not end when the player passes a line. Reaction to a stimulus can only be measured precisely when appropriate conditions and tools are available. Without them, the coach uses video, a standardised visual or sound signal, and careful observation. Experience-based observation has a place, but should remain a note beside the result rather than a substitute for it.

No.	Player	20 m	10 m	5 m
1				
2				
3				
4				

Table 5: Working speed-test form: best valid attempt, together with the testing conditions.

A speed test has little value if it remains only a time. The coach observes starting position, first step, trunk position, step rhythm, arm action, deceleration capacity, and transition to a basketball task. Later in the season, transition offence, transition defence, and complex ball-based drills often preserve basketball meaning better than large volumes of isolated sprinting.

2.6 Maximum Reach and Vertical Jump

A wall, a tape measure, and chalk can be enough for practical assessment. Measure maximum standing reach, then the highest point the player touches in a jump; the difference is the achieved vertical displacement. The value of the test is not only in centimetres. The coach observes preparation, arm swing, extension rhythm, trunk control, and landing quality.

Basketball contains jumps from a standing position, from one step of approach, and repeated take-offs. One jump result therefore cannot describe the entire explosive quality. It is especially important to see whether the player can safely accept force on landing before being asked for more height or more repetitions.

No.	Player	Jump height	Maximum reach	Vertical displacement
1				
2				
3				

Table 6: Working form for maximum reach and vertical displacement.



Figure 4: Vertical jump: arm swing, extension, and a controlled return to support form one pattern.

2.7 Horizontal Jump and Landing Control

A player who covers more space in one quality step or jump often gains an advantage. A standing broad jump or a jump with an agreed short approach provides practical information about forward force transfer. Mark the take-off position and measure the point of controlled landing. Where possible, record each landing separately.

Take-off and landing are not judged only by distance. The coach observes knee, foot, trunk, and arm positions, as well as the player's ability to retain balance. The test may be repeated one leg at a time, but its format, attempt number, and criteria must be adapted to the player's age, experience, and current condition.



Figure 5: Horizontal jump: preparation, force transfer, and a controlled landing matter more than a result without context.

AI Recommendation

A short video from the same angle can help compare take-off and landing over time. AI can flag questions for review, such as a difference between the left and right side or a loss of trunk control, but it must not diagnose an injury from a video alone.

2.8 Three functional profiles

For clarity, this chapter uses three broad profiles. They do not replace an individual player file and do not lock a player into one role.

Profile	Common game demands	Physical priorities	Transfer examples
Guard / creator	Starting, stopping, repeated changes of direction, ball control, late decision-making, contact in penetration.	Acceleration, braking, trunk and shoulder stability, lateral organisation, repeatable quality of work.	First step from a stance, exit from the dribble, close-out, pass or shot after a rhythm change.
Wing / hybrid	Transition, take-off, contact, lateral work, defensive help, finishing from several positions.	Take-off and landing, lateral strength, rotational control, strength through contact, repeatability of actions.	Close-out and recovery, running jump, contact in finishing, task change in transition.
Frontcourt player	Gaining position, box-out, contact in the paint, take-off in limited space, recovery to defence.	Hip and trunk strength, force absorption, eccentric control, upper body, first step in a small space.	Fighting for position, second jump, landing in traffic, exit from a pick-and-roll situation.

Table 7: Working matrix: Three functional profiles.

These profiles follow the author's practical logic that a guard, wing and centre do not carry the same physical problem. Still, every table is a conversation map, not a prescription. A player changing roles, playing in a small line-up or carrying a specific technical-tactical responsibility may have a different priority from the typical profile.

2.9 From profile to individual task

A position-specific programme is created through four questions.

Question	What the coach analyses	Outcome
Action	Which game action is most frequently repeated or determines the outcome?	A clear tactical-physical aim.
Limitation	Is the problem force, control, speed, mobility, perception, skill or recovery?	The exact link to develop or protect.
Context	Season phase, minutes, schedule, travel, health, learning and available equipment.	Dose and method selection appropriate to the moment.
Check	Which sign shows that the change transferred into the game?	Video, test, court task, self-report or a combination.

Table 8: Position becomes a programme only after it passes through individual context. This sequence prevents two errors. The first is copying the same block onto every player in the same position. The second is allowing individualisation to become random exercise selection. Individual work is not chaos; it is a more precise response to the same system of questions.

2.10 Example blocks: logic, not a fixed table

3 Symbion Working Case: Player 4A and Player 4B

In this book, Symbion means the partnership of coach and AI, not the name of an application. The 4A and 4B case remains complete: actual data, first output, Coach Goran's correction, individual tasks, and court verification.

How to Read the Terms and Data

R/L means right/left. A pair of values does not diagnose a problem; it opens a question that is checked through the same task on both sides.

OptoJump is a system for measuring contact time, jumping, and reaction. The coach reads the pattern and its change over time, not only one number.

RERpeak, VO2max, and breathing reserve are specialist test data on tolerance of effort. They are not read as a medical verdict or outside the testing context.

s-RPE is a brief subjective rating of perceived effort after a session. The club keeps the same scale and the same recording moment across the season.

3&D describes a player who spaces the floor with shooting and defends it; a **close-out** is a controlled run-out to a shooter; a **re-cut** is a new movement after the first exit; a **short roll** is a short opening toward the basket after a screen. Terms speed communication, but do not replace video, the court, or coaching judgment.

3.0.1 Symbion Working Case 01: Two Profiles at the Four

An empty form does not teach a coach how to read a number. These are therefore two actual anonymous profiles preserved from the manuscript. The labels **Player 4A** and **Player 4B** protect privacy while retaining the real values. No number is a medical conclusion or a finished programme; each one opens a question that is then checked through movement, contact, ball, and decision-making on court.

Player 4A — Power Forward

Starting body profile. 36 years; 198 cm; 108.6 kg; skeletal muscle mass 53.6 kg; fat mass 15.0 kg; body-fat percentage 13.8%; basal metabolic rate 2,391 kcal/day.

Lean-mass distribution. Right arm 5.64 kg; left arm 5.67 kg; trunk 39.8 kg; right leg 14.62 kg; left leg 14.45 kg.

Functional context. RER_{peak} 1.11; breathing reserve 7%; peak heart rate 170/min; maximum protocol speed 13.5 km/h; running distance 1,049.24 m; VO₂max 4.869 L/min or 45 ml/kg/min; aerobic threshold 3.656 L/min; anaerobic threshold 4.819 L/min.

Court question. How does the later single-leg asymmetry signal appear in box-out, second jump, first step from contact, and an inside or outside pivot?

Player 4B — Second Interior Profile

Starting body profile. 30 years; 203 cm; 101.7 kg; skeletal muscle mass 50.6 kg; fat mass 13.4 kg; body-fat percentage 13.2%; basal metabolic rate 2,276 kcal/day.

Lean-mass distribution. Right arm 5.43 kg; left arm 5.60 kg; trunk 39.3 kg; right leg 13.82 kg; left leg 13.86 kg.

Functional context. RER_{peak} 1.18; breathing reserve 10%; peak heart rate 194/min; maximum protocol speed 14.7 km/h; running distance 1,115.96 m; VO₂max 4.670 L/min or 46 ml/kg/min; aerobic threshold 3.411 L/min; anaerobic threshold 4.417 L/min.

Court question. Does the constraint arise in force production, start organisation, braking, or the transition from contact into the next basketball action?

Coaching boundary

Two players in the same position are not the same programme with different loads. Body composition and functional data provide the starting picture; only video, a functional task, actual role, minutes, and player response determine the first correction.

3.1 Simbion Working Case 01: From Number to Court

The following working case restores actual data from the manuscript. The two players share the same position, yet their results do not open the same question, lead to the same functional task, or receive the same training merely with a greater or lower load. Here, a number begins a conversation among player, coach, staff, and AI support.

OptoJump indicator	Player 4A	Player 4B	What the coach checks first
Optoacoustic reaction	1.103 s	1.309 s	Does the difference appear when a cue leads into a first step, space close-out, or exit from contact?
Peak jump height	38.2 cm	27.0 cm	How was the result produced, and is force accepted through an organised landing?
Mean of five jumps	37.0 cm	26.0 cm	Do rhythm and pattern remain recognisable through repetition?
Explosive power, both legs	15.94 W/kg	12.01 W/kg	Is the constraint force production, take-off preparation, braking, or the next action?
Single-leg peak jump	15.0 / 19.8 cm	15.7 / 15.7 cm	Is the asymmetry signal visible in a lunge, pivot, landing, or second jump?
Single-leg explosive power	9.15 / 10.87 W/kg	9.21 / 9.42 W/kg	Does the less organised side retain quality when ball or contact is added?

Table 9: Actual OptoJump data for two players at the four: a difference opens a functional question; it does not automatically label a side or a player. In paired values, R/L means right/left.

Functional check: Player 4A

A higher bilateral result and a more pronounced single-leg signal do not mean that one side is “bad”. The coach first checks box-out, second jump, and first step from contact: the foot–knee–hip–trunk relationship under contact, quiet landing, side selection, and whether the player can choose a pass, finish, or defensive recovery after the jump.

First court task: controlled box-out with agreed light contact; second jump; return pass or finish. Demand rises only when the landing remains organised and the player retains the next decision after contact.

Functional check: Player 4B

A lower bilateral result with a quieter single-leg picture does not mean that Player 4B should copy Player 4A's work. The coach first checks force production, start organisation, and braking through an elbow catch or post-up: can the player move from contact into the next action without extra steps, loss of position, or delay in recovery?

First court task: catch, one controlled contact, stop, exit, and defensive recovery. The route becomes more complex only when first-exit and braking quality remain visible.

AI First Output — Example Not Yet Ready for Use

This is a study of the limits of a proposal without context, not a task to copy. From the numbers, AI first proposed lower-body strength and plyometrics for the stronger profile, and basic strength plus explosiveness for the profile with the lower bilateral result. In the original working version, the proposal for a player at the four included deadlift 4×6 at 80% 1RM, loaded squat jump 3×8 with 10 kg, shuttle 4×10 m, and lateral medicine-ball work 3×10 m.

It is a useful first output because it organises data. It is not a sufficient final output: it does not yet know how the players move, what they actually do at the four, their game minutes, or whether the same number represents the same court problem.

Coach Goran's correction: a test does not prescribe an exercise

Two players in the same position do not train alike because all tests are not the same task. Player 4A first protects quality in single-leg force acceptance and side selection under controlled contact. Player 4B first develops force production, the first exit from contact, and braking organisation. Correction does not remove a player from court: it remains inside box-out, post-up, pivot, second jump, defensive recovery, or the next decision.

Player 4A — basketball work

Preparation window: twice weekly, 3–4 sets of short box-out → second jump → pass or finish. Controlled contact, the same starting position, and landing quality determine the attempt count. In the weight room, single-leg strength is retained only through patterns the player controls technically.

Competition window: one short reminder in a maintenance day or after recovery; fatigue is not added to reach a set count.

Recheck: quiet support, side selection, and the next decision remain clear across the agreed number of quality repetitions.

Player 4B — basketball work

Preparation window: twice weekly, catch → one contact → stop → exit → defensive recovery. Strength develops through clear patterns, while route, braking, and the next action remain the quality measure.

Competition window: one maintenance block with lower volume and higher quality; the work returns to box-out, post-up, and recovery rather than remaining a jump-only task.

Recheck: a stronger first exit, braking without extra steps, and completion of the action without loss of position.

Training decisions 6: Two different training decisions for the same formal position: number, video, role, and player response form one working whole.

AI Recommendation for Rechecking

AI can consolidate the same OptoJump protocol, a brief video of the task, date, recovery, minutes, and the coach's note. The next output is not an automatic volume increase: the staff chooses whether to confirm the direction, repeat a check for clarification, or change demand to protect the player.

4 Ten Actual Player Dossiers

This is not a second theoretical table, nor a ranking of players. It is a closed working library of ten anonymous profiles from one actual testing battery. Each dossier connects body composition, OptoJump, cardiopulmonary assessment, the first Simbion direction, and Goran's decision that returns the work to the court.

The full working case of the two power-forward profiles has already shown how a number is read. Here, the same principle expands to the whole tested team. A number does not determine a player's value, make a medical diagnosis, or select a session on its own. It opens a question that the coach must check through stance, support, contact, pathway, ball, decision, and the next action.

How to read this library. Every profile has three real data layers: body composition, jump and reaction, then work tolerance. Beneath them sits the first Simbion direction. The final word is not an exercise list: Goran's correction determines the court side, basketball situation, loading boundary, and sign that the coach checks again.

4.0.1 Point guards: the same game rhythm, a different entry into the action

4.0.2 Point Guard 1

Actual tested profile. Anonymous perimeter profile, 26 years old. Faster take-off and reaction do not relieve the coach of checking whether the first step remains useful once a ball, pressure, and second decision are added.

Body picture

Age: 26 · **Height:** 190 cm · **Mass:** 79.7 kg

Skeletal muscle mass: 41.2 kg · **Body fat:** 10.3%

Lean mass, right/left leg: 11.44 / 11.55 kg

Trunk: 31.7 kg · **Basal metabolic rate:** 1,914 kcal/day

OptoJump: take-off, reaction, and side

Optoacoustic reaction: 1.132 s

Peak / five-jump mean: 38.6 / 37.7 cm

Explosive power, both legs: 14.76 W/kg

Single-leg peak, right/left: 22.5 / 23.4 cm

Single-leg power, right/left: 10.84 / 11.16 W/kg

Cardiopulmonary context

RERpeak: 1.16 · **Breathing reserve:** 27%

Peak heart rate: 199/min · **Speed:** 14.3 km/h

Distance: 1,006.60 m · **VO2max:** 4.056 L/min; 51 ml/kg/min

Aerobic / anaerobic threshold: 2.635 / 3.451 L/min

Simbion: first direction

The first direction is to retain reactive sprints, accelerations, and short changes of direction. That is a reasonable start, but the result does not say whether the player exits a pick-and-roll on time, sees the second helper, or uses the side on which he is better organised.

Goran's coaching correction

During preparation, speed remains inside the game: the same start is used in reception, one dribble, and exit into the next space. During competition, volume is not added; a short, high-quality cue is retained before the task he performs in the team system.

Court check and next step

Check: receive under pressure → first step → pass or return to the ball. The coach changes only one variable: the cue, helper angle, or exit side. If take-off remains good but the decision is late, the next work is not a harder sprint but a simpler visual sequence inside the same action.

4.0.3 Point Guard 2

Actual tested profile. Anonymous perimeter profile, 30 years old. This player has a different relationship among body composition, jumping and running test speed; he does not receive a copy of the first point guard's work simply because he carries the same formal position.

Body picture

Age: 30 · **Height:** 180 cm · **Mass:** 84.0 kg

Skeletal muscle mass: 40.6 kg · **Body fat:** 16.1%

Lean mass, right/left leg: 10.48 / 10.49 kg

Trunk: 30.1 kg · **Basal metabolic rate:** 1,892 kcal/day

OptoJump: take-off, reaction, and side

Optoacoustic reaction: 1.201 s

Peak / five-jump mean: 34.6 / 33.6 cm

Explosive power, both legs: 15.42 W/kg

Single-leg peak, right/left: 18.8 / 18.9 cm

Single-leg power, right/left: 11.02 / 10.89 W/kg

Cardiopulmonary context

RERpeak: 1.17 · **Breathing reserve:** 9%

Peak heart rate: 184/min · **Speed:** 16.6 km/h

Distance: 1,116.15 m · **VO2max:** 4.738 L/min; 56 ml/kg/min

Aerobic / anaerobic threshold: 3.787 / 4.554 L/min

Simbion: first direction

The first direction is a greater emphasis on jump height, explosiveness, and change of direction. It is useful only when it does not become a detached athletic session: take-off must lead into reception, braking, ball protection, or a decision under pressure.

Goran's coaching correction

In preparation, the player builds a quality support position and explosive exit from a low stance through dribbling and passing. In competition, the coach doses briefly: one or two quality blocks before situational play, without adding fatigue that erases the player's aerobic advantage.

Court check and next step

Check: handoff exit with help from the side → stop → second exit or pass. If the player rises without control on his less organised side, the coach returns the task to a shorter pathway and adds only one cue.

4.0.4 Shooting guards: explosiveness is not the same as a solved action

4.0.5 Shooting Guard 1

Actual tested profile. Anonymous profile, 26 years old. High explosive power does not close the question of lateral organisation, braking, and retaining quality across repeated close-out situations.

Body picture

Age: 26 · **Height:** 189 cm · **Mass:** 91.5 kg

Skeletal muscle mass: 46.3 kg · **Body fat:** 12.2%

Lean mass, right/left leg: 12.15 / 11.99 kg

Trunk: 35.7 kg · **Basal metabolic rate:** 2,105 kcal/day

OptoJump: take-off, reaction, and side

Optoacoustic reaction: 1.266 s

Peak / five-jump mean: 39.4 / 38.2 cm

Explosive power, both legs: 16.68 W/kg

Single-leg peak, right/left: 20.6 / 21.3 cm

Single-leg power, right/left: 10.72 / 11.01 W/kg

Cardiopulmonary context

RERpeak: 1.15 · **Breathing reserve:** 3%

Peak heart rate: 186/min · **Speed:** 14.4 km/h

Distance: 1,169.67 m · **VO2max:** 4.400 L/min; 48 ml/kg/min

Aerobic / anaerobic threshold: 3.641 / 4.035 L/min

Simbion: first direction

The first direction is acceleration, lateral work, and plyometrics to retain take-off. It is a starting variation, not a finished programme. A good leg-power result does not say whether the guard lowers his centre of mass in time to contest a shot or is late returning to the next rotation.

Goran's coaching correction

In preparation, the priority is braking that preserves the next first step. In competition, the work becomes a short reactive block with a ball and changing angle, not an added pile of vertical jumps that does not transfer to defence.

Court check and next step

Check: help from the corner → close-out → brake → one attacker dribble → recover to the shot. If the player rises during the brake or loses the side, progression stops before a stronger partner or larger space is added.

4.0.6 Shooting Guard 2

Actual tested profile. Anonymous profile, 23 years old. A higher jump and good unilateral capacity create an opportunity for strong shooting and transition work, but only if the landing and next choice remain organised.

Body picture

Age: 23 · **Height:** 185 cm · **Mass:** 85.3 kg

Skeletal muscle mass: 44.2 kg · **Body fat:** 10.4%

Lean mass, right/left leg: 10.85 / 10.87 kg

Trunk: 34.9 kg · **Basal metabolic rate:** 2,020 kcal/day

OptoJump: take-off, reaction, and side

Optoacoustic reaction: 1.276 s

Peak / five-jump mean: 43.3 / 40.0 cm

Explosive power, both legs: 16.45 W/kg

Single-leg peak, right/left: 24.2 / 24.1 cm

Single-leg power, right/left: 11.99 / 12.58 W/kg

Cardiopulmonary context

RERpeak: 1.26 · **Breathing reserve:** 30%

Peak heart rate: 188/min · **Speed:** 16.5 km/h

Distance: 1,177.06 m · **VO2max:** 4.145 L/min; 49 ml/kg/min

Aerobic / anaerobic threshold: 3.309 / 3.614 L/min

Simbion: first direction

The first direction is retention of explosiveness, landing stability, and acceleration intervals. Simbion must not assume that a higher jump is sufficient proof of a safe landing or a correct choice when the guard must shoot, attack, or pass after receiving.

Goran's coaching correction

In preparation, take-off is linked to stop-shoot and the next exit; in competition, the priority is a small number of maximally clear repetitions within the rhythm of the role. The coach does not add weight because a number looks good; he changes the information the player has to read.

Court check and next step

Check: exit from a screen → receive → land or stop → shoot, attack, or make the extra pass. Quality counts only when the guard can recover to defence after the first choice without searching for balance.

4.0.7 Wings: side, help, and return to the task

4.0.8 Wing 1

Actual tested profile. Anonymous profile, 28 years old. The data show a solid base, but the unilateral difference and slower reaction open the question of how the wing receives, brakes, and re-exits from help defence.

Body picture

Age: 28 · **Height:** 192 cm · **Mass:** 94.7 kg

Skeletal muscle mass: 48.6 kg · **Body fat:** 11.4%

Lean mass, right/left leg: 12.79 / 12.53 kg

Trunk: 37.4 kg · **Basal metabolic rate:** 2,182 kcal/day

OptoJump: take-off, reaction, and side

Optoacoustic reaction: 1.364 s

Peak / five-jump mean: 38.6 / 37.7 cm

Explosive power, both legs: 15.59 W/kg

Single-leg peak, right/left: 21.4 / 19.5 cm

Single-leg power, right/left: 11.05 / 10.36 W/kg

Cardiopulmonary context

RERpeak: 1.11 · **Breathing reserve:** 27%

Peak heart rate: 185/min · **Speed:** 16.1 km/h

Distance: 1,235.99 m · **VO2max:** 5.039 L/min; 53 ml/kg/min

Aerobic / anaerobic threshold: 3.668 / 4.728 L/min

Simbion: first direction

The first direction is unilateral explosiveness and balance to reduce the side difference. This does not mean that the less organised side is corrected in an isolated drill outside the game. First, the coach checks whether the signal appears in a switch, landing, help action, or first cut.

Goran's coaching correction

In preparation, different sides remain inside the same pathway, while dose, angle, and contact are adapted to quality. In competition, the wing receives a shorter help-and-recover action with one clear quality sign rather than extra jump volume.

Court check and next step

Check: help from the weak side → recover to close-out → receive and relocate. If the player loses control on the less organised side, the ball and partner remain while the space is reduced until the pattern stabilises.

4.0.9 Wing 2

Actual tested profile. Anonymous profile, 27 years old. This profile has lower bilateral and unilateral take-off but a different reaction and running context from the first wing; the same drill therefore cannot have the same function.

Body picture

Age: 27 · **Height:** 196 cm · **Mass:** 89.8 kg

Skeletal muscle mass: 45.1 kg · **Body fat:** 11.2%

Lean mass, right/left leg: 13.07 / 12.55 kg

Trunk: 35.0 kg · **Basal metabolic rate:** 2,091 kcal/day

OptoJump: take-off, reaction, and side

Optoacoustic reaction: 1.244 s

Peak / five-jump mean: 32.6 / 31.0 cm

Explosive power, both legs: 14.44 W/kg

Single-leg peak, right/left: 16.8 / 18.9 cm

Single-leg power, right/left: 9.49 / 10.38 W/kg

Cardiopulmonary context

RERpeak: 1.13 · **Breathing reserve:** 9%

Peak heart rate: 167/min · **Speed:** 15.5 km/h

Distance: 1,327.52 m · **VO2max:** 4.754 L/min; 53 ml/kg/min

Aerobic / anaerobic threshold: 3.975 / 4.351 L/min

Simbion: first direction

The first direction is to develop bilateral explosiveness and lateral agility. It remains useful only if it does not reduce the wing to a jump without a ball. A lower jump may belong to take-off preparation, braking, rhythm, or pathway choice, not simply to a lack of strength.

Goran's coaching correction

In preparation, strength enters through stopping, change of direction, and the next exit to the ball. In competition, the coach selects a short explosive cue after rest and immediately returns it to relocation, cutting, or help defence. Extra running is not added simply to make the test number larger.

Court check and next step

Check: change sides in offence → cut into space → receive in motion → recover to defence. The criterion is whether the player can change speed after the first pathway without rising through the body or losing the line to the ball.

4.0.10 Inside players: contact, second ball, and exit from the paint

4.0.11 Power Forward 1

Actual tested profile. Anonymous profile, 36 years old. This is the first of the two inside profiles from the working case. The full actual data are repeated here because AI Plan and Programme must show the complete team library, not merely the mid-book example.

Body picture

Age: 36 · **Height:** 198 cm · **Mass:** 108.6 kg

Skeletal muscle mass: 53.6 kg · **Body fat:** 13.8%

Lean mass, right/left leg: 14.62 / 14.45 kg

Trunk: 39.8 kg · **Basal metabolic rate:** 2,391 kcal/day

OptoJump: take-off, reaction, and side

Optoacoustic reaction: 1.103 s

Peak / five-jump mean: 38.2 / 37.0 cm

Explosive power, both legs: 15.94 W/kg

Single-leg peak, right/left: 15.0 / 19.8 cm

Single-leg power, right/left: 9.15 / 10.87 W/kg

Cardiopulmonary context

RERpeak: 1.11 · **Breathing reserve:** 7%

Peak heart rate: 170/min · **Speed:** 13.5 km/h

Distance: 1,049.24 m · **VO2max:** 4.869 L/min; 45 ml/kg/min

Aerobic / anaerobic threshold: 3.656 / 4.819 L/min

Simbion: first direction

The first direction is lower-body strength and plyometrics for jump height. Goran's check stops the automation: a large side difference does not on its own say which leg is the problem, nor does it allow the inside player to be removed from box-out, contact, and the second jump.

Goran's coaching correction

In preparation, side selection follows the quality of the first support and the ability to change direction out of contact. In competition, take-off is maintained through short box-out → jump → landing → first-exit sequences, without additional volume that would slow paint play.

Court check and next step

Check: hip-and-trunk contact → drop step → jump → landing → pass or second jump. If the side difference is not visible in that action, the test remains a question for the next check, not a judgement on the player.

4.0.12 Power Forward 2

Actual tested profile. Anonymous profile, 30 years old. The second inside profile has a quieter single-leg picture but lower bilateral jump and explosive power; its starting decision is therefore not the same as for Power Forward 1.

Body picture

Age: 30 · **Height:** 203 cm · **Mass:** 101.7 kg

Skeletal muscle mass: 50.6 kg · **Body fat:** 13.2%

Lean mass, right/left leg: 13.82 / 13.86 kg

Trunk: 39.3 kg · **Basal metabolic rate:** 2,276 kcal/day

OptoJump: take-off, reaction, and side

Optoacoustic reaction: 1.309 s

Peak / five-jump mean: 27.0 / 26.0 cm

Explosive power, both legs: 12.01 W/kg

Single-leg peak, right/left: 15.7 / 15.7 cm

Single-leg power, right/left: 9.21 / 9.42 W/kg

Cardiopulmonary context

RERpeak: 1.18 · **Breathing reserve:** 10%

Peak heart rate: 194/min · **Speed:** 14.7 km/h

Distance: 1,115.96 m · **VO2max:** 4.670 L/min; 46 ml/kg/min

Aerobic / anaerobic threshold: 3.411 / 4.417 L/min

Simbion: first direction

The first direction is a strength and explosiveness base through simple tasks. It becomes useful only when it is linked to start organisation, braking, and the continuation of a post-up or short-roll action. A quiet right-left picture is not proof that the entire task is solved.

Goran's coaching correction

In preparation, force production is built through a low stance, exit, and partner contact. In competition, the player does not receive detached weight-room work after fatigue; several quality repetitions are retained in screening, rolling, and recovery to defence.

Court check and next step

Check: screen → short roll → pass or finish → return to stance. If the player loses body height at first contact, the coach does not add repetitions; he returns the angle, space, or teammate help until the next decision becomes calm.

4.0.13 Centre 1

Actual tested profile. Anonymous profile, 33 years old. A large muscle base does not guarantee an organised exit from the paint. The test opens a question of rhythm, reactive second jump, and lateral help defence.

Body picture

Age: 33 · **Height:** 209 cm · **Mass:** 107.7 kg

Skeletal muscle mass: 54.5 kg · **Body fat:** 12.3%

Lean mass, right/left leg: 15.68 / 15.76 kg

Trunk: 40.7 kg · **Basal metabolic rate:** 2,410 kcal/day

OptoJump: take-off, reaction, and side

Optoacoustic reaction: 1.174 s

Peak / five-jump mean: 30.9 / 29.8 cm

Explosive power, both legs: 13.25 W/kg

Single-leg peak, right/left: 14.9 / 13.4 cm

Single-leg power, right/left: 8.76 / 8.68 W/kg

Cardiopulmonary context

RERpeak: 1.18 · **Breathing reserve:** 7%

Peak heart rate: 187/min · **Speed:** 14.7 km/h

Distance: 1,005.12 m · **VO2max:** 4.840 L/min; 45 ml/kg/min

Aerobic / anaerobic threshold: 3.557 / 4.208 L/min

Simbion: first direction

The first direction is stability, strength, and explosiveness from static positions. The Simbion proposal remains incomplete if it does not know when the centre must help from drop, close the paint, claim the second ball, and return to the next defensive action.

Goran's coaching correction

In preparation, strength is connected to a low stance, contact, and controlled landing. In competition, maintenance comes through a short paint block with a clear quality boundary, not through many additional jumps after a heavy session.

Court check and next step

Check: drop defence → help at penetration → recover to the roll → box-out and second jump. The coach watches whether the centre can change side after helping without an upright step or an unnecessary foul.

4.0.14 Centre 2

Actual tested profile. Anonymous profile, 21 years old. The younger and most massive centre carries a large muscle base, but the tests open a different issue: how to develop strength without separating it from rhythm, breathing, and decision-making in repeated actions.

Body picture

Age: 21 · **Height:** 212 cm · **Mass:** 115.8 kg

Skeletal muscle mass: 58.0 kg · **Body fat:** 13.0%

Lean mass, right/left leg: 16.83 / 16.68 kg

Trunk: 41.4 kg · **Basal metabolic rate:** 2,545 kcal/day

OptoJump: take-off, reaction, and side

Optoacoustic reaction: 1.329 s

Peak / five-jump mean: 28.8 / 26.7 cm

Explosive power, both legs: 13.58 W/kg

Single-leg peak, right/left: 11.8 / 12.6 cm

Single-leg power, right/left: 7.92 / 8.19 W/kg

Cardiopulmonary context

RERpeak: 1.17 · **Breathing reserve:** 31%

Peak heart rate: 183/min · **Speed:** 12.0 km/h

Distance: 707.43 m · **VO2max:** 4.636 L/min; 40 ml/kg/min

Aerobic / anaerobic threshold: 4.059 / 4.348 L/min

Simbion: first direction

The first direction is basic strength, explosiveness, and stabilisation under load. Goran's correction stops this becoming a series of heavy lifts and jumps: the younger centre must learn to carry his mass through stance, rhythm, and a repeated basketball task.

Goran's coaching correction

In preparation, work begins with the quality of the feet, hips, trunk, and low support before contact demand rises. In competition, strength is retained briefly and deliberately; the larger share of work remains in two consecutive paint efforts with breathing control and the next decision.

Court check and next step

Check: first pick-and-roll → handoff or second screen → switch or return to the paint. If the second effort breaks stance, slows the first step, or pushes the player out of rhythm, the coach does not increase load; he returns to better organisation of the same task.

4.1 What the ten dossiers actually show

The ten players do not exist here to show that Simbion can generate ten different exercise lists. Their value is the opposite: even when two numbers look similar, the reason for the work, court side, contact, rhythm, minutes, and next basketball decision may be different. The plan does not end after testing. It closes only when the coach sees the better pattern in real play.

This section also makes the development of the working conversation visible. The first AI draft could recognise the position, test, and broad direction. Goran's correction makes it see more: right and left sides are not interpreted without a basketball action; heart rate is used for dose rather than a label; a player does not leave team training to "fix the body"; and the same task changes in the moment when court quality requires it.

That is Simbion: the coach does not lose experience in front of data, and data do not disappear into impression. Both remain in the same work — from the first test to the next ball.

5 Golden Half-Hour: Individual Entry to Court

The Golden Half-Hour is the time **before the main training session**: from the moment the player leaves the locker room and comes onto the court. It serves prehab, better preparation, and targeted individual exercises for what that player currently lacks in physical and technical-tactical preparation.

It is not an additional circuit and it is not a compulsory thirty minutes for every player. Its duration and content depend on the player profile, the last load, the next task, and the quality with which the player needs to enter the main training session.

Three questions before the player comes onto court

What needs to be prepared or protected today? Which quality will most help this player in the next basketball action? And which short task can be completed without creating additional debt?

Three to five short protocols

The protocol follows the player profile: support and mobility; braking and landing control; first step and reception; contact and trunk position; or a short coordination preparation with the ball. Each protocol ends by returning to a real court demand.

Order and measure

- 1. Protect or check.** If there is a reason for caution, simplify the content or involve the appropriate professional team.
- 2. Choose one priority for today.** Do not solve everything before training.
- 3. Set the measure.** A short preparation usually needs 4–8 minutes; a targeted pattern, 6–12 minutes. Up to 15 minutes makes sense only when it still preserves freshness for the main training session.
- 4. Stop at the right time.** The protocol ends when the starting quality is ready for the next basketball task, not when an imagined thirty minutes have been completed.

6 Court Atlas: Path, Ball, Cue, Contact, Decision

6.1 Court Exercise: From Movement Line to Decision

A movement line is a basketball aim; physical preparation observes what happens to the body between the starting and ending point. A player who runs to a cone does not automatically solve the game. The exercise therefore develops progressively — from space control, through rhythm and ball work, to decision-making under appropriate pressure.

Phase 1 — Path learning

What is added: a clear pathway, few changes, and enough space.

The coach observes: orientation, stance, support, braking, and return.

Question: Can the player organise without rushing?

Phase 2 — Rhythm change

What is added: acceleration, slowing, lateral movement, or a recovery step.

The coach observes: whether the pattern breaks down when rhythm changes.

Question: Which transition is the weakest link?

Phase 3 — Ball and technique

What is added: reception, pass, dribble, shot, or finish.

The coach observes: whether hands and visual focus change body position.

Question: Does the player remain ready after the technical action?

Phase 4 — Information

What is added: a cue, partner, limited time, or one tactical option.

The coach observes: decision quality without loss of basic position.

Question: Does the problem come from reading or movement?

Phase 5 — Defence and play

What is added: a controlled opponent, contact, or a small-sided game.

The coach observes: transfer to a real action, not course appearance.

Question: Does the change remain visible when the task becomes real?

This is not a compulsory order in every session. A player who already controls the basic pattern may receive ball work or a decision earlier. A player whose pattern breaks down at speed must return one phase. Progression is useful only when the coach knows why it is being introduced.

6.2 Coach Goran's Court Models: From Movement Line to Decision

Coach Goran's court note

Movement lines are basketball aims; our job is to see what happens to the body from point A to point B. That is not only straight running or a change of speed. Between those points, a player makes small movements that disturb the defender's balance. In secondary transition, those small movements decide whether the player gets free in time, receives the ball, and gains an advantage.

6.2.1 Lead Guard: Receive, Dribble, Pass, Sprint, and Return

The lead guard receives the ball, dribbles to the cone, passes, sprints toward the opposite corner, performs low elastic hops toward the baseline, then crosses at a lighter rhythm toward the far sideline and returns to the starting position. When two lead guards are present, both move through the same framework. If the shooting guard assumes playmaking responsibility in part of the system, that player receives a version of the same route.

The exercise is not designed for the player merely to complete a circuit. The coach watches the reception, whether the player is genuinely ready for **triple threat** after catching, the starting acceleration with and without the ball, the point at which full speed is reached, and what happens when the pass is made and a sprint must immediately follow. The transition from sprint to elastic hop is particularly revealing: it often shows whether the player controls the body or simply survives the speed.

We begin by assuming that the basic body position is acceptable, then look for clear advantages and weaker links in the kinetic chain. What is seen here later

guides the Golden Half-Hour, the opening, or the end of practice. If the aim is restoration of energy availability, sprint count and repetitions have their own logic; for a lead guard, however, they are never automatic. The decision depends on the player's real role, minutes, and state on that day.

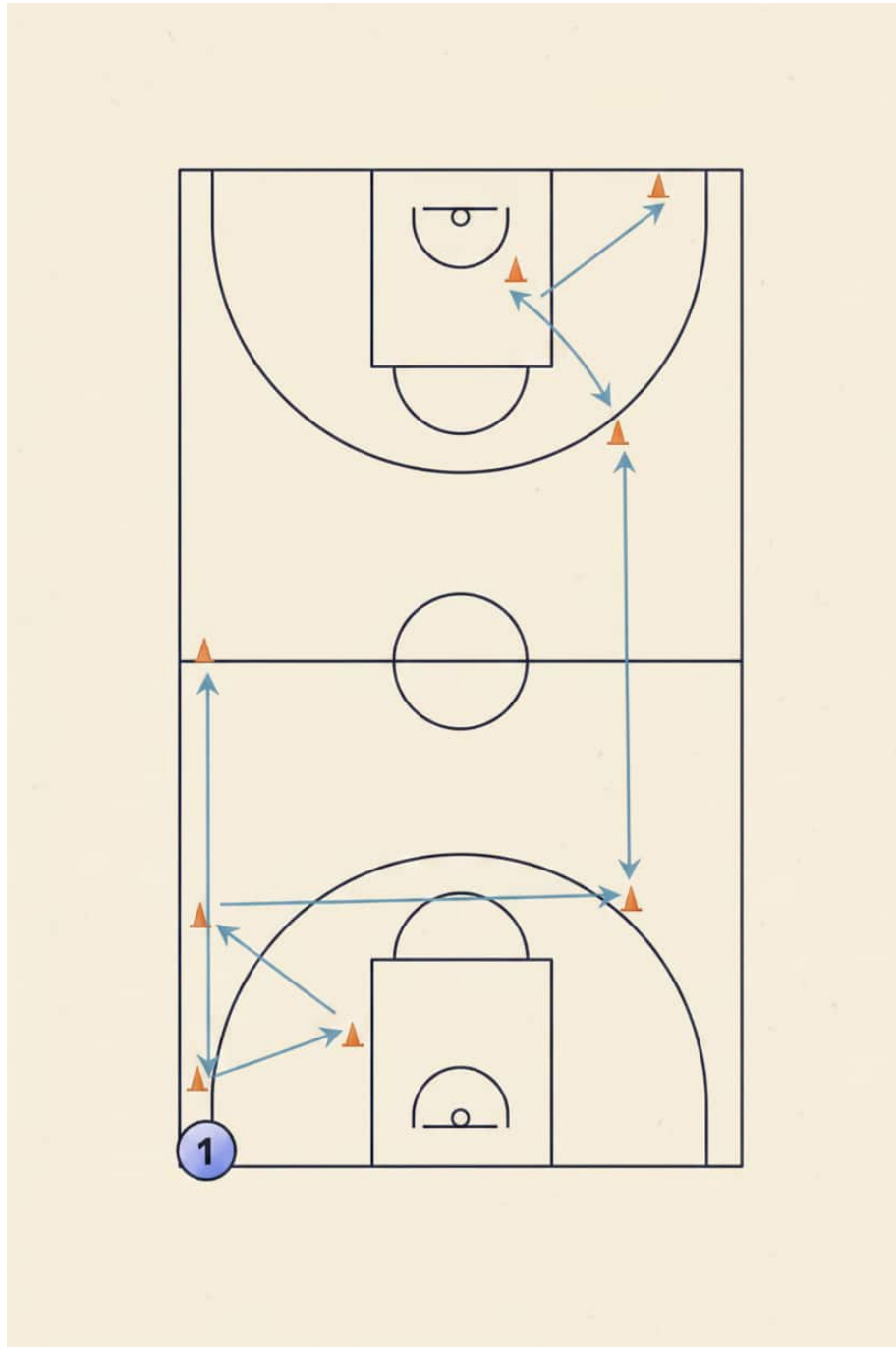


Figure 7: Lead-guard pathway: cones only open the sequence; reception, the first step, the sprint-to-hop transition, and the return to stance tell the coach about the player's quality.

6.2.2 Shooting Guard: Angle, Ball Flight, and Full Sprint

When a frontcourt player inbounds under the basket, the shooting guard must reach the corner, receive the lead guard's pass, and shoot or attack the baseline. In this court exercise, however, once the ball travels toward that player, the guard

does not remain at the expected point: the route continues to the opposite side and follows the pathway previously used by the lead guard.

This is why the task is more than a shooting exit. Reaction to the ball flight, timing, and the full sprint make it one of the most demanding pathways for the two-guard. The coach sees whether the player leaves before the information, arrives late to the ball, spends too many steps in reception, or loses the ability to attack, pass, or recover after the sprint. Only when that is visible does it make sense to add the shot, drive, defender, or late pass.

6.2.3 Wing: Wait for Information, Sprint, See the Basket, and Return to Stance

When the lead guard receives the ball, the wing sprints to the cone. In real transition, the wing will not always leave at the same instant: the player waits for the lead guard to initiate the dribble because the defensive response is not yet known. From the first to the second cone, the wing uses elastic hops, rounds the second cone from the side that permits even a brief orientation to the basket—because the pass may arrive there—and then completes the circuit before returning to stance.

The same framework can be constructed for positions four and five, but not as a copy without purpose. Transition should be solved with as few players as possible, while each player's responsibility is observed: who receives the first pass, who releases, who enters contact, and who must be ready to recover. After several quality repetitions, stretching and lighter rhythm runs may follow, but the frame remains the same: the basketball demand of the main practice determines what physical preparation has to prepare.

6.2.4 What Those Pathways Actually Reveal

It is not enough to say that a player is slow, clumsy, or “does not receive information.” When a perimeter player receives poorly after exiting a screen, fails to lower the dribble, travels too far, or makes an inaccurate pass, the error does not end with that one action. When a centre sets a screen and releases, catches the ball low, then cannot take it to the rim through contact, the problem is not solved by a generic label either. Weakness often starts at the foot and travels upward through the whole kinetic chain.

Correction therefore begins in the warm-up: movement sharpness, active arm position when it matters, foot placement, first step, body angle, and relationship

with the ball. Help, defensive recovery, a close-out, a double-team, and a return to position are not isolated words; they are the situations in which the same weaknesses appear under different spatial and time demands.

6.2.5 How a Drill Is Corrected Rather Than Merely Made Harder

The first rule is simple: what a player does forward must also be learned backward and laterally; what is done to the right must also be learned to the left. That at least improves coordination and agility. At a higher level, the same route is divided into clear parts through cones and low obstacles, and a defensive version arrives at the end of the introductory work. That is where delay and slowing become visible precisely at the moment the player must be fastest.

Here we move from a synthetic to an analytical method: we do not interrupt basketball, but gain the ability to control progress. Learning, automation, and dynamic stereotype are not abstract words; they are criteria by which a coach decides whether a task remains, moves one step forward, or returns to a clearer version.

6.2.6 A Player Is Not a Robot — the Monocycle Also Creates Rest

An elite player may make ten small movements that only the defender truly sees. The highest level uses those movements to place the whole defence in the situation it wants; if the defender fails to follow, the player wins immediately. That is why a monocycle is not only there to refresh the most visible anthropomotor qualities identified in assessment. It is also there to let the player rest.

Players are not robots. An occasional missed session, especially within a sport that already contains many stoppages, will not by itself destroy form. A poorly placed demand can: one that is imposed on paper when the player's body needs something else that day. Reverse periodisation is a powerful tool, but it can affect form negatively when it becomes compulsion.

The same principle applies when distances are shorter in secondary transition. If movement frequency is speed and exercise variation is change of rhythm, we build a basis for getting free successfully. Whether the player finally gets free no longer depends on physical preparation alone; it is the combined result of technique, decision, teammate, and defence. Once the route is mastered with cones, ladders, low obstacles, and eventually a defender can be added. The tempo, however, is always set by the basketball task that follows.

6.2.7 Transition: Pass, Sprint, Rhythm Change, and New Release

After passing, the player does not remain a spectator of the action. In this model, the player passes, exits into a second space, changes rhythm through a known and then reactive pathway, receives the return ball, and finishes or extends the action. The coach observes timing of the exit, relationship with the ball, orientation to the basket, and foot quality on reception. Once the pathway is stable, a decision is added: whether the player continues into a shot, extra pass, or attack of open space.

6.2.8 Frontcourt Player: Screen, Release, Contact, and the Next Action

The frontcourt player sets a screen, briefly opens toward the ball, receives it in an organised position, and selects the next solution: pass, short-roll finish, pivot, or return to a new position. In the initial version, contact is limited and direction is known. In the advanced version, defensive help or a signal changes the decision. The coach does not assess only whether the ball reaches the player; the coach observes how the player finds support, how quickly the court is seen again, and whether contact disrupts balance before the next action.

6.2.9 Pick-and-Roll: Handle, Contact, and Release

This station works with paired roles. The guard receives the ball and uses change of direction plus stop-go rhythm to exit the screen, while the frontcourt player establishes body position, accepts controlled contact, and selects roll or pop. In the first version, both pathways are known. Defensive help, screen angle, or a signal then changes the decision. If light resistance is used, it belongs only to the initial support preparation; ball, contact, and reading remain the central content.

6.2.10 Transition: Sprint, Stop, and Rhythm Shot

The player exits the paint or an agreed starting zone, sprints to the reception point, brakes into an organised stance, and shoots or extends the pass. The first check is whether a sprint can become a quiet stop with eyes on the basket. Ball-in-motion, angle change, a late pass from partner, or a shot-extra-pass choice can then be added. The aim is not a shot under fatigue at any cost; it is retention of balance when rhythm becomes high.

This is a transition catch-and-shoot model for a guard, wing, or power forward. Full sprint distance is not the finish by itself: the player must accelerate, stop,

and shoot without disrupting balance. Knees, ankles, and trunk stabilisation determine whether speed remains useful or breaks down in reception. The coach therefore does not measure only how quickly the player arrives; the coach sees whether neuromuscular control remains under fatigue and whether the player stays ready for the next action after the shot.

6.2.11 Box-Out, Ball Reaction, and Second Jump

The player begins from a low, wide stance, accepts controlled contact through hip and trunk, uses a drop step toward the projected ball path, and jumps on signal. After the first landing, the player receives new information: a second ball, pivot toward exit, or recovery into defence. This station connects leg and trunk strength with the real task of occupying space. Partner, ball, or elastic resistance clarify contact but must not hide support and landing quality.

This box-out model carries local strength of gluteals, quadriceps, and trunk, but does not separate it from reaction to the falling ball. Hip contact leads into the drop step, which leads into the vertical jump; after landing, the player must retain balance and a pivot for exit. If the body earns a second jump but not a position for the next action, the station has not completed its basketball purpose.

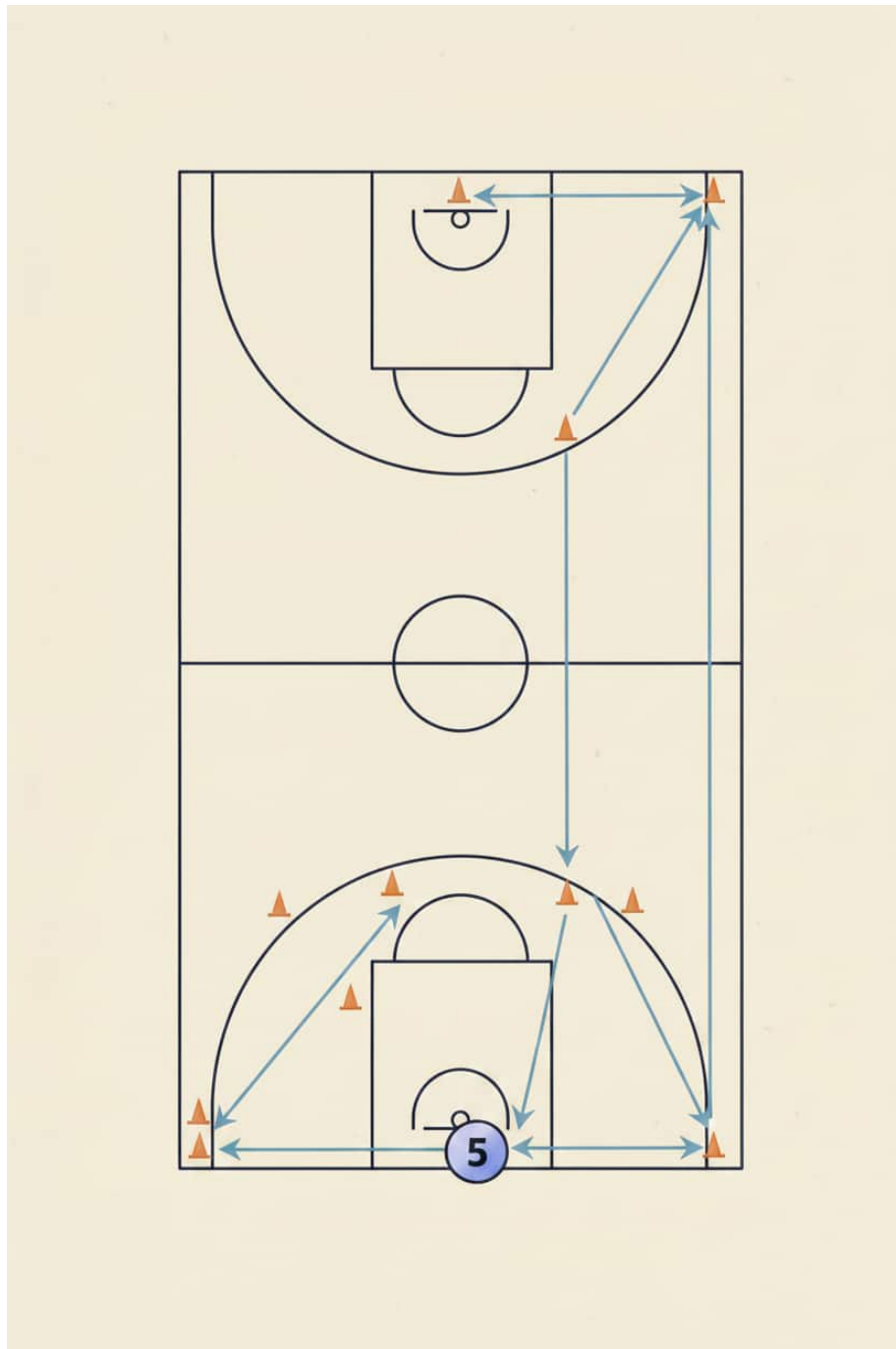


Figure 8: Frontcourt player: the pathway combines exit, close-out, recovery, contact, and the gain of space for the next ball. The diagram guides the sequence; support, vision, and the next decision determine quality.

6.2.12 Exit from the Screen, Stop, and Balanced Shot

This model belongs to the catch-and-shoot guard and the shooting wing, but it does not measure only whether the ball goes through the basket. The player uses a stagger screen, exits to shoot, and must organise three connected moments: a low starting position with a reactive front foot, a diagonal sprint with

a cut into the screen, and a stop-jump from balance. The finish requires trunk control and coordination of lower and upper segments, not only a quick release. The coach observes reaction speed, the cut into and out of change of direction, shooting balance, and visual decision-making. Once the basic route is learned, the screen is no longer simply a place the player runs around. It becomes information: does the player leave the line too early, arrive late to the catch, spend an extra step, or lose the possibility of turning the shot into a drive and pass?

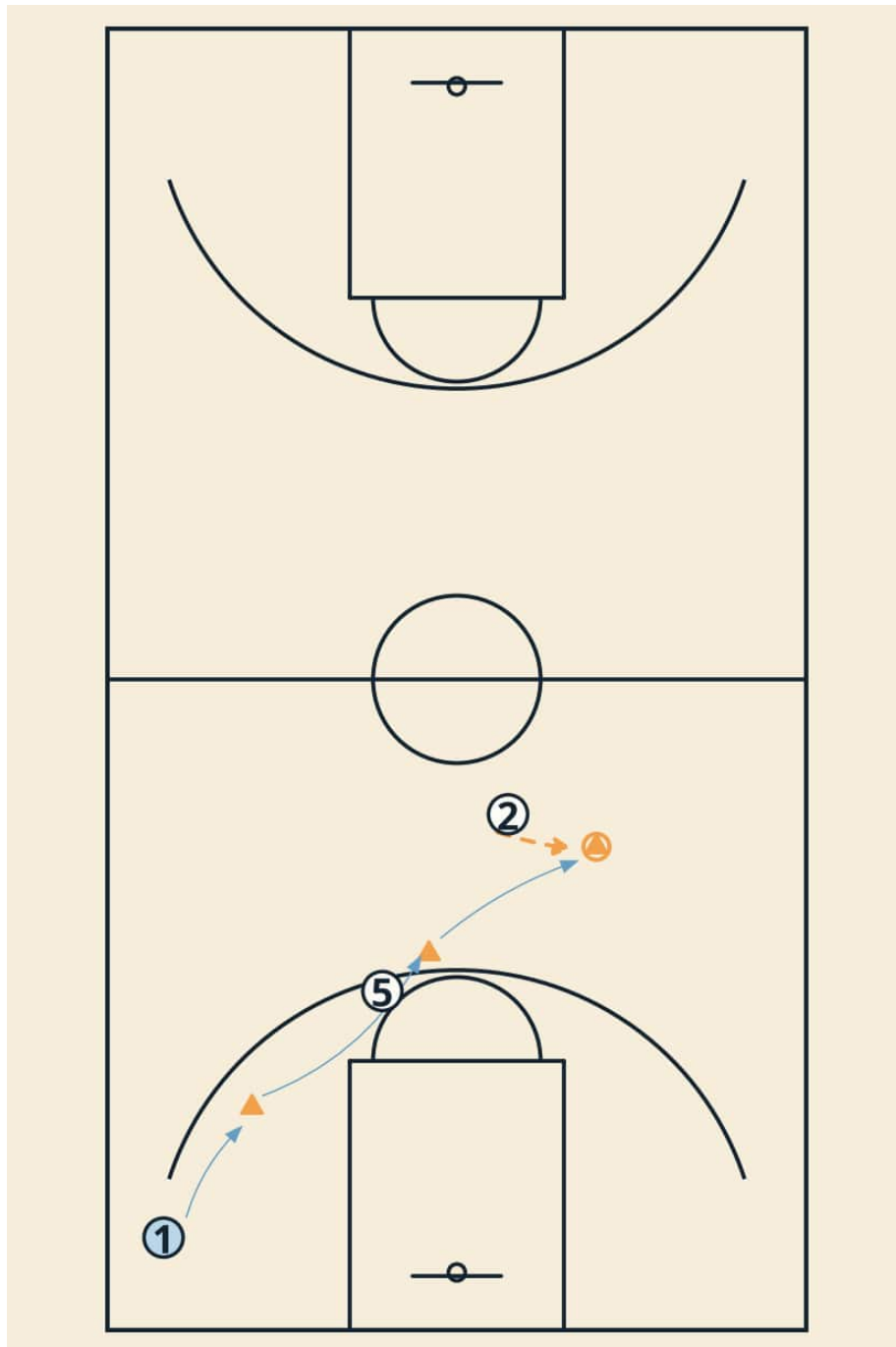


Figure 9: Exit from the screen: the pathway through the screen, catch, and stop leads into a balanced shot; the coach reads reaction, economy of steps, and readiness for the next decision.

6.2.13 Visual Signal, Close-Out, and Next Decision

From a low defensive stance, the player responds to colour, voice, or ball position, exits into a close-out, and then receives one next decision: shot, drive, extra pass, or recovery into rotation. At first the signal arrives early and the shooter has a known option. Time is reduced later only if the player can still brake, see

the ball, and retain stance. A ladder, hexagon, or low hurdle can introduce foot rhythm, but the real test is the action with the shooter.

The source logic is clear: a defensive low stance leads into a lateral shuffle, then an explosive stop and sudden forward start. The finish is balance through contact in the drive. The drill therefore does not check lateral endurance alone; it checks explosion from the low position, reactive strength in change of direction, and the ability to attack space immediately after a defensive reaction. It is both a special task of defensive rotation and a situational task of attacking from a defensive position.

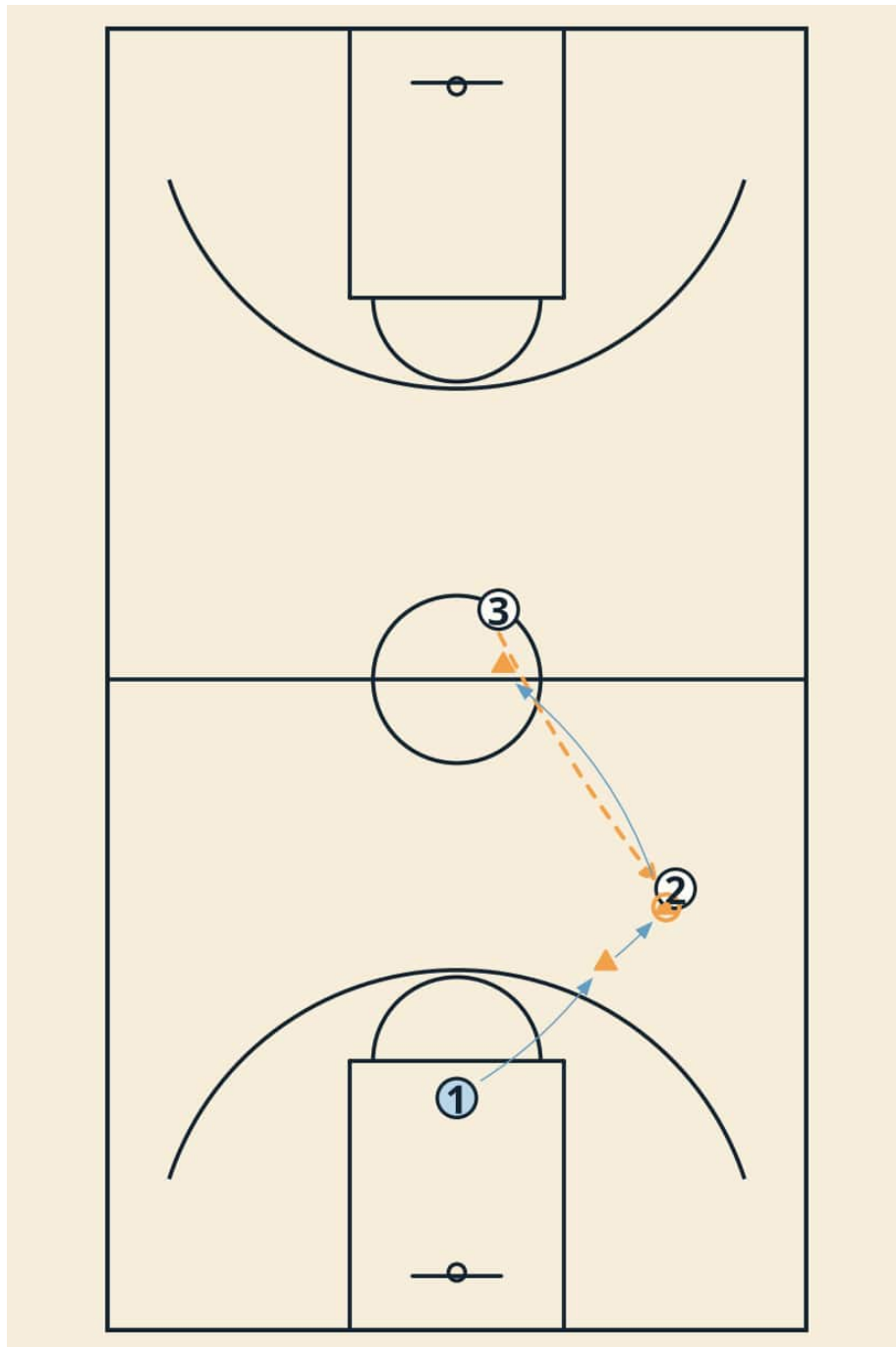


Figure 10: Close-out and rotation: the diagram shows the transition from a defensive exit into a new spatial responsibility; quality appears in braking, vision, stance, and the next movement.

6.2.14 Side Drive, Contact, and Finish

A wing, guard, or forward drives from the side, accepts agreed contact from partner or band, retains the line of the centre of mass, and finishes with a lay-up, short pivot, or extra pass. Development is simple: lateral exit without contact first, then light contact, then a finish choice. The coach checks whether single-leg

support remains visible and whether contact changes the decision rather than only the player's pose.

The side drive is organised through horizontal impulse, control of the centre of mass, and strength in the single-leg phase. This is why the drill does not simply demand "stronger contact". The coach observes whether change of direction and contact preserve a finishing option, or push the player into an early pivot, a difficult shot, or a lost ball. Strength and balance matter here only if they preserve the action.

6.2.15 Short Roll, Pass, and Repositioning

The frontcourt player sets a screen, releases into a short roll, receives the ball in an organised position, and chooses a pass, finish, or new position. The first progression is a known pass with one free teammate. The second adds defensive help or a partner closing the passing line. The physical criterion is not only roll speed: the coach observes how the player exits contact, brakes, lifts the gaze, and remains ready for the next step.

In pick-and-roll, the ball-handler and screener are not trained for the same reason. The ball-handler needs change of direction with the ball, a low stance, stop-go rhythm, short acceleration, and balance for a shot on the move. The screener needs horizontal strength through contact, a forward change of direction, and vertical explosiveness for the roll or pop. Only when both roles retain quality does the situation become real: the ball-handler reads the defence, and the big player chooses release, roll, pass, or new position after contact.

6.2.16 Post-Up, Pivot, Contact, and the Next Decision

A frontcourt player or wing receives the ball with the back to the basket in a wide, organised support position. Before a finish is demanded, the player learns to feel contact, preserve space, make a clear inside or outside pivot, and see the court again. From that position, the player chooses a drop step, spin, turnaround shot, pass to the help, or a new position. The station does not reward strength in the duel alone: it checks whether hip, foot, and trunk retain balance while the decision changes.

The starting point is a firm basic position with a wide base. Movement alternates inside and outside support in the pivot, while the finish requires balance on a backward, lateral, or hook shot. Local hip and quadriceps strength, trunk control, mobility through contact, and single-leg support are not separate topics; they

determine whether the player solves the duel with strength, balance, or a loss of position.

In the first version, a partner gives only agreed, light contact and the pivot direction is known. The next version adds a side choice, a partner who closes one line, or defensive help that opens the pass. If the position breaks down, contact is reduced and the player returns to clear support control; if it remains stable, the action finishes with a second decision rather than repeated use of the same finish. The coach records one point: does contact help the player gain space, or move the player away from the next action?

6.2.17 Pass, Re-Cut, Corner Shot, and Defensive Recovery

The player passes and immediately has to become part of the action again. The player exits the first pathway, changes rhythm or angle, releases again toward the corner, and receives the ball for a shot, extra pass, or controlled drive. After the finish, the player does not remain only a shooter: a clear cue calls for recovery, space coverage, or the next defensive rotation. This station comes from the original pass → re-cut → corner-shot model, but the book expands it to observe the full transition — from the decision after the pass to readiness for the next defensive action.

The physical focus is not sprinting to the corner alone. The coach observes how the player organises the first exit after passing, whether the player can slow down and accelerate again, how the feet arrive into reception, and whether a shot or extra pass can be followed by return to the next task without loss of balance. In this way, off-ball movement stops being an isolated shooting exercise and becomes work on rhythm, change of direction, coordination, and decision in a real basketball sequence.

The re-cut requires sprinting, change of direction, exit rhythm, and foot control for the shot. If the pass arrives late, the player cannot simply wait; the player must release the line again and preserve reception mechanics. This is a situational off-ball task: reactive speed, foot technique, and shooting mechanics are valuable only if the player can immediately return to the next defensive responsibility after the shot or pass.

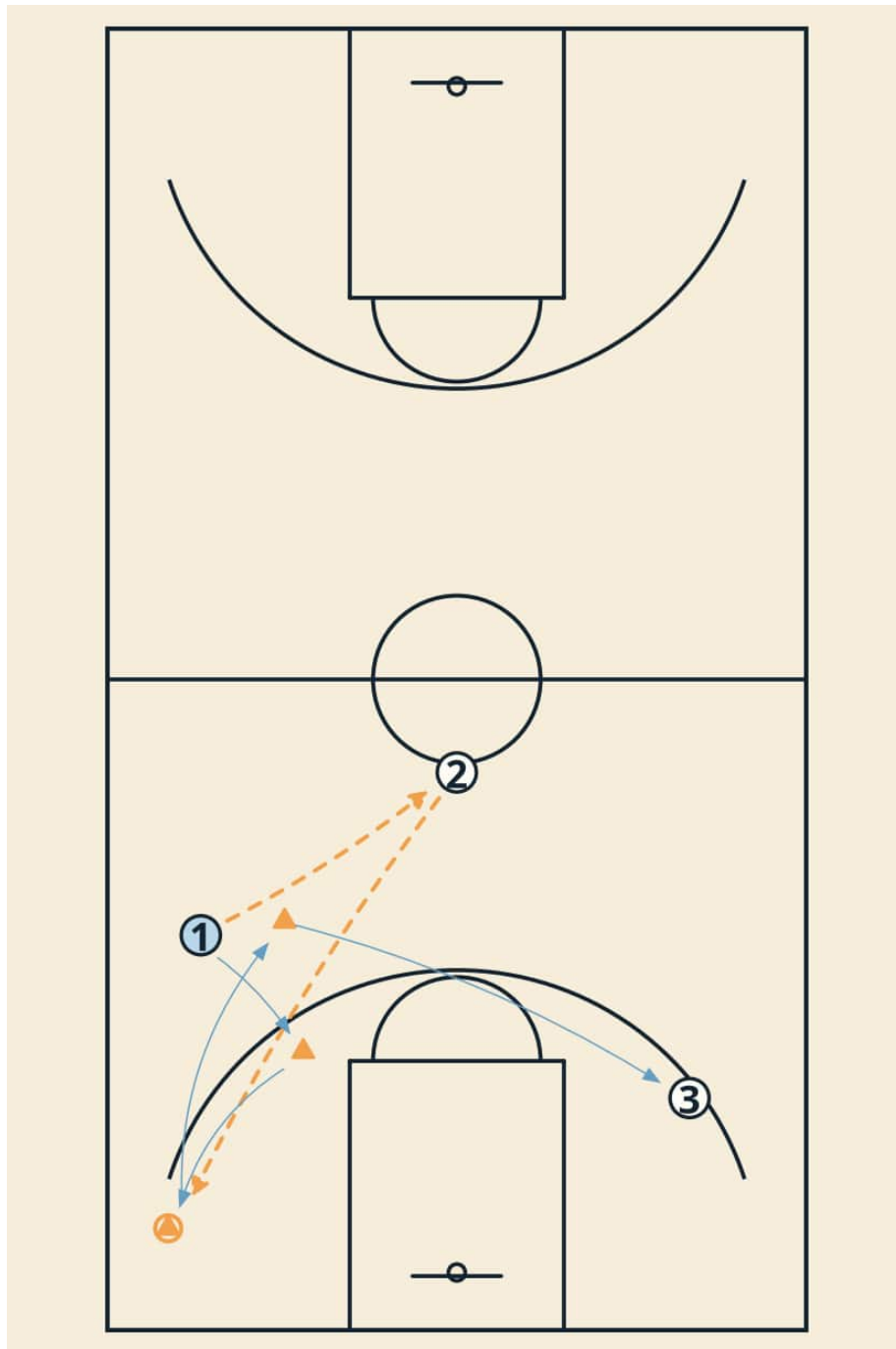


Figure 11: Pass, re-cut, and recovery: the pathway connects the pass, a new release toward the corner, the catch, and compulsory readiness for the next defensive action.

Phase	Pathway and information	Basketball finish	Coach checks
Known pathway	Pass → pre-known re-cut → corner reception.	Balanced shot or extra pass.	Does the player leave immediately after passing and arrive with the feet before the ball?
Late information	A partner, voice, or ball position changes the timing and angle of the second exit.	Shot, fake and exit, or continuation of the action.	Can the player see the cue without losing re-cut rhythm and brake without crossing the feet?
Return to play	The action finish opens a cue for recovery, help, or closing the next shooter.	Defensive stance, close-out, or controlled return into rotation.	Do shot, pass, or miss fail to stop the next action, and does the body stay ready for a new decision?

Table 10: Off-ball model: the pass does not end the work; re-cut, reception, and defensive recovery form one basketball pathway.

If the player simply runs to a known point after the pass, the task is still in its teaching phase. Progression arrives when a second piece of information genuinely changes the choice: re-cut angle, moment of reception, shot or extra pass, and then direction of recovery to defence. If rhythm breaks down, the coach removes one information source and retains only the part of the pathway that can be completed well. The aim is not a large amount of running between two passes; the aim is for the player to remain usable between two decisions. These thirteen models reinforce the central principle of this atlas: physical preparation does not place a player in a pre-made action. It enables the player to remain usable when space, ball, tempo, and decision change.

6.3 One Position, Three Ways for a Guard to Solve the Action

The original practical block for the shooting guard makes an important distinction: a guard who creates advantage through reception and shooting, a guard who attacks the rim from penetration, and a 3&D guard should not receive the same short work simply because they share a position label. All three share a foundation — stance, braking, reception, lateral organisation, and return to defence — but the final action is selected according to how that player helps the team.

The short window therefore does not begin with “which exercise does a guard do?” It begins with “in which action does this guard most often win or lose the possession?” If the answer leads to a shot from an exit, the work finishes with reception and stop balance. If it leads to penetration, it finishes with space gain and contact control. If it leads to defence and an open shot, it finishes with a close-out, recovery, and the next choice. The same warm-up can open all three routes, but the finish must not be the same by habit.

Style of play	Brief physical focus	Court pathway	Visible criterion
Catch-and-shoot guard	Fast foot placement, stop balance, stable trunk, and an immediate decision after reception.	Cut or exit from a screen → reception → balanced stop → shot, extra pass, or controlled fake.	The player arrives with the feet before the ball, keeps the gaze toward the basket, and can choose without an extra step.
Penetrating guard	First step, change of rhythm, lateral-exit control, and force through the first contact.	Known then reactive COD → dribble → entry into space → finish or pass to the help.	The body gains direction without over-running, contact does not break the dribble, and the final decision remains readable.
3&D guard	Lateral organisation, close-out, braking, recovery, and balance for the next shot.	Defensive shuffle → close-out on a cue → recovery or next rotation → reception for an open shot.	The player does not guess the cue, controls braking, and stays ready to attack or shoot from balance.

Table 11: Within the same position, the shared foundation remains constant while the situational finish follows the player's real style of play.

6.4 Three Short Routes, One Quality Criterion

These models are not three separate workouts. In one short slot, the coach can retain common preparation of foot, hip, and trunk, then split players by the final action. This removes waiting, random top-up work, and any need to separate the player from basketball because of “physical preparation.” Each route needs a clearer starting version and a more demanding version, but progression comes only when the player shows that the basic pattern remains visible.

Route	Starting → situational version	Return one step when...
Shooting profile	Known route without the ball → reception with a known finish → cue for shot, pass, or fake → controlled defender.	Reception is late, the feet cross, the shot comes from poor balance, or too many options erase rhythm.
Penetration profile	Known COD without the ball → dribble through open space → light agreed contact → help that opens the pass or finish.	The first step leaves the intended direction, contact breaks support, or the player drives into a finish without seeing the help.
3&D profile	Known lateral exit → close-out to one cue → recovery toward reception → cue for shot, drive, or a new rotation.	Braking becomes loud and heavy, the player anticipates the direction, or speed hides defensive stance and ball vision.

Table 12: Individualisation is complete only when the same physical intent returns to the next basketball decision.

AI Recommendation

AI can connect short notes, video tags, and minutes to one of these three profiles. The useful question is not “what is the perfect exercise for a guard?” but “in which final action does this player’s pattern break down, and which simplest variation can check it on court?” The coach confirms the answer through real action and conversation with the player.

6.5 Power Forward and Centre: Role Selects the Finish

The original blocks for positions four and five further confirm that physical preparation does not end with a position label. A power forward who solves the game with the back to the basket, a power forward who attacks facing the basket, and a power forward who spaces the floor with a shot do not require the same final action. The same applies to a centre who anchors the post, a centre who plays facing the basket, and a centre whose primary task is to protect the paint, close the rebound, and begin the next defensive action.

They all share a foundation of low support, organised hip and trunk, contact, landing, and first step from a small space. The difference is not that one player works on “strength” while another works on “basketball”. The difference is in the question at the end of the pathway: can the player preserve space and pivot, open facing the basket, or move from contact into box-out, second jump, and defensive recovery?

6.5.1 Power Forward: Post, Face-Up, or Perimeter Shot

Power-forward role	Brief physical focus	Court pathway	Visible criterion
Low-post power forward	Wide support, hip and trunk strength, pivot control, and contact without losing visual awareness.	Reception with back to basket → agreed contact → inside or outside pivot → drop step, finish, or pass.	Contact preserves space, support stays calm, and the player sees defensive help again before the finish.
Face-up power forward	Jab step, first step, change-of-direction control, and balance after braking.	Reception facing basket → jab step or cue → side exit → shot, drive, or extra pass.	The first step gains direction without rushing, the stop stays organised, and the ball does not lag behind the body.
Stretch power forward	Stop control, balanced reception, shot through contact, and readiness to recover.	Cut or sprint into space → reception → stop and shot → immediate return to box-out or defensive stance.	The player completes the shot from a balanced reception and does not remain outside the next action.

Table 13: The power forward does not receive a different foundation, but a different reason and finish for the same organised pathway.

6.5.2 Centre: Post Anchor, Face-Up, or Defensive Pillar

Centre role	Brief physical focus	Court pathway	Visible criterion
Low-post anchor	Low position, stability in the duel, force through the hips, and ball control in small space.	Post contact → reception → pivot or short dribble → finish, pass out of help, or new position.	The player does not lose the base under resistance and can preserve ball, space, and the next decision.
Face-up centre	Controlled reception, stop balance, change of direction, and vertical readiness after the exit.	High-post reception → jab step or pass → short drive, mid-range shot, or play to a teammate.	The body stops before the decision, knee and hip stay organised, and the player is ready for a second effort.
Defensive centre	Lateral first step, close-out from the paint, box-out, second jump, and return under the rim.	Help from the paint → close-out to a cue → return to contact → box-out → jump or first pass.	The player reads the cue, does not over-run the close-out, gains space in the box-out, and lands ready for the next action.

Table 14: The centre remains part of the same system, but the final action follows the real responsibility in the paint and on defence.

6.6 Contact Begins the Information; It Does Not End the Task

In both profiles, contact is not a signal for the movement to end. It is information that must be solved through support, gaze, and the next action. Progression is therefore not measured by how much stronger the resistance becomes, but by whether the player can preserve organisation when just one new variable is added: the other pivot side, a pass out of help, a second jump, a late cue, or defensive recovery.

If contact flattens the stance, erases the gaze, or turns movement into random pushing, the task returns to an easier version. If the player remains organised,

the next progression is not another identical duel, but a second decision after the duel. In this way, physical preparation remains inside the basketball problem and gives the coach clear evidence that the exercise has purpose.

7 From Functional Finding to Court Action

This catalogue is not a collection of attractive exercises. Each card exists only when it connects a body pattern, a clear coaching criterion, and a basketball problem. An exercise may be simple, but it is not simple to execute if the player cannot control foot, knee, hip, trunk, rhythm, or decision. The same card can therefore be used in the introduction, learning, development, or return to play, but under different conditions.

The dose below is intentionally presented as a range and a criterion rather than a compulsory prescription. Sets, repetitions, load, jump height, and rest time change according to learning level, player status, position in the microcycle, and qualified supervision.

7.1 Lateral Lunge with a Controlled Return

The lateral lunge connects the frontal plane, support control, and return to stance. In basketball, its value appears when the player has to position laterally, accept force, keep hip and trunk organised, and return to a ready position. The goal is not for the lunge to be deep at all costs; the goal is for the player to find a range that can be controlled.



Figure 12: Lateral control and active mobility: red shows dominant work, orange shows stabilisation that protects position.

Card field	Coaching application
Main aim	Control of foot, knee, hip, and trunk under lateral load, with a calm return to stance.
Starting position	Upright stance, stable feet, and eyes forward; the player first understands direction and a depth that can be controlled.
Execution	A controlled step to the side, accepting load through hip and foot, then an active return without the trunk “falling” out of position.
What the coach observes	Whether the foot remains a functional support, the knee follows movement direction, the pelvis rotates uncontrollably, and the player can return to stance without an extra step.
Easier version	Shorter range, bodyweight, hand support, or a slower tempo with a pause in a stable position.
Harder version	Controlled external load, a change of rhythm, a return signal, or connection to the next basketball movement — only when the base version is stable.
Stop or modify	If pain appears, control is lost and does not return after reducing demand, or the player can no longer retain the purpose of the task.

Table 15: Coaching card: the lateral lunge is a control pattern, not a test of depth or load. **Court transfer.** Once the player controls the pattern, the coach can connect the lateral lunge with defensive stance, the first lateral response, a controlled close-out, or recovery to position. Transfer is not assumed; it is checked in a simple basketball task.

7.2 Countermovement Jump with a Controlled Landing

A countermovement jump with a landing hold is not only an exercise for jump height. In its simplest version, it teaches the player to produce force, absorb force, and retain position long enough for the coach to see what happened. Only when landing is stable can the next task add speed, direction, a ball, a reactive signal, or a second jump.



Figure 13: Force absorption during braking and landing: red shows dominant lower-limb work, orange shows trunk and pelvic stabilisation.

Card field	Coaching application
Main aim	Develop an organised take-off and landing, with the ability to accept force without losing stance.
Starting position	A controlled athletic stance; the player understands where to land and how long to retain position.
Execution	A short preparatory dip, directed take-off, a quiet landing on a stable surface, and clear control before the next movement.
What the coach observes	Foot rhythm, knee line, trunk organisation, symmetry when relevant, and whether the player has to “search” with extra steps after landing.
Easier version	Lower height, the verbal criterion “quiet landing,” more time for the hold, or replacement with a simple force-absorption pattern.
Harder version	Change of direction, a controlled single-leg task, a signal, ball work, or the next acceleration — only when the base landing remains high quality.
Stop or modify	If landing quality changes substantially, pain appears, or fatigue no longer allows the coach to see the pattern being trained.

Table 16: Coaching card: landing is first taught as a controlled finish and only then as part of a faster sequence.

Court transfer. Landing is first checked after a simple take-off, then after a change of direction or contact, and later in rebounding, a second jump, and defensive recovery. The coach changes only one variable at a time in order to know what affected quality.

7.3 Sprint, Change of Direction, and Reaction

This card connects short acceleration, braking, change of direction, and response to information. The basic pattern begins without a reactive signal because the coach first needs to see whether the player can absorb force and change direction. Only then are light, voice, ball, partner, or tactical decisions added.

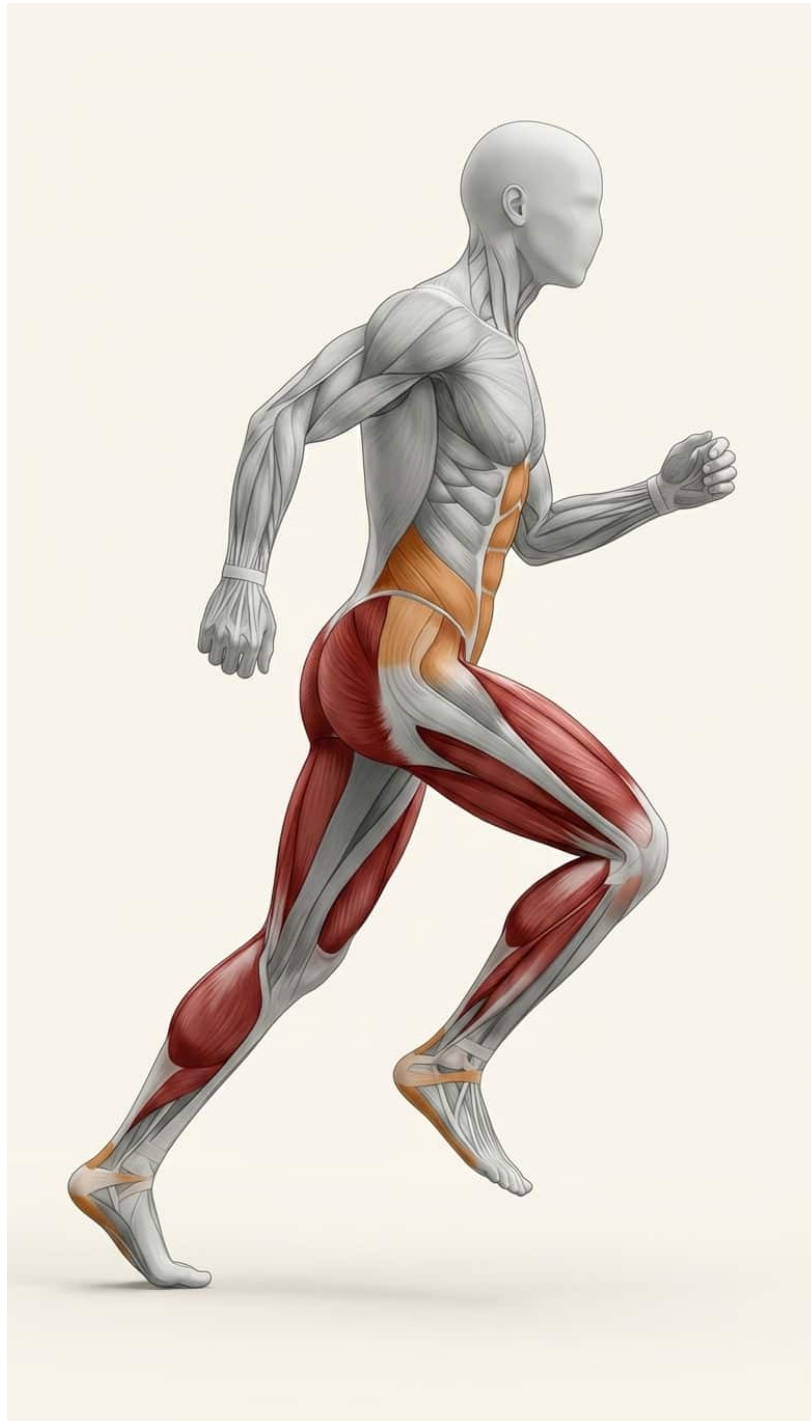


Figure 14: First step and exit: red shows dominant working regions, orange shows trunk and pelvic stabilisation.

Card field	Coaching application
Main aim	Connect acceleration, controlled braking, change of direction, and the first quality response to a signal.
Basic version	A short known sprint and change of direction on a stable surface, with enough rest for correction.
Information progression	A simple visual or auditory signal, then a signal through a ball or partner when the player already controls the basic pattern.
What the coach observes	Which step enters braking, whether foot and trunk remain organised, whether the player can accelerate again, and whether the signal changes only decision quality or the entire position.
Easier version	Lower speed, known direction, shorter distance, and more time between attempts.
Harder version	Reaction to a signal, ball work, a defensive task, or connection to the next technical-tactical solution.
Stop or modify	If braking and position quality are lost, the player no longer distinguishes the signal, or the task turns into fatigue without clear information.

Table 17: Coaching card: reaction is added when mechanics allow the coach to see where the actual limitation occurs.

7.4 T-Cross: Several Directions, One Clear Criterion

The T-cross is a pattern that organises forward, backward, and lateral movement. Its value is not that the player “survives the course,” but that the player retains stance and orientation while the task changes. In basketball it can prepare defensive recovery, help position, exit from help, or a changing relationship with ball and opponent.

Card field	Coaching application
Main aim	Control several directions, spatial orientation, and return to a stable position without loss of rhythm.
Basic version	A T-shape with clear, known pathways, no added load, and a focus on change-of-direction quality.
What the coach observes	Foot position on entry and exit, trunk control in lateral work, ability to slow without collapsing, and return to the central position.
Information variation	A signal determines the next exit, a partner gives a ball, or the player must complete a task after return to the central zone.
Easier version	Fewer directions, slower rhythm, shorter distances, and a known sequence.
Harder version	Ball, partner, controlled contact, or a decision under shorter time; do not add an unstable surface only for appearance.
Stop or modify	If the course covers up the aim, the player moves without control, or added ball and signal leave no possibility for the coach to assess the basic pattern.

Table 18: Coaching card: several directions matter only when support, trunk, and decision quality can remain visible.

7.5 Screen, Short Roll, Pass, and Repositioning

This card starts from the task of a frontcourt player who, after a screen, must free themselves, receive information, organise the body in or after contact, and select a pass or new position. The aim is not to reproduce the same short roll automatically. It is to retain balance, coordinate lower and upper segments, and remain available for the next action.

Card field	Coaching application
Main aim	Control contact, exit the screen, retain balance on reception, and transition to a clear next solution.
Basic version	Screen without full contact → short opening toward the ball → controlled reception → pass to a marked teammate → repositioning.
What the coach observes	Whether the player knows where support is after the screen, receives in a position from which they can see the court, and passes from an organised trunk rather than lost balance.
Easier version	Smaller space without defence, a known pass, and slower positional preparation.
Harder version	Controlled contact, a different passing angle, a pass-or-finish signal, and then a tactical constraint.
Stop or modify	If contact disrupts basic control, reception becomes chasing the ball, or the player can no longer distinguish the decision from fast repetition.

Table 19: Coaching card: screen and short roll are developed as a connected action, not an isolated pattern without game reading.

Court transfer. In a small-sided game, the coach changes only one condition: screen side, passing angle, help defence, or the frontcourt player's next position. This reveals whether physical control remains available when the decision changes.

7.6 Close-Out, Opponent Shot, and Defensive Rotation

A close-out is not only a sprint toward a shooter. The player must organise the initial exit, slow without losing stance, react to shot or drive, then find the next rotation. The card connects lateral strength, reactive impulse, visual anticipation, and the ability to move again with quality after the first action.

Card field	Coaching application
Main aim	A controlled exit toward the shooter, high-quality slowing, and immediate transition to the next defensive decision.
Basic version	Exit from a known starting position to a marked shooter, stop in stance, and recover to a predetermined rotation.
What the coach observes	First step, approach angle, ability to slow, foot and trunk position, eyes on the ball, and readiness so that the next movement does not begin from a poor stance.
Easier version	No shot and no full sprint; known rotation and more space for organisation.
Harder version	The shooter selects shot or drive; a second pass determines the rotation; add time pressure only when the basic close-out remains high quality.
Stop or modify	If speed fully covers up control, the player is late because information is not seen, or repetitions become fatigue without an opportunity for correction.

Table 20: Coaching card: defensive rotation checks whether the player can remain ready for the next action after the first effort.

7.7 Pass, Re-Cut, and Corner Shot

Off-ball movement is not rest between passes. A pass can be the signal for a new release, rhythm change, re-cut, and reception ready for a shot. This card connects sprinting, change of direction, cut rhythm, and foot control on stopping, but only through a basketball purpose — allowing the player to become available to the team again.

Card field	Coaching application
Main aim	Connect passing, rhythm change, re-cut, and a ready reception for a shot or next decision.
Basic version	Pass to a partner → known re-cut → reception in the corner → controlled stop and shot or extra pass.
What the coach observes	Whether the player remains active after passing, when rhythm changes, whether feet organise before reception, and whether shot quality remains after movement.
Easier version	Known pathway, undefended pass, more time to stop, and unhurried reception.
Harder version	Defender, a signal to change angle, shot-drive-pass selection, or extra movement after reception.
Stop or modify	If cut speed covers technical quality, the player stops reading space, or the shot is measured without a note on reception and preceding movement.

Table 21: Coaching card: a re-cut matters when the player creates a quality option for the team again.

7.8 Cut, Change of Direction, and Positional Shot

This card connects off-ball release, change of direction, and reception for a shot. The player first learns a pathway that can be controlled, then information demand increases. The intention is not only to measure cut speed, but to check whether the player can organise feet, body, and decision well enough after movement for the shot to remain usable.

Card field	Coaching application
Main aim	Connect a high-quality cut, braking, change of direction, and reception for a shot while retaining balance.
Basic version	Known cut to a marker → one controlled brake → change of direction → reception → shot from a predetermined position.
What the coach observes	Whether the player reduces speed before the change of direction, organises foot and hip during the stop, and receives the ball without searching for position.
Easier version	No defender, a shorter pathway, known angle, and more time between reception and shot.
Harder version	A signal determines a second cut, a defender closes one side, or reception leads to a shot-drive-extra-pass decision.
Stop or modify	If the shot is taken from lost control, rhythm breaks down in braking, or complexity is increased before the basic pattern is stable.

Table 22: Coaching card: quality shot reception begins with the steps before the ball.

7.9 Defensive Shuffle, Close-Out, and Recovery

This card develops a short sequence that repeats often in defence: lateral movement, exit toward the shooter, controlled slowing, and recovery toward the ball or help position. The purpose is not to exhaust the player. It is to see where support, angle, information, or readiness for the next action is lost.

Card field	Coaching application
Main aim	Connect lateral work, close-out, response to shot or drive, and recovery into a new defensive position.
Basic version	Short shuffle between two markers → exit to a marked shooter → stop in stance → recover to a previously agreed zone.
What the coach observes	Lateral-work rhythm, first-step angle in the close-out, ability to slow without leaving stance, and first-step quality on recovery.
Easier version	Known order without ball or shot, with enough space for controlled slowing.
Harder version	The shooter chooses shot or drive, a second pass changes the rotation, and the coach adds limited time only when quality remains stable.
Stop or modify	If the player chases the task without reading information, close-out becomes a jump from a poor angle, or fatigue removes the possibility for correction.

Table 23: Coaching card: defensive speed matters only if the player can solve the situation again after the close-out.

7.10 Jump, Contact, Pivot, and Second Finish

The second jump often does not belong to the player who only jumps highest. It belongs to the player who finds support, orientation, and timing again after first contact. This card connects force absorption, vertical control, protection of space, and a pivot toward a finish or pass. Controlled contact is introduced only in conditions the coach can supervise.

Card field	Coaching application
Main aim	Control landing or the first jump, organise the body in contact, and return quickly to a usable second action.
Basic version	Jump or controlled landing → stable support → simple pivot → finish or pass without a defender.
What the coach observes	Foot position on landing, trunk control, ability to protect space around the ball, and speed with which the player sees the court again after contact.
Easier version	No contact, lower height, or simpler ball reception, with clear time for stabilisation.
Harder version	Controlled partner contact, second jump, pass from the pivot, or a finish after the defender's decision.
Stop or modify	If the first landing is no longer stable, contact fully changes control, or the player cannot safely organise pivot and the next action.

Table 24: Coaching card: second jump and finishing are developed as a continuation of control, not isolated effort.

7.11 Mirror Drill: Lateral Tracking and Space Control

A mirror drill is not a contest of randomly chasing a partner. One player leads movement in a restricted zone; the other follows while retaining distance, stance, and the ability to react. For a point guard it can reveal lateral organisation under pressure; for a wing it can prepare space closure before a close-out; for a frontcourt player it can prepare the first step out of the paint.

Card field	Coaching application
Main aim	Retain lateral stance, foot rhythm, partner distance and the ability to change direction without crossing over or losing trunk control.
Basic version	Two players in a small marked zone; the leader changes direction and rhythm without the ball while the follower reacts without unnecessary contact.
What the coach observes	First foot response, hip and trunk position, whether the player tracks the partner without rising out of stance, and whether speed can be stopped with control.
Easier version	Shorter duration, slower rhythm, pre-limited directions and more space for organisation.
Harder version	A signal to change roles, ball with the leader, limited time, or a finish in an agreed defensive action.
Stop or modify	If work becomes pushing, safe stance and distance are lost, or the player can no longer distinguish the partner's signal.

Table 25: Coaching card: a mirror drill retains meaning only when the follower controls space, not merely speed.

7.12 Decision Drill: Signal, Change of Direction, and Basketball Decision

A decision drill connects brief acceleration and braking with simple information requiring a pass, shot, dribble, or recovery to defence. It is not a reaction test outside the game. Its value lies in allowing the coach to see whether information disrupts position, speed, or the quality of the next basketball action.

Card field	Coaching application
Main aim	Connect response to one clear signal with change of direction and the correct next solution in a basketball context.
Basic version	Brief exit toward a marker; coach or light signal predetermines only one of two finishes, for example pass or shot.
What the coach observes	Whether the player sees the signal in time, brakes before deciding, retains organised feet and trunk, and finishes the action without a panicked extra step.
Easier version	Two explained options, known distance, slower approach and longer feedback interval.
Harder version	A third option, faster signal, a partner as defender, or a link to the next action after pass, shot or drive.
Stop or modify	If the number of options hides the basic pattern, the signal arrives too late for a safe decision, or the quality of the finish can no longer be assessed.

Table 26: Coaching card: information has value only if the player can retain control and make a meaningful choice.

7.13 Reactive 3&D: Shuffle, Close-Out, and Shot-versus-Drive Choice

This model is intended for a player whose role combines defensive reliability with readiness to create or react offensively. It begins with brief lateral work, continues with a controlled close-out, and then a signal or partner determines whether the player defends the shot, contains the drive, or moves into the next action. The aim is not a long exhausting sequence, but repeatable quality across several clear defensive decisions.

Card field	Coaching application
Main aim	Connect lateral endurance, quality close-out and the shot-versus-drive decision without losing defensive position.
Basic version	Brief shuffle between two zones → exit toward a partner → stop in stance → return to a marker.
What the coach observes	Lateral-step rhythm, close-out angle, braking, visual focus on the partner and the first recovery step if the partner signals a drive.
Easier version	Known sequence without a ball and without shot-versus-drive choice; limited number of quality repetitions.
Harder version	Partner chooses shot or drive, a second pass changes rotation, or add a short shooting finish after the defensive task.
Stop or modify	If the player loses control while braking, cannot see information before close-out, or fatigue removes the distinction between shot and drive.

Table 27: Coaching card: reactive 3&D work begins with defensive control, not speed without information.

7.14 Contact Jump and the Wing's Second Action

For a wing, the second effort often follows contact rather than an ideal approach. This card connects a stable first landing or take-off, controlled contact, rapid recovery of support, and a useful second action: jump, finish, pass, or recovery. Contact must be dosed and supervised; its role is to change context, not to test a player's courage.

Card field	Coaching application
Main aim	Retain foot, knee, hip and trunk alignment when first contact or landing precedes a second vertical or basketball action.
Basic version	Controlled landing or low take-off → light partner contact in a safe area → stabilisation → second jump or pivot to a finish.
What the coach observes	Whether position changes before contact, whether support is found again without an extra step, and whether the second action remains organised.
Easier version	No contact or a visual signal, lower height and a longer hold before the second effort.
Harder version	Controlled contact, ball, pass-versus-finish choice, or recovery to defence after the second effort.
Stop or modify	If landing is no longer stable, contact produces pain or fear, or the speed of the second effort prevents safe control.

Table 28: Coaching card: a wing's second effort develops from contact control, not uncontrolled repeated jumping.

7.15 Lateral Control in a Close-Out Situation

Lateral control in close-out begins before the exit itself. The player must recognise the direction, set the first step, approach at an angle that allows braking, and then remain ready for a shot or drive. The card is especially useful for wings and frontcourt players moving from help defence to the ball, but it can be adapted to any role.

Card field	Coaching application
Main aim	Organise the first lateral step, approach angle, braking, and next defensive decision in one clearly readable sequence.
Basic version	Start from help position → signal for side → lateral step and exit → stop in stance without jumping toward the shooter.
What the coach observes	Whether the player identifies the side, which step comes first, whether approach stays controlled, and whether a simple drive can be handled after the close-out.
Easier version	Known direction, shorter distance, shooter without a ball and a pre-agreed recovery rotation.
Harder version	Unknown direction, shooter chooses shot or drive, extra pass, or controlled contact on the return to help.
Stop or modify	If the player loses stance, over-runs the shooter, crosses feet without control, or speed does not allow the coach to see the reason for the error.

Table 29: Coaching card: lateral close-out is checked through the next action, not only the speed of the first exit.

7.16 A–B Stabilisation: Movement, Trunk, and Change of Direction

This card turns simple movement from point A to point B into a check of trunk control, support, and change of direction. It is useful when a player can run but loses pelvic and trunk position while braking, changing sides, or adding information. It does not require high speed before the player shows the ability to retain the pattern.

Card field	Coaching application
Main aim	Connect dynamic trunk stability, support control, and change of direction in a brief sequence that transfers to transition and defensive correction.
Basic version	Player moves from an athletic stance to a first marker, controls the stop, changes direction on one clear signal, and finishes in a stable stance. Begin without external load.
What the coach observes	Whether the trunk remains organised before and during support, whether knee and foot follow direction, whether the player brakes before changing direction, and whether the pattern can be repeated on both sides.
Easier version	Shorter distance, known direction, slower tempo, and a hold in every final position.
Harder version	Light asymmetrical implement, lateral resistance, or brief sled push only when the base pattern stays stable; then add one basketball finish.
Related check	Change-of-direction control, balance, standing jump, and trunk endurance can show whether the change in the card is visible beyond the card.
Stop or modify	If the trunk flexes or rotates prematurely, knee and foot control is lost, or added equipment hides the basic problem.

Table 30: Coaching card: from point A to point B, the aim is a controlled pattern, not merely distance covered.

The plate does not mark “muscles for running”; it shows the position in which trunk, feet, and hips remain connected while the player enters braking and chooses the next direction.



Figure 15: A-B stabilisation: low support, an organised trunk, and weight distribution preserve the pattern through stopping and change of direction.

7.17 Lateral Lunge and Trunk Rotation

A lateral lunge with controlled rotation teaches the player to accept lateral load without losing pelvic, knee, and trunk position. Its basketball value is building a foundation for close-out, exit from drop position, and recovery from help before the same actions are required at high speed.

Card field	Coaching application
Main aim	Develop lateral mobility and stability with controlled trunk rotation so the lateral step does not erase knee, pelvis, and foot position.
Basic version	Lateral lunge without load → brief hold in a stable lower position → controlled return; trunk rotation remains small and guided by breathing.
What the coach observes	Knee in line with foot, pelvis without drop, stable foot arch, neutral trunk, and whether rotation occurs without drawing the knee inward.
Easier version	Shorter lunge, hand support on a stable point, no rotation, and more time for feedback.
Harder version	Goblet hold, lateral resistance, or a light rotational medicine-ball pass only when the base lateral position is consistent; then transfer to a brief close-out.
Related check	Lateral balance, change-of-direction control, lateral explosiveness, and stability in a single-leg reach pattern provide additional context.
Stop or modify	If the knee collapses, pelvis drops without control, back takes over rotation, or the player cannot return to position without an extra step.

Table 31: Coaching card: the lateral lunge develops quality of lateral control before close-out speed is required.

Lateral range is useful only while the knee follows the foot, the pelvis remains organised, and the trunk does not take over through uncontrolled rotation.



Figure 16: Lateral lunge: foot, knee, hip, and trunk accept lateral load and return the player to a ready stance.

7.18 Squat Jump and Landing into Balance

A squat jump with a landing hold connects force production with the ability to accept force safely. The card is not a competition for jump height. It allows the coach to see whether explosiveness leaves enough control for the next basketball action.

Card field	Coaching application
Main aim	Connect explosive take-off from a controlled squat with a quiet landing, stable pelvis, and readiness for the next step, pass, or defensive recovery.
Basic version	Brief jump from an athletic squat without arm swing → controlled two-foot landing → two to three quiet seconds of hold before the next repetition.
What the coach observes	Foot, knee, and hip alignment; trunk position at landing; sound and control of landing; and whether the player can retain balance without an extra step.
Easier version	Smaller amplitude, assisted squat, shorter hold, or only the landing phase with a coaching cue for position.
Harder version	A small direction change after stable landing, rotational signal, or transition to one simple basketball action; one-leg work only when prior phases remain high quality.
Related check	Vertical jump, lateral balance, change-of-direction control, and trunk stability provide context for progression.
Stop or modify	If alignment is lost, landing becomes loud or painful, the player cannot retain balance, or the pursuit of jump height removes braking quality.

Table 32: Coaching card: landing quality determines whether a jump becomes useful for play.

A jump becomes meaningful only when the take-off image leads to a quiet, organised landing from which the next step, pass, or defensive recovery remains available.



Figure 17: Squat jump and controlled landing: legs and trunk produce force, then accept it in a position ready for the next action.

7.19 Sprint, Change of Direction, and Visual Reaction

This card combines a brief sprint, braking, change of direction, and one clear piece of information. Its value is not that a player merely reacts to a light, colour, or ball, but that the signal does not disrupt foot, pelvis, and trunk position during

the next action. The pattern is therefore learned without a decision before information is added.

Card field	Coaching application
Main aim	Connect brief acceleration, braking, lateral or diagonal exit, and response to one visible signal without losing body control.
Basic version	Brief sprint to a marker → pre-known change of direction → exit into stable stance. There is no ball and no extra decision until base mechanics are readable.
What the coach observes	First step, final step before braking, trunk position while turning, foot support, whether the signal is seen in time, and whether the next action can be organised after the exit.
Easier version	Shorter distance, known direction, slower approach, and a signal arriving early enough that the player does not need to guess.
Harder version	Later visual signal, ball, or partner directing the next direction, followed by a simple pass, shot, or recovery to defence.
Related check	Change-of-direction test, simple reaction, combination of jump and change of direction, and trunk stability provide context for a harder version.
Stop or modify	If the signal arrives so late that it encourages risky braking, the player predicts direction, or speed hides the reason for an error.

Table 33: Coaching card: reaction is useful only when the body can execute the decision safely.

Acceleration and change of direction are not separated from perception. The player first enters a low position, then brakes and directs force toward information without losing support or trunk control.



Figure 18: Sprint and change of direction: a low position, support, hip, and trunk prepare braking and a new exit toward the next piece of information.

7.20 T-Cross and Balance Landing: Reaction, Movement, Control

The T-cross organises forward-backward and lateral exits around a central point, while balance landing or stabilisation at the end of each branch checks whether speed leaves control. It is a more complex pattern; load, ball, or additional

platform are not its starting point, but possible progressions only when the basic T pattern is performed consistently.

Card field	Coaching application
Main aim	Connect reaction, exit in multiple planes, return through a central zone, and brief support control without loss of the foot-knee-hip axis.
Basic version	T-movement between markers without load → stop or brief stabilisation at the end of each branch → controlled return through the centre.
What the coach observes	Lateral-exit angle, change-of-direction quality, knee and pelvis control, trunk calmness on return through centre, and whether the final support can be stabilised.
Easier version	Smaller T-zone, known sequence, longer pause in final positions, and no ball or extra load.
Harder version	Clear signal for the next branch, ball pass, light medicine ball, or brief balance hold, but only when they do not alter quality of the base pattern.
Related check	Lateral-reach balance, change-of-direction test, reactive agility, and a medicine-ball throw-plus-jump combination can add a picture of readiness.
Stop or modify	If the knee drifts inward, the player loses the central axis, stabilisation becomes unsafe, or extra equipment turns the task into a speed contest.

Table 34: Coaching card: a complex path has value only when the player retains control in every zone.

The T-cross does not check only speed through multiple directions. It checks whether support, balance, and visual focus can be recovered at the end of every branch before the next decision.



Figure 19: T-cross and final-support balance: trunk, hips, and legs retain organisation while direction and demand change.

7.21 Weight Room Work as On-Court Physical Preparation

Kettlebells, dumbbells, sleds, medicine balls, and loaded carries are not decoration beside basketball training. Their function is to help a player build force through support, retain trunk control in contact, transfer force into a first step, and remain organised when braking, jumping, or changing direction. The

implement therefore follows the pattern, not the reverse. If greater load erases stance, rhythm, or support control, it is not progress that day.

The core FPK rule: physical preparation is not a separate “weight room”; it is everything that happens to the body while a player travels from point A to point B — from stance and first support, through rhythm, contact, ball, and decision, to landing and the next action. Load has a place only when it improves one recognisable link in that path. Every subsequent loaded card therefore begins with a basketball pathway, not an exercise name.

7.22 Kettlebell Split Stance: Unilateral Strength and Trunk Control

Kettlebell work in a split stance gives a basketball player a simple way to connect leg, pelvis, and trunk without relying on a symmetrical stance. It serves first-step strength, contact stability, and body control when force transfers through one dominant leg. The same position is mastered with bodyweight before the kettlebell is introduced.

Card field	Coaching application
Main aim	Develop unilateral leg strength and the ability of the trunk not to rotate or drop while the player works from split stance.
Basic version	Bodyweight split stance → controlled lowering and return; then kettlebell in goblet or suitcase position according to the player's ability to retain the pattern.
What the coach observes	Foot, knee, and hip alignment; quiet pelvis; stable foot arch; ribs over pelvis; and whether left and right side differ in control.
Easier version	Shorter range, support for balance, no load, or light goblet hold with slower tempo and a clear pause in the bottom position.
Harder version	Contralateral suitcase hold, controlled medicine-ball rotation after stable return, or a brief first step on signal; greater load only if the pattern remains the same.
On-court transfer	First step out of contact, level changes, pivot, box-out, and retaining position during drive or close-out.
Stop or modify	If the knee drifts inward, pelvis drops or rotates, the load pulls the trunk sideways, or the player loses balance on return.

Table 35: Coaching card: a kettlebell strengthens the pattern only when unilateral support stays quiet.

A kettlebell has a role only if it does not alter the quality of the split stance. The player must retain the relationship of foot, knee, hip, and trunk before load increases demand on the first step or contact.



Figure 20: Kettlebell split stance: unilateral support, a quiet pelvis, and an organised trunk transfer force without loss of position.

7.23 Push Sled: Horizontal Force for the First Step

Sled pushing teaches the player to direct force forward through foot, hip, and trunk. For a basketball player, the aim is not for a sled to become a conditioning test without shape, but for horizontal force to return to acceleration, contact

drive, and the first step. Load is selected by position quality, not by how many plates can fit on the sled.

Card field	Coaching application
Main aim	Connect horizontal leg drive to a firm trunk and the rhythm of short steps without loss of shoulder and pelvic position.
Basic version	Wall lean and static drive → empty or minimally loaded sled over a short straight path → full rest before the next high-quality effort.
What the coach observes	Body angle, pressure through the whole foot, sequence of short steps, neck and rib position, and whether the sled is driven by the legs rather than low-back flexion.
Easier version	Shorter path, less resistance, slower drive, and more rest; retain only the wall-lean pattern when needed.
Harder version	Controlled additional resistance, short explosive path, or exit from the sled into one basketball first step; avoid strings of exhausting repetitions.
On-court transfer	First step, contact on a drive, drive in a box-out, and transition acceleration.
Stop or modify	If the trunk folds, hips drop, step becomes long and slow, or the player loses pressure through foot and shoulders.

Table 36: Coaching card: sleds build the first step when horizontal force remains organised.

The sled is not the goal in itself. Its value is a brief, organised push through foot, hip, and trunk that can later be recognised in a first step or contact on court.



Figure 21: Push sled: horizontal force travels through the whole foot, hip, and trunk with a brief, controlled step rhythm.

7.24 Farmer Carry: Load, Walking, and Contact Stability

Farmer carry returns physical preparation to a simple but demanding task: carry load while foot, hip, trunk, scapula, and breathing remain organised. For a basketball player it is especially valuable when contact, travel, jumping, and many minutes disturb posture and trunk control.

Card field	Coaching application
Main aim	Retain upright walking, stable scapulae, ribs above pelvis, and support control while carrying two dumbbells or kettlebells.
Basic version	Brief walk with light symmetrical load; the aim is a quiet step, natural body rhythm, and ability to breathe and speak a short sentence normally.
What the coach observes	Trunk lean, shoulder height, foot path, pelvic control, hand grip, and whether load is carried without rigid or held breathing.
Easier version	Shorter path, lighter load, a load in one hand over a supervised distance, or static hold with wall support.
Harder version	Longer path, suitcase carry on one side, side change, or brief controlled turn; do not add speed until walking is quiet.
On-court transfer	Contact stability, box-out, force absorption after landing, and trunk posture in later game minutes.
Stop or modify	If a shoulder drops, the player leans or limps, loses breath control, experiences pain, or load interrupts walking quality.

Table 37: Coaching card: loaded carry shows whether strength remains organised while the body moves.

Loaded carry does not test grip alone. It shows whether a player can walk, breathe, and retain organised shoulders, ribs, pelvis, and steps under an external demand.



Figure 22: Farmer carry: load, walking, and breathing remain organised through foot, hip, trunk, and shoulder girdle.

7.25 Medicine Ball from a Stable Stance: Trunk, Arms, and Force Transfer

A medicine ball allows force from foot and hip to transfer through the trunk to the arms in a pattern with clear basketball meaning. The aim is not uncontrolled

throwing. A stable stance and quiet recovery after the pass are learned first; rotation, partner, or a faster decision are introduced later.

Card field	Coaching application
Main aim	Connect trunk stability to quick but controlled force transfer from legs and hip into a medicine-ball pass.
Basic version	Athletic or half-kneeling stance → short controlled medicine-ball push to partner or wall → receive and return to the same organised position.
What the coach observes	Foot support, ribs and pelvis position, scapular control, whether rotation occurs through the whole chain, and whether the player can stop the body after the pass.
Easier version	Lighter medicine ball, shorter distance, static stance, slower pass, and longer feedback interval between repetitions.
Harder version	Rotational pass, split stance, response to signal, or link to a first step; greater speed only with stable reception and return.
On-court transfer	Strong pass, ball protection, first step after catch, contact, and trunk rotation at a finish.
Stop or modify	If trunk twists without control, shoulder takes all work, reception breaks position, or speed is pursued at the expense of accuracy and control.

Table 38: Coaching card: a medicine ball has value when it amplifies force transfer, not merely arm fatigue.

A medicine ball should show the pathway of force from support through hip and trunk to the hands. If the pass disrupts reception, balance, or rib-and-pelvis position, speed is reduced before another demand is added.



Figure 23: Medicine ball from a stable stance: support, hip, trunk, and arms transfer force into a controlled pass.

7.26 Kettlebell Hip Hinge → Low Ball → First Step

This card connects a controlled kettlebell hip hinge and a low-ball reception into one basketball pathway. The kettlebell does not exist so that a player merely “lifts weight”; it gives the player a clear feel for hip, posterior chain, and trunk before protecting a low ball and leaving with a first step.

Card field	Coaching application
Path A → B	Athletic stance → controlled kettlebell hip hinge → low-ball reception → ball protection → first step into an agreed space.
Main aim	Connect posterior chain, quiet trunk, and pelvic position to the first step after a low ball or contact.
Basic version	Hip hinge without load or with a light kettlebell → clear hold at the bottom → pick up a ball from floor or low pass → one controlled first step.
What the coach observes	Whether the hip moves back without rounding the back, ribs stay above pelvis, the ball is received from stable support, and the first step comes from the leg rather than a trunk fall.
Easier → harder version	Shorter range and static ball → light kettlebell and partner feed → late signal for first-step direction or controlled contact before exit.
Stop or modify	If the low back rounds, foot support is lost at reception, load slows organisation, or the first step becomes only a forward fall.

Table 39: Coaching card: the kettlebell hip hinge gains value only when it transfers into low-ball reception and the first step.

The hip hinge returns the player to hip and posterior chain before a low ball, contact, or first step adds the basketball demand. The back must not take over a pattern that should lead from support.



Figure 24: Kettlebell hip hinge: hip moves back, trunk stays organised, and support prepares low-ball reception and the first step.

7.27 Trap Bar or Dumbbells → Box-Out → Second Jump

This card uses controlled trap-bar or dumbbell work to prepare a position from which a frontcourt player, wing, or guard can accept contact, occupy space, and reach a second jump. The load is not the final aim; it prepares support and force that must remain available after the player leaves the floor.

Card field	Coaching application
Path A → B	Wide stable support → technical trap-bar or dumbbell lift → unloaded exit → box-out contact → first and second jump or controlled landing.
Main aim	Transfer force from foot, hip, and trunk into space occupation, contact, and repeated take-off.
Basic version	Low-load technical lift → space occupation with a partner without full force → jump and quiet landing.
What the coach observes	Pressure through the whole foot, trunk position, whether contact is received through hip and legs rather than shoulders, and whether the second jump remains organised.
Easier → harder version	Two dumbbells or an unloaded bar → trap bar with qualified supervision → brief contact, box-out, and a second reaction to a rebound.
Stop or modify	If the lift loses neutral position, contact becomes pushing with the arms, landing breaks down, or load prevents quality in the subsequent basketball action.

Table 40: Coaching card: loaded strength serves box-out and the second jump under contact.

Trap-bar and dumbbell work matter when they build a position from which the player can accept contact, occupy space, and jump again, not merely lift more load.



Figure 25: Trap-bar pattern: foot, hip, trunk, and hands create force from a stable position ready for box-out and a second jump.

7.28 Jump Rope → Foot Rhythm → Cut and Shot

A jump rope is a visible and useful FPK implement when it does not remain only an aerobic routine. Brief rope work organises foot frequency, ankle stiffness, and rhythm before the player transfers the same quality into a cut, stop, shot, or pass.

Card field	Coaching application
Path A → B	Brief jump-rope rhythm → exit in two or three steps → cut around a marker → ball reception → stop, shot, or extra pass.
Main aim	Connect foot frequency and elasticity to timely stopping and a ready ball reception.
Basic version	Quiet double-foot rope jumps → put rope down → known cut → undefended reception and organised stop.
What the coach observes	Foot rhythm, quiet contacts, whether the player exits the rope without losing orientation, foot position before reception, and stopping quality before the shot.
Easier → harder version	Slower rhythm and known cut → rhythm change or one-foot variations → signal for cut angle, shot-pass choice, or a late close-out from a partner.
Stop or modify	If the rope creates anxious jumping, the player trips from fatigue, the cut loses rhythm, or the shot becomes more important than the preceding reception and stance.

Table 41: Coaching card: jump rope prepares a rhythm that must survive cut, reception, and shot.

A jump rope is useful only while contacts remain quiet, elastic, and ready to exit the implement. The rhythm then transfers into steps before reception, a cut, and a stop; it does not remain closed in place.



Figure 26: Jump rope and foot rhythm: a brief elastic contact prepares foot, ankle, and trunk for the next cut, reception, or shot.

7.29 Ladder and Hexagon → Lateral Exit → Close-Out

Ladder and hexagon are not a course for foot speed alone. They create a visible space for learning support sequence, lateral exit, and rhythm change before the same pattern transfers into close-out, help, or defensive recovery.

Card field	Coaching application
Path A → B	Simple ladder or hexagon pattern → lateral exit on signal → controlled close-out → stop in stance → recovery to help or new direction.
Main aim	Connect support sequence, hips, and trunk to the first lateral step and braking at a basketball angle.
Basic version	Known linear or lateral ladder pattern → one exit without ball → stop in defensive stance. Use the hexagon in one known direction.
What the coach observes	Whether the implement serves rhythm or forces the player to watch the floor, how the foot exits the final space, whether pelvis drops into stance, and whether the close-out brakes under control.
Easier → harder version	Wider space and known sequence → narrower or diagonal hexagon → visual signal, ball, or shooter selecting shot versus drive.
Stop or modify	If the player watches only the ladder, crosses steps without control, cannot establish stance, or the implement becomes the goal rather than preparation for defence.

Table 42: Coaching card: ladder and hexagon prepare the feet, while the close-out checks whether the pattern truly transfers into the game.

The ladder establishes a sequence of short supports, whereas the hexagon requires an exit in several directions from a low stance. Neither implement is the goal: each earns value only when the player can brake, lift the gaze, and enter a close-out or a new defensive decision after the final space.



Figure 27: Ladder pattern: foot rhythm and a low stance prepare the first lateral exit without loss of trunk organisation.



Figure 28: Hexagon and lateral support: foot, hip, and trunk remain organised while the exit direction changes.

7.30 Low Hurdles → Landing → Next Decision

Low hurdles provide a clear rhythm of take-off and landing when their height and spacing fit the player. In FPK they do not exist to display jumping; they teach the player to accept force after a small take-off, see the next signal, and enter the appropriate action.

Card field	Coaching application
Path A → B	One or two low hurdles → controlled landing → visual signal → lateral exit, pass, shot, or first step toward the basket.
Main aim	Connect a small take-off–landing cycle with stable support and a quick but readable next decision.
Basic version	One low hurdle → quiet two-foot landing → hold → known lateral step or pass.
What the coach observes	Which part of the foot receives force first, knee and pelvic position, landing sound, whether the player can lift the gaze after the hurdle, and next-step quality.
Easier → harder version	Lower hurdle and longer hold → two hurdles and rhythm change → late signal, ball, or partner selecting the next action.
Stop or modify	If take-off is forced at all cost, landing becomes loud or unsafe, the player cannot lift the gaze, or the signal pushes decision before support exists.

Table 43: Coaching card: hurdles create useful rhythm only when landing immediately opens the next action.

A low hurdle is not a height test. It creates a small take-off-and-landing demand, after which the coach checks whether the player can immediately lift the gaze, accept support, and select the next direction without losing position.



Figure 29: Low hurdle and landing: foot, knee, hip, and trunk accept force and remain ready for the next decision.

7.31 Dumbbell under Contact → Pivot → Finish or Pass

In this model a dumbbell is not a weight-room proof of strength, but a controlled external demand that the player must retain while receiving space, turning, and selecting a finish or pass. It can serve a wing or frontcourt player, and also a guard who must protect the ball after contact.

Card field	Coaching application
Path A → B	Stable stance with light dumbbell or brief isometric resistance → contact step or space occupation → put implement down → pivot → finish, shot, or pass.
Main aim	Retain foot, hip, and trunk under load so that the player can continue a true basketball action after releasing the implement.
Basic version	Brief light dumbbell hold in goblet or suitcase position → organised step and stop → put down → pivot without ball.
What the coach observes	Rib and pelvic stability, pressure through the foot, whether the implement is set down without rush, and whether the pivot comes from leg and hip rather than shoulder alone.
Easier → harder version	No load or partner isometric resistance → light dumbbell → controlled contact from partner, ball after pivot, and a finish-or-extra-pass choice.
Stop or modify	If load changes knee or trunk line, player bends or rushes while releasing it, pivot loses support, or contact removes the ability to read the next action.

Table 44: Coaching card: a dumbbell has a place when contact support can transfer into a quality pivot and next solution.

Here the dumbbell is a limited external demand, not proof of strength. After putting it down, the player must retain foot, hip, and trunk readiness for a pivot, ball protection, a finish, or an extra pass.



Figure 30: Dumbbell under contact and pivot: organised support, hip, and trunk protect space before the next finish or pass.

7.32 How Cards Build a Training Session

Thirty cards do not form a training session by themselves. The lateral lunge can prepare lateral control before defensive work, the controlled landing can check readiness before more reactive jumping or speed work, and reactive change of direction and the T-cross can progressively return the pattern to space and

decision-making. In every case, aim, dose, and place in the session determine whether the exercise helps or only adds fatigue.

AI Recommendation

AI can suggest an easier or harder card variation according to the aim, available equipment, and place in the microcycle. Before using the proposal, the coach checks whether the variation preserves the same function, whether the player is taught for it, and whether it solves a real problem that day.

The following blocks preserve the practical logic of the source manuscript: a guard, wing and frontcourt player do not receive the same emphasis. They are examples of training construction, not mandatory prescriptions. Before use, the coach adapts exercise choice, loading, sets, repetitions, rest and range of motion to technical skill, health status, season phase, recent minutes and appropriate professional supervision.

7.33 Example A — guard: first step, trunk and force transfer

Guard work does not begin with sprinting alone. If a player does not control foot, hip and trunk, a fast first step can become compensation. The block therefore connects local organisation, explosive exit and stability in shoulder-girdle work.

Section	Example exercise	Orientation dose from source model	Functional reason
Introduction	Lunge with hold and stabilisation.	3 × 10, bodyweight.	Mobility and local control before fast work.
Main	Trap-bar jump or another safe fast-push variation.	4 × 4, approximately 50% of individual 1RM in the model.	Rapid force creation with a controlled pattern.
Main	Split squat integrated with shoulder-girdle work.	3 × 6, approximately 70% of individual 1RM in the model.	Single-leg strength and force transfer through the trunk.
Finish	Wall sit with passing or medicine-ball work.	2 × 30 s.	Anti-rotation, stance endurance and control under a task.

Table 45: Example A: the guard block links local organisation, fast exit, and basketball decision-making.

Transfer to the court comes only when weight-room or station quality appears in the first step, rhythm change, close-out and ball decision. If the player breaks down under load, the coach does not automatically add speed; basic organisation is revisited and built again.

7.34 Example B — wing: single-leg control, contact and transition

A wing often moves from running to contact, from lateral work to jumping and from defence to transition. The block therefore combines single-leg control, horizontal pushing strength and the ability to keep the trunk organised during a task change.

Section	Example exercise	Orientation dose from source model	Functional reason
Introduction	Single-leg RDL.	3 × 8 per leg, bodyweight or light dumbbells.	Asymmetry control, hip and hamstrings.
Main	Sled push.	3 × 10 m; loading individualised.	Horizontal push and transfer to close-out / transition.
Main	Dumbbell floor press.	3 × 10, approximately 60% of individual reference in the model.	Upper-body strength for contact and shoulder stability.
Finish	Plank with passing or controlled ball rotation.	2 × 30 s.	Trunk stability while the external task changes.

Table 46: Example B: the wing block links single-leg control, contact, and transition. Once the basic block is mastered, the coach can add a step-up, lunge with rotation, running jump or close-out with a clear landing criterion. Progression occurs through one changed element, not by adding everything at once.

7.35 Example C — frontcourt player: contact, hip and force absorption

For a frontcourt player, strength is not only a number on the bar. It must allow gaining position, box-out, take-off in small space, landing control and recovery to defence. The block therefore combines hip organisation, lower-body strength, controlled contact and trunk work.

Section	Example exercise	Orientation dose from source model	Functional reason
Introduction	Band walk with lunge.	3 × 10, bodyweight.	Hips, lateral control and preparation for contact.
Main	Squat with a pause in the lower position.	4 × 4, approximately 80% of individual 1RM in the model.	Strength and eccentric control in a stable pattern.
Main	Partner push from a defensive stance.	4 × 6 s.	Specific simulation of box-out and fighting for position.
Finish	Wall sit with an overhead hold or dead bug with band press.	2 × 30 s or 2 × 8 per side.	Integration of trunk and shoulders while controlling position.

Table 47: Example C: the frontcourt player links hip organisation, contact, force absorption, and the next action.

The practical value of this block is not measured by whether every number is identical to the table. It matters if the player holds position better, absorbs landing, repeats contact without pattern breakdown and remains functional for the next action.

7.36 Situational Physical Preparation Matrix: Action Leads the Choice

In the previous blocks, position provided the starting form of work. This matrix moves closer to the court: it takes **one recognisable action**, follows the body from point A to point B, and determines which variable the coach changes first. The same exercise family can therefore remain shared, while its cue, angle, rhythm, contact, or next decision becomes individual.

The following eleven scenarios are not an additional catalogue performed separately from play. They organise existing stations, equipment, and technical work into a basketball task. The coach first selects the scenario the team genuinely needs and then simplifies or extends it according to quality. Sets, duration, rest, and distance remain variables, not pre-written rules.

7.36.1 Perimeter Line: Exit, Decision, and Recovery

Scenario	Body from A to B	Question and game check
Screen exit → shot	Low starting stance → diagonal sprint → change of direction → stop → reception ready to shoot.	Do the feet arrive for the shot rather than after the ball? If the stop is unstable, return to a known angle and controlled reception before adding a defender.
Close-out → change of direction → drive	Defensive stance → lateral exit → braking → forward attack → contact control in the finish.	Can the player attack from a low stance without over-running or losing centre-of-mass control? Change the cue or angle before adding speed.
Transition → shot at speed	Acceleration in open space → reading the pass → stop or adjusted step → shot or next pass.	Do arrival into space, braking, and decision occur at the right time? If the shot disrupts organisation, reduce distance or information speed rather than simply demand more sprinting.
Cue → close-out → shot	Visual or verbal cue → lateral impulse → controlled close-out → return to balance for a shot or the next defensive action.	Does the player read the cue first or guess the direction in advance? The error shows whether to simplify information or restore the basic lateral path.
Pass → re-cut → corner shot	Pass → brief rhythm and direction change → new separation → corner reception → shot or next pass.	Can the player create a new receiving line without losing rhythm or visual focus? When the re-cut becomes mechanical, a partner or defensive cue restores genuine reading of play.

Table 48: Perimeter scenarios: an exercise is useful only when exit, information, and

7.36.2 Contact, Frontcourt Work, and Shared Action

Scenario	Body from A to B	Question and game check
Post-up → pivot → finish	Wide, low base → reception under contact → inside or outside pivot → controlled finish and return to balance.	Can the player choose a side without losing position? If contact moves the feet, restore the base and pivot rhythm before increasing resistance.
Pick-and-roll → opening → shot or pass	Ball-handler: low stance, rhythm change, and ball decision. Screener: contact, release, roll or pop, and readiness for the next action.	Do both players read the same situation? One task can be situational for the ball-handler and special preparation for the screener at the same time.
Box-out → reaction → jump	Low stance → hip and trunk contact → drop step → reaction to ball → jump, landing, and next action.	Does contact become space rather than aimless pushing? If the landing loses control, reduce ball unpredictability and rebuild force absorption.

Table 49: Contact and shared scenarios: strength counts only when it remains available for the next basketball decision. — I

Scenario	Body from A to B	Question and game check
Lateral drive → contact → finish	Change of direction → horizontal impulse → contact with trunk control → single- or double-leg finish.	Can the player retain the pathway to the basket when a partner adds contact? If not, change the angle or contact quality before increasing speed.
Pick → short roll → pass	Screen contact → release → short roll → body control at reception → pass, finish, or new positioning.	Can the frontcourt player see the defence's next response while remaining organised in support? A precise pass matters only when feet and trunk are ready for it.
Close-out → reaction → defensive rotation	Lateral space closure → braking → visual reading → rotation or return to a new stance.	Can the player recover defensive responsibility after the first exit? The coach measures next-action quality, not only the speed of the first close-out.

Table 50: Contact and shared scenarios: strength counts only when it remains available for the next basketball decision. — II

7.36.3 Same Position, Different Physical Emphasis

Position	Shared demand	How playing style changes the task
Shooting guard	Cut, reception at speed, shot or drive, and lateral recovery.	A catch-and-shoot profile needs a stable stop and rapid reception; a slash profile needs a drive pathway and contact control; a 3&D profile needs space closure, return to stance, and a shot from organised balance.
Wing	Transition, duel, change of direction, take-off, and defensive help.	A point-forward receives more ball decisions and passing from contact; a wing shooter needs precise exit and reception; a mid-range creator needs braking, pivoting, and space control before the shot.
Power forward	Contact, box-out, screen, first step, and vertical control.	A low-post profile emphasises base and pivot; a face-up profile change of direction and drive; a stretch profile cut, stop, and shot with recovery to defence.
Centre	Post-up, screen, jump in traffic, and defensive recovery.	A low-post anchor works on contact and finishing; a face-up centre on rhythm and decision facing the basket; a defensive centre on lateral exit, box-out, help, and reaction to the ball.

Table 51: Playing profile changes the emphasis without breaking the shared positional foundation.

7.36.4 Regression Rule: An Error Is Information, Not Punishment

When a scenario breaks down, the coach does not automatically add another set, but chooses the smallest change that makes quality visible again. If the decision

is wrong, reduce the number of information sources. If body position breaks down, shorten the pathway or restore a known angle. If contact is excessive, agree its level. If fatigue removes the meaning of the action, end that demand and protect the next session. Correction therefore stays inside the game, while the player does not become a servant of the task.

AI Recommendation

AI can propose variations of the same block when equipment, schedule or an individual limitation does not allow the original exercise. A good proposal preserves function: if a trap-bar jump is not appropriate, the aim of rapid force creation should remain; if partner pushing is not safe, a controlled contact pattern should remain. The coach assesses safety, technique and transfer before a change enters training.

7.37 Conclusion

Position-specific blocks are valuable because they offer a starting form, not because they promise a finished programme. Their true strength is giving the coach a language for connecting exercise, function and basketball action. In that language, set number and loading percentage are not the goal; they are variables that serve the player and task.

The author's manuscript provides clear examples: a guard works on lunge and stabilisation, explosive exit, trunk and shoulder-girdle work; a wing combines single-leg control, pushes, contact work and rotational stability; a centre develops hip control, paused squatting, work through contact and post-landing stabilisation. These examples remain useful because they connect to the game. In the final edition, their sets, percentages and rest periods are not treated as general norms. They are an example block adapted to readiness, skill, schedule and season phase. The same exercise can have a different function in two players: pattern teaching for one, strength development for another and maintenance without greater fatigue for a third.

Profile	Example block entry	Example main task	Example transfer
Guard / creator	Lunge with trunk and foot control; lateral activation.	Fast exit from a loaded but controlled pattern; shoulder and trunk work.	Short start, rhythm change, pass or shot after exit.
Wing / hybrid	Single-leg hip hinge, asymmetry control, hip activation.	Push or sled work, step-up / lunge and contact work.	Close-out, running jump, transition with a task change.
Frontcourt player	Band walk, lunge, squat with trunk control.	Lower-body and upper-body strength with a clear contact task.	Box-out, second jump, landing in traffic, recovery to defence.

Table 52: Working matrix: Example blocks: logic, not a fixed table.

A frontcourt box-out is not pushing without purpose. It organises support, hip, trunk, and shoulder girdle to preserve space between opponent and ball, then opens a second jump, secure landing, or first step into recovery. The coach first looks for a low, stable position and controlled contact, then adds a greater duel or faster continuation.



Figure 31: Frontcourt box-out: support, hip, trunk, and shoulder girdle preserve space before the second jump, secure landing, or recovery to defence.

7.38 Special Preparation and Situational Preparation

Special physical preparation starts from **position**: what a guard, wing, or frontcourt player regularly has to tolerate and perform. Situational physical preparation goes one step further: it starts from **how the individual player performs that position**. A power forward who creates space through shooting,

another player in the same position who lives through contact in the paint, and a player who most often attacks off the drive do not solve the same problem, even if the roster uses the same label.

Position

Coaching question: which actions and contacts repeat most often in this role?

Physical translation: shared foundation profile — stance, first step, contact, landing, movement, and recovery.

Actual playing role

Coaching question: how does this player create an advantage or protect the team?

Physical translation: individual emphasis — shooting exit, space control, contact, drive, help, or recovery.

Team tactics

Coaching question: what do offence and defence require in the next phase or against this opponent?

Physical translation: tasks with ball, signal, partner, space, and direction that transfer physical quality into decision-making.

Availability and minutes

Coaching question: how much real stimulus does the player already receive through games?

Physical translation: differentiated dose — maintenance, supplementation, teaching, or recovery.

Position cards 32: Special and situational preparation: from role to physical decision.

The practical route is not “from exercise to game,” but the reverse. The coach first describes the technical-tactical task, then identifies the movement, contact, or decision that limits it, and only then chooses the physical content. If a wing arrives late to close out a shooter, the cause may not be general speed: it may be the first foot position, braking, visual focus, lateral control, or decision quality after help. The exercise comes at the end of that chain.

7.38.1 Coach Goran’s Working Logic: Position Is Not Enough

The development of basketball and the diversity of players have multiplied the five basic positions. Versatility has therefore created the need for situational physical preparation. Special preparation refers to position; situational preparation refers to the way a basketball player performs that position. A player at the

four can be a high wing who plays closer to or farther from the basket. Depending on distance, mobility, accuracy, time spent at a second position, and physical characteristics, the relationship between special and situational preparation will not be the same.

A quick, accurate shooting four cannot be trained in the same way as a less accurate shooter who is exceptionally strong and resourceful in the paint. Neither can that player be trained like a four whose main quality is penetration, even though all are listed under the same label. The way a player actually plays determines the relationship between these two forms of preparation.

A second criterion is versatility. Some players can play multiple positions—not as successfully as their primary position, but enough for a tactical idea or shortage in the roster to dictate minutes in another role. The speed of modern basketball opens different formations and multiple uses of the same player. This is why, from the second or third microcycle, the proportion of the most important parts of physical preparation should rise: so that a player can move from point A to point B more quickly and fulfil the required technical-tactical task with greater quality.

Basketball is a game in one direction but with two responsibilities: offence and defence. That is another criterion for differentiation. A high-level attacker is not trained in the same way as a player whose defensive tasks are the priority. A chain is only as strong as its weakest link: all twelve players need to be prepared, but minutes are not distributed equally. Players who play fewer minutes are often more motivated to train; special and situational preparation can occupy more space for them because their lower game minutes are the opposite of their training minutes.

Connecting individual technique with physical preparation accelerates basketball development. Without that connection, we can have an excellent performer of technical skills—an anthropomotorically capable player—who can apply almost none of it in collective tactics or a game. It is easy to say that a player “has a problem in the head.” Often the player does not: we have simply failed to connect what the player is, can do, and wants to do with appropriate training. Why did a player miss an easy shot, make a wrong pass, or commit an individual error? Body position may have been wrong, capacity within the kinetic chain may have been greater or lower, and there are many reasons. Nobody is perfect; every player has stronger and weaker characteristics. Connecting individual technique

and physical preparation cannot erase everything, but appropriate muscular stimulus can support faster learning and easier automation of movement. Some muscles need more strength, while others—through volume or relationship—can reduce technical quality. This is the task of situational physical preparation: analyse **how and why** a player performs the basketball actions that make that player different from others in the same position, then direct training accordingly. Often the decisive factor is not strength, speed, and endurance alone, but the relationship between flexibility and coordination. Flexibility improves through active mobility; in season, coordination can be developed through finishes different from the usual pattern—finishing with the weaker hand on both sides, working on the other basket, and many other combinations that enrich basketball motor intelligence.

The only true limiting factor in situational physical preparation is time. Except in clubs that retain players through two full macrocycles, it is not possible in one season to build a complete body and prepare it fully for the intended role. Situational physical preparation is therefore planned backwards—not from the date, but from the technical-tactical task.

7.39 Concrete Position Models: a Test Does Not Prescribe an Exercise; It Opens a Question

The following examples retain the logic of the author's working tables. A test number has no meaning on its own. It becomes useful only when connected with video, the player's role and the point at which the action breaks down. A corrective block is therefore not a punishment for a "poor result", but a controlled attempt to change a limitation that has basketball meaning.

Profile and signal	Question it opens	Possible corrective block	Transfer check
Point guard: weaker lateral change of direction in the 5-10-5 test	Is the limitation in foot position, braking, re- acceleration or reading a signal?	Lateral shuffle → mirror reaction to partner or signal → change of direction with controlled resistance.	Does the player take stance earlier and remain organised when changing direction with the ball or defending the ball? After contact, does
Point guard: loss of balance under pressure	Does contact disrupt trunk, hip, support foot or the decision after contact?	Brief stance duel → trunk isometric work with rotational challenge → exit from contact into a pass or shot.	the player retain visual focus, ball control and the next decision?
Wing: unstable landing after take-off	Do knee, hip and trunk organise when absorbing force?	Controlled single- or double-leg landing → position hold → second jump or finish.	Can the wing land, remain stable and continue the action without losing knee alignment?

Table 53: Position models turn a result and an observation into a verifiable block of work. — I

Profile and signal	Question it opens	Possible corrective block	Transfer check
Wing: slower decision-making from running	Is the issue approach speed, braking, visual information or the pass-versus-shot choice?	Sprint → change of direction → signal for pass or shot; later add a partner and appropriate fatigue.	Does the decision remain correct when direction, space or defensive pressure changes?
Frontcourt player: weak contact in close-out	Is the player late in the first step, losing stance in contact or unable to brake?	Controlled sled or partner push → first step → close-out and return to defensive stance.	Can the player close space without over-running and return to the next action?
Frontcourt player: weaker jump from a static position	Is the primary limitation force from position, coordination of arms and trunk, or landing absorption?	Countermovement jump with controlled arms → squat jump with small external demand → second jump in the paint.	Do jump height and speed of the second effort appear in box-out, rebounding or a close finish?

Table 54: Position models turn a result and an observation into a verifiable block of work. — II

A point guard, wing and frontcourt player can perform the same exercise family, but the question the exercise answers differs. A mirror drill for a guard can check reactivity and lateral organisation; for a wing it can become space control before a close-out; for a frontcourt player it can prepare the first step out of the paint. The exercise name is therefore not enough. The coach records the aim, quality criterion and next basketball task.

7.40 Same Position, Shared Foundation, Different Advantage

Three players in the same position can begin preparation in very similar ways. All must share the language of stance, braking, contact, rhythm change, and recovery into defence. That shared foundation saves time, supports organisation, and prevents individualisation from becoming three disconnected programmes.

The difference begins when the coach asks not only **which position the player covers**, but **how that player helps the team win an action**.

In the competitive period, an individual emphasis need not be large to be decisive. A player who creates value through shooting needs an exit into the preferred zone and a stable catch; a player who creates an advantage off the drive needs a first step, braking, and the next decision; a player who works through the paint needs contact, a second jump, and recovery to stance. The same training tool may remain in use, but its reason, direction, and basketball finish are no longer the same.

7.41 Five Positions, More Than One Way to Play

A point guard can be a quick, low explosive player who pushes the tempo, but can also be a rhythm controller, a shooter who often plays from the second dribble, or a player whose left hand creates an asymmetric orientation of play. For the quick point guard, reactive strength, change of direction, and acceleration take priority. For the rhythm controller, endurance and visual decision-making have a greater place. For the shooting point guard, balance at high speed and the stop-pull-up matter; for the left-handed player, lateral processing and reaction from the opposite angle matter.

A shooting guard can be a catch-and-shoot player, a slash attacker, or a 3&D player. The catch-and-shoot guard needs rapid foot placement, response to a short cue, and trunk stabilisation before the shot. The slash attacker needs strength into the drive, change of direction toward the basket, and lateral control. The 3&D profile carries a different combination: lateral endurance, close-out, recovery, and a calm enough balance for the open shot to remain accurate. The same position title does not solve the question of physical demand.

A wing can be a point-forward who creates through dribble and pass, a wing shooter who lives from transition or the cut, or a mid-range creator who uses pivot, pull-back, and dribble play. The first especially needs reactivity and stability in ball handling, the second stop balance, change of direction, and visual control, and the third balance, pivot, and explosiveness. The coach does not merely select an exercise; the coach selects which quality change must remain when the player receives the ball at the end of the route.

A power forward can be a low-post player, a face-up four, or a stretch four. The low-post profile develops strength, stability, and control through contact, pivot,

and finishing. The face-up profile requires an advantage created by change of direction, acceleration, and balance in the first step. The stretch four must preserve an outside shot through contact and stopping control. Each of these profiles includes duel, screen, and box-out, but not in the same order or for the same reason.

A centre can be a low-post anchor, a face-up centre, or a defensive centre. The low-post anchor works with the back to the basket, duel, and physical battle; the position must preserve strength, stability, and balance. The face-up centre must brake, shoot, or attack from a different angle without losing stance. The defensive centre combines block, close-out, box-out, and help; lateral strength and a fast reactive jump are parts of the same defensive responsibility.

Player in the same position	Shared foundation	Small situational emphasis	Check in the actual role
Wing who finishes through shooting	Stance, braking, foot control, landing, and shared recovery rules.	Exit from a screen or corner relocation → balanced catch → shot or next pass.	After movement, does the player reach the preferred zone without an extra step and retain the available choice?
Wing who creates off the drive	The same base of stance, lateral work, and contact control.	First step toward strong and weak side → rhythm change → finish or pass out of help.	Can the player gain space without losing body organisation when first contact appears?
Wing who plays through contact	The same base of support, trunk control, braking, and recovery into defence.	Early contact → gain space → box-out, second jump, or return to stance.	Does contact preserve the player's position, or move the player away from the next action?
Player with fewer minutes	The shared foundation remains part of team work and protects readiness for the system.	A short, deliberately selected supplementary block for the role the player must perform on entering the game.	Does the addition increase readiness for the real role rather than create new fatigue without transfer?

Table 55: Individualisation does not break shared work: it changes the reason and finish of the same pathway.

Minutes further change the decision. A player who receives a large real stimulus in games does not need the same addition as a player outside the rotation, but neither player should disappear from the shared system. The coach therefore does not copy a percentage from someone else's plan. The coach records the

actual stimulus, tactical role, and one next priority, then chooses maintenance, recovery, or a short targeted addition.

7.42 Monocycle: A Small Block with One Clear Reason

In this edition, a monocycle means a short connected unit within the microcycle that carries one dominant task. It may last part of a session, one session, or several connected sessions. It does not introduce a new theoretical label; it simply helps the coach retain focus when the schedule is congested.

Step	Player example	Coaching evidence
Tactical task	Switch, help, and recovery toward the shooter.	It is clear when and where the action appears in the game.
Physical limitation	First lateral step, braking on exit, and return to stance.	Video or a task shows that this exact part interrupts the action.
Short block	Lateral-support control → reactive change of direction → close-out with a signal.	Quality remains visible while only one variable changes.
Return to game	The same task in a tactical situation and under appropriate pressure.	The player solves the action more often or with better quality, not merely performs an exercise more neatly.

Table 56: A situational block begins with a tactical task and ends with a check in the game.

7.42.1 Concrete Transition Monocycles: From Movement Path to Action

The following models retain the practical logic of the author's transition exercises. They do not prescribe repetitions or running distance because those depend on season phase, minutes, space, and execution quality. Their value lies in sequence: the player first organises the movement path, then receives a ball or partner, and only then a defender, contact, or decision. In every variation, the coach asks what happens to the body between point A and point B, not simply whether the player reaches the finish.

Profile	Basic movement path	Task progression	Basketball check
Point guard / organiser	Ball reception → organised dribble → pass → sprint to the opposite corner → controlled return to stance.	First without defence; then add rhythm change and ball on return; finally a partner selects angle, pass timing, or the next signal.	Is triple-threat position clear, is the first step sharp, and is the transfer from pass to sprint organised without losing ball control?
Shooting guard / wing	Exit to corner or cone → rhythm change or brief hops → open toward basket → return to defensive stance.	First without ball; then reception and shot or drive; finally a late partner signal or defender determines the choice.	Does the player slow and accelerate at the right moment, receive ready to act, and return to stance without crossing steps?
Frontcourt player	Establish position → low-ball reception or simulated contact → brief take-off or tip-in → return to the next task.	First timing without contact; then agreed contact; finally finish under the rim, second jump, or recovery into defence.	Does the player move quickly from contact to finish, control the landing, and remain ready for the next action?

Table 57: Transition monocycles: a movement path becomes useful only when it transfers into timely action.

The coach can divide the same task into three levels. **Level 1** protects teaching: known direction, less information, and room for correction. **Level 2** adds ball, rhythm, or partner while retaining clear intent. **Level 3** adds defence, contact, or a choice that makes sense for the real game. If level 3 hides body position, returning to level 2 is not failure; it is the way to make quality visible again.

Collective and individual work do not exclude one another. Most of a team can often train a similar foundation while a smaller portion adapts to role, skill, minutes, and limitation. What matters is that the difference can be explained: every individual addition must connect to the next court action.

7.43 Preparatory Group: Shared Foundation, Individual Correction

Two players in the same position can begin in the same working group, but they do not need the same final task. Preparation provides an opportunity to teach a shared foundation — warm-up rhythm, stance, foot contact, braking, contact, and the language of correction — while the individual priority is selected from testing, video, training history, and actual playing role. The group remains organised, and the coach does not lose the person behind the position label.

Preparatory working group	Shared foundation	Signal for individual correction	Small adjustment without splitting the group
Guards and creators	Stance, first step, braking, lateral recovery, and decision after ball reception.	One player is late on the initial exit; another loses control while braking or in contact.	Both perform the same cue-based task; the first receives a shorter exit and acceleration, the second additional stop-re-acceleration work or trunk stabilisation.
Shooting guards and wings	Transition, rhythm change, landing, close-out, and a reception ready for shot or drive.	One player has good take-off but unstable landing; another controls landing but is late on a lateral exit.	The shared sequence is exit-reception-recovery; the first receives a clearer stick and second jump, the second a reactive cue for the close-out angle.
Power forwards and centres	Contact, low support, box-out, first step from congestion, and recovery into defence.	One player loses position in contact; another exits contact but is late on the second effort.	Both use the same contact pattern; the first receives hip and trunk stability, the second contact-take-off-landing with a rapid continuation of action.

Table 58: The position group protects organisation; the individual signal determines the final work detail.

7.44 Four Steps So the Same Group Does Not Become the Same Programme

In preparation, the coach can use a simple working rhythm. First, the group learns the same basic pattern so everyone understands the language of stance, foot contact, and breathing. Next comes the shared positional quality: for example, lateral exit for guards or contact-take-off for frontcourt players. The third step is a small individual addition that addresses only one clear limitation. The final step is the same basketball check for everyone: play or task must show whether the difference trained actually matters.

Step	Question for the staff	Decision kept in the record
Shared foundation	Which pattern must every player in this group learn or restore?	One basic task and a quality criterion that everyone understands.
Positional demand	Which action must this group repeat most often in our game system?	A shared sequence of movement, contact, ball, or decision.
Individual signal	Where does this player's pattern break down, or where can they create greater advantage?	One brief variation, regression, or addition — not a completely different session.
Transfer check	Did the change appear when play, pressure, or partner returned?	Continue, simplify, or change the hypothesis for the next block.

Table 59: Four steps protect collective work while preserving room for a checkable individual decision.

This model also protects against the opposite extreme: turning every player immediately into a separate project that cannot be managed. Individualisation is not the greatest possible number of different exercises. It is the smallest change with a clear reason, one that can be monitored and returns to shared play.

7.45 Shared foundation and situational adjustment

Special preparation starts with the position, while situational preparation starts with how a particular player actually plays that position. Two power forwards may have similar height and the same basic team task, yet one may create

advantage through shooting in space, another through post contact, and a third through a face-up first step. A shared base saves time; a small situational adjustment protects what makes each player useful.

Layer of work	What remains shared	What changes for the player's situation
Shared foundation	Stance, support, braking, basic contact, trunk strength, active mobility, and the most common team action for that position.	Not every exercise changes; only the start position, range, direction, or finish changes when a player needs a different entry into the same action.
Positional demand	The guard, wing, or frontcourt role in the system: exit, help, box-out, recovery, reception, or finish.	Emphasis shifts to the player's real responsibility: shot after movement, low-post contact, face-up exit, drop coverage, or transition.
Situational adjustment	One quality the staff wants to protect or develop in the next microcycle.	One added decision after a familiar action: weaker side, late cue, pass out of help, second jump, recovery after a shot, or role change.
Minutes and schedule	The team structure and the day's main tactical intention.	A player with fewer minutes can receive a purposeful extra stimulus; a heavily used player keeps sharpness through a shorter, high-quality version of the same pattern.

Table 60: A shared foundation saves time, while a small situational adjustment turns position work into actual preparation for a player's game style.

7.46 Backward planning from the basketball action

A situational block does not begin with an exercise name or a date in the calendar. It begins with the final court action the team wants: a shot from an exit, a post-up finish, a controlled close-out, pick-and-roll help, a second jump,

or recovery after a turnover. The coach then works backward: which decision precedes the finish, which movement opens space, which support and contact preserve quality, and which smallest version the player must first master.

Desired court action	Question that takes the coach backward	First physical bridge
Shot from a cut or screen	Can the player change rhythm, brake, and receive the ball without losing balance?	Foot rhythm → known cut → stop control → reception, then only later a shot and late cue.
Close-out and the next drive	Can the player brake, remain low, and re-accelerate when the shooter attacks the closed space?	Lateral exit → controlled brake → one reactive direction → attack into space or return to stance.
Post-up, pivot, and finish	Does the player retain space, vision, and support when contact changes the planned side?	Stable contact → pivot to a known side → ball protection → one new decision before a finish or pass.
Pick-and-roll defence and recovery	Is the limitation in first step, body angle, contact, or reading the cue?	Known defensive exit → clear rotation → return to contact, then only later a late cue or ball.

Table 61: Backward planning keeps physical preparation inside a concrete tactical-technical action.

7.47 Body segments without isolating the game

Foot, lower leg, knee, hip, trunk, shoulder and hand can require particular work. The author's manuscript correctly connects the foot to the beginning of the kinetic chain, the lower leg to reactive take-off, the hip to position and force transfer, and the trunk to organisation of contact and movement. Local work, however, must have a path back to the whole.

For example, foot control can begin with slow work and progress into landing or change of direction. Shoulder strength can begin with pushing or pulling and progress into contact, passing or shooting under pressure. The trunk can train

anti-rotation, but its real check comes when a player changes direction, receives contact or retains position with the ball.

7.48 How position changes through the season

The preparatory period offers more time for teaching, a broader foundation and clearer developmental blocks. During the competitive period, position-specific work more often becomes a short, high-quality dose that maintains what the player uses. When the schedule becomes congested, role, minutes and recovery may matter more than the pre-planned session.

A systematic review of resistance training in elite athletes supports individualisation of method selection and aim, while research in basketball preparation shows that the periodisation scheme alone does not create the same response in every player [1, 2]. This is why a position-specific block is never a finished formula.

AI Recommendation

AI can help combine position, role, minutes, tests, video tags, response to load and the priority of the next block for each player. The most useful output is not an automatic programme, but a clear individual file that the staff can review and challenge. AI proposes options; the coach chooses the aim and limits.

Coach's Note

A player is not a “guard programme” or a “centre programme”. The player is a basketball athlete with a position, current role, history, strengths, limitations and next task. Position helps start the conversation; the individual response shows where the work actually goes.

7.49 Conclusion

Position-specific training is valuable when it respects game demands, but becomes premium when it connects them to the actual human being. Guards, wings and frontcourt players carry different work patterns, but every player deserves a programme that adapts to role, readiness, schedule and response to training. Position gives direction; assessment and the coach's decision give content.

8 One Exercise Through a Real Microcycle

8.1 The Monocycle: The Smallest Unit That Preserves Basketball Meaning

A monocycle is not another name for a pre-filled day. It is the smallest connected unit in which the coach holds one clear intention, sees the player's response, and changes the next step before a small error becomes a habit. Most often, it fits into one training day. When the same intention is deliberately continued across two or three linked meetings, it is an **extended monocycle** and is recorded as such.

Coach Goran defines the monocycle in practice as a **training day**. No plan has ever been completed without error and at one hundred percent. That is precisely why monocycles are such a useful tool in planning and programming: they approach microcycles in task and duration, but give the coach the right to see, correct, and continue before a small error becomes a large one.

It is better to correct and maintain than to correct constantly. Then corrections remain a smaller share of the work serving the main aim of the plan, rather than becoming the plan itself. A player will always do less well what the player cannot yet do, but bringing that quality to a respectable level allows a good quality to rise even higher. This is why the question "if the player cannot do it, why not?" receives a practical answer inside the monocycle.

Special physical preparation first organises players through position and shared role. Situational physical preparation asks the next question: **how does this player actually play that role?** Two wings may begin from the same foundation, yet one needs a cleaner exit to a shot, another contact and a second jump, and a third recovery to defence after a drive. The shared foundation preserves team organisation; the small variable preserves the real player.

Monocycle step	What the coach reads	The next practical decision
Basketball action	Receiving the ball, first step, coming off a screen, close-out, contact under the basket, or recovery to defence.	Select one recognisable action, rather than a general ability label.
Quality observation	Foot position, rhythm, vision, trunk, braking, decision timing, contact, and finish.	Separate what is visible from the assumption about why it happened.
Limitation with priority	For example: a delayed exit, loss of balance, poor ball reception, excessive time in contact, or a quality drop when changing side.	Select one reason for work; record the rest instead of attempting to solve everything in one day.
One variable	Side, cue, angle, space, ball, contact, speed, equipment, or an easier variation.	Change only what provides new information; do not add several obstacles at once.
Return to the action	The same basketball aim with a small change in conditions.	Check whether the quality change appears in play, not only in an isolated exercise.

Table 62: The monocycle leads from a real basketball action to one correction and immediately returns it to action.

8.2 The Same Task across Three Development Levels

A good monocycle does not change the exercise every time an error appears. The same movement pathway can progress through teaching, automation, and dynamic stereotype. The coach changes only the complexity of information that the player must organise. A cone, ladder, hexagon, ball, or defensive player is therefore not programme decoration; it is a tool introduced only when the preceding form has quality.

Level	What remains the same	What changes and what is checked
Teaching	The basic movement line and desired body position: reception, first step, rhythm change, braking, and recovery.	No unnecessary pressure. Check whether the player understands the pathway, preserves support, and can slow down without the pattern breaking down.
Automation	The same pathway and the same action aim.	Add a ball, cue, second side, or small piece of equipment. Check whether quality remains when the player no longer thinks only about body position.
Dynamic stereotype	The same pathway recognisable in a tactical task.	Add a partner, limited contact, or a pass-shot-drive decision. Check whether the player recognises the moment without losing support, rhythm, and the next action.

Table 63: Progression does not occur because an exercise becomes more complex; it occurs because the same pattern remains high quality under new information. For a perimeter player, the opening action may be ball reception, a first dribble, and an exit to the corner. The coach then observes whether the player remains ready for the next decision, reaches full speed at the right moment, and can change side without slowing before the ball arrives. For an interior player, the same logic may begin with gaining position, contact, receiving a low ball, and a quick finish. The difference is not that one player receives “physical” training and the other “basketball” training; both receive a basketball task through which the body must learn better organisation.

AI Recommendation

When a note says that a player is “slow” or “clumsy,” do not ask AI for a new label or an exercise list. Ask it to separate the visible moment: where in the action the player is late, what the body does immediately beforehand, which one variable can be simplified, and how the coach will check the change in the next basketball task.

The monocycle is therefore not a small schedule that must be completed perfectly. It is a tool for keeping the plan alive: the coach maintains what already works, corrects only what has priority, and returns the player to the team with a clearer ability to solve the next action.

8.3 Introduction: prepare the next demand

The introductory section is not merely a series of exercises repeated until the team “sweats”. Its role is to prepare body and attention for the main task. It can include general warm-up, active mobility, foot and trunk control, coordination, brief speed work or progressive introduction of the ball.

Sequence depends on what comes next. If the main task requires acceleration and change of direction, the introduction must prepare position, rhythm and progressive speed. If the aim is strength or teaching a new pattern, the introduction must demonstrate necessary positions and give the player enough quality attempts before greater demand. Dynamic stretching and active mobility make sense when they lead into the next movement, not when they exist as routine without purpose.

8.4 Main section: one dominant problem

A good main section does not try to solve everything. It selects the dominant problem of the day and organises physical, technical and tactical content around it. If acceleration is the aim, the coach selects how many fast attempts the player can complete with quality, not how many times the player can look fatigued. If the aim is strength through contact, the coach connects pattern, appropriate dose and basketball transfer. If the aim is a tactical principle, physical loading must support learning rather than hide it.

Session section	Question that needs an answer	Sign of quality
Introduction	For which movement, intensity and attention are we preparing the player?	The player progressively enters the required position and rhythm.
Main task	Which one problem are we solving today?	Demand is clear, repeatable and difficult enough without losing meaning.
Transfer	How does the physical quality appear in a basketball action?	The player uses capacity in speed, change of direction, contact, ball work or decision.
Finish	What should remain from today's work?	Settling, brief correction, feedback and the next step are clear.

Table 64: Working matrix: Main section: one dominant problem.

8.5 Dosing: finish while the aim still exists

The greatest error in group work is replacing the aim with exhaustion. When speed drops, landing becomes disorganised, decision-making breaks down or technique no longer represents what is being trained, the coach must decide: extend recovery, change the demand, reduce repetitions or finish the block? Continuing without reason may increase total fatigue without creating the intended development.

This does not mean training must be easy. A hard session has a clear cost and a clear reason. The player knows why the work is done, the coach knows what is being monitored and the staff knows what must recover or be corrected the next day.

8.6 Progression and stepping back

Every task should have a way to become more demanding and a way to become simpler. Progression can change only one element: speed, direction, distance,

number of decisions, contact, ball, surface, time or work on the weaker side. Stepping back is also a coaching decision, not failure. If a player cannot retain position under the new demand, the coach reduces complexity until useful information and quality return, then builds the task again.

If we want...	We can increase demand through...	We can simplify through...
Better control	Single-leg support, less space, a signal or ball.	Stable surface, slower rhythm, more time for organisation.
Greater speed	Shorter response to a signal, start from different positions, time constraint.	Shorter distance, longer rest, known direction in advance.
Better transfer	Contact, partner, defensive decision, basketball finish.	Separate the basic physical pattern from a complex game situation.
Greater repeatability	More quality sets while preserving the criterion.	Fewer repetitions, better organisation of work and rest.

Table 65: Progression and regression change demand but preserve exercise purpose.

8.7 Example: a Double Training Day at the Start of Preparation

The following model translates the author's description of an early preparatory day into a clear working logic. It is not a template to copy without checking and does not mean every team should train twice in one day. Its value lies in sequence: players first learn a shared rhythm and basic patterns, then connect them with strength, a basketball task and recovery. If quality or recovery is insufficient, the coach shortens, simplifies or changes the second session.

Part of the day	Dominant aim	Possible content	What the coach monitors
Morning introduction	Prepare movement and attention.	Easy movement, active mobility, corrective positions, low jumps, lateral steps and brief progressive accelerations.	Can the player take position, change rhythm and accelerate without rushing or pain?
Morning main section	Introduce game demand without excessive physical debt.	A lower-intensity technical-tactical task followed by selected strength work through basic patterns and controlled sets.	Does technique remain readable; does loading fit the level of instruction; can groups be organised without waiting?
Finish and interval	Reduce demand and create space for recovery.	Easy run-out, stretching, rehydration, meal and a calm interval between sessions.	Is the next session justified by the player's status rather than the timetable alone?
Evening introduction	Refresh the pattern without overloading players with new information.	Coordination, balance, brief accelerations and one or two clearly demonstrated equipment variations.	Who can still manage a more complex demand, and who needs a more stable or shorter version?
Evening main section	Connect physical preparation to the basketball task.	Combined work with ball, light to moderate implements, step rhythm, trunk control, contact or an action finish.	Does equipment serve the aim or merely add complexity; does quality transfer into the action?
End of the day	Return the body and information to the next plan.	Cool-down, individual or partner mobility work and a brief note on the	Which one correction, addition or reduction is truly

Table 66: A double-day model in the early preparation phase: teaching connection and

In the morning introduction, speed is not pursued through exhaustion. A few short attempts can prepare start, rhythm and position for the main content; when speed drops, recovery, the number of attempts or the aim itself changes. In the first part of preparation, strength work may begin with dumbbells, kettlebells, medicine balls, plates or an unloaded bar, but as instruction in basic patterns — not as a race for early weight. The coach first groups players by instruction level and movement quality, then progressively adds load.

The weight room, court and outdoor space are not three unrelated sessions. When they are used on the same day, each has a different role: the weight room offers controlled work on a strength pattern, the court supplies basketball context, and open space can be used for greater distance, rhythm, foot work and running only when surface and player status allow it. The coach does not ask for perfection under fatigue; the coach asks for a sufficiently clear pattern so correction remains possible and risk does not rise.

The interval between two sessions must be a real recovery period, not merely a change of venue. Rehydration, a meal, rest, practical commitments and brief feedback are part of total dose. If the second session is only a continuation of morning fatigue, its content is simplified. In season, this logic is usually condensed into shorter blocks before or after basketball work because the competition calendar requires physical preparation to serve the game.

8.8 Four Session Models: Strength, Contact, Decision, and Recovery

The following models come from the practical blocks in the manuscript. Their purpose is not to give the coach four mandatory circuits, but to show how the dominant aim of a day can be organised around a small number of clear tasks. Every model receives an easier version, a quality criterion, and a reason to shorten. That matters more than completing stations at any cost.

8.8.1 Model 1 — Functional Strength with Proprioceptive Interruptions

This model connects unilateral strength, horizontal force, stable landing, and force transfer through the trunk. It can be part of the foundation period, but also a brief in-season addition when the team needs a quality strength reminder without a large energetic cost. Implements are not a condition for good work;

they are selected only when the player can already organise the body without them.

Station	Basic intent	Easier → harder version	Quality criterion
Unilateral lunge	Foot, knee, pelvis, and trunk work as one unit.	Bodyweight or support → kettlebell in goblet or suitcase position → brief reaction or transfer to a first step.	Knee follows foot, pelvis stays quiet, and the load does not pull the trunk sideways.
Horizontal drive	Force travels forward from foot and hip through a firm trunk.	Wall lean → empty sled over a short path → controlled loaded sled with full rest.	Short step rhythm, stable body angle, no low-back flexion or hip drop.
Controlled landing	Accept force and prepare the body for the next movement.	Low landing and stabilisation → small jump with hold → landing with a simple lateral or visual demand.	Quiet contact, stable foot-knee-hip axis, and ability to describe the sensation immediately.
Medicine ball from stance	Transfer force from foot through trunk to arms without loss of control.	Short push from static stance → rotational pass → catch, first step, or signal.	Ribs remain above pelvis, scapulae are organised, and return to stance is quiet.

Table 67: Functional strength: an implement amplifies a pattern only after the pattern exists.

Dose management. In the introductory phase, select one or two stations without explosive demand or lines of waiting players. In the foundation period, the model may include more quality rounds and full recovery. In the specific period, the same strength work gains a ball, signal, or exit into a basketball task. In the competitive period, retain only the most useful reminder: several well-executed attempts, never a weight-room endurance test.

8.8.2 Model 2 — Strength in Contact and Partner Work

Contact is not introduced by simply having two players push one another. Good partner work defines space, direction, permitted resistance, and the task that a player must retain. This allows the coach to develop strength in close-out, box-out, drive, or defence without turning work into a disorganised duel.

Task	What is learned	Progression	Stop when...
Controlled squat push	Retaining base, trunk, and gaze under outside resistance.	Agreed light resistance → brief push and return → transfer to close-out or box-out stance.	Resistance moves the player beyond support, knee loses line, or partners can no longer control rhythm.
Lateral contest for space	Abductors, adductors, and trunk retain position during lateral contact.	Lateral tracking without touch → palm on shoulder or trunk with agreed pressure → exit on signal.	Contact becomes impact, steps cross without control, or pelvic axis is lost.
Reactive pass from stable stance	The body remains ready while attention tracks ball, partner, and direction.	Quiet pass and catch → rotational pass → partner signal and next step.	Catch breaks stance, shoulder takes over movement, or speed hides passing quality.
Brief sprint on partner movement	Reading intention and taking the first step without guessing.	Partner shows a known direction → later movement → limited space with action finish.	The player misses the signal, braking becomes risky, or fatigue erases first-step quality.

Table 68: Partner work: contact must be measurable, dosed, and connected to basketball intent.

Dose management. In preparation, collaboration and exact position are learned first. Actual resistance is added later, while the most intense variations are retained for a day when the rest of the session does not require the same neural resource. In season, one short clear contact station may be more useful than a full circuit that leaves players too fatigued for team practice.

8.8.3 Model 3 — Neuro-Intensive Work: Body and Decision in One Task

Speed under pressure does not mean adding a cognitive task to every sprint. Information must make sense for the situation: direction, colour, partner, ball, number of options, or a simple choice. When the decision itself disrupts movement mechanics, return first to a simpler physical pattern, then gradually restore information.

Task phase	Movement	Information and decision
Pattern learning	Brief sprint, jump, change of direction, or mirror movement in a known direction.	No extra decision; coach reads position and rhythm.
Adding information	Same pattern, but with enough time for a quality response.	Colour, partner direction, or ball gives one clear option.
Situational transfer	Movement enters basketball space, contact, or an action finish.	Player selects between two limited options that the coach can explain and check in advance.
Return to quality	Volume is reduced while speed and attention return in short attempts.	One simple signal serves sharpening, not mental fatigue.

Table 69: Neuro-intensive work: decision is added only when the body can retain the pattern.

8.8.4 Model 4 — Adaptive Recovery: Retain Feel, Reduce Debt

Recovery is not an empty day in which light exercises are collected at random. Its task is to reduce fatigue, restore useful movement range, retain a sense of support, and leave the player more ready for the next quality demand. It there-

fore uses calm breathing, hip and thoracic mobility, simple static trunk work, stable proprioception, and a brief flow of fundamental patterns.

Flow section	Purpose	Possible content	Coach checks
Settle breathing	Restore rhythm and position awareness.	Calm breathing in a comfortable squat or lying position, without forcing range.	Can the player breathe without tense shoulder elevation or needless urgency?
Restore movement	Open hip and thoracic areas that limit the next task.	Controlled hip mobility, thoracic rotation, low lunge, and easy bridge.	Does range return without pain, compensation, or loss of control?
Retain trunk and support	Keep a sense of stability without a large neural cost.	Brief plank, dead-bug, controlled balance on stable surface, and slow squat.	Can the player retain quiet trunk and foot without shaking or held breath?
Connect the flow	Finish with a sense of rhythm rather than added fatigue.	Brief squat → lunge → hip bridge → plank sequence at a calm pace.	Does the player finish more organised than at the start?

Table 70: Adaptive recovery: enough work to restore feel, not enough to create new debt.

8.9 Exercise as a system unit

Every exercise in the premium library receives its code, name, purpose, training phase and an easier and harder variation. In the future functional-anatomy library, this standard can bring together an exercise name, anatomy plate, possible clip, and place in the plan. This does not mean training is assembled from random cards. It means the coach can quickly select a familiar method and place it within the clear logic of the day.

A good exercise name is not enough. The card must answer: what is the aim, what is observed, what is the most common error, when is the exercise used,

how is demand increased and when does using it make no sense? In this way, the library becomes a planning tool rather than a storage room for ideas.

AI Recommendation

AI can search the library by aim, season phase, position, equipment and limitation, then assemble several proposed exercise sequences. Its most valuable function is not to “invent a session”, but to quickly show the coach relevant options and check whether aim, content and load match one another. The coach finalises the session according to the players seen that day.

Coach's Note

A good session does not look professional because it has many tools, stations or new exercises. It looks professional when every part leads to the next, the player understands the task and the coach knows at the end of the day whether the aim was achieved.

8.10 Operationalisation: How an Exercise Becomes Usable

A coach does not need to memorise every good idea. The coach needs to be able to repeat it, adapt it, and explain it. Each exercise in this book and in the future video library therefore receives a short operational card.

Field	What is recorded
Code and name	A unique identifier, names in Serbian and English, and a location in the library.
Basketball task	The action the exercise serves: reception, close-out, recovery, contact, jump, or another clearly described situation.
Physical criterion	The pattern being developed or checked: support, braking, speed, balance, contact, rhythm, or recovery.
Base version	The simplest safe form that permits learning and correction.
One progression	Only one change: direction, ball, signal, partner, space, rhythm, or contact.
Visible error	The most common error that changes the meaning of the task and the coaching cue for correction.
Next step	The basis on which the exercise is retained, simplified, progressed, or omitted.

Table 71: The operational card connects the book, the court, and the future functional-anatomy library.

Coach's Note

A course becomes useful only when the coach can say what it checks. If the answer is only "conditioning," "agility," or "to make them sweat," the task has not yet been made precise enough.

8.11 Three stations: from pattern to the next decision

The following stations are short bridges between movement pattern and final basketball action. Each begins with a controlled version and progresses by adding one variable: direction, cue, ball, partner, or decision.

8.11.1 Station A — jump, quiet landing, and the next choice

The starting version is a small vertical take-off from an organised stance, a quiet landing, and a brief hold. Maximum height is not the aim if the player cannot retain foot, knee, hip, and trunk position for the next step. A direction after

landing—reception, pass, shot, or defensive recovery—is added only after the support is organised.

Station step	What the player does	What the coach checks
Organise	Brief jump from a familiar stance, bilateral landing, and quiet gaze forward.	Quiet foot contact, knee tracks the foot, pelvis does not escape, and the trunk does not seek balance through the arms.
Hold	The landing finishes with a short control period and no next action.	Can the player accept force without collapsing position or rushing into the next movement?
Choose	One exit, reception, or short pass follows a cue.	Does control remain when information is added and does the next step begin from organised support?
Return to play	Landing after a shot, rebound, or contact moves into an agreed team action.	Does the player remain available for a second jump, recovery, or the next game solution?

Table 72: Station A develops a landing that does not end the action, but prepares the next decision.

8.11.2 Station B — sprint, brake, cue

The player exits a few metres from a low stance, brakes in a marked zone, and responds to one visual or verbal cue. Without the cue, the task teaches braking. With the cue, it links information, support, and reactive change of direction. A ball or partner comes last, not first.

Version	Task organisation	Progress only when
Known direction	Short sprint → agreed stop → change of direction at a familiar angle.	The player slows through foot and hip, retains vision, and does not fall into the next step.
One cue	The same exit, but a cue selects left or right.	Reaction does not disrupt position; the decision appears before an oversized late step.
Ball or partner	The cue is a ball, pass, partner movement, or shooter decision.	The player reads the game, not only a colour or cone; braking and exit remain high quality.
Second action	A close-out, reception, pass, or recovery follows the change of direction.	The first reactive exit leaves enough balance for the basketball finish.

Table 73: Station B leads from learned braking to reactive change of direction with a basketball reason.

8.11.3 Station C — T-cross, multi-planar control, and recovery

A T-cross is useful only when its pathway has a reason. The player changes plane, returns to support, and finishes a task the team actually uses: help, close-out, box-out, reception, or transition recovery. Adding load does not change the aim; the aim is to keep trunk, hip, and foot connected when direction changes.

Phase	Pathway	Quality criterion
Starting pattern	Frontal exit → lateral movement → controlled return to stance.	Feet do not cross unnecessarily, trunk follows direction, and the player returns ready for a new action.
Controlled complexity	One rotation, level change, or brief partner cue is added.	The player can change plane without losing support, vision, or braking.
Basketball finish	A box-out, close-out, reception, or help action follows the return.	The pathway ends in the stance and decision the team needs, not at a cone.
Regression	Less space, slower rhythm, and a known direction.	Use it as soon as speed covers control or the player can no longer receive information.

Table 74: Station C connects the T-cross pattern to a controlled return into basketball action.

Coach's Note

The stations can live in the warm-up, a short quality block, or ball work. They are not all performed on the same day. The coach selects the station that answers a concrete player or team question and stops it before quality becomes fatigue.

9 Two Real Weeks: Open Window and Dense Schedule

A microcycle is not seven empty boxes that a coach must fill. It is the time between two real points: the previous demand and the next game or important practice. Sometimes it has seven days, sometimes four, and at times it is interrupted by travel, a cup competition, or a game that changes everything. The model is therefore chosen not because it looks good in a table, but because it protects the next quality performance.

In every model, the coach first knows three things: who received a large competitive stimulus, who did not, and how many days actually exist until the next important demand. Only then are development, technique, tactics, weight-room work, speed, and recovery distributed. The same team can have a shared framework, but it does not need identical content for every player.

9.1 Model A: A Wider Window Between Games

When six or more days exist until the next game, the team usually has room for one clearer developmental stimulus. This is not permission to turn every day into a demanding day. The development window serves to improve a selected quality, while the remainder of the microcycle returns the team toward game rhythm, tactics, and freshness.

Moment	Dominant intention	Example of organisation
Day after the game	Response and differentiation according to minutes.	Easy movement, recovery, and a brief assessment; supplementary work only for players who need a stimulus.
Development window	One main physical priority connected to basketball.	Strength, speed, capacity, or pattern correction in a dose that leaves time for recovery and tactical work.
Specific day	Transfer through tactics, rhythm, contact, or a game situation.	Physical demand supports the game plan; no new complex content is introduced without a reason.
Pre-game	Freshness, rhythm, clear details, and confidence in the task.	Short high-quality reminders, activation, and a plan according to player role and availability.

Table 75: A wider microcycle allows development, but only when its relationship to the next game is clear.

If the previous game was exceptionally demanding, the development window can be moved, shortened, or replaced with controlled technique and recovery. This is not a lost microcycle. It is a decision not to spend quality the team needs later.

9.2 Model B: Games in Short Succession

When the next game is only three or four days away, time for a major developmental stimulus often does not exist. The priority then is to prepare body, attention, and tactical detail for the next task. Players with low minutes may receive supplementary work, but that work remains precise and does not disrupt the readiness of the rest of the group.

Priority	What we avoid	What we retain
Recovery and availability	Automatic identical recovery for every player or added work unrelated to minutes.	A brief daily assessment, sleep, travel, soreness, mood, and relevant feedback.
Movement sharpness	Large sprint, jump, or weight-room volume that cannot be recovered before the game.	A small number of quality accelerations, support control, braking technique, and role-specific rhythm.
Tactical clarity	Long work that fatigues attention without improving the game plan.	Brief, precise situations the player can recognise and execute under game pressure.
Travel	A ritual “run-out” without assessing conditions and the player’s actual status.	An organised transition: hydration, easy movement, or rest according to the schedule and next demand.

Table 76: In a congested schedule, we maintain what can be used rather than trying to make up what was missed in one day.

This is the moment when plan discipline becomes visible. The coach does not measure quality by how many elements were forced into three days, but by whether the team appears ready for the next game and executes what it planned.

9.3 Model C: Two Games in a Week — Preserve Tone, Do Not Chase Development

A week with games, for example Wednesday and Saturday, leaves no space for a classic development block. It requires precise management of energy, tactical clarity, and psychological focus. The role of physical preparation is to preserve movement quality, reduce unnecessary fatigue, and ensure individual needs are not lost inside the shared schedule.

The following table is a practical orientation, not a universal calendar. Subjective-effort labels only help the staff discuss the intention of each day; they do not prove that the load is automatically appropriate for every player.

Day	Dominant focus	Practical organisation	Effort orientation
Monday	Activation and preparation for game 1.	Brief technical-tactical block, controlled-dose contact, and a few individual details that support the game plan.	Moderate
Tuesday	Taper and clarity.	Dynamic warm-up, brief rhythm of basketball situations, position details, breathing, and finish while quality is fresh.	Low to moderate
Wednesday	Game 1.	Maximum performance; track minutes, significant contacts, changes in movement, and response to the game plan.	Game-level
Thursday	Recovery and corrective minimum.	Easy movement, mobility, hydration, brief individual work only where it has a clear benefit, and review of game response.	Low

Table 77: Two games in a week: daily intent protects rhythm, freshness, and tactics without trying to force development that has no space to recover. — I

Day	Dominant focus	Practical organisation	Effort orientation
Friday	Sharpness before game 2.	Brief tactical rehearsal, a few fast but high-quality attempts, and specific activation without adding new content.	Low to moderate
Saturday	Game 2.	Clear routine, tactical focus, and energy management; assessment does not stop at the score but records player response.	Game-level
Sunday	Reflection and next decision.	Subjective assessment, video tag of one quality and one weaker moment, then a brief decision for the next cycle.	Very low

Table 78: Two games in a week: daily intent protects rhythm, freshness, and tactics without trying to force development that has no space to recover. — II

Taper the day before a game is not zero work. It removes unnecessary volume but retains rhythm, footwork, breathing, communication, and a few quality attempts the player can complete confidently. If the day becomes a long rehearsal with many new rules, it reduces the clarity that must be protected. If it is completely shut down, the team may lose its sense of tempo. The right amount depends on the last game, travel, role, and individual status.

Player response after game 1	Possible minimal addition	What is checked before game 2
High minutes, high contact demand	Mobility, easy movement, breathing, trunk and foot position; only brief corrective work with a clear purpose.	Has the player regained rhythm, can stance be taken without pain, and is there a reason to reduce volume further?
Low minutes, good response	A brief supplementary block that restores what the game did not provide: a few fast attempts, strength in a controlled pattern, or situational work.	Did the addition improve quality, or did it only create fatigue that will not be recovered?
Position signal: slower close-out, late decision, or loss of balance	One role-linked correction: lateral stance, visual signal, brief mirror work, contact position, or a basketball finish.	Did the correction remain brief, readable, and relevant to the game-2 plan?
Health or travel context	Co-operation with the medical team, recovery organisation, and adaptation without trying to make up missed work.	Availability, safety, and the next realistic step.

Table 79: In a two-game week, individualisation is small, clear, and connected to the next performance.

9.4 One Shared Schedule, Different Small Priorities

In the same competition week, players do not need to receive identical additional content. The shared table protects team organisation; a small individual addition addresses the limitation that actually appears in the player's role. Such an addition is usually placed in the introduction, recovery, or a brief block before tactical work — never as a separate second session that disrupts the rhythm of a two-game week.

Profile	Signal that changes the addition	Brief targeted procedure	Place in the week
Point guard	Slow change of direction or loss of trunk control in a duel.	Lateral exit with light resistance, wall press, or anti-rotation control, then a decision with the ball.	Monday or Friday, brief and only if it does not reduce sharpness.
Shooting guard	Unstable landing or late decision after movement.	Controlled landing and single-leg balance with a pass; or visual signal, pivot and the next pass or shot.	Monday for teaching; Tuesday or Friday only as a brief reminder.
Wing	Weak lateral balance or decision-making under fatigue.	Lateral lunge with a hold, low stance, controlled lateral landing; then one pass-versus-shot decision from rhythm.	Early in the week, with reduction before the game.
Power forward	Loss of position in contact or slower visual response.	Wall press, brief resisted duel, or first hold in contact; then one clear signal for rotation or finish.	Monday or Thursday, according to minutes and shoulder-girdle status.
Centre	Instability in close-out or late switching.	Exit-stance control, trunk rotation, then two-versus-two without dribbling or a verbal rotation command.	Monday as preparation; Friday only without a new complex task.

Table 80: The microcycle protects a shared rhythm while a small position addition addresses the next achievable problem.

9.5 Model D: An Extended Microcycle

A longer interruption within the season can arise from a national-team break, league schedule, cup competition, or a change in competitive rhythm. Such a period is neither a completely new preparation phase nor an ordinary week. It is an opportunity to refresh the team, return to basic patterns, and develop a limited number of priorities that could not receive enough work in a congested schedule.

Extended-window phase	Main aim	Criterion for progressing
Return and assessment	Re-establish rhythm, check the basic pattern, and collect information on player status.	Players can work with quality under control without unnecessary fatigue.
Limited development block	Address one or two priorities through learning, strength, speed, or capacity.	Quality improves without a rise in warning signs and without losing the basketball connection.
Transition back to games	Return tactics, rhythm, specificity, and a plan for the next competition.	The team is fresher, clearer, and ready to enter the next congested schedule.

Table 81: An extended microcycle restores space for development, but does not justify a sudden increase in load.

9.6 How to Evaluate a Microcycle Before the Next One Begins

At the end of the week, the staff does not assess only whether sessions took place. It assesses whether the team received what was planned and what price it paid for it. A short shared review prevents the same fatigue, error, or unclear role from being carried into the next cycle.

Area	End-of-microcycle question	Impact on the next plan
Delivered	What was actually completed, and what was moved, shortened, or omitted?	Do not automatically repeat missed content; first establish whether it remains a priority.
Player response	Who progressed, who showed warning fatigue, and who did not receive the needed stimulus?	Adapt dose by individual or subgroup, not only by the team average.
Transfer to play	Was the microcycle aim visible in the relevant basketball action?	Retain, simplify, or connect the exercise differently to the situational task.
Next context	What do the next game, travel, minutes, and tactical plan bring?	Decide what is now protected, maintained, and where a small development window exists.

Table 82: A microcycle closes with an assessment of delivery, response, and transfer before the next plan opens.

9.7 One Note That Changes the Next Day

Every microcycle model ends with a brief record: what was planned, what was performed, what the response was, and what changes. Without that trace, the next decision often depends on an impression. With it, the coach can distinguish a day that was demanding for a reason from a day that only created fatigue.

Coach's Note

We do not evaluate a microcycle by how many training sessions it contained. We evaluate it by whether the team could use what it trained at the next demand. If the answer is “no”, the calendar, content, and dose need to be reviewed together.

10 Decision Trail: When the Plan Stays, Changes, or Stops

This appendix does not replace coaching judgement. Its purpose is to reduce improvisation in administration so more attention remains for the player and the game. The templates can be kept on paper, in a spreadsheet or in a future digital system; what matters is that they are brief, consistent and useful.

10.1 1. Individual player file

An individual player file does not need to be long. It must answer what the coach is currently developing, what is being protected and how change is checked.

Field	What is recorded	Example question
Role and context	Position, current role, minutes, season phase.	What does this player most often need to solve in the game?
Strengths	Qualities that transfer to the court.	Which pattern should be protected and used?
Limitations	The most important link, not a list of every weakness.	What currently most prevents a quality action?
Block priority	One primary and at most one supporting aim.	What is the next developmental decision?
Load and response	Planned dose, actual work, s-RPE, sleep, brief note.	Is the player responding as expected?
Check	Video, simple test, court task or conversation.	Which sign shows transfer into the game?

Table 83: Working matrix: 1. Individual player file.

s-RPE is a brief subjective rating of perceived effort after a session. The club records it with the same scale and at the same moment through the season, alongside duration and a brief contextual note.

10.2 2. Training-session card

Before training begins, the coach should be able to state the day's aim in one sentence. If it cannot be stated simply, there is a risk that players will not understand the priority either.

Element	Coach's note before the session
Aim of the day	One dominant quality or problem we address today.
Context	Where are we in the microcycle, who is loaded, what comes next on the schedule?
Introduction	Which movement and attention are prepared before the main task?
Main block	Which quality criterion must remain visible?
Transfer	How does physical work connect to ball, situation or tactical aim?
Regression	How do we simplify the task if the pattern breaks down?
Progression	Which one variable do we change if quality is stable?
Finish	What do we check, record or carry to the next training session?

Table 84: Minimum card for a good training day.

10.3 3. Brief post-training review

Five minutes of good recording after a session often has more value than a complex table that is never completed. A brief review should distinguish what was planned from what actually happened.

Question	Brief note
Was the dominant aim achieved?	Yes / partially / no — and why.
Who departed from the expected response?	Player, pattern and context of the deviation.
Was the dose appropriate?	Too much, too little or well distributed.
What transfers to the next session?	One clear correction or continuation.
Is a conversation with another staff member needed?	Strength coach, head coach, physiotherapist, physician or other professional as needed.

Table 85: Working matrix: 3. Brief post-training review.

10.4 4. Exercise card in the functional-anatomy library

Every future video-library card should follow the same logic. This allows the coach to connect the book, video library and plan without explaining from zero.

Card field	Content
Code and name	Unique ID, name in SR and EN.
Aim	Quality the exercise develops or checks.
Phase and place	Introduction, main work, transfer, recovery; preparation or season.
Position and movement	Briefly stated, without unnecessary jargon.
What the coach observes	One to three visible quality criteria.
Most common error	The error that changes the meaning of the task.
Easier and harder variation	One change that reduces and one that increases demand.
Anatomy and video	Link to the neutral anatomy plate and original clip when available.

Table 86: Working matrix: 4. Exercise card in the functional-anatomy library.

AI Recommendation

AI can maintain consistency across player files, exercise cards and weekly reviews: suggesting missing fields, finding earlier similar cases and preparing a summary for staff. Its usefulness depends on the quality of entered data and the coach's willingness to test every proposal in practice.

10.5 5. Operational Vocabulary of Movement Quality

Good coaching language is brief, but it is not vague. When a coach says “organise yourself,” “be calmer,” or “react faster,” a player may hear different things. The vocabulary below turns common remarks into a shared language for observation and one clear cue. These are not medical terms, diagnoses, or a description of an “ideal” body. They help the coach describe what is seen and help the player understand what must now be protected or changed.

10.5.1 Support, force, and change of direction

Coaching term	What the coach actually observes	One short cue
Organised support	The foot accepts the floor, knee and hip do not drift away from the task direction, and the trunk remains ready for the next action. The aim is not a perfect position, but control that can be retained.	"Find the floor before the next step."
Quiet landing	The player receives force without needless noise, loss of balance, a panicked next step, or loss of attention from the game.	"Land quietly and stay ready."
Prepared braking	Deceleration begins early enough for the player to change direction, close space, or receive the ball without an extra bounce.	"Brake before the line, not on it."
Low, directed first step	Body and foot already select the exit direction; the player does not rise first and only then decide where to go.	"Let the first step carry the direction."
Readable change of direction	Entry, braking, and exit have a rhythm the coach can recognise, while the player does not lose gaze, ball, or the next decision.	"Slow down, organise, then exit."
Second action	After a jump, brake, contact, or direction change, the player remains usable for a pass, shot, recovery, block, or new duel.	"The first action is not the end of the play."

Table 87: Vocabulary of support and force: visible quality is described so it can immediately be checked in a basketball action.

10.5.2 Rhythm, information, and decision

Coaching term	What the coach actually observes	One short cue
Rhythm that carries the action	Steps, dribble, breathing, and arm work do not compete with each other. The player can accelerate or slow down without losing intent.	"Keep the rhythm; do not chase the movement."
Gaze in the task	During a direction change, landing, or contact, the player still receives information from space, teammate, or opponent.	"Keep the head with the game, not the floor."
Trunk ready for the ball	Body position allows reception, protection, pass, dribble, or shot instead of the trunk making a late correction for lost balance.	"Prepare the body before the ball."
Patience at speed	The player does not enter contact too early, race ahead of the decision, or spend steps the situation did not require.	"Fast is arriving on time."
One dominant variable	As a rule, add only one new demand: space, direction, cue, ball, partner, contact, rest, or repetitions. If two changes are introduced together, the coach names and records them in advance.	"Add one clear demand — or explain why two are connected."
Transfer	Quality seen without the ball remains recognisable when ball, opponent, space, rule, or fatigue are introduced.	"Show the same quality in play."

Table 88: Vocabulary of rhythm and decision: the purpose of a cue is to give the player one understandable action, not a series of abstract demands.

When head coach, strength coach, assistant, and player use the same term, the post-training note becomes shorter and more useful. Instead of “he worked poorly,” the note can say: “in the third set, landing was no longer quiet, but the second step remained organised.” Such a note does not label the player; it preserves what actually happened and makes the next small decision easier.

10.6 Conclusion

A professional system is not one that collects the most data. It is a system the coach can use regularly, that preserves the trace of a decision and that makes each next session slightly more precise. The templates in this appendix serve exactly that purpose: keeping the book alive in everyday work on the court.

10.7 Daily Note and Decision Trail

A plan remains useful only if it is possible to explain why it changed. A brief daily note does not exist for control alone; it preserves the decision trail. Before the session, the professional staff names the person who keeps the record; the note is closed after the work, no later than the end of the day. One format is enough: **aim of the day → completed content → quality and response → change or next question**. AI can review longer notes and summarise recurring patterns, but every meaningful change must have a coaching reason that can be read and checked.

Aim and context

Minimum content: Game, microcycle phase, player role, and reason for the selected content.

Do not conclude automatically: That the same aim has the same value for every player and every week.

Completed work

Minimum content: Actual content, sequence, modifications, and where work was shortened or extended.

Do not conclude automatically: That the plan achieved its purpose only because the exercise was completed.

Quality and response

Minimum content: Brief observation, video where useful, and the player's words about feeling or limitation.

Do not conclude automatically: That subjective feeling is a medical diagnosis or proof without further checking.

Next question

Minimum content: One item to check in the next relevant situation.

Do not conclude automatically: That a list of possible problems becomes a ready-made programme without priority.

This trail protects both coach and player. When the question returns several weeks later about why something was added, reduced, or omitted, the answer need not be "that was how we felt." It can show what was observed, what was checked, and why the next step was reasonable at that moment.

10.8 How to use an AI recommendation

The most useful AI recommendation does not sound like an order. It offers options, states the condition under which each option makes sense and clearly identifies the data that are missing. If a recommendation claims to be universal, cannot explain risk or ignores the game context, the coach rejects it.

The working formula is simple: the coach defines the problem, AI proposes a structure and questions, the coach selects content and dosage, and court feedback changes the next step. This is collaboration, not a transfer of responsibility.

10.9 Three Decisions after an AI Recommendation

An AI proposal is not an automatic instruction. The coach moves it through one of three possible outcomes.

1. Accept with a check

When it is justified: The proposal matches the aim, conditions, and what the coach already sees in practice.

What is recorded in the plan: One clear quality criterion and the moment at which transfer to play is checked.

2. Adapt

When it is justified: The idea has value, but dose, space, exercise, or sequence do not fit the specific player.

What is recorded in the plan: What was changed and why it is safer or more useful.

3. Reject

When it is justified: The proposal lacks sufficient context, crosses professional boundaries, creates unnecessary risk, or has no basketball meaning.

What is recorded in the plan: A brief note explaining why it is not used, so the same error is not repeated next time.

This step makes AI visible in the process but does not give it authority that belongs to the staff.

10.10 AI Does Not Write the Plan Instead of the Coach: Draft, Decision, and Correction Trail

The greatest error in a digital draft is not that it suggests an exercise. The error begins when a draft turns a changing day, player, and game into an immovable schedule. Two players in the same position may share a common foundation, yet they must not automatically receive the same demand. One may be ready for a reactive exit, while the other first needs to restore braking control, the weaker side, or recovery from recent minutes. Position is a starting organisation for work, not a final judgement on dosage.

The coach therefore does not ask only whether the AI proposal sounds logical. The coach asks whether the proposal is possible in the real week, whether it leaves room for deviation, and whether correction remains inside the basketball task. The goal is not to separate a player from play in order to “fix the body”; it is to reduce delay, unnecessary fouls, loss of balance, or stepping out of bounds inside the action the team actually plays.

1. The same content for every player in one position

Coaching correction: Keep the shared action, but change only one variable: cue, angle, side, contact, space, or an easier variation.

Court check: Does every player retain quality of support, braking, and the next decision in the same action?

2. The draft does not know minutes, travel, sleep, or the preceding demand

Coaching correction: Reduce, move, or omit the development element; preserve only the information the player needs to read in play.

Court check: Does quality appear in the first repetitions, or is the body already organising through compensation?

3. The exercise has no link to offence, defence, or transition

Coaching correction: Return the ball, cue, exit angle, partner, or real movement line to the task.

Court check: Where does the same correction appear in a recognisable basketball action?

4. The proposal sounds like a diagnosis or promises readiness

Coaching correction: Stop the conclusion and return the question to the coach and health staff when required.

Court check: Are the scope of expertise and the next safe step clearly recorded?

5. There is no easier variation, stop sign, or plan B

Coaching correction: Add a regression, recovery option, or assistance task that preserves the same aim without unnecessary risk.

Court check: Can the coach change the task immediately when quality falls while the aim remains the same?

10.11 Three Time Levels of Living Periodisation

A plan is living because each time level receives a different kind of information. The annual framework provides direction, but it does not prescribe every practice. The mesocycle checks whether a pattern is developing or stagnating. The microcycle checks whether today's response allows continuation, modification,

or a return to a simpler work form. AI can organise data trails across all three levels; the coach remains the person who confirms a change.

Macrocycle

Information that drives the decision: Season calendar, team objectives, development priorities, breaks, and external obligations.

AI can organise: Clashes between dates, continuity of themes, and questions for reassessment at key moments of the year.

The coach confirms: Which period receives development priority and what is only maintained or protected during that period.

Mesocycle

Information that drives the decision: Testing, video, quality trend, tolerance of preceding work, and the requirement of the next phase.

AI can organise: Compares notes, groups similar patterns, and shows where progression has no evidence.

The coach confirms: Whether to advance, hold the demand, or return to a more stable pattern.

Microcycle

Information that drives the decision: Games, minutes played, travel, response to work, available space, and today's quality.

AI can organise: Summarises information, presents options, and recalls the pre-agreed easier variation.

The coach confirms: Content, dose, sequence, and the point at which the task is changed or stopped.

AI Recommendation

If AI proposes the same exercise for two similar positions, do not immediately ask for a new exercise list. Ask which one variable should differ between players — side, cue, angle, space, contact, rest, or place in the week — and how that difference will be checked in the next basketball action.

10.12 When Nothing Changes

Maintenance is not the absence of work. When the pattern stays high-quality, the player tolerates the schedule, and court verification confirms the objective, the best decision may be not to change the plan. The same applies to complete rest: if quality or safety falls, a new exercise is not added merely to fill the day.

11 Conclusion: The Decision Is Confirmed on Court

FPK 2 does not end with a list of exercises. It ends with one measure: after a chosen correction, does the player receive the ball better, exit a screen, hold position in contact, brake, land, read a cue, or return to defence better?

A training plan and programme are written backward from a clearly defined aim. This is how the book has been built: from what the player must do in the game, through assessment and correlation of factors, to an individual exercise, training day, and season phase. If one important link is skipped, the consequence often appears later — when there is no longer time to calmly correct the same decision.

There are no spectacular solutions that replace process. There are well-prepared, clearly explained, and consistently delivered training sessions. When a player is physically able to perform the basic elements of basketball with greater quality, repeat them under pressure, and recover for the next demand, the game reaches a higher level. This is not a promise of results; it is a condition for quality to appear at all.

Physiology, functional anatomy, biomechanics, pedagogy, psychology, and sociology are not separate from the basketball court. They provide the language through which the coach understands a problem, selects a means, and assesses whether something actually changed. Training methodology connects that language to the reality of a season: injuries, travel, minutes, changing roles, emotions, and unforeseen circumstances.

Social media and digital tools can quickly reveal an idea, but they do not replace knowledge, context, or responsibility. Copying another person's session without understanding the player and the task is as risky as rejecting everything new simply because it is new. The safest route is straightforward: known training means are first learned and delivered well, then progressively changed according to the real problem. Creativity comes from well-mastered principles, not improvisation.

The competitive calendar constantly changes working conditions. The idea that "I prepared them; now I only maintain" therefore rarely describes a modern

season. Players need repeated assessment, replenishment of what they need, and protection of what allows them to play. General conditioning, specific, special, and situational physical preparation are not separate worlds; they are tools the coach connects according to time, task, and the human being in front of them.

> A good plan is not a schedule that assumes nothing will change. A good plan is a record of decisions the coach can adapt when reality changes.

12 Selected Scientific Sources and Professional Note

Professional note: the case studies, dossiers, AI recommendations, and Coach Goran's corrections support professional understanding of the process. They do not constitute medical diagnosis or a universal norm for every player.

This final overview gathers the sources used throughout the book. References are deliberately separated from the reading flow of each chapter: the coach first follows the principle, example, and decision, then can verify the scientific source and explore the subject further in one place.

1. Brachman, A. et al. **Balance Training Programs in Athletes – a Systematic Review.** Journal of Human Kinetics, 2017. <https://doi.org/10.1515/hukin-2017-0088>
2. Edwards, T. et al. **Monitoring and Managing Fatigue in Basketball.** Sports, 2018. <https://doi.org/10.3390/sports6010019>
3. Esteban-García, P. et al. **Does the Inclusion of Static or Dynamic Stretching in the Warm-Up Routine Improve Jump Height and ROM in Physically Active Individuals? A Systematic Review with Meta-Analysis.** Applied Sciences, 2024. <https://doi.org/10.3390/app14093872>
4. Gál-Pottyondy, A. et al. **Collection and Advice on Basketball Field Tests—A Literature Review.** Applied Sciences, 2021. <https://doi.org/10.3390/app11198855>
5. Li, W. et al. **Basketball specific agility: A narrative review of execution plans and implementation effects.** Medicine, 2024. <https://doi.org/10.1097/MD.00000000000037124>
6. Makaruk, H. et al. **The Effects of Resistance Training on Sport-Specific Performance of Elite Athletes: A Systematic Review with Meta-Analysis.** Journal of Human Kinetics, 2024. <https://doi.org/10.5114/jhk/185877>
7. Mihajlovic, M. et al. **Recovery Methods in Basketball: A Systematic Review.** Sports, 2023. <https://doi.org/10.3390/sports11110230>
8. Morrison, M. et al. **A Systematic Review on Fitness Testing in Adult Male Basketball Players: Tests Adopted, Characteristics Reported and**

- Recommendations for Practice.** Sports Medicine, 2022. <https://doi.org/10.1007/s40279-021-01626-3>
9. Ochoa-Lácar, J. et al. **How Sleep Affects Recovery and Performance in Basketball: A Systematic Review.** Brain Sciences, 2022. <https://doi.org/10.3390/brainsci12111570>
 10. Piedra, A., Peña, J. and Caparrós, T. **Monitoring Training Loads in Basketball: A Narrative Review and Practical Guide for Coaches and Practitioners.** Strength & Conditioning Journal, 2021. <https://doi.org/10.1519/SSC.0000000000000620>
 11. Pliauga, V. et al. **The effect of block and traditional periodization training models on jump and sprint performance in collegiate basketball players.** Biology of Sport, 2018. <https://doi.org/10.5114/biolsport.2018.78058>
 12. Popowczak, M. et al. **The Relationship Between Reactive Agility and Change of Direction Speed in Professional Female Basketball and Handball Players.** Frontiers in Psychology, 2021. <https://doi.org/10.3389/fpsyg.2021.708771>
 13. Riva, D. et al. **Proprioceptive Training and Injury Prevention in a Professional Men's Basketball Team: A Six-Year Prospective Study.** Journal of Strength and Conditioning Research, 2016. <https://doi.org/10.1519/JSC.0000000000001097>
 14. Sugiyama, T. et al. **Change of Direction Speed Tests in Basketball Players: A Brief Review of Test Varieties and Recent Trends.** Frontiers in Sports and Active Living, 2021. <https://doi.org/10.3389/fspor.2021.645350>
 15. Wang, Z. et al. **The effects of balance training on physical fitness and skill-related performance in basketball players: a systematic review.** BMC Sports Science, Medicine and Rehabilitation, 2025. <https://doi.org/10.1186/s13102-025-01164-9>