

Physical preparation for basketball I



Physical Preparation for Basketball — I

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Book I: principles, methodological judgment and AI support.

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1 Foreword

1.1 Foreword



Physical preparation makes the difference between winning and losing, but it cannot win or lose a game by itself. Its value becomes visible when a basketball situation asks a player to accelerate, decelerate, jump, land, absorb contact, repeat an effort, keep balance, and make a decision under pressure. Physical preparation does not play instead of the athlete. It enables the athlete to do what the game demands.

This book is not a recipe for planning, programming, and delivering training. It is a transfer of experience, with attention to details that are often underestimated until they become a problem. Sporting performance is a mosaic. Its pieces have different sizes, but none is unimportant: when one is removed, the structure becomes weaker. Paths to results may differ, but skipping steps in preparation nearly always has a cost.

Planning, programming, proprioception, development of anthropomotor abilities and qualities, work within the kinetic chain, selectivity, adaptability, and operationalisation are the main subjects of this book. How can one exercise develop several capacities? How is a dynamic stereotype built and extended? How is the process monitored, and how should a coach respond when conditions are far from ideal? Those are questions that follow a coach throughout a career.

That is why the chapters will also include occasional detours. They are not a departure from the subject; they are part of the reality in which coaches work. Players are people, with strengths, weaknesses, histories, obligations, and limits. They are not robots who will blindly perform tasks. They have chosen the sport and the club in which we work together, and a coach is an authority they have voluntarily accepted. That makes responsibility greater, not smaller. A coach does not shape a number or a table, but a living human being, with consequences that can be beneficial or harmful. That is the seriousness of the profession.

1.2 The Coach as a Responsible Designer

A coach is an authority voluntarily accepted, but also a designer. Design is applied art: someone shapes material, checks details, observes the relationship between form and purpose, and only then sees whether the work is useful. A coach's material is a human being who develops, responds, remembers, fatigues, trusts, or loses trust. That is why coaching work must never be arbitrary. Every decision about load, sequence, demand, or return to work leaves a mark. The audience later sees a result, but the player and staff live with the consequences of every detail. A good coach does not shape a player according to a personal image. The coach carefully builds conditions in which the player can develop what he or she can become, while remaining healthy, usable, and part of the team.

AI Recommendation

Physical preparation begins with the demands of the game, not an exercise list. Before selecting a method, the coach defines the basketball action to support, the movement segment that is limited, how change will be checked, and when the programme should be adjusted for the individual player.

1.3 How to Use the Two Books

FPK 1 is a book of principles, coaching judgment, and illustrative examples. It explains how a coach reads the player, chooses the right question, connects physical preparation with basketball, and checks whether a decision makes sense.

FPK 2 is the practical book: it contains player profiles, working cases, dossiers, court models, microcycles, and the decision trail. Read it when a principle from FPK 1 needs to become a concrete organisation of work.

In both books, AI is support that helps organise data, formulate questions, and prepare options. Decision-making, responsibility, and medical boundaries remain with the coach and the professional staff.

2 The Role and Foundation of Physical Preparation in Basketball

2.1 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

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

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

Situational preparation

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 2: 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.

2.2 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 3: Every FPK tool has value only when it supports a clear segment of the pathway from point A to point B.

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.

3 The Introductory Microcycle and the Initial SWOT Review

3.1 The Introductory Microcycle

The introductory microcycle comes before the first working microcycle of the first mesocycle. Its purpose is to give the staff a realistic starting point: information about players, working conditions, available resources, constraints, and the team's atmosphere. It is not the start of high loading. It is the start of understanding.

The training process begins with familiarisation, assessment, planning, and programming. When planned work is implemented, the staff begins to record, classify, and correct the information obtained. Comparison becomes meaningful only when the process is tracked consistently through mesocycles.

1. Arrival

Task: accommodation, information about facilities, rules, nutrition, schedule, and staff members.

The coach gains: less uncertainty and the beginning of trust.

2. Medical review

Task: screening and information within the responsibility of the doctor and medical team.

The coach gains: constraints and guidance respected by the entire staff.

3. Initial assessment

Task: laboratory and motor assessment when the player is ready for safe testing.

The coach gains: a starting profile and questions for the work plan.

4. Education and agreement

Task: conversation about nutrition, recovery, behaviour, communication, and how work will be tracked.

The coach gains: a shared framework of responsibility.

5. First working microcycle

Task: start planned work and record the response to load.

The coach gains: a basis for correction, not a programme locked in advance.

Phase cards 4: The introductory microcycle: from arrival to the first working decision.

3.2 The First 72 Hours of the Introductory Microcycle

The introductory microcycle does not have to look the same in every club, but sequence protects both players and staff. In the first three days, the winning team is not the one that has done the most; it is the one that has gained a sufficiently reliable starting picture without unnecessary tension and risk.

Day 1 — arrival and orientation

Main objective: reduce uncertainty; introduce people, facilities, schedule, and basic communication rules.

Priority and boundary: the coach listens and records; anxiety is not lack of willingness, and there is no proving of readiness.

Day 2 — medical guidance and initial assessment

Main objective: connect findings from appropriate professionals with a safe assessment plan in the court or weight room.

Priority and boundary: medical responsibility is clear; motor work is adapted to the player's state and not mechanically combined with a stressful examination.

Day 3 — controlled first work

Main objective: check simple patterns, breathing, support, rhythm, and response to a small demand.

Priority and boundary: the aim is not a maximal result; it is to see how the player receives instruction and how the body responds before higher load.

Daily cards 5: The first 72 hours create starting safety, a working language, and a stronger basis for the next microcycle.

The first day is often full of anxiety. New players need to locate their apartment or hotel, food, route to the arena, training room, and the rhythm of the city. There are new teammates, coaches, screenings, and expectations. An inexperienced coach can create a conflict on that first day that will later be costly. When organised screenings occur, the coach's presence — while fully respecting the responsibilities of doctors and physiotherapists — can help build trust. Where possible, motor testing should not be mechanically combined with a stressful medical examination. The objective is to obtain useful baseline information with the least unnecessary risk. The introductory microcycle is not a substitute for assessment; it creates the conditions that make assessment more meaningful.

Coach's Note

"The way a team prepares is the way it will play" is not only a message about intensity. It is also a message about how a team gets to know one another, how information is kept, and how trust is created before the real work begins.

3.3 SWOT and PEST: The Coach Must Understand the Environment

Before a season, the coach does not assess only the physical capacities of players. The coach also assesses working conditions, available time, equipment, the group's relationship with the process, club ambitions, recovery opportunities, and potential threats. A SWOT analysis is a simple way to start that conversation.

Strengths

People and their relationship with work. Motivation, readiness to improve, safety in work, and confidence are not secondary conditions; they determine how quickly the team accepts a shared rhythm.

First decision: Preserve what already builds trust and give the team

Weaknesses

Starting point and resources. Lack of preparation, anxiety, limited time, or limited equipment do not determine a player's value, but they change the entry point and the pace of progress.

First decision: Simplify the initial demand, teach the basic working rules, and do not try to prove readi-

a task in which it can show quality
early.

ness before the pattern becomes
clear.

Opportunities

Room for development. When process, people, and tasks are compatible, confidence, recovery quality, and the space for genuine individualisation all grow.

First decision: Choose one small, checkable change that connects the player's state with the next basketball action.

Threats

What can disrupt the process. Working conditions, impatience, injuries, and player isolation from the team rarely appear in one number, but they can change an entire micro-cycle.

First decision: Recognise the risk early, reduce what increases harm, and preserve the player's connection to the team task.

Working map 6: SWOT is not a document for a folder: each card leads to one next coaching decision.

The most dangerous threats are those underestimated at the beginning. High motivation can be a strength, but it can also be a risk when a player is unprepared, wants to skip steps, or begins testing without clear instruction. The first things taught are basic rules of work: breathing under load, body control, landing, position, and gradual progression of demands. Proprioceptive work, flexibility, coordination, and agility are not decorative parts of a programme; they are a foundation for safe progression toward more complex tasks.

One modern threat is the player's retreat into individual interest. Statistics, social media, and pressure from the environment can increase anxiety, especially after a poor game. This is not a separate psychological issue with no connection to training. When a player loses the sense of belonging, motivation for work beyond basketball often falls as well. A coach cannot solve every social problem alone, but must recognise it because it affects the player's availability for work.

3.4 From SWOT Finding to the First Decision

A SWOT table has value only when it changes the next step. The coach does not try to solve every weakness and threat in one week. One item closest to safety,

player availability, or game quality is selected, a small check is set, and the response is recorded. In this way, analysis becomes part of the process rather than a document left in a folder.

Motivated, but inexperienced group

Risk: motivation may turn into skipped steps and excessive intensity.

First response: brief demonstrations, clear boundaries, and controlled starting variations.

Check: do breathing, support, landing, and task quality remain stable when demand increases slightly?

Small weight room, enough court space

Opportunity: limited equipment can become an excuse or encourage better organisation.

First response: body, ball, partner, rhythm, and portable tools take priority; load is dosed according to purpose.

Check: can the key pattern be performed with quality without the missing equipment?

Travel and late arrivals

Risk: the likelihood of poor recovery and uneven work quality rises.

First response: shorter entries, earlier communication, and a clear alternative for the day after travel.

Check: compare subjective response, warm-up, and the quality of the first relevant repetitions.

Good staff relationship, different notes

Risk: information is lost or interpreted differently.

First response: agree on a small shared note format and one person to consolidate it.

Check: can the decision be explained from the same information to all relevant staff members?

Working cards 7: SWOT has value only when it leads to a small, checkable decision.

For that reason, every player should have an individual file. It contains baseline information, test results, important context, agreed corrections, notes on implementation and, where there is consent and appropriate data protection, visual indicators of progress. A file does not exist to reduce a player to a number. It exists to show how the player responded to a stimulus, whether progress occurred,

and what should change. The training process then becomes manageable: it is planned, delivered, recorded, compared, and corrected.

3.5 Transition to Assessment

The foundation of this book ends with one simple rule: a coach does not manage an ideal system, but a living team in real conditions. That is why initial assessment, insight into the player, agreement within the staff, and precise notes are more valuable than a quick impression. The next chapter moves to diagnostics — not as a collection of numbers, but as the beginning of a sound coaching decision.

4 Nutrition Recovery and Training Recovery

4.1 Nutrition and Recovery: A Shared Responsibility

Nutrition, hydration, and recovery strongly influence a player's ability to train and play. However, the physical-preparation coach must not assume the role of a physician, nutritionist, or physiotherapist. The coach's responsibility is to communicate clear, constructive messages, recognise when specialist input is needed, and create conditions in which healthy habits can fit the team's schedule.

Players make most decisions about their free time independently. That is why education and a shared team rhythm can be more valuable than a brief prohibition. Good food, enough fluids, regular sleep, and sensible load management are not separate from performance. A team that maintains movement quality, concentration, and technical accuracy in the second half has a better chance to maintain the quality of its game.

Energy for work

Question: does the timing of meals match a day with higher or lower demands?

Who takes part: player, nutritionist, and staff within their responsibilities.

Hydration

Question: does the player arrive prepared, have opportunities to drink, and understand their individual response to sweating?

Who takes part: player, nutritionist, doctor, and staff.

Recovery

Question: do sleep, travel, nutrition, and the schedule leave room for regeneration?

Who takes part: player, staff, medical team, and club.

Supplements and therapies

Question: is there a professional indication, oversight, and accountability?

Who takes part: only the appropriate medical and nutrition professionals.

Responsibility cards 8: The coach's boundaries and collaboration around nutrition and recovery.

The basic message is simple: the energy a player consumes, the fluid they replace, and the quality of sleep they secure all help them tolerate training and games better. The timing of food and fluid must be adjusted individually, considering work intensity, game time, digestive tolerance, climate, travel, and health context. This book therefore does not provide individual meal plans or medical protocols.

Recovery is not only massage, therapy, or a pharmacological product. Every training session creates fatigue, and return to quality requires a combination of food, rehydration, sleep, planning, communication, and medical support when it is needed. The physiotherapist is one of the closest collaborators of a physical-preparation coach because they see players' condition every day. Mutual respect within the staff is not a formality: it makes the difference between information that exists and information that is actually used.

The modern rhythm makes recovery more difficult. The phone and an endless stream of content often enter the time reserved for sleep. A coach cannot control a player's private life, but can establish a clear culture from the start of the season: a schedule that respects rest, conversations without judgement, and a recurring message that sleep quality is part of sporting responsibility.

4.2 Four Daily Questions for Recovery

A coach does not need a complex system to open a recovery conversation. Four short questions, asked consistently and read alongside load rather than as a judgement from one answer, are enough to begin.

How did you sleep and how do you feel on waking?

The coach wants to understand: sleep quality and subjective freshness without assuming a cause.

Next step: compare with previous days and check whether the schedule needs modification.

How does the body respond to the first part of the warm-up?

The coach wants to understand: whether rhythm, support, breathing, or mobility are returning in the expected direction.

Is there unusual discomfort or a limitation?

The coach wants to understand: the difference between normal fatigue, a new symptom, and information that requires professional assessment.

Next step: do not diagnose; follow the club protocol and involve the appropriate medical team.

Next step: extend preparation, simplify the demand, or collect more information when needed.

Can you perform today's main task with quality?

The coach wants to understand: readiness for the specific training demand, not a general label of "ready" or "unready."

Next step: select a full, adapted, or recovery entry into the same aim.

Daily cards 9: Four Daily Questions for Recovery.

The answers do not determine the programme by themselves. They help ensure that the coach does not miss context before deciding dose, sequence, or a task modification.

AI Recommendation

AI can help reveal patterns in daily notes — for example, recurring poor sleep, travel, high load, or a lower subjective feeling of readiness. It must not prescribe nutrition, therapy, or supplements, and it cannot replace a conversation with the doctor, nutritionist, or physiotherapist.

Recovery is not the pause between "real" training sessions. It is part of the process through which a player uses the adaptation created by training and competition. Without sufficient recovery, the same stimulus can stop being developmental and begin to reduce movement quality, concentration, mood and player availability.

In basketball, fatigue is never only muscular. It comes from acceleration, braking, jumping, contact, travel, late games, emotional pressure, sleep, nutrition, family responsibilities and the total rhythm of the season. The coach therefore does

not ask only: “How much did the player do?” The coach also asks: “How did the player respond to what was done?”

4.3 Load without response is only an assumption

Two identical sessions do not represent the same load for every player. The same practice is experienced differently by a fresh player, a player returning from travel, a player under stress and a player who logged major minutes the previous night. Load monitoring makes sense only when it connects the plan, actual work and the response of the human being.

A review of fatigue in basketball recommends combining objective and subjective indicators so the staff obtains a fuller picture. No metric makes a decision on its own. Jump performance can remain good while a player feels exhausted; a subjective rating can be poor after travel even when testing is stable. The most useful information is a pattern repeated over time.

Information source	What it tells us	What it must not decide alone
Planned session	What the coach intended to do.	How the individual actually responded.
s-RPE and duration	How the player experienced the total effort of the session.	Mechanics, movement quality or exact external work.
Brief self-report	Sleep, soreness, mood, stress and readiness to train.	Medical diagnosis or automatic exemption from work.
Brief performance task	A change in a familiar indicator, such as jump, acceleration or movement quality.	The player’s entire state without context.
Conversation and observation	Changes in behaviour, concentration, movement and motivation.	A substitute for systematic monitoring.

Table 1: Working matrix: Load without response is only an assumption.

s-RPE is a brief subjective rating of the whole session’s perceived effort, recorded by the player alongside its duration. The club uses one consistent scale and the

same recording moment across the season, so a response can be compared fairly rather than allowing one number to decide alone.

4.4 Sleep, nutrition and hydration: foundation before additions

When recovery is discussed, the newest tool or method is often sought first. A systematic review of recovery methods in basketball highlights an individualised approach, but places sleep, nutrition and hydration as primary foundations; other methods can complement them, not replace them.

Sleep has a special place. A systematic review of sleep and basketball performance finds a strong relationship of sleep quality and duration with recovery, performance and risk, while travel, late schedules, stress and higher loads can disturb the next night. A coach does not need to act as a sleep specialist to use this information. It is enough for sleep to become a normal, non-invasive topic of conversation and for the schedule to respect the reality of the player.

Nutrition and hydration are also not only a private individual matter. Organisational conditions — the meal after training, travel timing, water availability, late arrival and the schedule of the next session — can help or hinder recovery. When a team creates conditions in which the better decision is easier, players more readily build sustainable habits.

4.5 Recovery planned in advance

The best recovery is not added only after fatigue has already accumulated. It is planned alongside the hardest training session, game, travel and next demand. The coach knows in advance when a developmental stimulus is needed, when quality must be maintained and when it is wiser to reduce volume, change content or create room for regeneration.

Situation	Primary question	Possible coaching response
After high game expenditure	What is actually needed before the next important demand?	Separate players according to minutes, current state and the next schedule; do not force the same work on everyone.
After travel or a late return	Do body and attention have conditions for another quality stimulus?	Shorten or change content, retain movement and technical contact with the game without unnecessary fatigue.
Quality decline within a set	Is the aim still present, or is fatigue simply accumulating?	Stop, change the task, extend recovery or finish the stimulus when the aim has been achieved.
Several warning signs	Is there a pattern across several information sources?	Conversation, reassessment of the plan and, when needed, involvement of the relevant performance or medical staff member.

Table 2: Recovery is a decision within the plan, not a separate routine.

4.6 The End of Training Is a Transition, Not an Addition

After demanding work, the body does not need to be “fixed” in a few minutes, but the coach can help close the demand in an organised way. Brief easy movement, a gradual reduction of intensity, individually chosen mobility, and calmer breathing can mark the transition from work into recovery. Their value is not in promising that one procedure solves fatigue, but in helping the player finish the session with more control, better information about their own status, and a clear next step.

Closing step	Purpose	Coaching application
Gradual reduction of demand	Transition from high intensity to a calmer rhythm without an abrupt stop.	Brief easy movement appropriate to the space, player condition, and preceding work.
Individual mobility or stretching	Calmer work on a region the player experiences as limited or the plan identifies.	Do not use a generic sequence for everyone; connect it with assessment, feeling, and the next session.
Breathing and settling	Returning attention to position, rhythm, and subjective status.	A brief guided routine or a simple feeling check without turning it into a medical assessment.
Note and agreement	Connecting today's work with recovery, nutrition, sleep, and tomorrow's plan.	One clear message to the player and a brief staff note.

Table 3: The end of training: small organised steps that connect a session with the next day.

In some microcycles the ending can be brief, while in others it becomes a more important part of recovery. After strength work or a day of high game expenditure, the coach selects content that does not add unnecessary fatigue. When the player moves after training into shooting, technical work, or travel, the entire schedule must be treated as one decision rather than a series of unrelated activities.

4.7 Brief Neuro-Regulation Protocol: Restore Feel without New Debt

After travel, a demanding game, a hard day, or before an important performance, a player sometimes does not need another physical demand but a short low-stress routine that restores breathing, movement, and attention rhythm. This protocol is not a medical procedure and does not replace staff assessment. It is an organised coaching framework: simple enough to use, calm enough not to create new fatigue, and clear enough to reveal when a player needs a different decision.

Step	Calm intent	Practical check
Longer exhale and rhythm	Reduce needless urgency and restore awareness of position.	Player can lengthen the exhale without tense shoulder elevation or a feeling of having to “complete” the exercise.
Gaze and orientation	Restore attention to space and calm control of head and trunk.	Simple visual focus in stable stance; coach looks for quiet gaze and normal breathing, not eyes-closed work or a balance test.
Low-stress movement	Restore useful range without loading joints and muscles.	Hip and thoracic mobility, easy lunge, bridge, or controlled squat without forcing range.
Stable support	Remind the body of foot, hip, and trunk before the next greater demand.	Brief balance on a stable surface, quiet walk, or simple weight shift; stop if the player reports pain, insecurity, or growing tension.
Brief information	Connect observation to the next plan.	Player briefly states how they feel and whether anything feels limiting; coach records only information needed for the next step.

Table 4: Neuro-regulation protocol: small steps that restore feel and information without pretending to diagnose.

The routine can be used after a rest day, after the hardest day as a transition, on the day after a game for an easy return, or on the evening before a game as calm preparation. Dose is not increased simply because the routine feels easy. If pain, unusual instability, dizziness, increasing discomfort, or a concerning change in state appears during it, the coach stops and involves the appropriate professional. The aim is not to prove readiness, but to support the next good decision.

4.8 Antifragility: We Do Not Create Glass Players

A player who occasionally cannot answer a demand is not automatically a “glass player.” Sometimes the player needs recovery, sometimes a clearer correction, and sometimes a carefully dosed next demand in order to become more resilient. The problem begins when every poor response receives the same answer: either the player is always removed from the court, or more work is added despite an obvious loss of quality. In coaching terms, antifragility is not tolerating pain or proving toughness through fatigue. It is the capacity of the process to turn a small, controlled difficulty into a better next decision.

The coach therefore first separates **player state** from **quality of the specific task**. A fatigued player with a stable pattern does not receive the same decision as a fresh player whose pattern repeatedly breaks down. A player who responds poorly to one change does not necessarily need a day without work; the player may need a simpler cue, less space, more rest, or a return to the last variation in which organisation was retained. Recovery, correction, and development are not opposing routes. They are three possible next decisions within the same basketball pathway.

What the coach sees across several sources	Decision that protects player and process	Basketball version of the task and the next check
Several signals indicate a general decline: unusual fatigue, poor sleep, change in mood, poor warm-up response, and quality decline not limited to one action.	Recovery or lower total demand. "Toughness" is not sought through another intense block; conversation, plan, and when needed the relevant professional guide the next step.	Retain easy movement, basic pass-pivot-shot, or a calm technical routine only if the player responds well. The following day, compare state, warm-up response, and one familiar action again.
The player appears ready, but the same pattern breaks down in one action: late braking, unstable landing, loss of first step, or technical decline under small demand.	Correction, not automatic rest. Reduce one variable causing the problem — speed, space, number of cues, angle, contact, or order — while retaining the meaning of the action.	Return the task to the last readable version, then check whether organised support, rhythm, and the next decision return before demand is increased.
The player recovers as expected, quality remains recognisable, and the existing task can be answered without the same breakdown repeating.	Controlled resilience-building. Add only one new variable, not a new collection of exercises: shorter rest, the other side, ball, cue, partner, contact, or decision.	The same basketball pathway receives a slightly greater demand. Continue when the player retains quality and can explain the problem being solved; return when speed rises but control disappears.
Pain, swelling, acute injury, loss of function, unusual	Stop coaching testing and involve a qualified health professional. The coach does	The basketball task is not used as a test of "courage." The next step is determined

Table 3. Anticipation in player work: recovery, correction, or a small next demand is

The most important rule is to change only one thing at a time. If the coach simultaneously shortens rest, adds contact, changes direction, introduces the ball, and requests a faster decision, there is no way to know what the player is actually responding to. When one variable is changed and the response is recorded, the coach builds trust: the player sees that demand has a purpose, while the staff gains evidence of whether to continue, step back, or change direction.

Coach's Note

We do not train robots; we train living people who play basketball. The plan provides order, but the coach's responsibility is to recognise when a player needs less, when the task needs greater precision, and when the player is ready for the next small challenge. A good system does not create dependence on perfect conditions; it teaches the player to remain organised when conditions change.

4.9 Maintaining quality in a congested season

During the competitive period, the aim is often not maximum progress every week. The aim is to maintain quality that can be used when the game matters most. This requires a clear distinction between a player who needs to maintain capacity, a player who needs to make up a missed stimulus and a player who needs recovery.

A player with low minutes sometimes needs extra work, but that work must not be an automatic punishment. A player with high minutes sometimes needs less, but must not disappear from the process. Good individualisation does not mean everyone does something completely different; it means each player receives the dose that supports role and current state.

AI Recommendation

AI can combine schedule, minutes, planned sessions, s-RPE, brief self-reports and simple control tasks into one player view. It can then flag a change relative to the player's own usual pattern and prepare questions for the staff. AI does not conclude that a player is injured, overtrained or ready to compete; coach and relevant specialists make that decision in real context.

4.10 Additional methods: complement, not magic

Active recovery, mobility, massage, compression, cold water, relaxation and other methods can have a place. Their selection depends on schedule, individual response, availability and the next aim. A team does not need to do everything simply because it exists on the market. The systematic review of recovery in basketball describes multiple approaches but does not find one superior method for everyone.

An additional method is useful when it does not take time from the foundation, when the player responds well to it and when it supports the plan. If it only creates an impression of “professional work” while sleep, nutrition, hydration and schedule remain poor, it does not solve the real problem.

Coach’s Note

Recovery is not a sign of weakness or a reward for a well-completed session. It is part of responsibility toward the next quality session. When the coach plans rest in advance, control over the process is not lost — it is regained.

4.11 Conclusion

Fatigue management begins by recognising that a player is not only the result of the last test. The player is a person carrying the load of training, competition and life. The best decision arises when the plan is compared with the response, when the foundation of recovery is protected before additions and when the staff responds early to a pattern rather than late to a problem.

5 Diagnostics and the Functional Player Profile

5.1 Minimum Player File: Enough Information to See the Process

A player file may be a paper or secure digital record, but it is not a profile that collects every possible item of information. It keeps only what is required for a coaching decision, stores it according to club rules and applicable requirements, and leaves health information within the responsibility of the healthcare team. Its strength is continuity: after several weeks, the coach can see not only a result but also the context, agreement, delivered correction, and player response.

File section	What is recorded	Purpose and boundary
Starting picture	Role in the team, availability, relevant tests, and agreed development priority.	Helps staff organise the starting point; it is not a label of the player's "potential."
Coaching notes	Brief description of delivered work, pattern quality, load response, and next question.	Gives the coach continuity; notes distinguish observation from assumption.
Correction trail	What was simplified, progressed, or returned based on what was seen.	Helps staff understand why content or dose changed.
Communication and context	Agreed roles, travel, schedule changes, and relevant player feedback.	Available only to those who need it for work; no private detail without relevance to the task.
Health information	Only guidance formally shared by the medical team for safe organisation of work.	Belongs to the medical team and authorised staff; the coach neither diagnoses nor keeps a medical record.

Table 6: Working matrix: Minimum Player File: Enough Information to See the Process. A good file remains short and alive. If it is not used for the next decision, it should be simplified. If it is used to control or punish the player, it stops building trust and stops being a training tool.

A PEST analysis completes this view. A coach should understand the political, economic, sociological, and technological circumstances of the club and the environment they enter. Who hired the staff? What are the real objectives? What are the budget, schedule, travel demands, people, club culture, and resources? If that context is not understood at the beginning, a good plan can remain good only on paper.

Political context

Economic context

Who makes decisions, what are the responsibilities, and how are organisational changes handled?

What are the real resources, logistics, travel demands, equipment, and opportunities for additional expert support?

Sociological context

What are the club culture, team communication, relationship with work, and pressure from the environment?

Technological context

Which tools, databases, video, measurements, and methods of keeping information can the team actually use consistently?

Context cards 10: PEST questions before organising the work process.

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.

5.2 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.



Figure 11: Functional diagnostics connect body structure, assessment safety, and the coaching decision; data serve the next quality step in work rather than reducing the player to a single number.

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 7: 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.

5.3 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 8: A functional profile does not deliver a final verdict; it gives the staff a better question for the next decision.

5.4 Visual Reference: Stance and Controlled Squat



The two anatomy plates below provide a visual language for communication among coach, player, and staff. They are not diagnostic tests, do not measure muscle activation, and do not prove asymmetry in a specific player. Their value is in standardising what the coach observes before increasing speed, depth, load, or task complexity.

The coach does not compare the player with the colour or shape in a plate, but with the player's own previous trial under the same conditions. Actual assessment uses brief video from a predetermined angle, the same task, the same stopping criterion, and recorded context. If pain, swelling, acute injury, loss of function, or an unusual response is present, coaching observation stops and a qualified health practitioner is involved.

Visual reference	What the coach observes in an organised way	Question before the next step
Frontal stance with bilateral support	Head and trunk position, distribution of support, the foot-knee-pelvis relationship, and calm breathing.	Does the player need a simpler position, more space, or only a clearer instruction before movement?
Controlled supported isometric squat	Foot contact with the ground, knee direction, controllable depth, and pelvis/trunk position without breath-holding.	Can the player move to a dynamic squat, lunge, landing, or should the demand first be reduced?
Repeated video of the same task	Pattern change over time, fatigue, difference between situations, and response to an earlier correction.	Should the next block develop support, strength, coordination, speed, or address a technical task?

Table 9: Visual references create language for asking questions; a decision is made only when they are connected to an actual trial, context, and professional boundaries.

5.5 What a test must answer

Before choosing a test, the coach defines the question. Is the intention to assess landing quality, initial acceleration, the ability to repeat short efforts, change of direction, reactive decision-making, tolerance for contact, technical accuracy under fatigue or progress after a particular training block? When the question is unclear, the result cannot become useful.

A practical basketball testing battery can combine anthropometry, basic movement-pattern quality, jumping, short acceleration, change of direction, reactive agility, repeated efforts, strength and accuracy in conditions appropriate to the team. Literature reviews distinguish a pre-planned change of direction from reactive agility: in reactive agility, the player has to respond to a stimulus, so the test also includes a perceptual and decision-making component. A change-of-direction test alone is therefore not sufficient proof of a player's ability to react in defence.

Area	Practical assessment example	Coaching question
Movement and landing	Video observation of the basic squat, landing, single-leg support and braking.	Where does the pattern break down before speed or loading is increased?
Jumping	Vertical and horizontal jumps with observation of take-off and landing.	Can the player produce force and control it on landing?
Acceleration	Short sprint with a standardised start.	Do the first steps genuinely support the player's game role?
Change of direction and response	A planned change-of-direction test and a separate reactive task on a signal.	Is the limitation mechanical, perceptual or a combination?
Repeated effort	Short distances with predefined work and rest.	How do movement quality and decisions change across repetitions?
Accuracy under demand	Shooting, passing or finishing in standardised time and space.	Can the player retain technical quality when the body is no longer completely fresh?

Table 10: From testing to the question that changes training.

Jump, sprint and change-of-direction tests have value only if they are implemented consistently and interpreted in context. A review of basketball field tests notes that the goal of testing, standardised protocol, anthropometric measures and actual circumstances all matter for valid interpretation; the same review highlights reactive agility and the use of the countermovement jump to monitor changes in explosive force and asymmetry, but not as an isolated judgement of a player.

5.6 Testing as training

The most useful testing often looks like well-organised training. The player receives a clear demonstration, the same warm-up, the same sequence, enough trials to understand the task, a clear criterion for a valid attempt and a recorded

context. Conditions are documented: date, surface, footwear, time of day, previous training, number of games, subjective feeling and anything that may explain an unusual result.

This approach does not mean that everything must be expensive or laboratory-based. Video from a standardised angle, consistent timing, a quality note and the coach’s eye can contribute a great deal if they are not presented as more precise than they are. Goran’s “coach’s eye” has a place in the process as an experience-based assessment of the pattern, but it becomes stronger when it is recorded beside a standardised test and repeated over time.

5.7 Test Context: The Same Exercise Is Not the Same Data Without the Same Conditions

When a result is compared over time, the coach does not retain only sprint time, jump height, or repetitions. The setting in which the data were created is retained as well. This protects the coach from the wrong conclusion that the player changed when surface, work order, fatigue, or measurement method actually changed.

Before testing	During testing	After testing
Date, time of day, prior game or session, travel, footwear, surface, and brief player subjective response.	The same warm-up, clear demonstration, the same start position, number of trials, rest periods, validity criterion, and reason for stopping.	Best and all relevant trials, quality observation, video from the same angle when useful, player response, and one question for the next session.

Table 11: Context does not complicate testing; it makes comparison fairer and the decision more useful.

AI Recommendation

AI can help organise and summarise a player file, compare repeated measurements, flag an outlier and suggest questions for the next session. It must not claim the cause of a problem from a single video, one number or one table. The best question for AI is not “what is the programme?” but “which input should be checked first before we change the programme?”

5.8 From result to correction

A standing broad jump, a vertical jump, a sprint or a movement course is not the end of assessment. After the result, the coach observes how the result was achieved. In a jump, the coach may observe preparation, arm use, trunk position, knee control and landing. In acceleration, the coach may observe the first step, body position, rhythm and the player’s ability to move from acceleration into a basketball task. In accuracy testing, the coach observes not only the percentage made but the space, the preceding movement and the level of fatigue under which the player makes a decision.

Correction then moves from general to specific. If landing control is the problem, training does not begin with a maximal jump. If response to an opponent is the problem, a linear sprint is not automatically the answer. If a player cannot retain shooting quality after repeated efforts, the coach must separate a technical problem, a rhythm problem, a decision-making problem and a load-tolerance problem. This is the point at which physical preparation becomes the preparation of a player to perform a technical-tactical task.

Coach’s Note

A player is not a collection of averages. Players in the same position can have a similar result for completely different reasons. The coach therefore does not train an “average point guard” or an “average centre”, but a specific player in a real role, in a specific team and within a specific competition rhythm.

5.9 Transition Matrix: From Finding to First Court Correction

A useful finding does not prescribe an exercise. It first identifies **where the problem appears**, then selects the smallest basketball task in which the same

pattern can be seen without unnecessary risk. The coach does not try to repair everything at once. One visible change is selected, the recognisable game objective is retained, and the coach observes whether the player can keep the quality when ball, opponent, time or decision are returned to the task.

The first task is neither punishment nor separate rehabilitation. It is a bridge between assessment and play. Its demand must be small enough for the player to control it, yet real enough for the coach to see whether the correction transfers to basketball. If quality does not appear even in the reduced task, the coach does not add speed, load or complexity; the condition is simplified and the original decision is checked again.

Finding the coach observes	First basketball situation to check	Small correction within the task	Signal for the next step
Landings are loud, the trunk drifts, or support breaks down during braking.	Catch after a short movement and land in a pre-marked area, without a contested ball.	Reduce arrival height and speed; seek a quiet contact, calm trunk, and one organised next step.	Quality remains through several repetitions, so dribble, pass, or shot departure can be added.
The first step is late and the player rises before moving.	Start from a defensive stance on a visual cue, then take two or three steps to a cone or ball reception.	Shorten the distance; define the direction of the first step clearly and retain a low, directed position.	The player moves on the cue without extra adjustment and can enter the next basketball action.
Change of direction is slow because the player brakes too long or loses foot position.	Close an imaginary drive, stop on a line, and return to a lateral stance.	Slow the approach; pre-mark the braking zone and require the body to organise before direction changes.	Braking is calm, the exit from the direction change is intentional, and eyes remain on the task.
A difference between sides appears in lunge, take-off, or single-leg support.	Controlled wing attack: one step, stop, return pass, or finish from the selected side.	Begin on the side that needs more organisation, but do not increase repetitions at any cost; retain the same space and rhythm.	The difference reduces in quality, not merely speed; the player then selects side according to the tactical task.
Technical quality falls after a short physical player	Two short transitions or direction changes, then a shot, pass	Reduce repetitions or extend rest until a recognisable rhythm of feet and decision	Technique remains clear and accurate in the agreed volume.

Table 12.2 Transition matrix from assessment to court: the finding becomes an opening

The coach is not seeking a perfect movement or proving the cause of a problem. The coach tracks a change that can be seen: quality of support, quiet landing, braking organisation, first-step direction, ball preservation, gaze, or technical action after demand. One clear change is more useful than five instructions the player cannot process at speed.

AI Recommendation

AI can combine a video note, test result, date, and player response into one overview that makes selection of the first task easier. It should not assign medical meaning to an observed pattern or bypass the coach's assessment. A useful AI prompt here is: "which one change should we now check on court, and under which condition should we return it to a simpler task?"

5.10 Monitoring through the season

Final testing is not the only proof of progress. During the season, short control tasks and "test training sessions" that fit the real work are more practical. They do not need to repeat the complete battery; they should confirm or challenge a decision that has already been made. For example, a check may monitor landing quality, short acceleration, repeated changes of direction or shooting accuracy after the same physical demand.

Daily notes are also a diagnostic tool. A coach who writes and rereads each session can compare what was planned with what was completed, identify when a fatigue pattern repeats and change the next microcycle before the problem grows. Monitoring internal and external load provides an additional framework for periodisation and training decisions, but no single indicator should determine readiness or risk on its own.

5.11 Conclusion

Diagnostics are the beginning of a conversation between player, coach, staff and data. A good system does not promise to know everything in advance. It creates a starting point, measures what genuinely informs a decision, records the conditions, recognises change and leaves room for correction. A plan is therefore not written once. It is checked daily, reread and adapted to a living team.

6 Motor Tests Result Pattern and Context

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.

6.1 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 13: A test becomes useful only when the process is consistent enough to be repeated.

6.2 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 14: 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.

6.3 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 15: 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.

6.4 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 16: Working form for maximum reach and vertical displacement.

6.5 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.

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.

6.6 Repetitive Strength and the Centre of the Body

The centre of the body matters because it links the lower and upper limbs, controls force transfer, and helps the player maintain position during contact, change of direction, and landing. Simple tasks such as standardised push-up variations, trunk-flexion tasks, back-extension tasks, or holds can serve as checkpoints when they are standardised. An exercise is not selected because it is popular; it is selected because the team can perform it safely, score it clearly, and repeat it under the same conditions.

No.	Player	Push-ups	Trunk	Back
1				
2				
3				

Table 17: One possible working form for repeated performances; before use, the club defines the same technique and stopping criterion.

In a dense calendar, success often depends on whether a player can repeat a quality movement with similar speed and control when the body is no longer completely fresh. Repetitive strength is useful only when it is read alongside technique, rhythm, and total load.

6.7 Agility, Change of Direction, and Flexibility

For practical agility assessment, a coach can use short change-of-direction courses, jumps in a marked area, or a standardised court task. One simple model uses a tape-marked hexagon, an agreed direction, a work time, a penalty for touching a line, and an equal number of attempts in both directions. Another model may use organised line touches on the court within a clearly defined time and space.

The result does not answer by itself whether the limitation lies in strength, braking, mobility, reaction, or decision-making. The coach therefore watches how the player enters the turn, which side loses control, and what happens when the number of attempts increases.

Flexibility is often underestimated, although it is linked with positional quality, coordination, and the ability to move more safely into a complex task. A simple forward-flexion test from a bench or a similar repeatable task can be useful as baseline information, but it is not a diagnosis of whole-body mobility. The

result is compared with the same player's history and with the movement quality visible on court.

6.8 The Gym and Strength Assessment

A gym test does not have to be a maximal attempt on the first day. A conversation with a player about previous work, loads they know, and technique they can control safely is often a better starting point than a hurried maximum assessment. Maximum-load testing is planned only when there are appropriate conditions, clear technique, a suitable progression, and a safety framework. Trust has coaching value here. A player who understands that the test is not a punishment and that the coach listens to their training history is more likely to provide information that enables a better programme later.

6.9 Energy Tolerance and Test Training

In a short preparation period, it is not rational to attempt to develop every energy parameter through laboratory logic. It is more practical for the coach to use repeated short distances, work and rest, and to observe time, movement quality, recovery, and the player's response. A five-repeat short-distance example may show when rhythm or technique begins to break down, but it does not become a universal prescription.

During the season, a test-training session is often more useful than a large formal assessment. It can combine speed, strength, skill, decision-making, and recovery in a task that resembles basketball. When it is repeated according to the same principles over time, the coach sees a transitional state and can adjust work for an individual or group more easily.

6.10 Accuracy Under Physical Demand

If a player cannot transfer physical capacity into a made shot, a pass, or a quality finish, physical preparation has not completed its job. Accuracy testing is not conducted by one member of staff alone. The basketball coach observes locations, action choices, and technical quality; the physical-preparation coach observes how long the player can maintain rhythm, movement, and body control.

Time	Attempts / makes	Percentage	Context: location, movement, demand
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Table 18: Working accuracy form: a number is always read alongside basketball context.

6.11 Three Conditions for Reading Accuracy

One shooting percentage can be useful, but it does not explain by itself whether a player loses quality because of technique, movement, fatigue, position choice, or the decision itself. The same task can therefore be observed through several clear conditions, with the same angle, make criterion, and a short note on how the result was produced.

Work condition	What is observed	Physical-preparation question
Controlled reception without high demand	Basic technique, preferred locations, foot position, and reception rhythm.	Is the issue already present when there is no substantial movement or fatigue?
Reception after agreed movement	Shot quality after a cut, rhythm change, braking, or exit from a screen.	At which part of the movement does the body lose the position required for the shot?
Reception in a simple game situation	Decision-making, perception, contact, or speed of the next action.	Does physical demand limit technique, or is the primary issue reading the situation?

Table 19: Accuracy is read through the same basketball task under different conditions, not only through shooting percentage.

A jump-stop is a simple but demanding transfer check. The player receives the ball after an agreed movement, organises feet and trunk in two contacts, then remains ready to shoot, pass, or pivot. A good attempt is more than a stable finish: the coach observes whether reception rhythm, visual focus, and decision are preserved when speed, change of direction, or a simple cue is added.

When the same pattern repeats across these conditions, staff do not automatically choose greater shooting volume. They first choose where to change the task: foot preparation, braking, rhythm, strength through contact, position selection, or the way information is introduced.

Players in the same position may have entirely different success patterns. One may finish better from one side of the court, another in a different rhythm, and a third closer to the basket. Accuracy testing should therefore help ensure that tactical task and physical development are not separated. It does not seek a positional average; it seeks what gives a particular player an advantage and what limits their game.

6.12 From Finding to First Correction

A test does not prescribe an entire programme. It allows the coach to choose one first correction small enough to check in the next session. The following models are neither universal plans nor medical protocols. They show how a result becomes a brief, clear training task without skipping support, braking, or information quality.

Finding from test or video	First brief training response	What the coach checks before progression
First step is slow or disorganised	Several controlled wall-lean positions, then a brief 3–5 m exit from the same stance; add a cue only when the exit is readable.	Does the body travel in the exit direction, do the arms support rhythm, and can the player decelerate without positional breakdown?
Horizontal jump loses landing control	Prepare take-off, use a small jump with a hold, and simple single-leg support; do not pursue distance until landing is controlled.	Do foot, knee, hip, and trunk remain organised while accepting force?
Vertical jump has poor rhythm or no arm contribution	Controlled squat–arm–swing–jump at low to moderate height, with focus on sequence and a quiet landing.	Do arm swing, extension, and landing connect into one pattern without breath-holding?
Change of direction is better on one side	Brief lateral exit toward the weaker direction, return toward centre, and braking at lower speed; ball work follows a stable finish.	Does the side-to-side difference shrink through quality rather than only faster execution?
Accuracy falls after movement	Repeat the same reception or shot after a smaller physical demand and isolate the point where foot or trunk position is lost.	Does the issue come from technique, rhythm, braking, action choice, or task dosage?

Table 20: The first correction should be clear enough to see and small enough not to hide the actual problem.

When the first response improves, training does not jump directly to maximal demand. Only one new change is added next: more speed, an added direction,

a simple cue, ball, partner, or contact. In this sequence, testing truly becomes teaching, and teaching can be checked again.

6.13 Operational Sequence for a Testing Day

A good testing day does not begin with the first stopwatch and does not end with the final score. In the days before testing, the staff agrees on the question being checked, who leads each part, how data are stored, and what happens if a player does not feel ready for the task that day. This reduces improvisation and protects player trust.

Moment	What happens	Error it prevents
Before test day	Define questions, sequence, equipment, space, responsible staff, and the stop criterion.	Choosing a test only because it is currently popular or changing the procedure during work.
Before warm-up	Brief conversation, availability check, and a note of meaningful context.	Treating an unusual result as a change in ability without explanation.
During execution	Demonstration, preparation attempt, equal signal, adequate recovery, and a short note on quality.	Different attempt counts, instructions, or validity rules for different players.
Immediately after	Preserve raw data, video, and the coaching note before impressions are retold.	Losing context or later treating a poor attempt as fact.
At the staff meeting	Connect the result to role, load, medical guidance, and the next task.	Allowing a table to become a programme without a shared decision.

Table 21: A testing day is a staff work process, not a public ranking of players.

6.14 Three Outcomes from the Same Result

The same result does not always lead to the same decision. For example, a slower sprint may mean the player is not ready, is fatigued, changed start technique, tested on a different surface, or lost quality earlier in the session. After every deviation, the staff therefore selects one of three outcomes.

Outcome	When it makes sense	Next action
Confirm the finding	The procedure was consistent, and both result and video show the same pattern across more than one check.	Select one small, clear training priority and check it in the next relevant task.
Repeat or clarify	There is doubt about procedure, context, task understanding, or attempt validity.	Do not change the programme from one score; repeat in controlled conditions or collect more information.
Protect the player	There is pain, an unusual response, substantial loss of control, or medical guidance.	Stop or modify the task and follow the club and multidisciplinary-team protocol.

Table 22: The same result may require confirmation, clarification, or player protection; a number never decides by itself.

This matrix does not slow work. It prevents speed of decision-making from being confused with speed of conclusion.

6.15 Individual Dossier and Working Groups

An individual dossier is not an archive of tests that no one opens again. It is a short history of what the player has shown, how the player responded to work, and what the staff checks next. It does not collect everything that can be measured. It holds information that saves time and prevents the same mistake from being repeated.

Dossier component	How it serves the next decision
Starting profile	Date, conditions, key results, work-relevant history, and video or note on execution quality.
Game role	Formal position, but also actual tasks: where the player creates advantage, enters contact, and where a limitation most often appears.
Training response	What was performed, how the player responded, which quality improved, and which warning sign appeared.
Transitional checks	Short repeatable tasks during the season that show the direction of change without unnecessary large-scale testing.
Next question	One or two priorities the team checks in the next microcycle rather than a long wish list.

Table 23: An individual dossier turns data into a traceable process rather than a label for the player.

When conditions do not allow fully individual work, players may be temporarily grouped by a similar task: for example, a group that needs first-step quality, a group that needs a controlled return after contact, or a group whose game did not provide enough stimulus. Position can help organisation, but it must not replace a player's actual need. Two groups are more useful than twelve disconnected programmes if both groups have a clear reason and room for individual correction.

6.16 Notes, Subjective Feeling, and the Next Decision

The player's subjective feeling should not be ignored. It does not determine the programme by itself, but it can explain an unusual result and guide a conversation. The coach's work is to translate that feeling into a testable question: should rhythm, technique, recovery, dose, space, or exercise sequence change? Training sessions are written and reread every day. This is a diagnostic method. By comparing planned with completed, baseline with achieved, individual with team, the coach finds better solutions. The secret is not a special table; it is the continual return of data, video, conversation, and experience to the next decision.

Coach's Note

Test → interpretation → next decision → exercise → player response → new check. When one link is missing, a result remains a number. When the links are connected, testing becomes part of training.

7 The Correlation of Training Factors

A basketball player does not use speed, strength, balance, mobility, and recovery as separate switches. When the player drops into a defensive stance, brakes, accelerates again, accepts contact, jumps, or shoots under pressure, the body connects several qualities in a single task. Physical preparation therefore cannot be a collection of unrelated exercises. It must connect what a player can do, what the game demands, and what the next session should develop.

In this book, proprioception is not reduced to one piece of equipment or one exercise category. It is the thread running through the entire process: in the foot that senses the surface, in the hip that accepts load, in the trunk that controls force transfer, in the hand that dribbles or passes, and in the decision that comes before movement. It is therefore planned with the other qualities, not added at the end of a session when no time remains.

7.1 One Task, Several Qualities

Game situation	Qualities that interact	Question for the coach
First step from stance	Active ankle and hip mobility, foot position, acceleration, reaction, and balance.	Can the player produce a first step without losing position or trunk control?
Braking and change of direction	Eccentric strength, foot and knee control, coordination, and spatial orientation.	Does the limitation appear on entry to braking, at ground contact, or on the next exit?
Landing and the next jump	Lower-limb force, trunk control, rhythm, balance, and reactive ability.	Can the player accept force safely and solve the next task?
Duel and box-out	Hip position, trunk and leg strength, balance, contact stability, and decision-making.	Is force transferred through the body, or does the player lose base and space?
Shot or pass under fatigue	Coordination, stability, rhythm, hand control, perception, and decision-making.	Does the physical demand change technique, rhythm, or choice of solution?

Table 24: Correlation of factors: the basketball task is the starting point, not an isolated quality.

This interaction does not mean that everything is trained at once. On the contrary, each quality needs its own learning moment and a task simple enough to be controlled. Mobility is first developed in control, strength is first built through technique, speed is introduced when the body is prepared, and complex decision-making arrives when the basic pattern can remain sound. Integration follows when the player understands and controls the component parts.

7.2 A Sequence That Preserves Meaning

A session can have different goals, but the sequence has to respect what the task demands. The warm-up is not merely a time to raise body temperature. It is where the coach sees how the player presents that day, activates the relevant

movement range, and prepares the pattern that will later become fast, strong, or basketball-specific. The main part then receives its goal, while the closing part helps complete the load and gives the coach information for the next day.

Part of the session	What is connected	Criterion for progressing
Warm-up and activation	Breathing, active mobility, foot, hip, trunk, and coordination of the basic pattern.	Movement is controlled, temperature is raised, and the player understands the next task.
Speed or explosive demand	Reaction, first-step technique, landing, braking, and force transfer.	Quality does not collapse as speed increases; otherwise the task is simplified.
Strength and situational work	Local and global strength, stability, contact, ball work, or positional task.	Load remains aligned with technique, player status, and microcycle goal.
Closing and recovery	Reduced demand, breathing, easy movement, and short feedback.	The player leaves with a clear sense of status and the coach with a note for the next session.

Table 25: Correlation through a training session: each phase prepares the next instead of cancelling it.

7.3 Training Conditions Change the Choice, Not the Goal

Quality physical preparation is not determined by the cost of equipment. Space, surface, time slot, group size, available time, and support from the staff change the chosen method, but not the goal: the player must become more able to solve a basketball task safely and repeatedly. In a restricted space, quality work on stance, foot, trunk, rhythm, and braking may be more valuable than an ambitious plan that cannot be delivered safely.

An unsuitable surface, crowding, and limited space are not reasons to improvise a risky task. The coach first removes what increases risk, then selects a simpler version, and only then adds demand. At times the right decision is fewer jumps, a shorter sprint, a more stable surface, or a delay of complex loading. This is not giving up on training; it is controlling the process.

7.4 When Two Goals Compete

In real work, two justified goals often collide. The team wants speed, but the player is tired from the game. Contact work is needed, but landing mechanics are not yet stable. The wish to “do everything” then produces a series of average stimuli. The better decision is for the coach to decide which quality must remain intact that day and which is temporarily maintained, simplified, or moved to another moment.

When these appear together...	Decision priority	Example of a rational action
Speed and substantial residual fatigue	Preserve fast-movement quality or choose another aim.	Reduce sprint attempts, extend recovery, or retain first-step technique without large volume.
Strength and unstable technique	Preserve the pattern before increasing load.	Return to a controlled working set, smaller range, or simpler implement.
Reactive jump and poor landing	Restore force absorption first.	Reduce height, repetition count, or complexity and work on controlled landing before the second jump.
Situational task and too much new information	Retain the basketball aim but reduce the number of changes.	Keep the ball and one decision while removing extra contact, signal, or time constraint.
Individual priority and team need	Preserve shared work with a small personal correction.	The player performs the same basic action with a different range, starting position, or finish.

Table 26: Working matrix: When Two Goals Compete.

This matrix does not replace the plan. It prevents the plan from becoming rigid when the player’s actual response or the conditions of the day reveal a different picture.

Coach Goran's coaching note

We do not test simply to fill a dossier; we test to avoid training shots into empty space. If a player reaches a more secure reception, a more accurate finish, or more stable contact from a particular angle on the stronger side, the game plan needs to know it. The weaker side does not disappear: it becomes the place for targeted correction, while the stronger side builds confidence that can transfer to the game. Test, video, observation, and conversation therefore lead not to a label, but to a specific next task.

AI Recommendation

AI can help a coach connect testing notes, video, load, and a player's subjective feeling. Useful questions include: "What changed in the pattern?", "Which condition was different?", and "Which simplest next task checks our assumption?" AI does not determine a player's readiness in place of the coach and health staff.

7.5 From Group to Individual

A team cannot be made of eleven completely separate programmes, yet one shared task does not affect everyone in the same way. The coach therefore first forms working groups by the real demand: a group learning the pattern, a group building capacity, and a group able to transfer quality into a faster or more complex basketball task. Individualisation is then addressed through small adjustments — position, range, number of quality repetitions, added recovery, or a different finish.

This approach protects team organisation while still respecting the player. The goal is not for every player to be ideal on paper, but for the team to function better because each member receives the next realistic step.

Coach Goran's working note

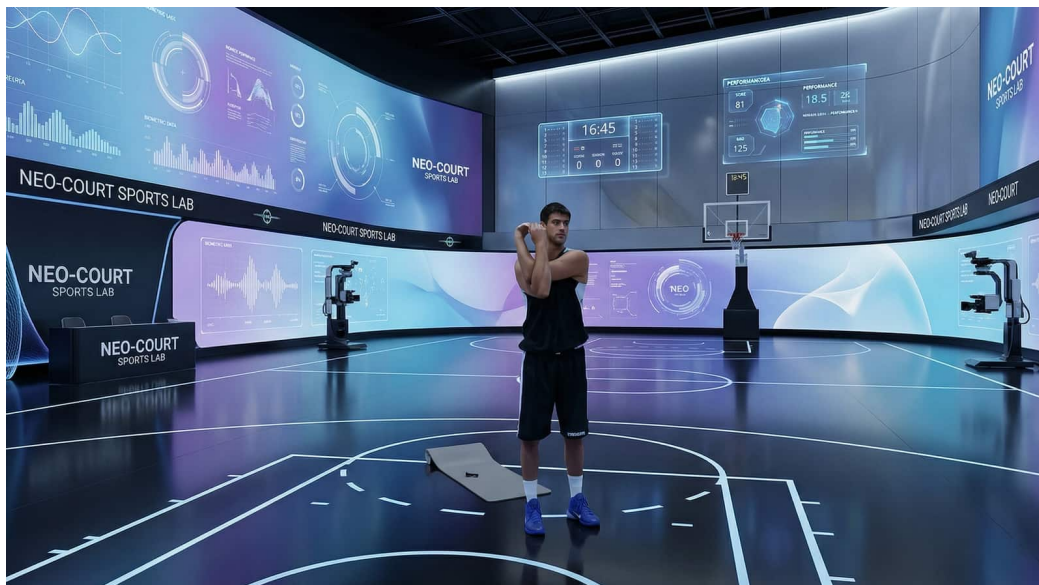
Training sessions are written every day and read again. When the coach compares what was planned, what was actually performed, and what the player showed, a more precise next step always appears. This is not administration. It is a diagnostic method and one of the most important habits in coaching.

8 Mobility Flexibility and Proprioception

Flexibility, mobility and proprioception are often placed in the same basket and then addressed through random stretching or standing on an unstable surface. In basketball, they are not three separate training add-ons. They are part of the way a player enters a stance, brakes, lands, changes direction, receives contact, controls the ball and returns to the next action.

Flexibility describes available movement range. Mobility is the ability to actively control that range within a task. Proprioception is the continuous reception and use of information about body position and movement. When a player has range but cannot control it at speed or in contact, flexibility has not been transferred into the game. When a player succeeds on an unstable surface but loses position in an ordinary landing, the task has not solved the problem created by the game.

8.1 Mobility is not only greater range





A basketball player does not need to be maximally mobile at every joint; the player needs the range and control required for a specific role, body structure and current task. Ankle mobility influences stance, lowering the centre of mass, landing and the first step. Hip mobility influences change of direction, trunk position, defensive stance and the ability to produce force without losing control. The hand, wrist and shoulder contribute to protection in a fall, ball handling, passing, shooting and contact.

The question is therefore not only: “How much does the player stretch?” The right question is: “Can the player actively use the available range in a basketball task?” This is what separates useful mobility from a passive position that never appears in the game.

8.2 The place of stretching in training

The introduction to training should prepare the next demand. Before jumping, acceleration, change of direction or demanding strength work, general warm-up, progressive active mobility and movements that resemble what follows take priority. A 2024 systematic review and meta-analysis indicates that both static and dynamic stretching can improve range of motion, while a greater presence of dynamic stretching is recommended in the warm-up for activities requiring jumping and lower-limb range of motion.

This does not mean static stretching is prohibited or useless. Its place is determined by the goal, timing and player. A long passive position is not a substitute for specific preparation before an explosive task. After training, in a separate

block or in individual work, controlled stretching may have a different purpose. In every case, the coach chooses a method according to the task, not according to habit.

Timing	Primary aim	Example of coaching logic
Before high-intensity work	Raise temperature, activate available range and prepare the movement pattern.	Active mobility of foot, hip and trunk; then stance, braking, short exit or progressive jump.
During learning or correction	Understand the limitation and restore control within a safe demand.	Slow the task, reduce range or speed, then restore the reactive component only when the pattern remains clean.
After work or in a separate block	Support recovery, range tolerance or an individual corrective goal.	Calmer work on a restricted region, with decisions based on earlier assessment and player response.

Table 27: Flexibility and mobility according to timing and training aim.

8.3 Which Range Are We Actually Developing?

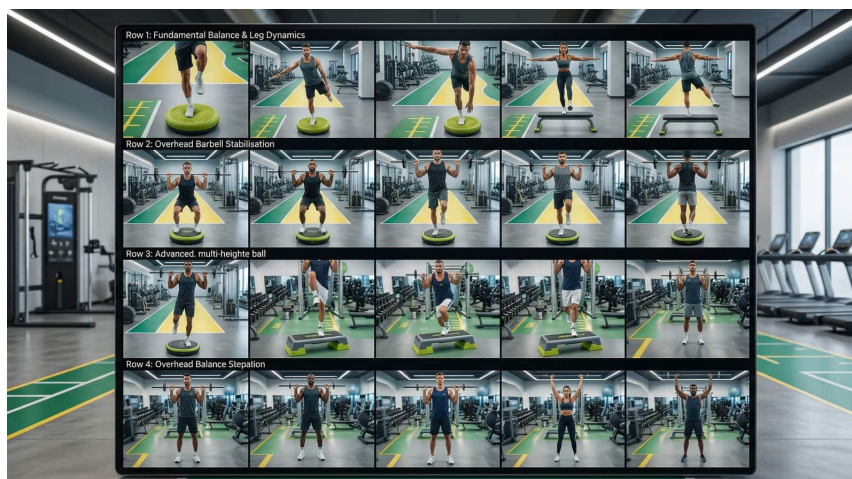
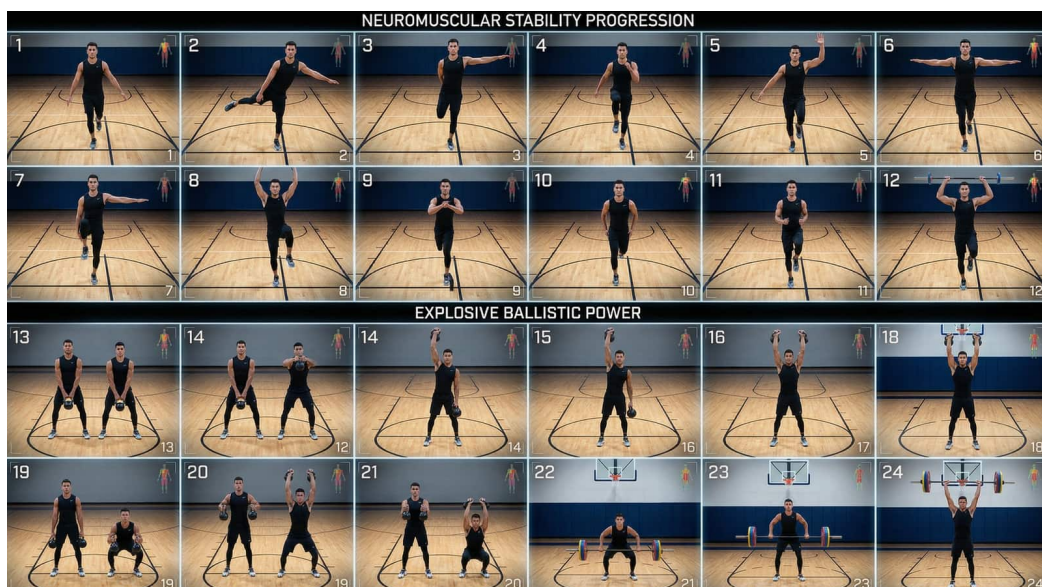
Flexibility is not one single quality. The same player may have good passive hip range but poorer active control in that range; the player may be mobile locally at the ankle but not use that range in a defensive stance. The coach therefore does not assess only “how far” the player reaches, but through which means, in which direction, and with how much control the player reaches that position.

Dimension	What it describes	Coaching question
Passive	Range reached with external assistance or a position that does not require active force production.	Does the player have range that must later be learned under control?
Active	Range the player reaches independently and holds with organised muscular work.	Can the available range be used without relying on a partner, momentum, or compensation?
Dynamic	Repeated entry into and exit from range through controlled movement.	Does range remain when rhythm, speed, and change of direction appear?
Static	Calmer holding of a position for a period of time.	Does this form serve recovery, assessment, or a specific corrective aim — rather than replace preparation for speed?
Local and global	Control of a single region or a connected chain across several segments.	Is the limitation genuinely local, or does the body lose organisation when several regions work together?

Table 28: Different dimensions of flexibility become useful only when connected to active control and the game task.

This distinction prevents a simple but frequent misunderstanding. Large passive range is not automatic readiness for speed, jumping, or contact. Conversely, restricted range is not always solved by longer stretching. The coach first checks whether the issue is range, control, strength, coordination, fatigue, or the way the task is set.

8.4 Proprioception is a process, not a piece of equipment



In this edition, proprioception means the process through which a player perceives and organises body position while solving a task. It develops in a quality stance, through foot control, single-leg support, landing, braking, ball work, contact and repeated decision-making. Strength, coordination, balance and speed are therefore connected to proprioception, but none of these abilities can be reduced to it alone.

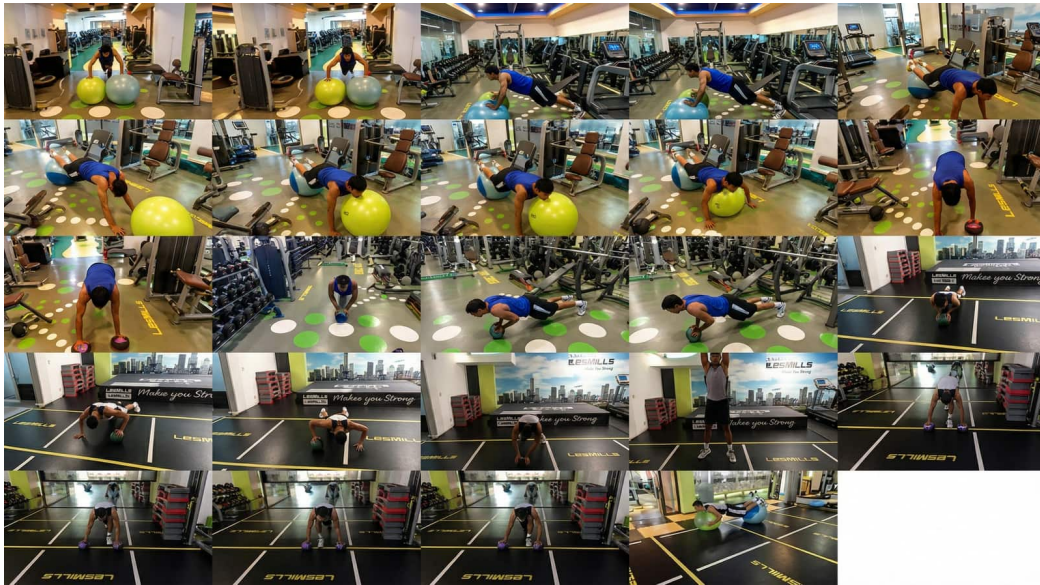
This approach protects against a common error: an unstable surface is not automatically better training. A systematic review of balance training in athletes concludes that no one model exists for every sport, while effective interventions often combine postural control with strength, plyometrics and sport-specific tasks. A six-year follow-up of a professional basketball team also warns that the label “proprioceptive exercise” alone is insufficient; task, instability level, feedback and intended outcome must be clearly defined.

The first step is therefore a stable surface and a manageable demand. The player should show the ability to control foot, knee, hip and trunk in a basic task. Only then are changes of direction, speed, ball, partner, contact or altered visual information added. An unstable surface has a place only when it increases task relevance, not when it hides poor mechanics.

AI Recommendation

AI can compare video of two trials and direct attention to left-right differences, landing quality, trunk position or a change in pattern under fatigue. It is also useful for keeping a short daily record: which task was performed, under which conditions and how the player responded. AI does not decide whether a player is ready for loading and does not replace the medical team when pain, acute injury or a health restriction is present.

8.5 Operational Model: Control Under Changing Conditions



The following model gives the coach a concrete way to place proprioception in the main part of training. It is not necessary to use all five stations in the same session. Select two to four stations according to the aim of the day, then check the result through a simple basketball task. Execution quality matters more than the player “completing” the full circuit.

Station	Initial dose	What the coach observes	Simple transfer
Single-leg squat with mild perturbation	3 × 6	The foot remains active, the knee follows the foot direction and the pelvis does not drift sideways.	Braking and re-acceleration from one support.
Lateral lunge with an external cue	3 × 8	Control of lateral movement, depth and return from the hip without losing trunk position.	Defensive step and return to stance.
Lateral line landing with stabilisation	3 × 4 / side	Quiet landing, knee control and a clear finishing position before the next repetition.	Close-out, braking and preparation for a second step or jump.
Ball transfer in a squat	2 × 30 s	The trunk remains quiet as the arms and visual focus change task; a stable surface is the starting option.	Ball protection and work in contact.
Reactive change of direction on a verbal or visual signal	3 × 6	The player responds without guessing direction in advance and preserves position on exit.	Reading an opponent, helping and recovering to defence.

Table 29: The operational model begins with control, introduces a changing cue and ends with basketball transfer.

A single-leg landing is the next demand only when the player can show calm support in the basic version. Its value is not to test balance for its own sake, but

to control foot, knee, hip, and trunk long enough for the player to choose the next step, pass, shot, or defensive recovery.

An unstable surface can be an auxiliary method in a limited part of the work, but it is not a higher level by itself. If the player cannot control support on a stable surface, added instability usually only hides the problem. As with any other method, the coach must be able to state which information the additional demand provides and whether that information helps the next action on court.

8.6 Adaptive Recovery: Five Steps That Remain Connected to the Game

Recovery at the end of a session does not have to be passive “switching off” of the body, nor an add-on without purpose. A brief flow can reduce demand, return attention to breathing and position, and give the player a clear feeling of organised movement without speed or pressure. This model is especially useful after strength work, jumps, contact or travel, but it is shortened when the schedule requires only a minimal intervention.

Step	Task	Coaching criterion
1 · Breathing in a deep squat	90–120 seconds of calm breathing at an available depth, without forcing the position.	Feet stay supported, breathing becomes quieter and the player does not seek a deeper position at the cost of tension.
2 · Hip and thoracic region	Controlled rotations through standing, kneeling or quadruped positions.	Movement comes from hip and trunk rather than knee twisting or breath-holding.
3 · Static hold	Modified L-sit, TRX plank or another low-demand stability variation.	The body maintains line without shaking that interrupts breathing or changes position.
4 · Balance with reduced visual information	Brief single-leg support; eyes closed is introduced only when the stable version is calm.	The player can stop the attempt before loss of control and without a fall risk.
5 · Flow sequence	Squat → lunge → hip bridge → plank, at a tempo that allows continuous breathing.	Transitions are smooth, unhurried and the range matches the real state of that day.

Table 30: The adaptive flow restores movement and breathing control; it is not judged by fatigue but by calmness and transition quality.

For point guards and guards, the initial option can be two rounds of 45–60 seconds per station, with attention to the foot, ankle and returning attention. Wings often remain in the 60–75-second range and two to three rounds when they need additional work for the hip, thoracic region and take-off control. For frontcourt players, the starting point is not automatically longer duration but quality of transition through hip, knee and trunk after contact. In every role, the flow is stopped or simplified when it becomes another source of fatigue.

8.7 From control to situation

Progression does not have to mean more expensive equipment or a more complicated exercise. It means that demand gradually approaches the game without quality disappearing. In basketball, it is often more useful for a player to decelerate well, organise the foot and respond to the ball on a stable surface than to balance on equipment for a long time without relation to a real action.

Task level	What is assessed	How to progress
Basic control	Foot position, support, breathing, trunk stability and active range.	From double- to single-leg support; from slow to controlled dynamic work.
Movement	Control in lunge, braking, landing and positional change.	Change plane, direction, rhythm and distance.
Reaction	Retain position in response to a signal, ball or partner.	Simple signal, then a more complex decision and time constraint.
Game situation	Control within a basketball task under pressure.	Introduce dribble, pass, shot, contact, defensive stance or transition.

Table 31: Working matrix: From control to situation.

A 2025 systematic review in basketball found improvements in balance, power, agility, stability and certain skills, but results were not consistent across all measures and methods and dosage differed substantially. This supports a practical rule: do not copy another coach's protocol; build progression around the player's actual limitation.

8.8 Feet and hands: small segments, major transfer



The foot is the first point of contact with the floor, while the hand is in direct contact with the ball, the floor in a fall and the opponent in contact. Brief, regular work for the foot, ankle, hand and wrist can therefore have a place in the introduction or an individual corrective block. The aim is not mechanical isolation, but transfer of improved control into stance, step, landing, grip, passing and shooting.

The coach selects the minimum amount of work that makes a difference. If a player needs a more complex individual plan or if pain, swelling, loss of function or acute injury appears, assessment and return to work are coordinated with a qualified health professional. Physical preparation does not take over that role.

Coach's Note

We do not ask a player to “survive” instability at any cost. We ask the player to retain control in a real action for long enough to make the next good decision. When balance, strength and coordination work together, the body does not only look more stable — it becomes more useful for basketball.

8.9 Time, Space, and Real Working Conditions

The proprioceptive process has no single compulsory place in training. In the introduction it can prepare support, mobility, and attention before speed or strength. In the main part it can appear through landing, braking, contact, or ball-work quality. After work it can have a calmer role: brief mobility, breathing,

easy movement, and a return of attention to position. Its place depends on the aim of the day, not on the name of the equipment.

Timing	What the task should do	Example of a safe choice
Introduction	Activate foot, hip, trunk, and attention before quality movement.	Stable surface, active mobility, controlled support, and simple rhythm.
Before speed or strength	Prepare a specific position, landing, braking, or first-step direction.	A short progression from a slow pattern to the task of the day, without fatigue before main work.
In the main part	Retain control while adding speed, ball, partner, or contact.	One additional demand at a time, with the ability to simplify the task immediately.
Closing	Reduce demand and collect feedback on player status.	Calmer mobility, breathing, or easy movement according to the player's actual response.

Table 32: The proprioceptive process takes its form from the session aim, not from a compulsory routine.

Conditions change the method. On an unsuitable surface, in a restricted hall, or when a player is not taught for a more complex task, the coach does not “save” the plan by adding instability or speed. The task changes: more stable support, reduced range, fewer repetitions, more space, or a different point in the microcycle. Consistent quality work is worth more than an attractive exercise that cannot be repeated safely.

8.10 Conclusion

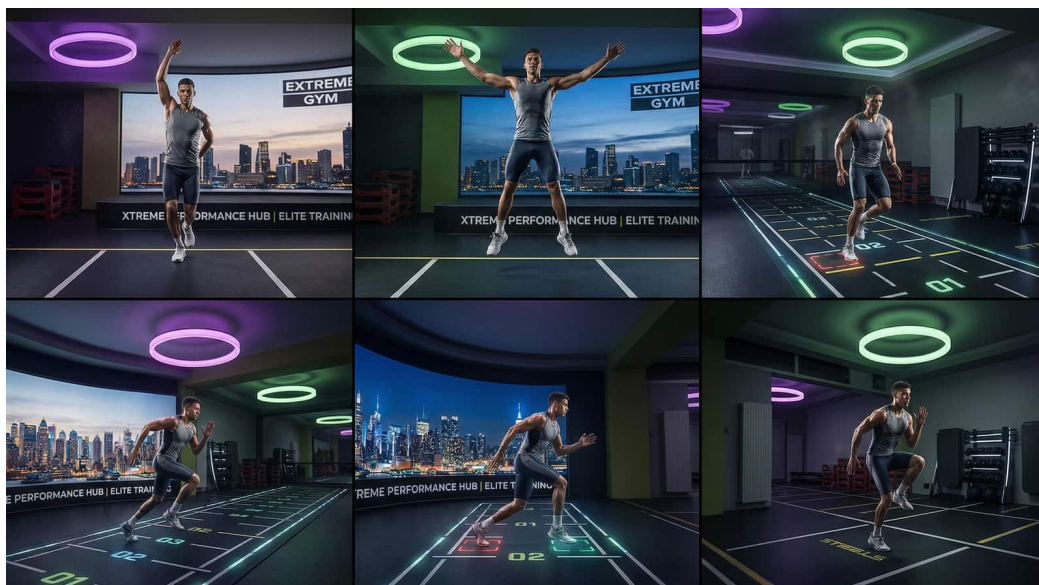
Flexibility provides available range, mobility turns range into active control, and proprioception helps the player use that control in space and time. Their development is not a separate station visited once each week. It is a thread that connects warm-up, strength, speed, coordination, recovery and play. A

well-planned process starts in stable conditions, progresses gradually and ends where basketball begins: in a decision under pressure.

9 Coordination

Coordination is the ability to organise movement so that it is timely, economical, sufficiently accurate and adapted to the problem posed by the game. It is not visible only in the “beautiful” execution of an exercise. It is visible when a player changes rhythm under pressure, keeps the dribble, receives contact, retains a stance, finds space and completes the action without unnecessary movement. In this book, coordination is not a separate station after which the coach moves on to speed or strength. It is the organisation of what the player already has: available range, strength, balance, rhythm, space, information and intent. Coordination quality is therefore especially visible when the task is not completely familiar.

9.1 Coordination: less unnecessary, more usable





A good player does not necessarily make more movements; the player makes the necessary movements in the correct sequence. When trunk, feet and arms are coordinated, the game appears simpler. When coordination is weaker, the player often compensates: arrives late with the foot, loses balance during a fake, raises the shoulders, searches for extra steps or finishes a shot from a poorer position.

The coach therefore does not assess coordination only through a movement course. The coach observes how a player solves a small problem. Can the player change direction while retaining a stance? Can the player receive a pass and move into the next action without stopping? Can the player decelerate and re-accelerate without unnecessary movement? Can the player use the weaker side when the situation changes?

Component	What the coach identifies	Example of basketball transfer
Rhythm and timing	The correct moment to start, stop or transition.	Leaving the dribble, jump timing, close-out after a pass.
Spatial orientation	The relationship of the body to line, basket, ball, teammate and opponent.	Defensive help, cut without the ball, landing in traffic.
Force differentiation	Enough, but not excessive, effort for the task.	Passing in motion, a soft finish, controlled braking.
Lateral organisation	Use of both sides and multiple planes of movement.	Dribbling and passing with the weaker hand, turning, defensive slide.
Reorganisation	Changing the solution when information arrives late.	Response to a fake, rebound or unplanned switch.

Table 33: Working matrix: Coordination: less unnecessary, more usable.

9.2 Operational Coordination Compass: Direction, Rhythm, Information

The following short block turns coordination into work that can be repeated and observed. Its purpose is not for the player to “complete a course,” but to receive one new problem through a familiar base: arm–leg relationship, movement across the lateral plane, change of orientation, and decision on a signal. It takes approximately 10–16 minutes when used as an introduction or separate micro-block; on a day with a high-speed demand, it remains shorter and serves primarily as preparation.

Station	Base task	Basketball connection and criterion
A1 · Arm-leg rhythm	A brief jumping-jack pattern or similar low-intensity coordination of arms and legs, with a rhythm change on the coach's signal.	The coach observes whether the player can change rhythm without raised shoulders or loss of breathing; the connection is a fast transition from preparation into stance.
A2 · Carioca and lateral exit	Controlled carioca cross-step in both directions, then a lateral exit into stance without crossing the feet in the finishing position.	Develops the non-preferred side, pelvic orientation, and preparation for a defensive slide or cut.
A3 · Forward-backward-turn	A brief forward exit, controlled backward retreat, and turn only on a clear signal.	The player changes orientation without extra steps and remains ready to brake, recover to defence, or receive the ball.
A4 · Low stance, signal, and ball	Lateral or diagonal exit to one cue, followed by a simple reception, pass, or ball-protection task.	Quality is preserved when the signal changes the solution but does not break support, trunk position, and gaze.

Table 34: The operational coordination compass: one new change per station, from rhythm toward information and decision.

Mirror lateral work introduces a partner as live information, but it does not change the basic task: the player remains in a low stance, tracks direction without crossing feet, and keeps the hands ready for the ball or the next defensive demand. The partner changes side only once the basic lateral support remains visible.

A low elastic bounce is a small, rapid check of how the player uses the floor. The aim is not height, but for foot, ankle, knee, hip, and trunk to briefly absorb and return force without losing stance. It begins with small amplitude and a clear

stop when rhythm is lost, the trunk rises, or landing becomes noisy; direction, a cue, or a ball are added only when warranted.

Order is not dogma. If a player loses orientation during the return, A3 comes earlier. If support is stable but the player is late when reading information, emphasis moves to A4. The coach does not change three things at once. First change direction or rhythm, then the cue, and only then introduce ball, partner, or time constraint. This keeps it clear whether the limitation lies in movement, information, or their connection.

If the coach sees	Do not immediately add	First meaningful response
Loss of rhythm	More speed and a new ball task.	Slow A1, retain the same pattern, and change only the rhythm on a cue.
Unclear lateral finish	A longer set or more aggressive contact.	Return A2 to a shorter distance and check foot, pelvis, and finishing-stance position.
Late turn	A more complex signal or more directions.	Simplify A3 to a known return, then introduce one clear cue for the turn.
Signal breaks the whole pattern	A faster course or additional resistance.	Keep the same step in A4 and simplify information before adding ball or partner.

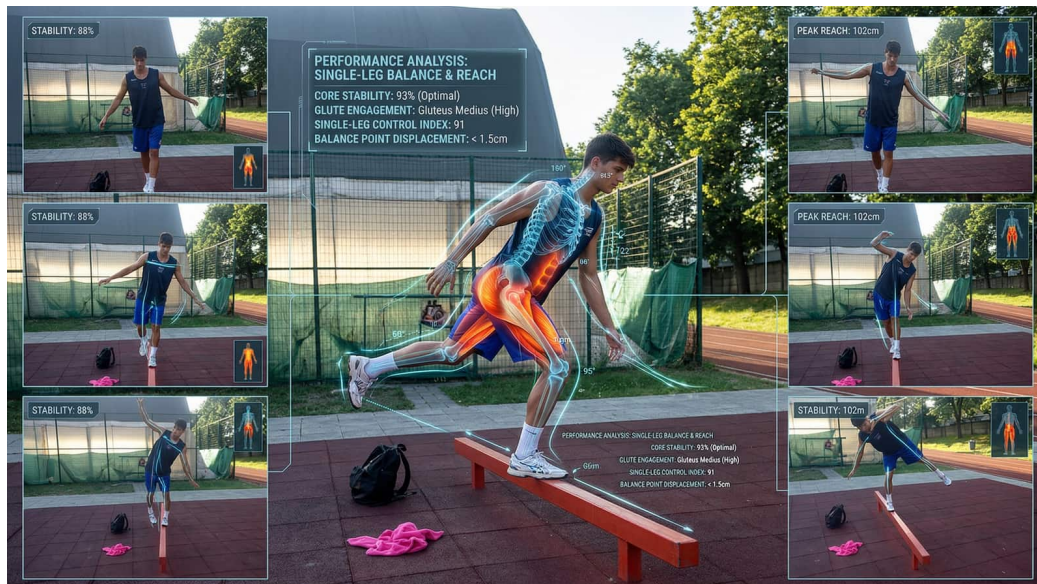
Table 35: Coordination develops by solving a clear problem, not by accumulating complications.

AI Recommendation

AI can isolate short video sequences in which a pattern breaks down: during braking, after contact, in the second half of a set or on the weaker side. It can then compare those sequences with successful attempts from the same player. Its greatest value is not the label “good” or “poor coordination”, but a precise question for the next session: at which moment does the player lose position, and why?

10 Balance Landing and Braking

10.1 Balance is dynamic



Balance in basketball is not standing still. It is the ability to temporarily lose an ideal position, find support and continue the action. In landing, braking, contact, shooting after the dribble or fighting for a rebound, balance constantly changes. It is therefore not trained only so a player can “stand”, but so the player retains the option of the next good decision while changing position.

Balance depends on coordination, strength, available range, visual information and the way the player uses the ground. A systematic review of balance training in basketball identifies potential improvements in balance, stability, agility, power and some basketball skills, but effects are not equal across every measure and protocols differ. This confirms that balance has value, but it does not justify a universal balance programme for every player.

10.2 Stable before unstable

First, the player learns quality support on a stable surface. The player should control foot, knee, hip and trunk while standing, moving, braking and landing. Demand then increases: one leg, change of direction, response to a signal, ball, partner, contact or limited time. An unstable surface is an option, not an oblig-

ation. If it reduces support quality, creates a poor habit or separates the player from a real action, it is not the right choice at that moment.

This principle aligns with the review of balance training in athletes: successful programmes use task progression and often combine balance with strength, plyometrics and specific agility, while no one model exists for all sports.

Step	Task	Progression criterion
1. Basic position	Control of support, breathing, trunk and active range on a stable surface.	The player does not search for compensation through foot, knee, arms or trunk.
2. Dynamic control	Lunge, landing, braking, recovery and change of plane.	Quality remains when speed or distance is added.
3. Information	Signal, ball, partner or change of rhythm.	The player retains position while solving a simple problem.
4. Game situation	Contact, dribble, shot, defensive decision or transition.	Body control transfers without separating it from the tactical aim.

Table 36: Coordination and balance progression from support to game situation.

10.3 Brief Observation Circuit: From Support to Decision

One brief circuit can help the coach see at which point a pattern is lost. It is not a diagnostic substitute for medical assessment or a universal test. It is an organised way to repeat the same qualitative questions through several simple tasks.

Task	What changes simply	What the coach records
Controlled support	Stance, single-leg support, or a short lunge without hurry.	Foot, knee, pelvis, breathing, and need for an extra corrective movement.
Braking and return	Short acceleration → stop → return to stance.	At which step control is lost and whether the issue is rhythm, support, or fear of braking.
Lateral change	Lateral exit in a known direction, then in the other direction.	Side-to-side difference, trunk organisation, and quality of return toward central position.
Signal and ball	The same pattern with a simple visual signal or ball reception.	Whether information changes decision only or disrupts the entire movement pattern.
Small situation	One partner, limited space, or a small tactical task.	Whether control remains when an actual game intention appears.

Table 37: The brief observation circuit gives the coach a trace for the next correction, not a final label for the player.

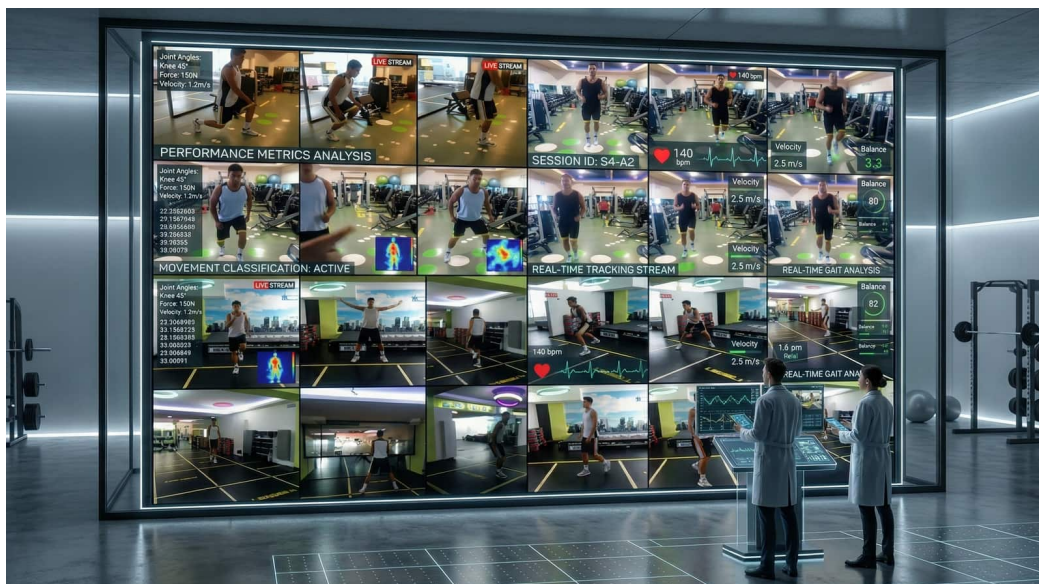
If the pattern breaks down in the first task, the coach does not add signal and ball. If basic support is good but quality disappears only when information appears, content is built through rhythm, attention, and decision. This prevents a common error: solving the issue with a more complicated exercise before it is clear where the issue actually lies.

10.4 The weaker side is not a punishment

Basketball constantly requires forward, backward, lateral and diagonal movement, as well as turns. Work on the weaker side is not intended to make a player “symmetrical” on paper; it allows the player to have more solutions when an opponent closes the preferred path. Lateral work, backward work, carioca, rhythm changes, reaction to a signal and ball work have value when connected to what the player needs to do in a game.

Progression does not come from endlessly accelerating a perfectly mastered task. The coach first changes one thing: direction, rhythm, surface, visual signal, ball, partner or decision. The player receives a new problem, but the coach can still see what is happening. When everything changes at once, the session often trains chaos rather than coordination.

10.5 Balance and accuracy



A good shot requires much more than balance, but balance determines how capable a player is of repeating technique when the game changes. When the body breaks down, the arm often tries to compensate for what legs and trunk have not organised. Coordination and balance work should therefore not be

separated from shooting, passing and ball handling; it should be introduced into them progressively.

This does not mean every balance exercise has to include a shot. Sometimes the player needs basic landing control or better organisation in a change of direction without the ball. Real transfer occurs when the coach knows what should be transferred and when the player can retain quality at higher demand.

Coach's Note

Coordination is not choreography. If a player looks perfect in a known exercise but loses the body when an opponent, ball or decision appears, the work is not yet finished. The aim is for control to appear when it is needed most — in the unfamiliar part of the game.

10.6 Conclusion

Coordination organises movement, and balance preserves the possibility of continuing movement. Together, they allow a player to have more solutions, reduce unnecessary compensations and transfer physical capacity into technical-tactical action. The best work starts simply, becomes more demanding by one criterion at a time and finishes in a situation that makes sense for basketball.

11 Speed Rhythm Change and Reaction

In basketball, speed is not only a time recorded in a linear sprint. It is the ability to recognise a situation, organise the body, produce the first step, brake, change direction and accelerate again at the moment demanded by the game. The most important actions often occur in a small space: leaving a stance, closing out a shot, taking the first step from a dribble, recovering on defence, fighting for position or reacting after contact.

Speed should therefore not be treated as one quality. In basketball it appears as initial acceleration, reaction speed, movement frequency and rhythm, braking, change of direction and the ability to retain the quality of these actions when the player becomes fatigued. The principle for this chapter is simple: **often, but not too much**. Speed needs a regular place in training, but also enough freshness for execution to remain high quality.

11.1 Three different tasks

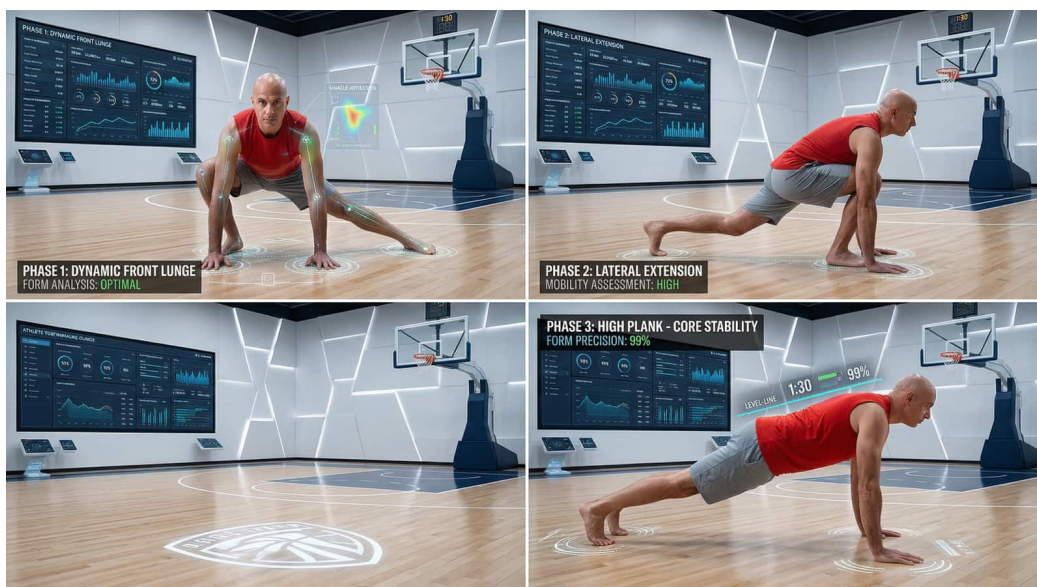
A pre-planned change of direction and reactive agility are not the same. In a pre-planned task, the player knows the direction in advance; in a reactive task, the player must read a stimulus — opponent, teammate, ball, light or sound — before choosing a solution. Reactive agility therefore includes a perceptual and decision-making component alongside physical work.

Task	What the player solves	Typical basketball situation	What the coach observes
Short acceleration	Produce the first step from stance or movement.	Leaving the dribble, defensive recovery, attacking free space.	Foot position, first step, body angle and transition into the next action.
Pre-planned change of direction	Brake and change direction within a known pattern.	Defensive slide, pre-defined close-out, movement course.	Trunk control, footwork, braking and re-acceleration.
Reactive agility	Read a signal and solve an unknown direction of movement.	Responding to penetration, a switch, pass or rebound.	Perception, choice, first response and positional quality after the reaction.

Table 38: Working matrix: Three different tasks.

A review of change-of-direction tests in basketball shows a large number of different protocols. This is not a reason for the coach to keep changing tests, but a reminder to choose the test according to the question: defensive lateral movement, turning, cutting or response to a stimulus. One movement course cannot explain a player's entire speed profile.

11.2 Speed starts before the sprint





The first step never starts only with the leg. It depends on foot position, ankle control, active mobility, trunk stability, hip position, use of the arms and the ability to direct force toward the task. Proprioception, balance and mobility are therefore not separate decorations at the beginning of training; they create the conditions that make speed work meaningful and safer.

The introduction to a speed task does not need to be long, but it needs to be precise. The coach selects several exercises that prepare the position, rhythm and specific movement of the day. For a player working on the first step, the introduction should lead toward stance, foot and hip activation, short exit actions and gradual increases in speed. For a player working on change of direction, the introduction should prepare braking, trunk control and position at ground contact.

A wall lean is a simple way for the player to feel the direction of force before speed rises. The hands provide only a reference; the key is a long line from head through trunk to the rear leg, an active front foot, and a quiet hip. If the angle is lost, the task is simplified before a sprint, ball, or cue is added.

AI Recommendation

AI can help flag recurring patterns in video: a late first step, excessive trunk angle, loss of knee position, weaker exit to one side or a fall in quality during later sets. Its output is the beginning of a check, not the final diagnosis. The coach confirms whether the observed pattern is real, whether it appears in the game and whether speed work should be increased on that day at all.

11.3 From testing to a training response

A result from 5 m, 10 m or a change-of-direction test is not an exercise prescription. The coach first separates the problem. A slower result may arise from start position, insufficient force in the first steps, poor braking, limited trunk control, a weaker response to a stimulus, fatigue or an unsuitable protocol on that day. Only then is a training response selected.

Finding	First question	Possible training direction	Basketball transfer
Weaker first step	Can the player organise the body and produce force in the direction of the exit?	Short starts, stance work, controlled horizontal force and gradual transition into acceleration.	Leaving the dribble, recovery after a turnover, exit from a screen.
Loss of quality while braking	Does the player brake through the trunk, foot or allow the knee to leave its line?	Deceleration technique, foot position, trunk stability and controlled change of direction.	Close-out, stopping penetration, defensive rotation.
Good planned change of direction, weak response to a signal	Is the limitation in reading information or in the first movement after the decision?	Reactive tasks with a simple signal, then more complex basketball stimuli.	Responding to the first dribble, shot, pass and switch.
Loss of quality in later repetitions	Is the issue dosage, rhythm, recovery or excessive task complexity?	Lower volume while preserving quality, greater rest or gradual integration with the ball.	Repeated close-outs, transitions and several defensive actions in one possession.

Table 39: Working matrix: From testing to a training response.

This logic protects the coach from two extremes. The first is treating every weaker number with more sprinting. The second is replacing speed work with undefined “agility” exercises that have no clear purpose. Contemporary reviews indicate that plyometric training, speed work and varied basketball formats can improve agility measures, but protocols and samples differ; exercise choice is therefore always connected to a specific player and phase of the season.

11.4 Operational Block: Speed That Chooses Direction

This block provides a practical framework for a day when the coach intends to train speed rather than simply accumulate fatigue. Each station has a small number of high-quality attempts, enough rest to reproduce speed, and a clear decision for when the task ends. In the introductory phase, known directions are used; reaction, ball, and contact enter only when the player can retain position during exit and braking.

Station	Execution	Quality criterion and transfer
B1 · Fall–catch–exit	From an athletic stance, the player leans in the working direction under control, catches the first step, and accelerates 5–8 m.	The body travels toward the exit, the first step is not late, and the player finishes by decelerating under control; transfer includes the first dribble, exit from a screen, or recovery after a turnover.
B2 · Brake–turn–re-accelerate	A short exit, planned braking in a marked zone, change of direction, and a new acceleration without excessive extra volume.	Foot, knee, and trunk remain organised before the new exit; transfer includes close-outs, stopping penetration, and defensive recovery.
B3 · Response to one signal	From the same starting stance, the coach gives one visual, verbal, or movement cue for left, right, forward, or return.	The player does not guess the direction in advance and does not lose the first response when the cue changes; transfer is reading the first dribble or pass.
B4 · Reaction with ball or partner	After B3, the player receives the ball, protects it, passes, or completes a brief defensive action appropriate to the role.	Speed remains in service of the next decision: ball and partner enter only when the preceding step remains readable and safe.

Table 40: Speed that chooses direction: from a known first step to a reactive basketball decision.

A split stance is not a pause before reacting; it is the position from which the player keeps weight low enough to read a cue, receive a change of direction, and push the floor quickly. The front leg receives the first pressure, the rear leg prepares the exit, and hip and trunk must not lag behind the feet. This pattern is first checked with one clear cue, and only then with a ball, partner, or contact.

A pivot on a cue is a useful middle station between a simple reaction and full play. The player first organises support and trunk in a low position, then uses one clear cue to choose an inside or outside exit, a pass, or a new defensive stance. The cue must not become an excuse to lose support, visual focus, or balance. An initial dose may be two to four high-quality attempts per direction, with rest that restores full attention and first-step quality. This is not a rule for every team or a replacement for individual dosage. If response time increases, braking becomes loud and uncontrolled, the player loses position, or can no longer explain the required cue, the coach reduces attempts or returns to the preceding station. Intensity is not being “lost”; the quality that speed work is meant to develop is being protected.

First step is late, but direction is known

Coaching decision: return to B1; check stance, support, and body angle before adding reaction.

Protect for the next attempt: a short, high-quality exit rather than pursuit of a longer distance.

Braking is difficult or the player makes extra steps

Coaching decision: return B2 to a shorter distance and reduce entry speed.

Protect for the next attempt: position before the new acceleration, not entry speed alone.

Player is fast without a signal but late to a cue

Coaching decision: retain the physical pattern of B3 and simplify information.

Protect for the next attempt: the perception–decision–first-movement connection.

Ball or partner breaks the pattern

Coaching decision: temporarily separate B4 from a fast finish and return to a simple reception or pass.

Protect for the next attempt: the basketball task without loss of safe support.

Decision cards 33: Speed training retains meaning when the next variation is chosen according to what the player has just shown.

11.5 Progression: from control to decision

Speed is developed by increasing task complexity, not only by increasing the number of repetitions. In the initial phase, the player learns position, rhythm and braking at low or moderate speed. The demand for acceleration and change of direction then increases. Only when mechanics are sufficiently stable are a stimulus, ball, opponent, contact or tactical decision introduced. Finally, speed returns to the team situation.

Phase	Primary aim	Readiness sign for the next step
Control	Position, rhythm, braking and landing under a manageable demand.	The player retains body alignment and repeats the pattern without technique breaking down.
Acceleration	Short exit, first step and re-acceleration.	Speed increases without loss of foot and trunk control.
Reaction	Response to a simple, then progressively more complex, stimulus.	The player does not only become late because the signal is new and can retain first-response quality.
Integration	Connect speed with the ball, defence, contact and decision-making.	The capacity appears in a game task, not only in an isolated test.

Table 41: Progression of speed work in basketball.

11.6 Position provides direction; the player provides content

Guards often solve more tasks with the ball, in space and under pressure. Wings work through acceleration, change of direction, defensive help, entering contact and repeated jumping. Centres more often work from contact, in limited space, through the first step after a screen, positioning, close-outs and re-entry into the action. These are directions for task selection, not permission to train all guards, wings or centres in the same way.

The coach first chooses the game situation, then the physical demand and only then the method. If a centre is late in drop defence, the question is not only how

fast the player runs 10 m. If a guard is late on the first dribble, the question is not only the result on a movement course. In both cases, the coach observes the concrete moment of the game and looks for a physical cause that can be changed.

Coach's Note

Speed that cannot be controlled is not an advantage. Basketball does not reward only the player who starts fastest, but the player who stops, changes direction, remains balanced and completes the next action at the right moment. A maximal attempt is therefore not always the best training attempt.

11.7 Dosage and place in training

Speed content belongs in training when the player is sufficiently prepared to execute it with quality. In high-intensity work, repetition quality, adequate rest and the opportunity for correction matter more than a large number of distances. If speed turns into work under fatigue, the coach must know whether the goal that day is speed, the ability to repeat efforts or tactical endurance. Mixing goals without a clear intention often lowers quality in all of them.

During the preparatory period, speed work is built through learning, progression and the development of required capacities. During the competitive period, the goal is more often to maintain sharpness while creating little unnecessary fatigue. Regardless of the phase, the coach monitors how the player responds to the preceding day, game, travel, sleep and subjective feeling. Speed is not planned outside the rest of team life.

11.8 Activation: Specific, Not Spectacular



A high-intensity speed task is not a place for improvisation. Before the first more maximal effort, the coach prepares the foot, ankle, knee, hip, and trunk for the direction of work. This does not mean a long exercise list. It means that, through several simple movements, the player gains a sense of support, rhythm, and position that will later be used in the first step, sprint, jump, or brake.

Region or link	What is prepared	Example of functional transition
Foot and ankle	Support, active control, and tolerance of brief ground contact.	From slow heel-to-toe walking and active mobility to short step rhythm and a controlled exit.
Lower leg and knee	Control during landing, braking, and transition into the next step.	A low hop or a change of support before acceleration or change of direction.
Hip and gluteal region	Pelvic position, horizontal force transfer, and stance stability.	A controlled lunge or single-leg pattern, then work from a basketball stance.
Trunk and arms	Body organisation and rhythm that support movement.	A simple coordination task, then an exit in the direction required by that day's training.

Table 42: Activation leads toward the action the player needs to perform; there is no separate activation without a relation to the task.

Complex exercises, including dynamic support variations, can have a place only when the player has the required technical level and when it is clear what they are testing or developing. If an exercise raises heart rate but slows learning or disrupts position, it is not right for that moment. The principle remains the same: brief, frequent, and high quality — enough to prepare the body, never so much that speed work begins under fatigue.

11.9 Speed by role: the same foundation, a different final action

A position does not prescribe one kind of speed, but it changes the question training has to answer. A guard more often reads space and the first dribble; a wing links acceleration with lateral recovery and a second effort; a centre exits contact and a small space. The starting point is therefore not a universal time or label, but video, a short test, minutes played, and the exact moment in which the player is late or loses quality.

Role	Game situation that defines speed	Small working model	What confirms transfer
Guard	First exit from the dribble, rhythm change after reading a defender, recovery after a turnover.	Low stance → one visual cue → reactive 5–8 m start → reception or pass. Add only one new piece of information once the basic exit remains clean.	The player does not guess the direction, can retain the ball or pass after accelerating, and returns to stance without extra steps.
Wing	Acceleration into space, lateral recovery into help, close-out, and a second effort.	Short frontal exit → controlled brake → lateral recovery on a cue → shot, pass, or second defensive action.	Trunk and hip remain organised as the plane changes; speed does not disrupt braking, defensive stance, or the action finish.
Centre	First step out of contact, exit from a screen, drop coverage, re-entry to rebound or help.	Organised contact or stable stance → short 3–5 m exit → brake or pivot → a second action according to ball or partner.	The player protects space and balance after contact, does not escape into a high stance, and remains ready for a second jump, pass, or defensive recovery.

Table 43: Role-specific speed models: the same foot, hip, and trunk foundation moves into a different basketball final action.

11.10 Short speed profile: a number never stands alone

A short sprint, a change-of-direction task, reaction to a cue, and video of the same basketball action do not compete with each other. They answer different questions. A coach may use a 5 m or 10 m result to open a conversation about the first step, then checks whether the same issue appears in a drive, close-out,

drop coverage, or recovery after a turnover. If court action does not confirm the finding, the number is not enough reason to change the programme.

If video or a short test shows	The coach first checks	The next small decision
A slower start but a good action finish	Starting position, foot-hip relationship, prior fatigue, and the difference between a known and reactive direction.	Use simple stance work and a shorter distance; do not automatically increase sprint volume.
A good linear exit but delay on a cue	Whether information, choice, or the first response disrupts the pattern.	Keep the same exit, reduce the number of cues, and only then add a ball or partner.
Speed breaks down during braking or the second effort	Support quality, effort distribution, rest periods, and whether the day's aim is speed or repeated effort.	Return to controlled braking, lengthen rest, or end the quality stimulus before it turns into chaos.
A difference between court action and a test	Video, surface, footwear, sequence, role, and the real game situation.	Repeat a familiar task in comparable conditions and carry only one priority correction into the next microcycle.

Table 44: A short speed profile connects testing, video, and real action before the next training tool is selected.

11.11 Conclusion

Speed in basketball is a combination of body, information and decision. It is developed through short, clear and well-positioned tasks that lead from control to a reactive game situation. Testing helps clarify the question; video and coaching observation help show how the result was produced; planning turns the finding into work. When speed is connected to proprioception, stability, position and tactics, it becomes a real advantage on the court.



In basketball movement, force does not come from one muscle. It begins with foot contact against the ground, travels through ankle, knee, hip and trunk, and then transfers toward the arms, ball or opponent. It is therefore important to observe the kinetic chain rather than only a local muscle group. Local work has a place when it solves a specific limitation; the central aim remains a coordinated whole-body response.

A systematic review and meta-analysis in elite athletes indicates that resistance training can improve sport-specific performance, but the size of effect depends on athlete level, outcome type and chosen method. This means there is no single exercise every basketball player must perform and no one loading method that automatically creates explosiveness.

Which game task do we want to improve?

Why it matters: strength gains meaning only when it transfers to the court.

Decision example: stronger post contact, a better first step, more controlled landing or a more stable close-out.

Which link limits the task?

Why it matters: the same result can have a different cause in two players.

Decision example: foot and ankle, hip, trunk, upper body, rhythm or technique.

Has the player learned the pattern?

Why it matters: loading does not correct unclear technique.

Decision example: before greater resistance, teach stance, breathing, pathway and control.

How does the result return to basketball?

Why it matters: the weight room must not be the end of the process.

Decision example: after strength, introduce speed, change of direction, jump, ball or contact according to the aim.

Decision cards 37: Strength as force control: question, reason, and decision in one working display.

12.2 Teaching before loading

The coach's first task is not to find the heaviest exercise. The first task is to teach basic patterns: squat, hip hinge, lunge, push, pull, carry, rotation and anti-rotation, landing and braking. A player who understands foot position, trunk control and breathing can progress. A player who only "survives" a set learns compensation.

The method is chosen according to readiness and conditions. Free weights, dumbbells, plates, kettlebells, medicine balls, elastic bands, bodyweight, machines and resisted sprints can all be useful. No tool is automatically functional or non-functional. Its value is determined by the aim, technique, dosage, sequence and player using it.

Complex movements and Olympic lifts can have a place for sufficiently trained players with qualified supervision, but they are not an obligatory proof of good work. If the technical cost, time needed for teaching or risk outweigh the benefit for the specific aim, the coach chooses a simpler method the player can control and transfer to the court.

12.3 Three strength functions in the programme

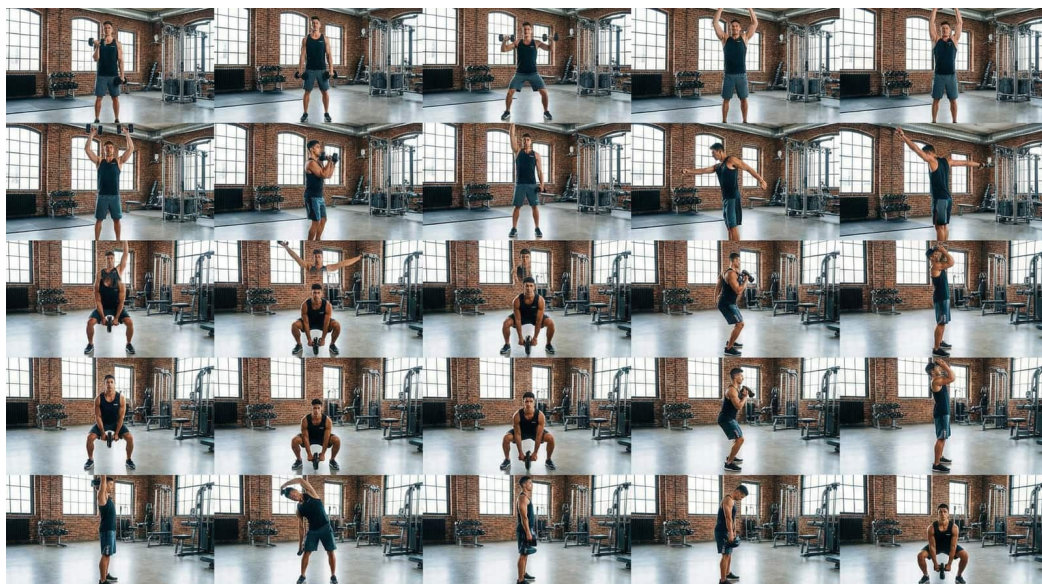
A basketball programme does not need to divide strength into a large number of disconnected labels. It is enough to clearly define the function currently being developed.

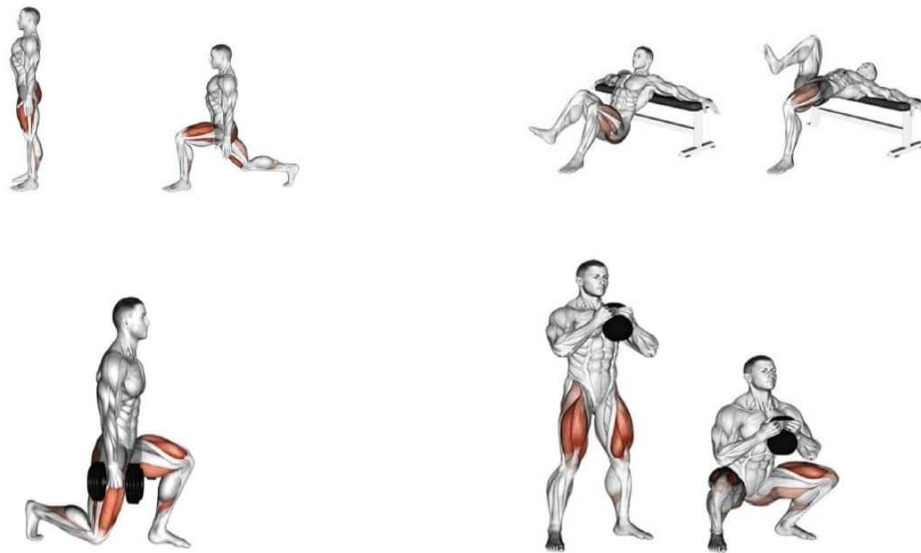
Function	What is developed	Possible court transfer
Foundation strength	Capacity to absorb and produce force while preserving position.	More stable stance, better contact, safer braking and landing.
Specific strength	Force through a pattern or position close to the player's role.	Post-up, first step from a low stance, holding space, working through a screen.
Explosive and reactive strength	Fast force expression and the transition from absorption to take-off or exit.	Jump, second jump, acceleration, close-out and exit from change of direction.

Table 45: Strength function determines method selection, not the reverse.

All three functions can exist in the same week, but they must not all receive equal priority. If the team is entering a demanding schedule, maintaining strength and freshness may matter more than a large new stimulus. If the player lacks basic capacity, explosive tasks will not solve the foundational problem. If basic strength is good but the player is slow in force transfer, the next step is not necessarily more weight but a better transition toward a fast and situational task.

12.4 Before the Main Set: Prepare the Pattern Again





A player may be warm for training and still not be ready for the first more demanding strength set. Before greater loading, breathing, foot position, movement path, trunk organisation, and the specific connection that will carry the task are checked again. Short preparation sets are not wasted time; they are a moment for learning, correction, and deciding whether the planned work is rational that day.

A maximal or submaximal load assessment can help the coach describe a working range, but it must not become a test of courage. A player without stable technique, experience, appropriate conditions, and qualified supervision does not benefit from a premature maximum assessment. In many cases, an initial assessment using controlled loading, a higher number of quality repetitions, and a clear stopping criterion provides more useful information.

Coaching decision	What a number or set may show	What it must not conclude alone
Controlled working set	Technique, load tolerance, breathing rhythm, and response to repetition.	That the player is ready for a maximal attempt or has no limitations.
RM or working-range assessment	A starting point for dosage and tracking change in the same player.	A player's universal quality or a compulsory percentage for every session.
Comparison over time	Whether the same task becomes more stable, easier, or higher quality.	Why a change happened without sleep, schedule, recovery, and technique context.

Table 46: Load is information for dosage, not a label of a player's value.

Gradual progression does not move in a straight line. One player may first build safety and work capacity, another may have the base but need better force transfer, while a third may only need to maintain quality that day without added fatigue. Percentage, repetition number, rest interval, and exercise choice are therefore tools; the coach connects them to the aim, not the reverse.

12.5 From weight room to court



Strength transfer does not occur automatically. After learning and capacity development, the coach connects the work to a concrete action. A player working

on lunge control can move into braking and change of direction. A player building posterior-chain strength can move into initial acceleration or a more stable landing. A player developing upper-body capacity can connect it to contact, passing or defensive position.

This does not mean every set in the weight room must immediately become a plyometric exercise or sprint. Sequence depends on the aim of the day, learning, fatigue and schedule. The real connection is logical: the coach knows which capacity is being developed and which basketball problem will be checked next.

12.6 From Test to Task: Three Bridges That Make Sense on Court

A test does not prescribe an exercise; it opens a hypothesis. If a standing broad jump is not convincing, the cause may be preparation, arm use, force release, landing braking, or simply an unclear task. If a sled is slow, the cause is not automatically “weakness.” Before using greater resistance, the coach checks position, force direction, step rhythm, and whether the player can perform a basketball action with the same quality after the effort.

Starting test or finding	What the coach observes	First training bridge	Basketball transfer check
Horizontal jump	Preparation, arm action, foot-knee-hip sequence, trunk stability, and a quiet landing.	Brief wall loading, controlled standing jump, stick landing, and a short exit from low stance.	Start from static position on a cue, attack space through one to three steps, or exit through simulated contact.
Sled push or resisted exit	Trunk angle, foot contact, short forceful step path, and preservation of the knee-hip-trunk line.	Wall lean, unresisted start, brief sled push with resistance that does not corrupt the pattern, then free acceleration.	First step after a screen, recovery to defence, attacking a close-out, or competing for off-ball position.
Vertical reach or jump	Arm swing, preparation flexion, extension timing, balance, and a landing ready for the next action.	Controlled squat jump, low drop-stick, then a reactive jump only if landing does not break down.	Rebound jump, second jump, closing space on a block, or finishing after contact.

Table 47: The same test can lead to different work; transfer is confirmed only when the body solves a basketball task.

12.7 Sleds: Force Progression, Not a Load Table

Sleds are useful when the coach wants the player to learn or develop horizontal pushing through foot, hip, and organised trunk. Yet resistance does not gain meaning merely because it is expressed in kilograms or as a percentage of body mass. Surface friction, sled model, footwear, distance, experience, and player state all change demand. The coach therefore first selects the smallest resistance at which the player can preserve intent and line of force; only then is a decision made to add resistance, speed, distance, or basketball decision-making.

Step	Variation	Progression criterion	What follows if the criterion is met
1	Wall lean and isometric “push the floor.”	Trunk, pelvis, and foot keep a stable line without breath-holding.	Brief unresisted exit.
2	Sprint stance and free acceleration over a short distance.	First steps have a clear rhythm, without trunk collapse or overstriding.	Brief sled push with light resistance.
3	Sled push over a short path.	Force transfers without slipping, knee is guided by the foot, and quality remains to the end of the path.	Contrast: the same brief push followed by free exit.
4	Sled push followed by free acceleration.	The shift from resistance to free movement remains organised, without searching for position.	Cue, change of direction, or ball after the exit.
5	Sleds plus a basketball decision.	After the effort, the player retains stance, visual focus, and the ability to choose.	Use in a real court task while monitoring total fatigue.

Table 48: Sleds progress from force organisation to game decision; greater resistance is not automatically the next step.

Anti-rotation control does not mean that the body never turns. It means that the trunk can preserve its line while arms, ball, contact, or information attempt to change position. The standing variation gives the coach a clean starting point: low support, calm breathing, and an arm path that the body follows without knee twisting or loss of pelvic position.

Controlled rotation is not the opposite of anti-rotation. Anti-rotation preserves the line when an external demand tries to disturb it; a rotational task then teaches the player to transfer force from support through hip and trunk to the hands, without knee twisting or loss of balance. A medicine ball is useful only when its weight and throwing speed preserve this pathway, and when the next basketball task can be a rapid pass, ball release from contact, or a finish into a changed direction.

12.8 Operational Block: Force, Foot Contact and Return to Court

This block connects functional strength, foot-contact control and a brief check in basketball movement. It is not performed as a static list of tools, but as a sequence of four stations: each station supports the one before it, and the final decision is always whether quality can return to stance, first step, braking or contact. Before starting, the player completes a brief technique check; if foot, knee or trunk position loses control, load, range or speed is reduced.

Station	Control task	Return to court
A1 · TRX lunge with controlled rotation	Single-leg support, pelvis and trunk stay organised while rotation occurs without knee collapse or twisting.	First step, stopping and keeping the body between ball and opponent.
A2 · Sled push	Force is produced through foot, hip and trunk at a low angle; steps remain short and forceful without loss of position.	Initial acceleration, exiting contact and recovery to defence.
A3 · Jump, landing and balance	The player absorbs force with a quiet landing, controls the knee and regains balance before the next demand. A stable surface is the primary option; a softer or unstable surface is only a carefully dosed alternative when the aim is clear.	Braking, first jump, second jump and preparation for the next action.
A4 · Plank with medicine-ball throw	The trunk preserves position while the arms produce a brief explosive release; breathing is not held.	Contact while passing, releasing the ball under pressure and upper-body control in defence.

Table 49: The four stations are not four separate exercises: they build a pathway from foot contact, through force transfer, to basketball action.

In group work, stations can follow the A1–A4 sequence as a circuit. In individual work, order changes according to the player's limitation. If braking and landing are the issue, A3 may come earlier; if the aim is a first step out of contact, A2 may take priority. The final check is not another loaded set, but one or two brief basketball tasks: start on a signal, lateral close-out, brake from a low stance or exit through simulated contact.

Role	Rounds	Rest	Quality emphasis
Point guard	3	60 s	Stability through change of direction, rapid return to stance and trunk control while decisions change.
Guard	4	60 s	Reaction to signal, foot-contact control and force transfer during repeated work.
Wing	4	75 s	Lateral strength, take-off and holding position in contact.
Power forward	4	75–90 s	Contact tolerance, knee control and stability through greater mechanical demand.
Centre	5	90 s	Balance in contact, strong support and controlled recovery from a low position.

Table 50: Initial block dosage by role; the actual dose is adjusted to learning, schedule, fatigue and execution quality.

These numbers are not compulsory for every team. The coach first selects the smallest dose that preserves a clear pattern, checks the response the next day and only then increases rounds, resistance, speed or complexity. If a demanding basketball session occurs on the same day, the block may remain at two stations without adding fatigue. Here, equipment is a method for the player to learn and strengthen the pathway from point A to point B; it is never the aim by itself.

AI Recommendation

AI can maintain an overview of the relationship between the strength plan, training load, subjective feeling, brief control tests and player availability. It can flag when several heavy stimuli have accumulated unintentionally or when the exercise plan does not match its stated aim. It does not prescribe loading instead of the coach, assess technique without a qualified professional's review or replace a medical decision.

12.9 Individuality, position and conditions

Position gives direction, but the player determines content. A guard may need greater strength in the first step, braking and control through several changes of direction. A wing often combines take-off, contact, lateral work and repeated actions. A frontcourt player may need more work on positioning, contact, the first step in limited space and safe recovery to defence. Yet two players in the same position can have entirely different limitations.

Conditions also shape organisation. In the first microcycle or with a large group, station-based work can be a rational method for teaching and familiarisation with methods. Later, when needs are clearer, individual work becomes more precise. The method is not good or bad by itself; the question is whether, at that moment, it solves the problem without unnecessary fatigue.

Coach's Note

The greatest error in strength work is to confuse evidence with the aim. Weight on a bar, repetition number or an attractive exercise can be evidence that something was done, but they are not evidence that the player became a better basketball player. The aim is for the body to have more solutions, more control and more security in the game.

12.10 Strength through the season

Strength is not “finished” in the preparatory period. The preparatory period creates room for learning and a greater developmental stimulus, while the competitive period more often requires maintenance, small doses of quality and careful fatigue management. A study in collegiate basketball players shows that priority organisation during the preparation period can change jump response,

but it also confirms that model choice does not guarantee the same response in every player.

Strength periodisation is therefore a process of continual decision-making: what is currently developed, what is maintained, what is reduced and which sign shows that the plan no longer matches reality. Strength supports basketball when it serves schedule, recovery, game and the human being who trains.

12.11 Conclusion

Strength in basketball is the ability to use force for a reason. It begins with learning movement patterns, develops through individually selected methods and is proven through transfer into the game. When strength is connected to control, speed, balance, position and a tactical task, the weight room becomes part of basketball preparation rather than its parallel version.

13 Plan Programme and Living Periodisation

Periodisation is not a calendar with pre-coloured boxes. It is the organisation of priorities through time: what is developed now, what is maintained, what is protected and on which basis the plan is changed. In basketball, that plan constantly meets reality — games, travel, injuries, role changes, minutes, mood and opponents.

This edition therefore does not advocate a rigid division of the season into unchangeable phases. It retains the principle of adaptable, “relaxed” periodisation: structure exists, but it is not more important than the player and schedule. The plan is a decision tool, not evidence that a decision cannot change.

13.1 The Plan Sets Direction; the Programme Sets Delivery

The plan answers **what, when, and why**: the activity calendar, competition points, mesocycles, microcycles, priorities, and planned recovery. The programme answers **how**: through which method, which tool, which sequence, in which space, with which group, and by which criterion the task is adjusted. A plan without a programme remains a schedule. A programme without a plan becomes a series of good sessions that may not lead to an important game. Classifications of models — linear, undulating, reverse, or combined — are useful only when they help a decision. The modern basketball calendar rarely allows clean boundaries. Models therefore overlap: one part of preparation may emphasise learning and capacity development while already introducing shorter specific stimuli; during the season, load undulates according to games, travel, and player status. Structure is not removed; it is made subordinate to reality.

13.2 From the big plan to the daily decision

Planning has several levels. Each level answers a different question.

Level	Question	Decision example
Season	What are the major competition points and which phases carry the greatest risk?	Preparation, road-trip series, cup competition, playoffs, national-team break, transition.
Mesocycle	Which quality currently has priority and for how long can it be developed?	Foundation, specific preparation, maintenance, return after a break or competitive balance.
Microcycle	How are development, technique, tactics, recovery and the game distributed this week?	Day after the game, development day, tactical day, travel, pre-game day.
Session	What is today's aim and which sign says it has been achieved?	Braking quality, strength work, tactical principle, shooting under fatigue or recovery.

Table 51: Working matrix: From the big plan to the daily decision.

When these levels are aligned, the coach can change a session without losing direction. When they are not, even a perfectly completed daily plan can take the team in the wrong direction.

13.3 Annual Map: Six Work Windows, Not Six Closed Boxes

The source model divides the annual plan into six recognisable work windows. They do not need to last the same number of weeks, nor do they occur in the same order for every club. Their value is that, at any moment, the staff knows whether it is primarily observing, developing, transferring, maintaining, narrowing the demand before a peak, or returning the player into the next cycle.

Window	Place in the season	Primary function	Information for the next transition
A	Preparation: diagnosis and adaptation	Establish a shared language of work, see the actual movement pattern, check availability, and begin teaching without premature loading.	Which players learn quickly, where does the pattern break down, and what must the team retain in the shared foundation?
B	Preparation: priority development	Build selected capacities and automate the same pathways under progressively greater but controlled demand.	Does quality remain when more rhythm, resistance, repetition, or the other side is added?
C	Preparation: conversion	Return strength, speed, jumping, contact, and control to the ball, transition, duel, and tactical decision.	Which quality appears in the game, and which still disappears when space, opponent, or fatigue arrive?
D	Competitive balance	Maintain what the team uses, distinguish recovery from supplementary work, and correct within the actual role.	Who received a large stimulus, who did not, and which one correction makes sense before the next game?
E	Peaks, tournaments, and playoffs	Reduce unnecessary volume and protect sharpness, tactics, clear roles, and recovery rhythm.	Is the team fresh enough to execute key actions, or does the plan still create fatigue without transfer?
F	Transition and return	Active recovery, light technical work, re-evaluation, and preparation of the next starting point.	What needs to be restored, what needs protection, and in what condition does the player enter the next cycle?

Table 52: The annual map preserves direction while the microcycle remains free to

This map deliberately does not provide an automatic daily schedule. The same Microcycle A may require more coordination and teaching in a younger or new roster, and more load control in an experienced team coming from a demanding previous season. The same competitive Window D may require recovery from travel or a short targeted addition for a player with few minutes. A window label is therefore not a verdict; it is a shared language for choosing the next decision. A plan becomes useful only when the coach can turn it into a good training day. A player does not experience a mesocycle or a table; the player experiences an introduction, task, explanation, intensity, rest, teammate, ball and feedback. Programme quality therefore depends on whether every session has a clear internal logic.

This chapter does not offer universal minute prescriptions. A good session on the day after a game is not the same as a developmental session in preparation, and group work is not the same as individual correction. It offers a system of questions that allows the coach to create content with purpose, sequence and a check.

13.4 Plan Sets Direction; the Programme Selects Method

In the manuscript, the plan is understood as a calendar of priorities, while the programme is the way that calendar is delivered. The distinction looks simple, but in a dense season it prevents two common errors: treating a schedule of days as the work itself, and treating every schedule change as the collapse of preparation. The plan defines **what the team must retain or develop** during a given window. The programme defines **how that will be done today** with the players, space, time and information actually available.

A game, travel, a late-arriving player, changed minutes, or response to the previous session may change the programme without changing the plan's direction. If the plan is to protect first-step quality, the programme may be a brief activation and two clear exits on one day, controlled work with the ball on another, and only recovery plus a note on the third. The calendar does not remove the staff's responsibility to decide; it simply sets the frame in which that decision must be made.

Plan

What must be clear: the competitive window, quality priority, time of review, and loading boundaries.

Example in practice: in preparation, the priority may be teaching first-step action and force acceptance; in a two-game week, it may be freshness and a brief reminder of what the team uses.

Programme

What must be clear: the sequence of today's work, means, dose, working groups, quality criterion, and regression option.

Example in practice: the same first-step priority can become a short exit from stance, response to a cue, or exit from a dribble according to what the player can complete well that day.

Coaching adjustment

What must be clear: information that justifies a change without losing direction.

Example in practice: if the warm-up shows unusual stiffness, unstable landing, or fatigue, shorten, simplify, or move the task.

Decision cards 41: The plan protects direction, the programme arranges method, and daily information selects the adjustment.

13.5 Three Layers of the Calendar

A good plan does not assume that every day will remain ideal. It distinguishes what is fixed, what varies, and what the coach can directly influence. The staff meeting then becomes an opportunity to select the next small decision rather than simply list problems.

Layer	What it includes	How it becomes work
Fixed schedule	Games, travel, compulsory team times, court availability, and reporting deadlines.	Sleep, recovery, learning time, and only the most necessary physical reminders are protected around those anchors.
Variable response	Minutes, previous fatigue, warm-up quality, subjective response, surface condition, and response to the previous task.	It decides whether a player remains in the same block, receives a smaller top-up, or returns to a simpler pattern.
Coaching choice	Means, number of quality attempts, sequence, rest, cue, ball, partner, and way of finishing.	One variable changes at a time so that the staff can see whether the decision actually helped.

Table 53: The schedule sets boundaries, but the coach still selects the means that preserve work quality.

This view protects individualisation without breaking the team into unrelated programmes. Two players can work in the same time slot on the same basketball problem, while one performs a shorter exit in a known direction and the other receives a cue and ball. The shared frame stays the same; the degree of demand differs so that both can provide a quality response.

14 Preparatory Period Foundation and Specific Work

14.1 Microcycle A: See Before Increasing the Demand

The first introductory microcycle is not the week in which the coach proves how much work the team is ready to do. Its function is to create a sufficiently clear picture: how the player enters a stance, accepts support, changes direction, manages contact, responds to a signal, and returns into the next action. The source programme combines short movement tasks, ball work, controlled play, and daily feedback. The first correction is therefore not separated from the court; it is made inside the task that revealed it.

Day or moment	Shared function	Individual question that guides the next step
Activation start	Mobility, stance organisation, basic movement lines, light passing and pivoting.	Who can retain position, and who already loses foot control, trunk organisation, rhythm, or attention in a simple exit?
Coordination and direction	Foot rhythm, lateral movement, change-of-direction control, and a simple signal.	Is the limitation in reading information, the first step, support, or choosing a side?
Lighter basketball day	Small-sided play with reduced space, rhythm, and a clear rule, without a need to accumulate fatigue.	Can the player transfer the prior pattern when the ball, partner, and decision appear?
Stability and controlled contact	Trunk, hip, foot, non-ball duel work, and a short reaction of hands or passing.	Who retains space without losing balance, committing an unnecessary foul, or interrupting breathing?
Movement diagnosis	A short standardised change-of-direction or reactive-response check, with video when available.	Does the same pattern remain when the task is repeated, and does video confirm what the coach sees?
Recovery with function	Mobility, light partner work, pass-pivot-shot in rhythm, and return of movement feel.	What returned without strain, and what remains stiff, uncertain, or unclear for the following week?
Rest and reflection	Time away from training structure, sleep, recovery, and a brief player note.	What is one personal aim for the following week, and which signal should the coach check before a greater demand?

Table 54: Microcycle A is not a fixed daily schedule: it first creates evidence of player status, then opens the next development window.

If a game, travel, or medical constraint occurs during this week, the sequence changes. The logic does not: observation must precede a large increase in

demand, and one useful note has more value than a long exercise list without a decision. The same framework applies to an individual joining the team during the season; that player's "Microcycle A" may last only several days, but it must still show what is ready, what is limited, and how correction returns to basketball.

14.2 Microcycle B: Develop Without Losing the Pattern

Once the introductory microcycle has shown what the player and team need, the next step is not automatically high volume. Developmental Microcycle B repeats the same basketball pathways under a clearer physical demand: strength through support, speed through the first step and reaction, small-sided play through decision-making, and recovery through the return of rhythm. Its task is to test whether the previously identified limitation can change without separating the player from the ball, space, and role.

Development moment	Shared work pathway	How correction remains individual
Leg strength and balance	A controlled unilateral or bilateral pattern, force acceptance, a short jump or landing, then pass-pivot or an exit.	A player with uncertain support reduces demand or range; a player with a stable pattern progresses to a faster exit or contact.
Reaction speed and stability	A known first step, a simple signal, braking, and a short duel for space.	If reaction is late, the information is simplified; if support is weak, direction is retained and foot work returns before added speed.
Basketball and mobility	Small-sided play, close-out, passing on the move, or shooting from a direction change under a controlled overall demand.	The player does not receive a new exercise only because of a lower number; the coach checks whether the same problem is actually visible in the game.
Strength endurance	A short functional block using trunk work, carries, a medicine ball, or body mass, followed by a clear rest and return of breathing.	When technique or decision breaks down, the task is shortened; the aim is retained pattern, not fatigue at any cost.

Table 55: Microcycle B increases demand only where prior control shows that the pattern can remain of quality. — I

Development moment	Shared work pathway	How correction remains individual
Combined functional work	Coordination, ball, contact, or a duel lead to one basketball finish according to role.	A guard may finish with an exit and decision, a wing with landing and close-out, and a big with contact, pivoting, or a second jump.
Rhythm without unnecessary load	Lighter play, body positioning, shooting, and repetition of a pattern the team has already learned.	The coach notes who returns to rhythm and who shows that the next day should be recovery rather than a new stimulus.
Active recovery and review	Low-demand movement, sleep, body feel, and a short comparison with the initial finding.	The next microcycle receives only one or two real priorities per player, not a list of every limitation.

Table 56: Microcycle B increases demand only where prior control shows that the pattern can remain of quality. — II

This week does not mean that all guards, wings, or centres do the same work. Position provides the shared situation, but the player's finding selects the small correction within it. A player late in a lateral exit does not need a completely separate session; that player can remain in the same group with a different signal, angle, side, rest interval, or finish. Development therefore remains organised for the team and sufficiently precise for the individual.

14.3 Microcycle C: A Peak Is a Check, Not Exhaustion

The intensive microcycle does not exist to leave the team fatigued. It tests whether what has been taught and developed can be used at greater pace: forceful jumping, the first step, braking, change of direction, duel work, contact, and decision. The source model places it as the final preparatory window before greater situational demand. Intensity therefore increases only while the player retains pattern quality, can read the task, and remains usable for a basketball action after effort.

Control point	Shared high demand	Criterion to continue or return
Explosive strength	Jumping, a controlled landing, fast exit, or a short force series that immediately returns to stance and the next action.	If landing becomes loud, the knee loses line, or the first step is late, complexity is reduced before another repetition is added.
Reactive speed and duel	A signal, change of direction, fight for space, and a short exit from contact according to role.	If the player guesses direction, is late to information, or contact disrupts position, the task returns to a simpler stimulus or shorter distance.
Tactical grounding	Small- or medium-sided play requiring physical quality to remain with ball, partner, opponent, and a rule.	If the capacity is no longer visible in the game, the coach does not add "conditioning" but checks whether demand, recovery, or decision is too complex.
Peak demand	One clear block of contact, transition, close-out, post-up, or return to defence, without listing several disconnected challenges.	It continues only when players stay organised and can explain the task; confusion or loss of stance signals a stop or regression.
Combined day	Duel, reaction, shooting, or passing connects physical demand to a finish in the game.	Each player receives a brief note on quality and subjective response; the next step is individual even though the block is shared.
Recap and reduction	A short check of patterns, video or conversation when available, then recovery and return of rhythm.	If there is no clear sign of progress or excessive fatigue appears, the next block is not increased but returns to the last quality level.

Table 57: Microcycle C succeeds when greater demand reveals the next useful decision.

Position and minutes change the form, not the principle. A guard may receive more first-step, reaction, and decision-under-pressure situations; a wing more landings, close-outs, and lateral returns; a big more work through contact, second jumps, and returns from the paint. Two players in the same position still do not automatically receive the same addition. One receives a smaller angle or more recovery because of support quality, while another receives a more complex decision because the physical pattern is already stable. The preparatory peak thus remains evidence of readiness for situational play, not a contest in fatigue.

14.4 Microcycle D: The Game Chooses the Addition

The specific microcycle returns developed qualities to real playing problems: close-outs, change of direction after a signal, pick-and-roll decisions, transition, duels, and return to defence. The source material uses short checks of reaction, agility, and decision as a conversation with the game, not as an automatic verdict on the player. When result, video, and behaviour in the task agree, the coach selects a small addition. When they do not agree, the coach first checks testing conditions, fatigue, role, and what actually happened on the court.

Situational moment	Shared game task	Next individual decision
Reaction and close-out	Signal, approach, braking, and the first response to a shot, drive, or pass, followed by a short duel.	If the player is late to the signal, information or angle is simplified; if late only in the duel, support, contact, and trunk position are checked.
Positional pattern and decision	Small-sided play through a screen, switch, help, exit, or mismatch according to role.	The coach separates a late decision from a fast, unjustified decision and selects one correction: reading, position, rhythm, or technical finish.
Change of direction and fight for space	A short standardised pattern, then a reactive duel or constrained small-space play.	If the player loses speed while braking, deceleration technique returns; if the pattern is good without an opponent but poor in play, a simpler duel is introduced.
Transfer to competitive dynamics	Controlled play with transition, contact, and one tactical rule requiring execution under pressure.	Minutes and prior demand determine who maintains sharpness, who receives a small addition, and who receives recovery without added intensity.
Functional compensation	Short work on support, trunk, hip, foot, or shoulder, then return to ball work and movement.	Correction stays brief and tied to the problem that appeared; it does not become a parallel session outside basketball.
Final check and next microcycle	One circuit or game connecting reaction, change of direction, contact, and finish, then review through	The next microcycle unloads, maintains, or receives a precise addition according to the actual

Table 58: Microcycle D turns test. video. and minutes into one next decision for the

A diagonal defensive recovery is not an extra sprint without intent. The player must read the angle, lower the centre of mass, direct the first step, preserve the trunk, and keep the hands ready for the next close-out, help action, or return toward the ball. In a competitive microcycle, the quality of this pattern matters more than metres covered.

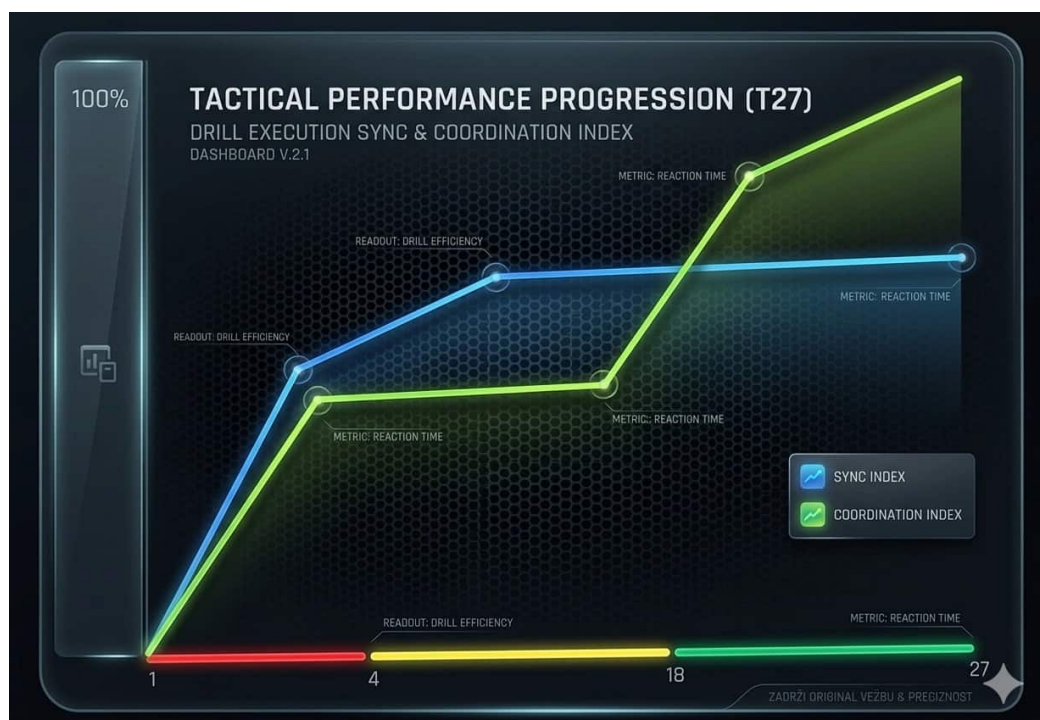
The key is not to equalise the load of a player who carried a large portion of the game demand and a player who received few minutes. The first may need recovery and a short sharpness-maintenance task; the second may need additional but carefully controlled work. Neither decision can be made from position alone. Role, minutes, recovery, video, and movement pattern together give meaning to the next move.

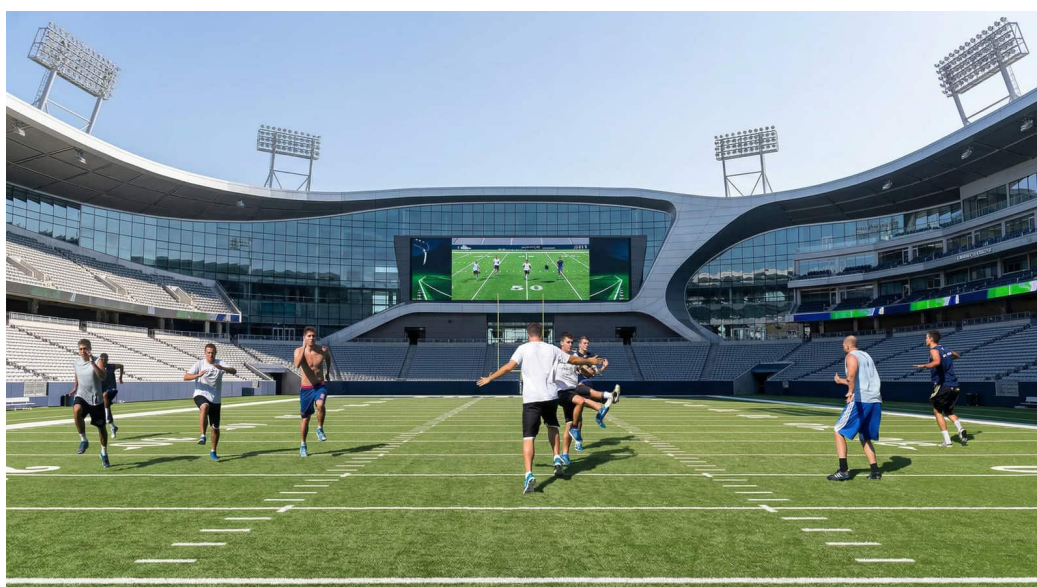
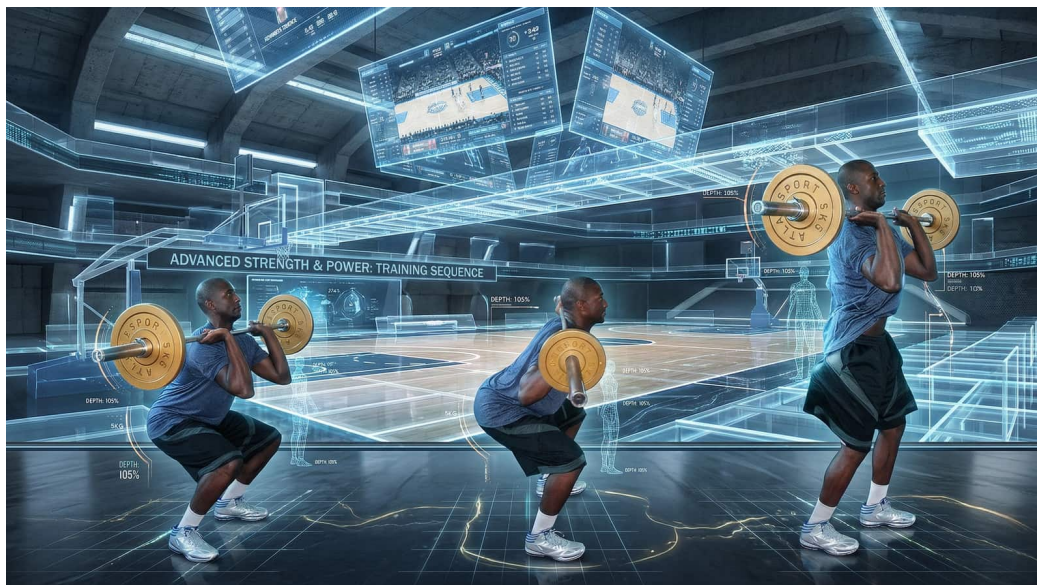
14.5 Principles That Protect the Process

Regardless of the model, three questions remain the same. First: is the aim specific to the basketball task that needs improvement? Second: is the dose adapted to the actual status and training history of the individual player? Third: can the staff control the response through notes, testing, conversation, and daily observation? When one of these answers is missing, a plan can easily become improvisation with a good name.

A plan must also create room for collaboration. The physical-preparation coach does not work outside the basketball plan, medical context, available conditions, and head coach's decisions. The best periodisation is not the one that looks most precise on paper, but the one that allows all practitioners to recognise the aim, the change, and the next step.

14.6 Preparatory period: teach, build, connect





The preparatory period provides the greatest room for movement teaching, foundation building and progressive connection of physical, technical and tactical preparation. Basketball, however, rarely provides an ideally long period without games. The first aim is therefore not to develop every capacity maximally at the same time, but to choose a clear order of priorities.

Earlier in preparation, greater emphasis can be placed on assessment, teaching basic patterns, mobility, strength, aerobic foundation and establishing the team's common language. As preparation games approach, specificity increases: speed, change of direction, jumping, contact, transition, position-specific work and decision-making under pressure enter tasks more strongly.

14.7 Short Preparations: Choose, Teach, and Check

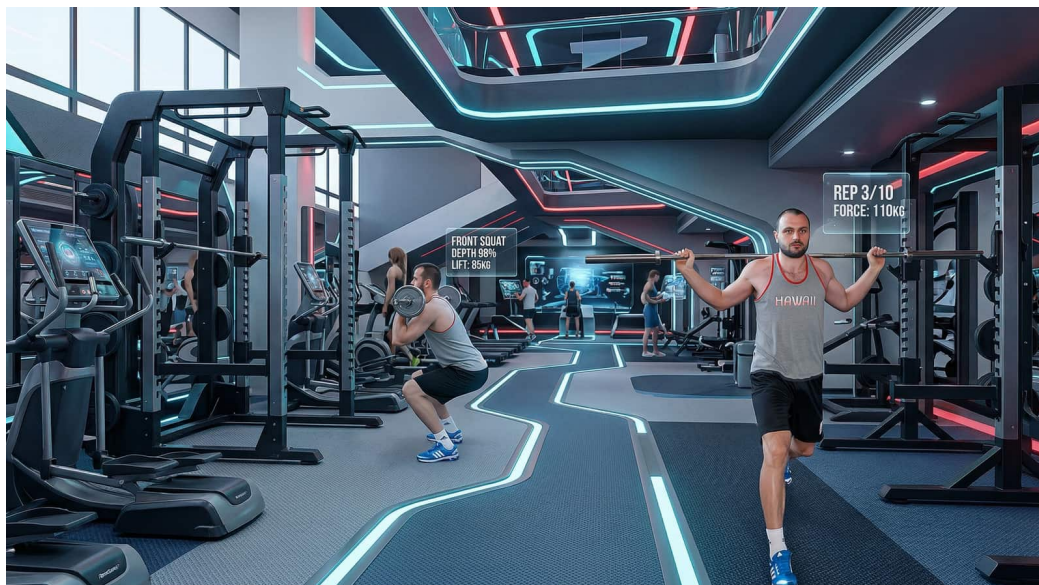
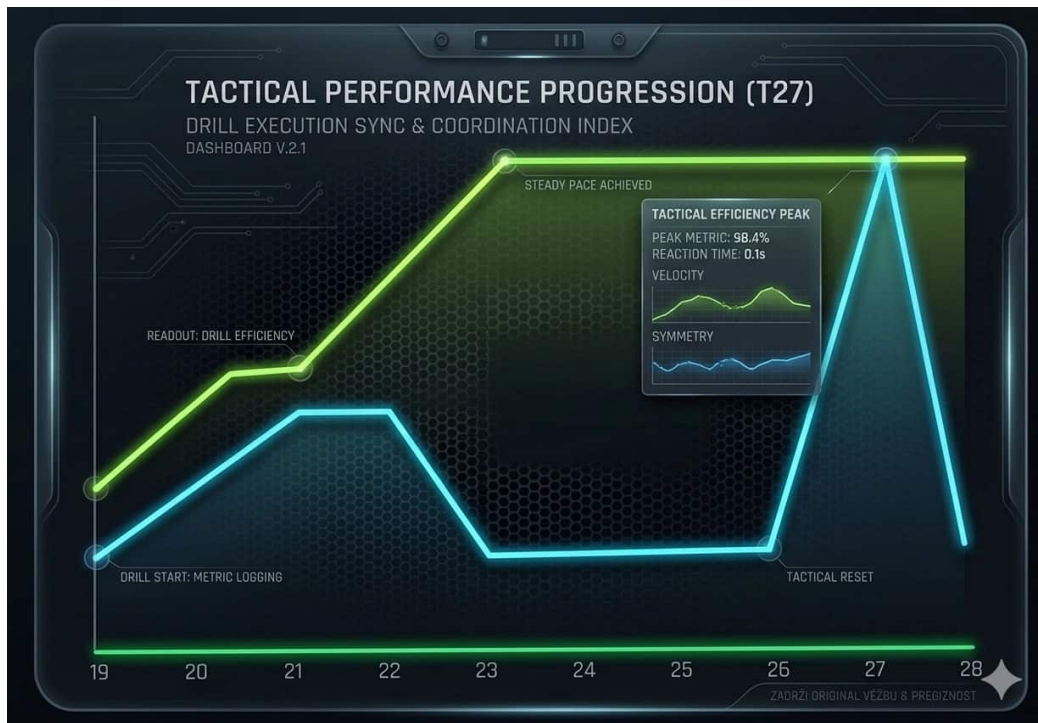
In some seasons a team has thirty to forty days, and sometimes fewer, before the first important game. In that time it is not possible to safely recover every element that would exist in an ideal preparation. The coach therefore chooses the minimum the team must learn and build: a shared language of movement, basic strength and braking patterns, work rhythm, clear recovery principles, and the first transfer into a basketball task.

If time is missing...	What must still remain	What the coach does not try to “make up”
For movement learning	Several basic patterns, clear corrections, and progression from control to speed.	A complex exercise repertoire the player cannot execute with quality.
For physical development	Selected priorities connected to position, training history, and team demand.	Simultaneous maximum strength, speed, capacity, and every specific quality.
For collective work	Shared rhythm, warm-up rules, communication, and staff collaboration.	The assumption that training number or day length alone will create connection.
For readiness before the first game	Progressive reduction of unnecessary fatigue and a clear check of the competitive task.	A sudden increase in load because the game date is approaching.

Table 59: A short preparation demands priority selection, not abandonment of the process.

A preparation game is not only a result or form for an audience. It is a check: how the team tolerates rhythm, where the pattern breaks down, when decision quality declines, and what physically limits the tactical intention. That information returns to the plan. One group may need freshness, another an added stimulus, and a third clearer technical correction. This is how the foundation block progressively becomes specific without an artificial boundary.

14.8 Foundation Mesocycle: Three Work Windows, Not Four Identical Weeks





A foundation mesocycle does not begin with a calendar obligation for every team to complete the same number of weeks and the same exercise sequence. It begins with a question: what can the team and the individual not yet execute clearly enough to later be accelerated, loaded, or placed under tactical pressure? The source model is therefore read through three work windows: first teaching and initial assessment, then automation and capacity development, and then conversion into basketball action. Progression depends on quality and response, not only on a date in the calendar.

Work window	Shared team task	Individual priority	Signal for the next step
Teaching and initial assessment	Shared language of warm-up, stance, foot contact, braking, basic strength, and court organisation.	The coach identifies limitations that are clear and solvable: foot, hip, trunk, rhythm, first step, landing, or task understanding.	The player repeats the basic pattern without repeated loss of position, and the staff know what must change and what should not yet be accelerated.
Automation and capacity development	The same movement paths are repeated with progressively greater density of work, longer action sequence, or a clearer physical demand.	One small priority per player receives a targeted variation inside the shared block, without breaking team organisation.	Quality remains recognisable when ball, partner, rhythm change, or more repetitions are added.
Conversion into a functional pattern	Physical quality transfers into transition, contact, positioning, shot, pass, recovery into defence, or decision under pressure.	The individual addition is checked in role: guard through exit and decision, wing through landing and close-out, frontcourt player through contact, second jump, and recovery.	The same problem appears less often, or the player solves it more stably when the tactical demand becomes real.

Table 60: The foundation mesocycle progresses from teaching toward conversion into play; the number of weeks alone is not a progression criterion.

14.9 One Pathway, Different Demand

The strongest connection between physical preparation and play occurs when the same movement path is not discarded as soon as work moves from warm-up to the main block. In the introduction, the player can learn foot position, rhythm, and change of direction without a large fatigue cost. In the main block, that same path receives strength, speed, jumping, controlled resistance, or repetition. On court it receives ball, partner, space, contact, or a decision. Basketball training is not interrupted so the body can be “fixed somewhere else”; the body is organised within a clear basketball intention.

Basketball pathway	Introduction: learn and prepare	Main block: develop and repeat	Transfer: check in play
Exit and change of direction	Dynamic warm-up along the same path, low stance, foot placement, and controlled first step.	Brief acceleration, lateral work, sleds or controlled resistance, then braking and recovery.	Ball reception, exit from pressure, pass-shot-drive decision, or closing the opponent.
Take-off and landing	Ankle and hip mobility, low hops, arm preparation, and quiet landing.	Jump, force-acceptance control, second effort, or single-leg stability according to readiness.	Jump from contact, box-out, second jump, finish, or recovery into defence.
Contact and return to stance	Wall press, trunk and foot position, controlled breathing.	Brief duel, sled push, or strength work through organised support.	Post-up, ball defence, close-out, or exit from a screen into the next action.

Table 61: One pathway gains greater complexity without losing basketball meaning.

14.10 Correction Stays in the Game

The foundation mesocycle is not a period in which tactics are postponed until physical preparation is “fixed.” If a player is late on a close-out, concedes a shot over the hand, steps out of bounds, or loses balance after changing direction, correction starts inside the task that revealed the error. The coach can simplify

direction, limit information, mark the change point with a hexagon or cone, change the side of execution, or provide a brief individual addition. Only when the pattern becomes visible again does the full tactical demand return.

Game signal	First response inside the task	What the coach does not do
Late close-out or crossing the shooting line	Slow the entry into the task, mark the foot and approach angle, then restore cue and ball reception.	Do not label the player “slow” or immediately add a large sprint volume.
Loss of balance or foul when trying to block a shot	Restore low stance, braking, and trunk position through a brief controlled variation, then progressively add the arm and decision.	Do not force jumping or contact while landing and the knee–hip–trunk line break down.
The same dribble or exit toward the stronger side	Introduce a clear movement path toward the other side, give enough room for teaching, then add a defensive cue.	Do not interpret the issue as only technical or only physical without video and context.
Role is lost when fatigue or transition is added	Shorten the sequence, protect one priority action, and return to the latest level where the decision stays clear.	Do not extend the series merely to reach a pre-planned repetition target.

Table 62: Correction is introduced where play shows the problem, then the full tactical demand returns.

14.11 Three Working Forms of the Mesocycle

Names may differ in practice, but the logic remains clear: a foundation block creates a base and teaches, a specific block increasingly connects content to basketball rhythm and demands, and a competitive block preserves what can be used in the game. The transition is not a switch. All three forms can contain mobility, strength, speed, technical-tactical work, and recovery; their relationship, dose, and place in the week change.

Working form	Dominant task	What the coach must not lose sight of
Foundation mesocycle	Assessment, pattern teaching, capacity development, and progressive increase of work the player can control.	Volume and content must remain connected to technique, recovery, and the player's actual starting point.
Specific mesocycle	Greater transfer to basketball tasks, preparation games, game rhythm, transition, contact, and technical-tactical demands.	Do not increase demand simply because the season is approaching; every game is information for the next decision.
Competitive mesocycle	Maintenance of usable qualities, individual corrections, and protection of freshness through the game schedule.	Do not remain in a middle rhythm that creates fatigue but delivers neither development nor readiness.

Table 63: Mesocycles have different priorities but the same goal: a player ready for the next real demand.

In the foundation phase, the coach often needs more space for teaching and progression. In the specific phase, preparation games, movement analysis, and tactics provide increasing information on what needs to change. In the competitive phase, the plan adapts more quickly because of minutes, travel, and game rhythm. There is no reason for physical preparation to “go back to the beginning” after the first game; it changes form and serves the next phase.

Research in collegiate basketball shows that different priority organisation across an eight-week preparation can create a different jump response, but it also shows that no single model guarantees the same result for every player. The practical message is not that every team must use block periodisation, but that the coach must know what is currently placed first and how recovery is protected.

14.12 From Foundation Work to the Specific Game



The concrete foundation-mesocycle programme shows a rhythm in which technical-tactical work, physical preparation, the weight room, outdoor space, and recovery do not appear as five separate worlds. Their relationship changes across the weeks: the beginning contains more teaching and broad foundation work; physical quality is then increasingly tested in a basketball task; and the final preparation phase turns collected information into readiness for the first important game.

Programme moment	What is built	How the coach knows it is time to move on
Start of the foundation mesocycle	Shared movement language, basic-pattern teaching, assessment of starting status, strength work under controlled conditions, and capacity the player can repeat.	Players can complete a basic task without repeated loss of position; staff can identify working groups and first individual priorities.
Middle of the foundation mesocycle	Connection of weight room, court, and outdoor space; progressive work on acceleration, braking, change of direction, contact, and recovery.	Physical quality begins to remain visible when ball, partner, or tactical rule is added, while recovery tracks the actual response.
Specific mesocycle	Planning backward from the first official game, greater use of situational work, preparation games as a check, and self-scouting as feedback.	The coach no longer guesses what to develop: video, the game, and daily notes show which actions break down and which corrections are realistic next.
Final transition before the season	Reduction of unnecessary fatigue, retention of rhythm, shooting, tactical clarity, and small individual reminders rather than major novelties.	Players enter fresher and more confident; work is not increased simply because form rises or the first game approaches.

Table 64: A mesocycle does not change because a date has passed, but because the player, the game, and the next fixture provide new information.

A preparation game has a particular place. It is not merely a result check, but a situational stress test: how much movement quality remains when rhythm changes, contact appears, the player makes a pressured decision, and an error must be corrected in the next action. After such a game, the coach does not

change everything. The coach identifies a limited number of problems that are both important and solvable before the next game.

The final week before the season is not the time for large corrections. If preparation has been sound, rest and reducing unnecessary fatigue can improve the sense of freshness. If volume rises sharply from excitement or many new demands are introduced, the period of stable form can be shortened. The final transition therefore retains what the team recognises: rhythm, organised warm-up, a few fast and clear actions, shooting, communication, and confidence in roles.

14.13 Preparation Rhythm: From Schedule to Decision



The source August programme presents a foundation mesocycle as a sequence of an introductory microcycle, a higher-volume general-preparation phase, and a shorter specific-preparation transition. Its value is not that every date, time, or venue should be copied by another club. Its value is the rhythm: demand is built through clear working days, recovery is planned before overload appears, and a control game feeds information back into the next microcycle.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29 —	30
					game	
31 —						
travel						

PROGRAMME — Basic		Work
Mesocycle		
04 Aug · Mon		11:00 TT · 18:30 PP
05 Aug · Tue		11:00 TT · 18:00 weight room + PP hall
06 Aug · Wed		10:00 weight room + track + pool · recovery
07 Aug · Thu		recovery · 20:00 TT
08 Aug · Fri		11:00 TT · 18:30 PP — weight room
09 Aug · Sat		10:00 track · 19:00 TT
10 Aug · Sun		10:00 weight room + track + pool · recovery
11 Aug · Mon		recovery · 18:00 TT + PP
12 Aug · Tue		11:00 PP hall · 18:30 TT
13 Aug · Wed		10:00 weight room + track · 18:30 TT
14 Aug · Thu		10:00 weight room + track + pool · recovery
15 Aug · Fri		recovery · 18:30 TT + PP
16 Aug · Sat		11:00 PP hall · 18:00 TT
17 Aug · Sun		09:30 weight room + track · 18:00 TT
18 Aug · Mon		09:30 weight room + track + pool · recovery
19 Aug · Tue		recovery · 18:30 TT + PP
20 Aug · Wed		09:30 weight room + track · 18:30 TT
21 Aug · Thu		09:30 weight room + track · 18:30 TT
22 Aug · Fri		09:30 weight room + track + pool · recovery
23 Aug · Sat		recovery · 18:00 TT
24 Aug · Sun		10:00 PP hall · 18:00 TT
25 Aug · Mon		11:00 TT · 18:00 TT + PP
26 Aug · Tue		recovery · 18:30 TT
27 Aug · Wed		10:00 weight room + TT · 18:30 TT
28 Aug · Thu		11:00 TT · 18:30 TT
29 Aug · Fri		19:00 game

In that example, the introductory microcycle contains four sessions, the general-preparation phase 23 sessions, and the specific-preparation transition 14 sessions. These are not universal targets. With a shorter preparation period, the coach changes the number of sessions but must not lose the function of each day: teaching, development, basketball transfer, recovery, or control.

Rhythm moment	Function of the day or block	Coach's note that determines the next step
Introductory microcycle	Establish shared working language, basic positions, clear warm-up routines, and the staff's first relationship with the player's actual status.	Who can learn the pattern quickly, where does position break down, and who needs a smaller or different demand tomorrow?
Two development days	Link technical-tactical work with physical preparation, weight room work, or greater movement space; each block has a distinct function.	Did quality remain once ball, speed, strength, or a second session on the same day was added?
Controlled recovery	Reduce demand, restore breathing and movement rhythm, collect feedback, and prepare the next quality stimulus.	Does the player return to an organised pattern, or do signs of fatigue require longer recovery and a change in the next dose?
Control game or situational stress test	Check movement from point A to point B, contact, transition, and execution of the tactical task under real rhythm.	Which pattern repeats as a limitation, and can it be corrected in the next week without removing it from the basketball task?
Transition into specific work	Retain what has been taught, increase the situational share, and reduce content that does not transfer to the approaching game.	What remains an individual priority, and what is now stable enough to enter full team play?

Table 67: An schedule becomes transferable when it is read as a rhythm of decisions rather than a timetable.

When time is short, the weakest option is trying to make up every missed quality through additional isolated work. The source model offers a different route: enough space to learn movement before it is compressed into play, then short blocks of transition, braking, and rhythm change within basketball practice. Off-court space teaches the pattern; the court tests it.

14.14 After a Preparation Game: Four Questions, One Next Decision

A preparation game is not proof that a team is already ready or unready for the season. It is a transition assessment: it shows what remains when speed, contact, rhythm change, and decision-making appear. The principle is not to change everything after the game, but to identify a small number of patterns that are important, visible, and solvable before the next fixture.

What the staff observes	Question after the game	Next small decision
Movement from point A to point B	Does the player gain space, brake, recover, and enter the next action without an unnecessary step or loss of stance?	Keep the same basketball direction in the next session, but simplify the cue, angle, or number of actions until the pattern becomes clear.
Rhythm and repeatability	At which stage of the game do rhythm changes, timing, contact, or decision quality decline?	Choose one brief quality stimulus or more recovery; do not extend work merely because the game revealed a problem.
Role and minutes	Who received a large real stimulus, who did not play enough, and who is returning to rhythm?	Differentiate recovery, maintenance, and supplementary work inside the shared plan.
Staff collaboration	Which physical signal limits tactical intent, and what does the head coach want to check in the next task?	Agree on one shared correction with ball, space, partner, or contact; do not open a list of ten new priorities.

Table 68: A preparation game becomes useful only when it creates one clear next decision.

When the next game is close or travel is long, the coach narrows the choice further. There is no universal percentage formula for training load; actual minutes, the demand of the previous game, days to the next fixture, travel, player availability, and the game plan all matter. First protect the ability to change rhythm and remain organised. Add a developmental stimulus only if that quality remains.

14.15 Example Rhythm of a Foundation Preparation Week

The source programme shows weeks in which technical-tactical work, physical preparation, the weight room, larger movement space, and recovery constantly

overlap. It should not be copied as a mandatory hourly schedule. Some clubs do not have an outdoor track, pool, two halls, or enough staff; some players arrive with different starting status. Still, the order of decisions transfers: a day with a greater physical demand has a reason, the court serves transfer, and recovery is planned before a problem appears.

Day	Dominant work	Connection of content	End-of-day decision
Day 1	Technical-tactical introduction plus physical preparation.	A movement pattern is taught, then a brief block builds the strength, speed, or control it requires.	Who has a limitation that requires a different dose tomorrow?
Day 2	Technique, weight room, and court.	Controlled strength or stability work connects to a brief basketball transfer; the weight room is not the end of the story.	Did technique remain clean when a ball or rule was added?
Day 3	Larger movement space plus recovery.	Acceleration, braking, or capacity receives enough space, while recovery is later organised according to response.	Does movement quality remain without compensation or signs of excessive fatigue?
Day 4	Recovery and tactical rhythm.	Easier movement, mobility, and explanation combine with a basketball task carrying less physical debt.	What returns to the next demand, and what must still be protected?
Day 5	Technical-tactical work plus a precise physical addition.	Only one or two qualities receive a clear stimulus; others are maintained through play and routine.	Does the addition improve tomorrow's action, or only raise total fatigue?
Day 6	Transfer to court and situation.	Contact, rhythm change, position, and decision	Which pattern is stable enough to
Day 7	Integration or	connect to a specific	be required, proven

Table 69: A foundation week is not a collection of rooms and sessions. It is a sequence

When a team has two pieces of work on the same day, their function must be different. One may be controlled teaching or strength; the other may be court transfer. Between them there must be adequate time, food, hydration, and a real opportunity to recover. Without those conditions, two session titles do not create a quality double day — they create more fatigue. The programme therefore does not begin with “how many sessions can we fit in?” but with “which next performance do we want to improve?”

15 Competitive Rhythm Season Cup and Playoffs

15.1 Competitive period: maintain what is used

During the game season, priorities change order. Physical preparation does not disappear, but its aim often moves from major development toward quality maintenance, individual correction and distribution of freshness. The team must not constantly remain in a “middle zone” of work that creates fatigue without developing a clear quality.

The microcycle is therefore not determined only by the number of days until the game. It is also determined by minutes, travel, difficulty of the previous and next game, player availability, local fatigue and tactical aim. A player who logged many minutes, a player who sat on the bench and a player returning to rhythm do not automatically receive the same content.

Microcycle moment	Dominant aim	Coaching questions
After the game	Assess response, recover, provide supplementary work according to minutes.	Who is fatigued, who did not receive a stimulus, and what does the next schedule allow?
Development window	Brief, high-quality developmental stimulus for the selected priority.	Which quality has greatest value now, how much fatigue can we accept and when is it checked?
Tactical-specific day	Connect physical ability, role and game plan.	Does game intensity match the aim, or does it only increase total stress?
Before the game	Freshness, clarity, rhythm and confidence in tasks.	What must be preserved, and what no longer makes sense to introduce?

Table 70: A microcycle is not a fixed day schedule, but a sequence of decisions for the next game.

15.2 Undulating Rhythm: Do Not Stay in the Middle Zone

Undulating periodisation does not mean changing hard and easy days at random. It means the staff identifies moments for a clear stimulus, moments for technical-tactical transfer and moments for recovery, then adjusts the rhythm according to the team's response. The most common error is for every session to remain "moderately hard": demanding enough to create fatigue, but not clear enough to develop speed, strength, confidence in the pattern or a high-quality tactical decision.

The game enters the total weekly dose. Therefore, judging the previous and next game cannot be only a question of the opponent. Minutes, travel, health status, how the team played, game-plan demands and time until the next fixture all matter. The example, in which training before an assessed difficult game is reduced while the game itself carries more of the weekly stress, should be understood as a distribution principle, not as a universal numerical formula.

Cycle signal	What changes in the work	What remains protected
The next game carries a large physical or emotional demand	Reduce unnecessary volume; retain brief, clear activation and tactics.	Freshness, rhythm, focus and confidence in agreed roles.
The team has a development window without major travel	Choose one high-quality developmental stimulus, not several average blocks.	A clear purpose for the day, sufficient recovery and the possibility of checking response.
Accuracy, timing or willingness for contact visibly declines	Shorten demand, extend recovery or return the task to a simpler version.	Health, a readable pattern and the player's confidence in the next attempt.
Two to three freer weeks or a planned break	Create a small development block: mobility, basic pattern, individual correction and progressive return to rhythm.	Psychological freshness and selection of only one or two priorities rather than trying to recover everything.

Table 71: An undulating rhythm distinguishes a moment for development from a moment for preserving readiness.

Warm-up before training or a game can be a final brief check of form. It is not a diagnostic test and does not make the decision on its own, but the coach can see whether players are late in rhythm, avoid contact, lose positional control or show unusual stiffness. When such a signal is connected with minutes, subjective feeling, medical context and video, it becomes a reason for a concrete adjustment rather than an impression.

A two- or three-week break does not need to interrupt the process. It can become a development window, but only after deciding what can truly be built. The first part restores movement, mobility and the basic pattern; then the selected priority is introduced; only afterwards do specificity and rhythm rise. A break is neither a punishment nor an opportunity to exhaust players who have not played enough. It is an opportunity to restore capacity that could not be developed during a congested season.

15.3 Tournament, cup competition and congested schedule

Tournament periods and cup competition require a different logic. The coach does not try to create new form every day. The essential task is preserving quality, managing travel, sleep, nutrition, short activation work and energy distribution. Win or loss also changes the psychological and physical context of the next decision.

In such a phase, simplicity is an advantage. A clear warm-up, brief activation, individual recovery, short feedback and consistent organisation often deliver more than additional complicated content. The coach does not lose ambition; it is directed toward what can be delivered with quality.

Competition context	What we protect	Most useful coaching decision
Game in three to four days	Freshness, first-step quality, rhythm, and tactical clarity.	Limit developmental volume; retain brief quality stimuli and adjust players according to minutes and response.
Cup competition or Final Four	Energy distribution, sleep, travel, emotional stability, and repeatability of routine.	Do not introduce major new content; use clear activations, tactical details, recovery, and agreements based on the actual schedule.
Playoffs or play-out	Recovery between games, availability, and the team's ability to repeat quality.	Distribute work by minutes, status, and the next fixture; do not treat an error with added fatigue.
Longer in-season break	Psychological freshness, basic pattern quality, and readiness for a new cycle.	Return work progressively and choose one or two priorities rather than trying to recover everything at once.

Table 72: In a congested schedule, deciding what not to do is as important as choosing the next session.

After a cup competition or a demanding run of games, the response is analysed first: player status, minutes, sleep, travel, game behaviour, and the next calendar. Heightened emotion, whether after a win or a loss, is not a signal to add a larger physical demand immediately. The staff first restores rhythm, then selects the next small priority.

15.4 Cup Competition and Playoffs: the Result Must Not Erase Rhythm

Cup competition and playoffs can change the schedule after the first game. Emotion, travel, result, minutes, and a new opponent can quickly alter what was planned a few days earlier. The staff therefore uses a simple skeleton: refresh before the game, restore rhythm and information the day after, then select only

the details that help the next duel. In this period, physical preparation is not “made up” between two games.

Moment	Dominant aim	What is done	What is not done
Day before game 1	Taper and game scenarios.	Brief activation, tactical detail, a few fast but controlled attempts, and agreement on initial situations.	New complex content, high volume, or a long attempt to prove form.
Game 1	Performance and quality of information collected.	Observe minutes, contact, response to the game plan, decisions under pressure, and individual signs of fatigue.	Assessment only by result without notes on breakdowns or game quality.
Day after game 1	Recovery and brief analysis.	Sleep, meal, hydration, easy movement according to status, brief video feedback, and a small individual minimum when justified.	Punitive work, long error analysis, or trying to physically “restore” what was missed.
Day before game 2	Micro-preparation for the next duel.	One or two opponent details, a position reminder, foot rhythm, and a clear routine; staff decides what to protect.	Copying the whole first game into another long session.
Game 2	Repeatable quality and focus.	Simple routine, clear role distribution, and decisions that match the team’s current status.	Raising demand because the opponent is “weaker” or because game 1 was won.
After game 2	Reset and transition.	Recovery, brief reflection, one quality and one weaker video moment, then a decision on the next cycle.	Automatic continuation of the same plan without checking physical and psychological

Table 73: Cup competition and playoffs: the shorter the schedule, the clearer the

The day after a game can include a brief cognitive check: what did the player recognise, what did the player choose, and where did response arrive late? Video then does not serve to extend analysis; it isolates one piece of information for the next duel. When a player receives a clear picture, brief breathing, calmer recovery, and a realistic next decision may be more valuable than another training session.

15.5 Final Four: Two Weeks to Refresh and Sharpen the Team

When the schedule leaves approximately two weeks before a Final Four, that window is not a new preparation phase. After months of games, travel, and already learned patterns, the team is not “built again.” The first task is to restore rhythm without creating a new fatigue debt; then a limited number of physical and situational qualities are sharpened; the final days protect tactics, shooting, travel, and a calm routine.

If the team enters that window immediately after a game, a brief break or easier recovery may make sense. Its value is not passivity, but enabling the next quality work. The return is therefore not measured by how many elements are placed on the first day, but by whether players progressively regain rhythm without an increase in warning signs.

Window to Final Four	Dominant intent	Practical content	What is protected
Day -14 to -12	Reset and return to rhythm.	Recovery according to the previous game, mobility, brief assessment, shooting, and controlled return to basic patterns.	Sleep, mood, minor soreness, and ability to return to training discipline.
Day -11 to -9	One limited developmental priority.	Controlled strength or speed, stability, and one clearly selected pattern that remains below the needed level.	Preventing late fatigue accumulation or a broad list of corrections.
Day -8 to -6	Special-situational sharpness.	Movement speed, reaction, low defensive stance, appropriate-dose contact, and shooting after relevant movement.	Decision quality and transfer to play, not high volume.
Day -5 to -4	Controlled situation and tactical clarity.	Brief controlled game or situational block, video tag of important decisions, and removal of content that does not help the semifinal.	Confidence in role, organisation, and game plan.

Table 74: Final Four window: fewer new elements, more rhythm, intent, and decisions that protect the next game. — I

Window to	Dominant intent	Practical content	What is protected
Final Four Day -3 to -2	Reduce the debt and refine details.	Easier rhythm, travel logistics, shooting, tactics with lower physical demand, and only minimal individual additions.	Freshness, sleep, communication, and clarity of starting situations.
Day -1	Routine without new messages.	Travel when needed, brief activation, shooting rhythm, agreement on first tasks, and calm process control.	Legs, attention, and confidence in the familiar routine.
Semifinal and final	Performance, response, and the next decision.	Clear routine, observation of minutes and contact, recovery between games, and brief corrections only when they serve the next performance.	Player availability and the ability to repeat quality.

Table 75: Final Four window: fewer new elements, more rhythm, intent, and decisions that protect the next game. — II

This section does not promise form through percentages, and no single model is imposed on every team. Clubs have different numbers of days, travel, health circumstances, and player availability. What remains the same is the principle: the closer the game, the narrower, clearer, and easier the content must be to recover; the longer the window, the developmental stimulus remains limited and always connected to what the team must perform on court.

15.6 Three Microcycle Scenarios

The following models are not schedules to copy mechanically. They show the order of questions when the number of games changes. In every scenario, the staff first checks minutes, health status, travel, previous-game quality, and the actual availability of space and time.

Scenario	First question	Possible work organisation
One game in the week	Where is the genuine development window, and where must quality be preserved?	After recovery, select one high-quality developmental stimulus; then use technical-tactical transfer, pre-game clarity, and individual additions according to minutes.
Two games in the week	Who received game stimulus, who did not, and when does supplementation make sense?	Recovery and brief maintenance take priority. Players with lower minutes may receive a targeted addition, but the bench must not become a separate team disconnected from the plan.
Games, travel, and limited time	What is the minimum content that protects rhythm, mood, and availability?	Warm-up routine, short activation, clear tactical preparation, food, sleep, conversation, and individual decision have greater value than a large new stimulus.

Table 76: The number of games changes the priority order but does not remove the need for a plan.

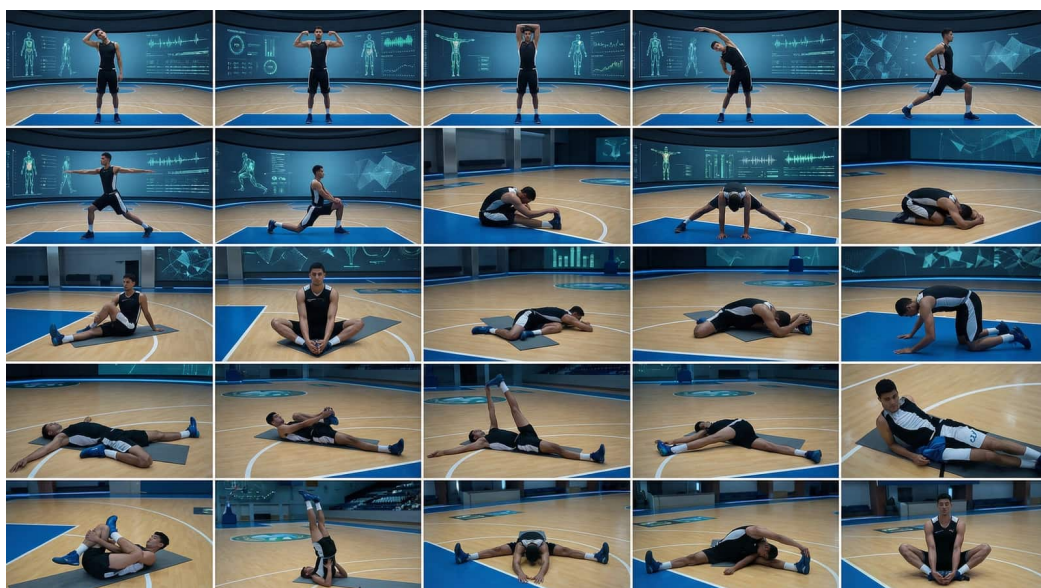
15.7 Minutes as a Decision, Not a Label

Minutes are not the only criterion, but they often explain why two players on the same team cannot receive the same next session. A player with heavy minutes may have received sufficient specific stimulus but still need recovery and maintenance of pattern quality. A player with low minutes may need additional high-quality work, but only after checking whether the lack of minutes follows a tactical decision, a health limitation, or genuine fatigue.

Post-game profile	Risk of the wrong decision	Coaching response
Heavy minutes, good response	Assuming there is no need for any quality work until the next game.	Recovery, a short individual check, and a small maintenance dose only when justified.
Low minutes, ready player	Adding large volume with no relationship to role and the next plan.	Supplementary work that restores what the game did not provide: speed, strength, rhythm, or a court task.
Limited minutes because of health context	“Making up” missed work in an attempt to accelerate return.	Collaboration with the medical team, gradual return, and clearly defined progression criteria.
Player outside the rotation	Treating the player as secondary, with no development plan.	A brief individual conversation and a block that maintains readiness and develops the next attainable task.

Table 77: Minutes guide the next decision but never determine the work content on their own.

15.8 Breaks and transition



A break during the season is not empty time. It can provide a window for restoration, individual correction, development of what could not be addressed during a congested schedule or simply the return of psychological freshness. Complete rest, a gradual return or a developmental block depend on player state, not only the number of free days.

The transition after the season is also part of the plan. The player needs clear guidance: what recovers, what is maintained, what is developed individually and when reassessment occurs. Without this, the next preparation begins with assumption rather than information.

AI Recommendation

AI can prepare several microcycle scenarios based on calendar, travel, minutes, development priorities and recovery records. Its greatest value is displaying the consequences of choices: where demanding work accumulates, where recovery is missing and which player groups have different needs. AI does not decide the importance of a game, understand the locker room without data or replace the coach's responsibility for the final plan.

Coach's Note

A good plan does not prove that the coach was intelligent when it was written. A good plan shows that the coach can change dose, preserve the principle and protect the player when reality changes. Flexibility is not the absence of a plan; it is its most mature form.

15.9 The Operational Transition Period: From the Final Buzzer to the Next Assessment

The transition period is neither a reward for an exhausting season nor a hidden new preparation block. Its task is to give the player room to recover, but also to return information: what the season left in the foot, knee, hip, trunk, shoulder girdle, sleep, motivation, and feeling of movement. Active recovery therefore does not mean that everyone performs the same light routine. One player may first need less contact, another a return of support awareness, and a third a gradual recovery of continuity that was missing during the season.

The source framework of two to four weeks should be read as a space for decisions, not as a number that must be completed. The length of transition depends

on total competitive demand, health context, time until the next gathering, and the quality of response to the first light sessions. The aim is not for the player to remain completely inactive, but neither is it to make up everything that could not be done during the season.

Working moment	Operational decision and information for the next step
Season close	Competitive debt is reduced and player response is recorded: minutes, contacts, soreness, sleep, and pattern quality in the final games. The coach then distinguishes what genuinely needs protection from an impression created by the emotion of the result.
Active recovery	Movement rhythm, breathing, and basic mobility return without performance pressure. Walking, cycling, swimming where available, mobility, easy ball handling, or shooting rhythm remain only while the body accepts movement again without an unusual rise in pain, stiffness, or decline in mood.
Return to pattern	Support, braking, rotation, and the relationship of trunk to movement are checked through a brief controlled exit, low stance, landing, lateral lunge, light contact, or ball work. The staff seek one pattern stable enough to receive a greater demand later.
Reassessment and re-entry	Brief functional assessment and discussion of role and training history create a new starting point. The plan opens with one or two achievable priorities and a clear answer to who requires a different path back before the first larger stimulus.

Table 78: The transition period does not interrupt the pathway from point A to point B; it reduces demand, restores information, and prepares the next high-quality re-entry.

15.10 Transition Does Not Separate the Player from Basketball

If a player lost position in a close-out during the season, the transition period does not need to begin with isolated work unrelated to play. The coach can return to a simpler version of the same pattern: low stance, controlled approach, braking, arm position, and return to balance, followed by a brief finish with the ball. If a tall player's issue was the second jump, the first step can be quiet landing acceptance, stable contact with the floor, and a box-out position before stronger duels are added. The body recovers, but it does not forget the language of the game.

Signal from the end of the season	First transition response	How the basketball connection returns
Late close-out, loss of low stance, or instability while braking.	Brief control of the foot, knee, trunk, and approach angle in a smaller space without chasing speed.	A visual signal, one braking action, and a controlled exit toward the ball; speed rises only when position is readable.
Heavy landing, a second effort that quickly loses balance, or fear of contact.	Quiet landing, brief hold, even support distribution, and box-out stance according to player readiness.	One controlled jump, contact position, and the decision to secure or advance the ball.
Late decision under fatigue or loss of rhythm with the ball.	Reduce the amount of information, return to one signal, and allow enough time for the player to recognise the solution again.	A brief pass–exit–shot or pass–pivot–return, without adding a new tactical system.
A low-minute player who has lost continuity.	Gradually increase repetitions of a familiar pattern while discussing role, health, and motivation.	A small situational block that keeps the player in the team’s language, not punitive volume because of minutes.

Table 79: In transition, demand is simplified without losing the connection between body correction and the next basketball action.

AI Recommendation

AI can organise a player’s transition profile from minutes, brief subjective notes, video tags, and end-of-cycle assessment results. It is most useful when it separates three questions: what the player needs to recover, which pattern needs to be retained, and when demand can reasonably increase again. The coach and medical staff retain the final decision, because numbers do not see movement quality, conversation, or the club’s real context.

15.11 Microcycle E — Deload That Preserves Rhythm

The original deload microcycle is neither an empty week nor a concealed attempt to recover missed work. It has a simple purpose: after a dense run of games, a cup, travel, or a period of high emotional pressure, reduce the fatigue debt, restore the feeling of movement, and retain only the minimum basketball language that helps the player enter the next quality demand. In this phase, the coach asks less, “how much more can we do?” and more, “what has to return for the next work to make sense?”

Deloading does not mean that every player follows the same light routine. A player with high minutes, a player who received little game stimulus, and a player whose pattern broke down under contact can be in the same week, but they do not need the same end point each day. The common base is a calm return to rhythm; the small individual correction remains tied to the real action the player must organise again.

Day	Dominant intention	Minimum basketball connection and coach question
Day 1	Active recovery, breathing, and mobility.	A calm return of walking, support, hip, and trunk; can the player accept light movement without unusual stiffness, pain, or loss of rhythm?
Day 2	Trunk, proprioception, and balance.	Short stable support, lateral work, or foot control; which position needs to become readable again before speed, contact, or the ball?
Day 3	Light speed and lateral organisation.	Short exit, controlled braking, and return to stance; can the player change rhythm without chasing full speed?
Day 4	Reaction and visual processing.	One clear cue with ball, partner, or direction; does the decision arrive before the pattern breaks down?
Day 5	Relaxation and repetition of routine.	A smaller physical debt, conversation, and feedback; what has truly returned, and what still needs protection?
Day 6	Minimum duel and tactical visualisation.	Short, dosed contact or a situational reminder; can the player organise the body in a familiar duel without proving strength?
Day 7	Brief check and subjective review.	One repeatable pattern, a short note on how it feels, and agreement on the next priority; do we return to development, continue deloading, or change the assumption?

Table 80: Microcycle E: deloading retains movement organisation without creating a

15.12 From Deload to a Small Individual Correction

In this model, individualisation is not a set of heavy extras for every player. It is the smallest change that restores a quality that has slipped away. A frontcourt player who is vertically ready but late in the lateral close-out does not need more jumps; the player may need a shorter lateral exit with a raised hand, then a return to a box-out stance. A power forward who loses the centre of gravity in contact does not need an entirely new strength block; controlled pushing, rotational stability, and a familiar post-up exit can be used until contact returns to a basketball decision.

Post-load signal	Short correction within the deload	Evidence the player can progress
Contact disrupts stance or trunk control	Brief hold or anti-rotation work → agreed partner contact → exit into a familiar basketball pathway.	The player retains support, gaze, and the possibility of the next pass, pivot, or recovery.
Lateral exit is late or finishes unstably	Controlled lateral lunge → short mirror or cue → close-out at lower speed.	Knee, hip, and trunk stay organised, and the player does not guess the direction in advance.
Player has low minutes but is ready to work	A short targeted top-up through a familiar action: first step, reception, contact, or second jump.	The top-up increases readiness for the role rather than separating the player from the team plan or creating needless fatigue.
Player reports an unusual response or loss of control	The task is stopped or simplified; the coach follows club protocol and the guidance of the professional team.	The next step is safe, agreed, and based on real information rather than the need to complete a plan.

Table 81: A deload retains an individual correction only when it is small, checkable, and returns the player to the next action.

AI Recommendation

AI can organise minutes, travel, short recovery notes, video tags, and subjective review so that the staff can see who needs recovery, who needs a small reminder, and who needs a check before returning to a greater demand. The most useful output is not a finished schedule, but a view of questions that the coach must confirm with the player and professional staff.

15.13 Conclusion

Periodisation in basketball must breathe with the calendar and people. The big plan provides direction, the mesocycle determines priority, the microcycle distributes energy and the session checks reality. When decisions rest on game demands, player response and season rhythm, the plan becomes a living system that protects development without losing what matters most: a ready player for an important game.

16 From the Microcycle to the Training Day

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.

16.1 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 82: 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.

16.2 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 83: 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.

16.3 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 84: 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 85: 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 86: In a two-game week, individualisation is small, clear, and connected to the next performance.

16.4 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 87: The microcycle protects a shared rhythm while a small position addition addresses the next achievable problem.

16.5 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 88: An extended microcycle restores space for development, but does not justify a sudden increase in load.

16.6 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 89: A microcycle closes with an assessment of delivery, response, and transfer before the next plan opens.

16.7 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.

16.8 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 90: The monocycle leads from a real basketball action to one correction and immediately returns it to action.

16.9 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 91: 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.

16.10 Five Questions Before Writing the Session

Before listing exercises, the coach checks five questions. They do not require expensive technology or a long meeting, but they prevent a session from being assembled by habit. They are especially important as a preparation plan moves into competitive rhythm, when time for physical preparation becomes shorter and every poor decision remains visible on the court.

Question	Why ask it	If the answer is unclear
Which quality are we protecting today?	The session receives one dominant reason: teaching, strength, first step, contact, decision, or recovery.	Reduce the number of aims; do not build a block from everything that remains unfinished.
What did the player show previously?	Result, video, note, and subjective response give context for the next dose.	Return to a short check or select a safer starting variation.
What are the real working conditions?	Surface, space, player number, time of day, and available equipment determine whether the task can be controlled.	Change the means, not the aim: a more stable surface, smaller space, shorter pathway, or different group arrangement.
How does quality return to basketball?	The physical block must have a visible continuation in stance, movement, ball, contact, or decision.	Remove an unnecessary implement and add a simple basketball finish or transfer criterion.
How will we know when to stop?	The end of a block is a decision, not the moment when everyone is tired.	Agree a technical stop sign: loss of position, late response, unusual pain, falling rhythm, or inability to understand the cue.

Table 92: Before choosing an exercise, the coach must know the purpose, condition, transfer, and stopping criterion.

AI Recommendation

AI can compare the planned schedule with daily notes on minutes, travel, video tags, and warm-up response, then identify what has changed before the coach writes the session. Its most useful output is not an automatic workout but a short list of questions: which quality are we protecting today, who needs a smaller top-up, and which task lacks suitable conditions to be delivered well?

16.11 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.

16.12 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 93: Working matrix: Main section: one dominant problem.

16.13 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.

16.14 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 94: Progression and regression change demand but preserve exercise purpose.

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

The following model translates the 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 95: 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.

16.16 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.

16.16.1 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 96: 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.

16.16.2 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 97: 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.

16.16.3 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 98: Neuro-intensive work: decision is added only when the body can retain the pattern.

16.16.4 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 99: Adaptive recovery: enough work to restore feel, not enough to create new debt.

17 Exercise Through the Microcycle When How and Why

17.1 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.

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.

17.2 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.

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 100: 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.

17.3 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.

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 101: 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.

17.4 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.

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

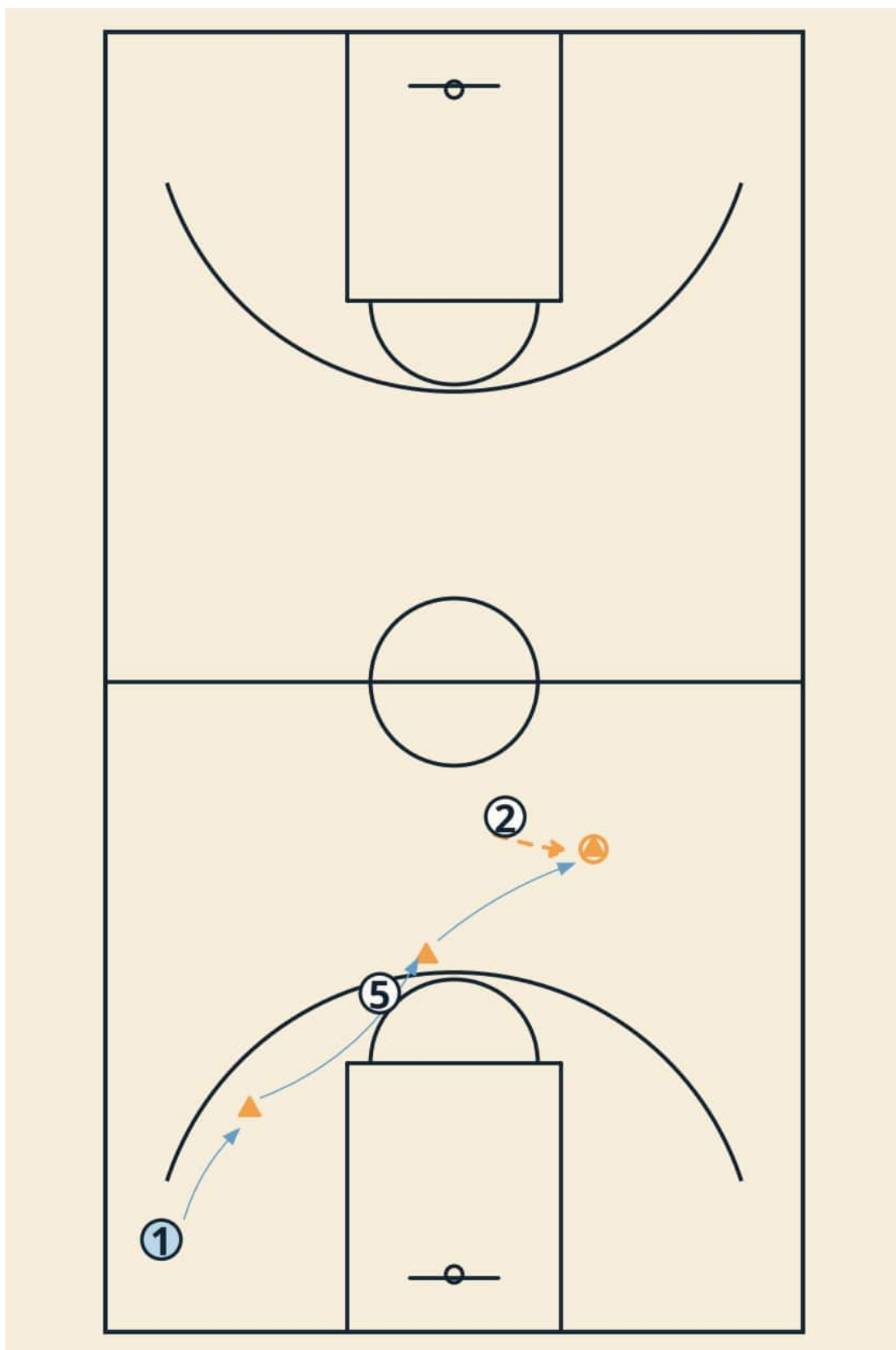
17.5 T-Cross: Several Directions, One Clear Criterion

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

17.6 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

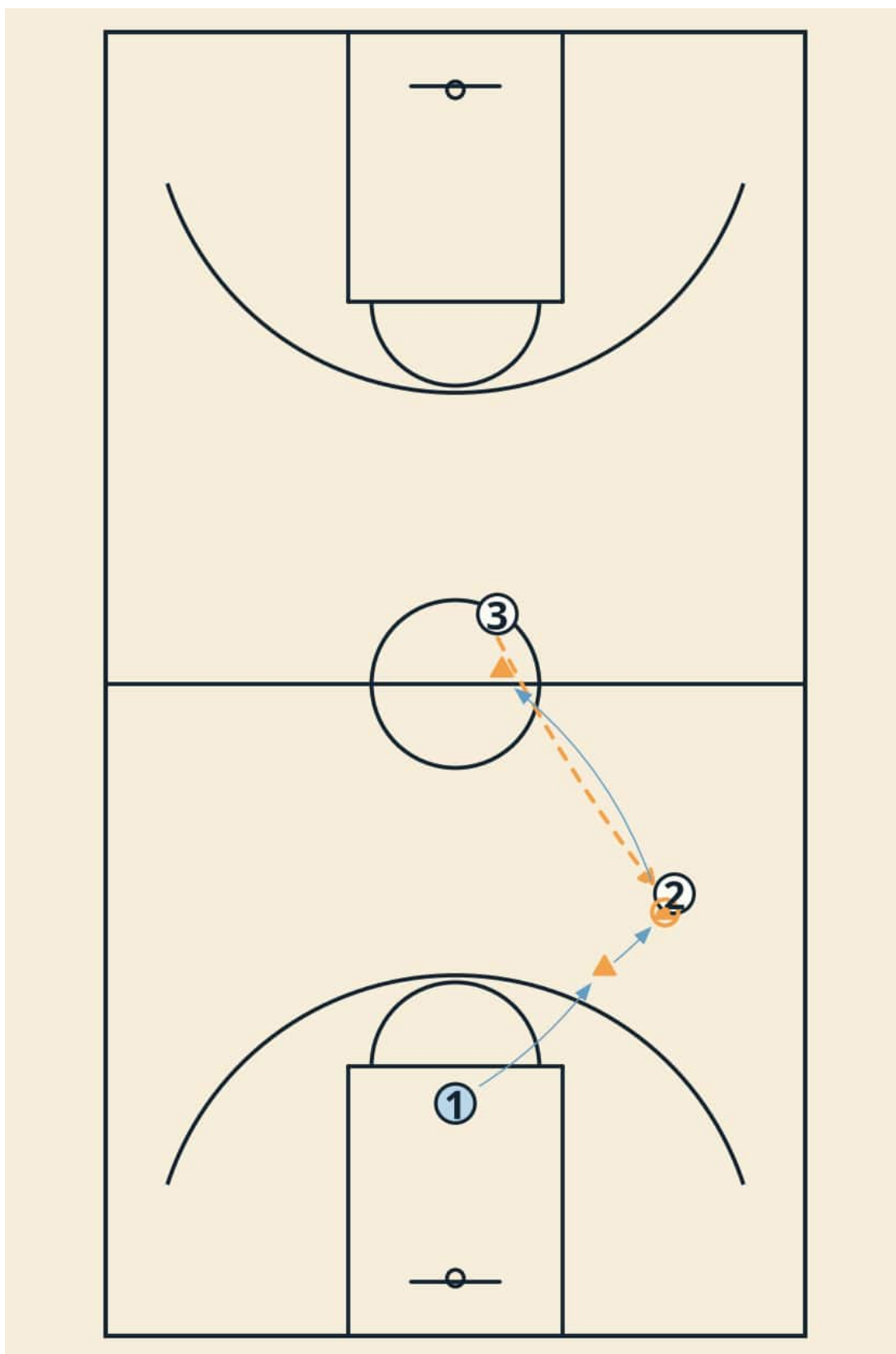
select a pass or new position. The aim is not to reproduce the same short roll automatically. It is to retain balance, coordinate lower and upper segments, and remain available for the next action.

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 104: 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.

17.7 Close-Out, Opponent Shot, and Defensive Rotation



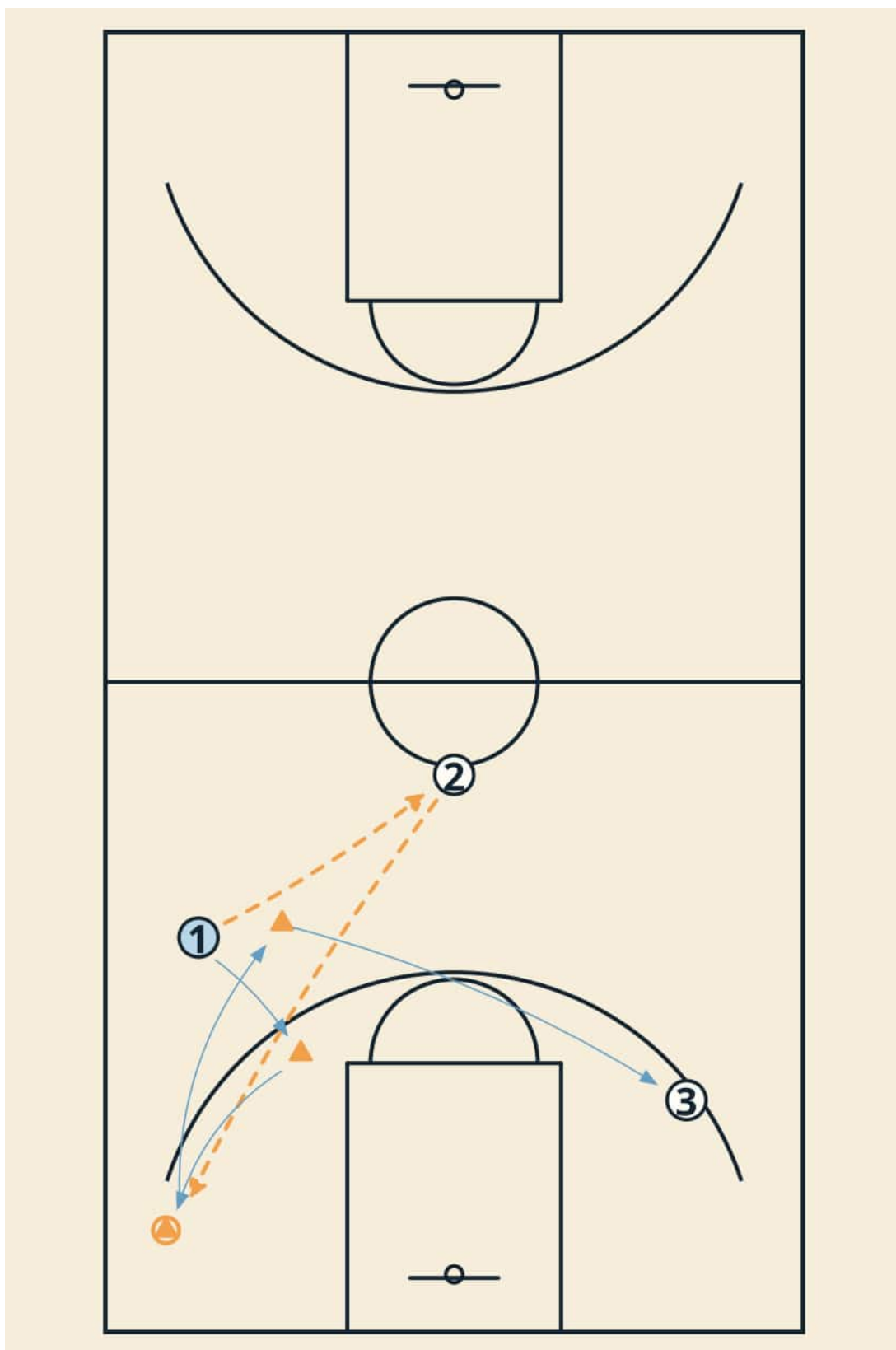
A close-out is not only a sprint toward a shooter. The player must organise the initial exit, slow without losing stance, react to shot or drive, then find the next

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

17.8 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 106: Coaching card: a re-cut matters when the player creates a quality option for the team again.

17.9 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 107: Coaching card: quality shot reception begins with the steps before the ball.

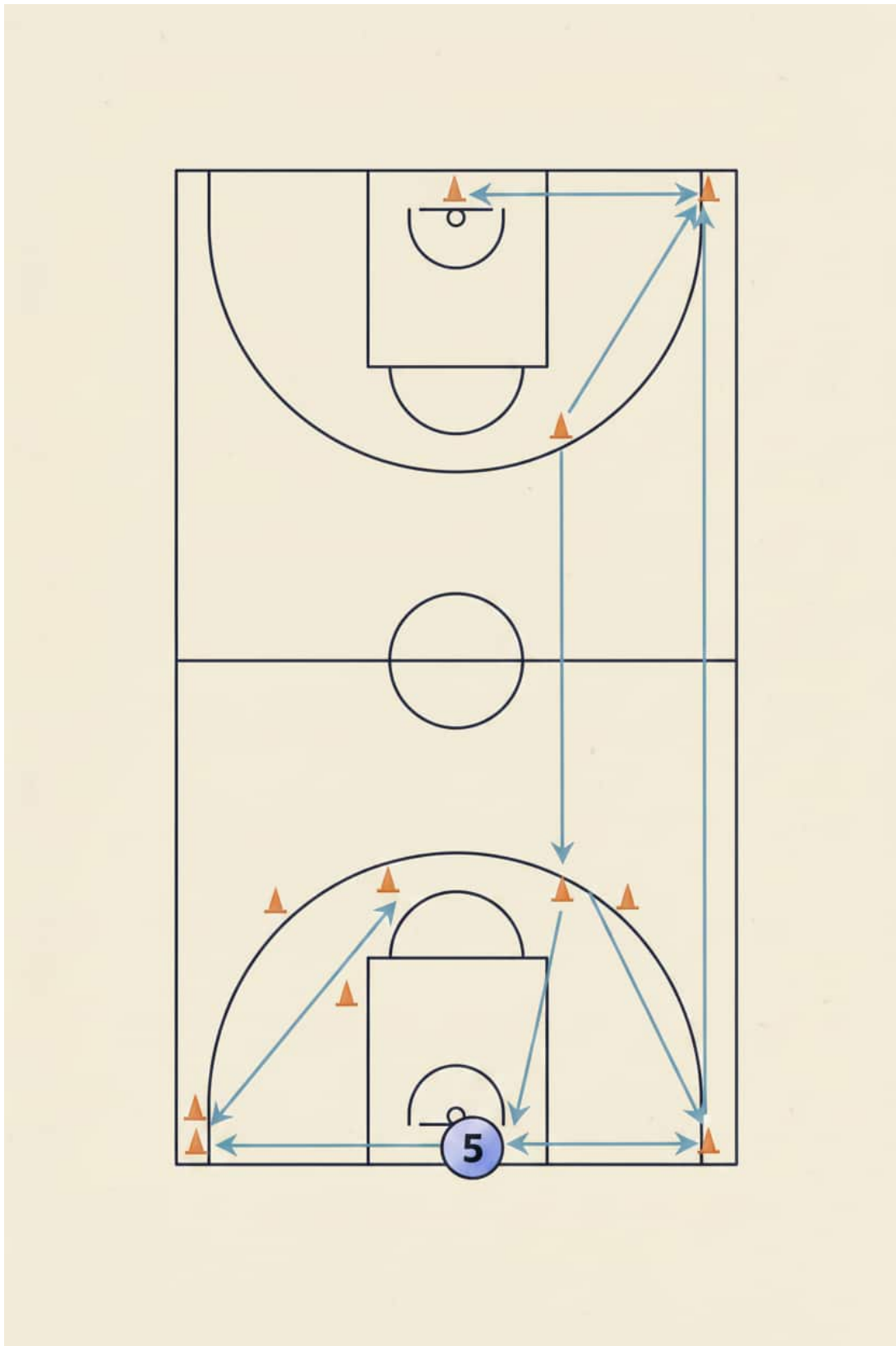
17.10 Defensive Shuffle, Close-Out, and Recovery

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

17.11 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 109: Coaching card: second jump and finishing are developed as a continuation of control, not isolated effort.

17.12 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 110: Coaching card: a mirror drill retains meaning only when the follower controls space, not merely speed.

17.13 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 111: Coaching card: information has value only if the player can retain control and make a meaningful choice.

17.14 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 112: Coaching card: reactive 3&D work begins with defensive control, not speed without information.

17.15 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 113: Coaching card: a wing's second effort develops from contact control, not uncontrolled repeated jumping.

17.16 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 114: Coaching card: lateral close-out is checked through the next action, not only the speed of the first exit.

17.17 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 115: 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.

17.18 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 116: 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.

17.19 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 117: 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.

17.20 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 118: 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.

17.21 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 119: 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.

17.22 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.

17.23 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 120: 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.

17.24 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 121: 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.

17.25 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 122: 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.

17.26 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 123: 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.

17.27 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 124: 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.

17.28 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 125: 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.

17.29 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 126: 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.

17.30 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 127: 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.

17.31 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 128: 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.

17.32 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 129: 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.

17.33 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.

18 Special and Situational Physical Preparation on Court

Position provides important information about game demands, but it does not automatically determine a programme. Two guards can play entirely different roles. Two centres can differ in contact ability, movement, jumping, recovery and decision-making. Position is therefore a starting hypothesis, while the player is the actual object of planning.

Position-specific work has value when it connects a physical demand to a concrete game action. It is not enough to say that a guard should simply be “fast”, a wing merely “versatile” and a centre only “strong”. The right question is: which actions must this player repeat, under what pressure, and which physical limitations most prevent execution?

18.1 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 130: Working matrix: Three functional profiles.

These profiles follow the 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.

18.2 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 131: 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.

18.3 Example blocks: logic, not a fixed table

The 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.

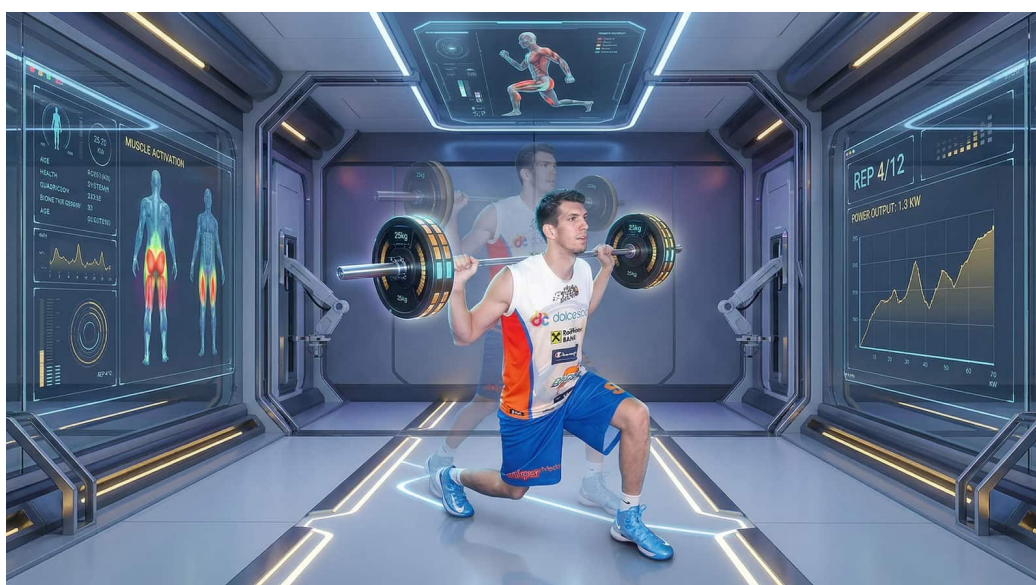
In the final edition, their sets, percentages and rest periods are not treated as general norms. They are an example block adapted to readiness, skill, schedule and season phase. The same exercise can have a different function in two players: pattern teaching for one, strength development for another 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 132: 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.

18.4 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 56: 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.

18.4.1 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.

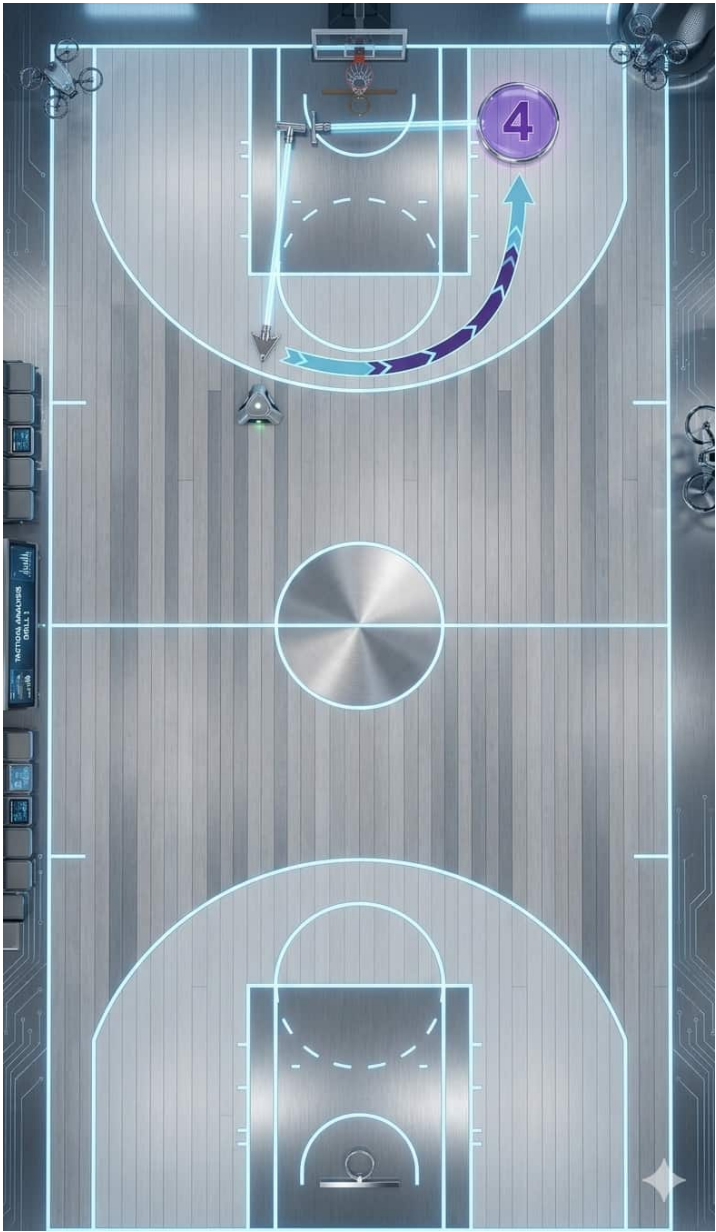
Connecting individual technique with physical preparation accelerates basketball development. Without that connection, we can have an excellent performer of technical skills—an anthropomotorically capable player—who can apply almost none of it in collective tactics or a game. It is easy to say that a player

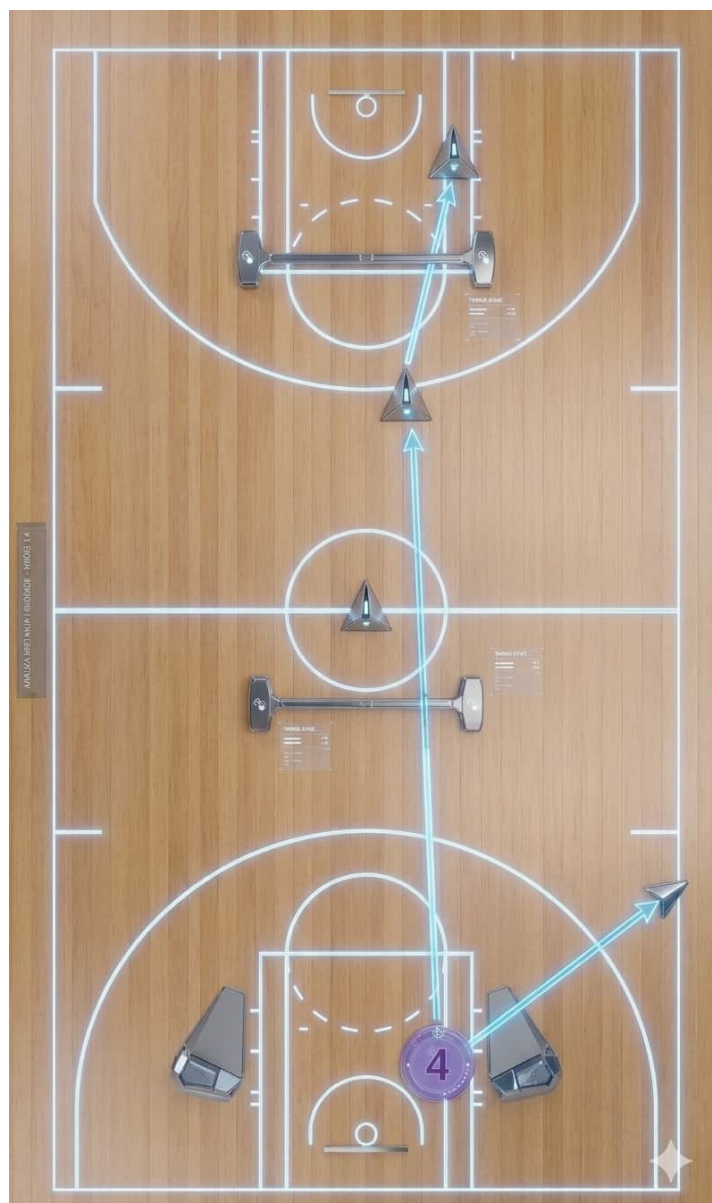
“has a problem in the head.” Often the player does not: we have simply failed to connect what the player is, can do, and wants to do with appropriate training. Why did a player miss an easy shot, make a wrong pass, or commit an individual error? Body position may have been wrong, capacity within the 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.

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







The following examples retain the logic of the 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?
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.	After contact, does 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 133: 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 134: 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.

18.6 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.

18.7 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 135: 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.

18.8 Monocycle: A Small Block with One Clear Reason

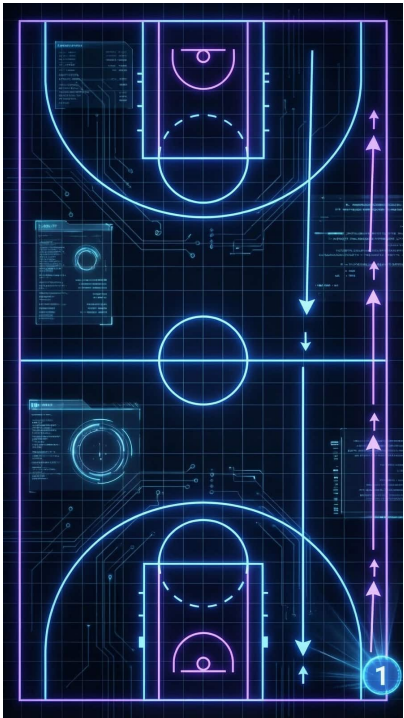
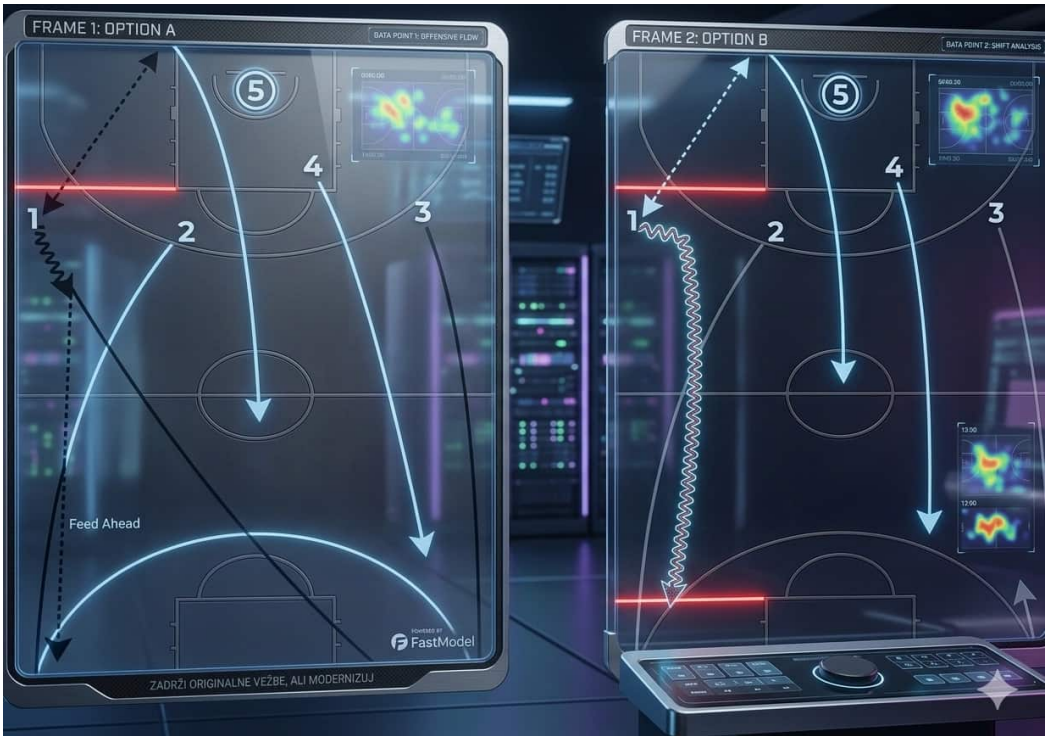
In this edition, a monocycle means a short connected unit within the microcycle that carries one dominant task. It may last part of a session, one session, or several connected sessions. It does not introduce a new theoretical label; it simply helps the coach retain focus when the schedule is congested.

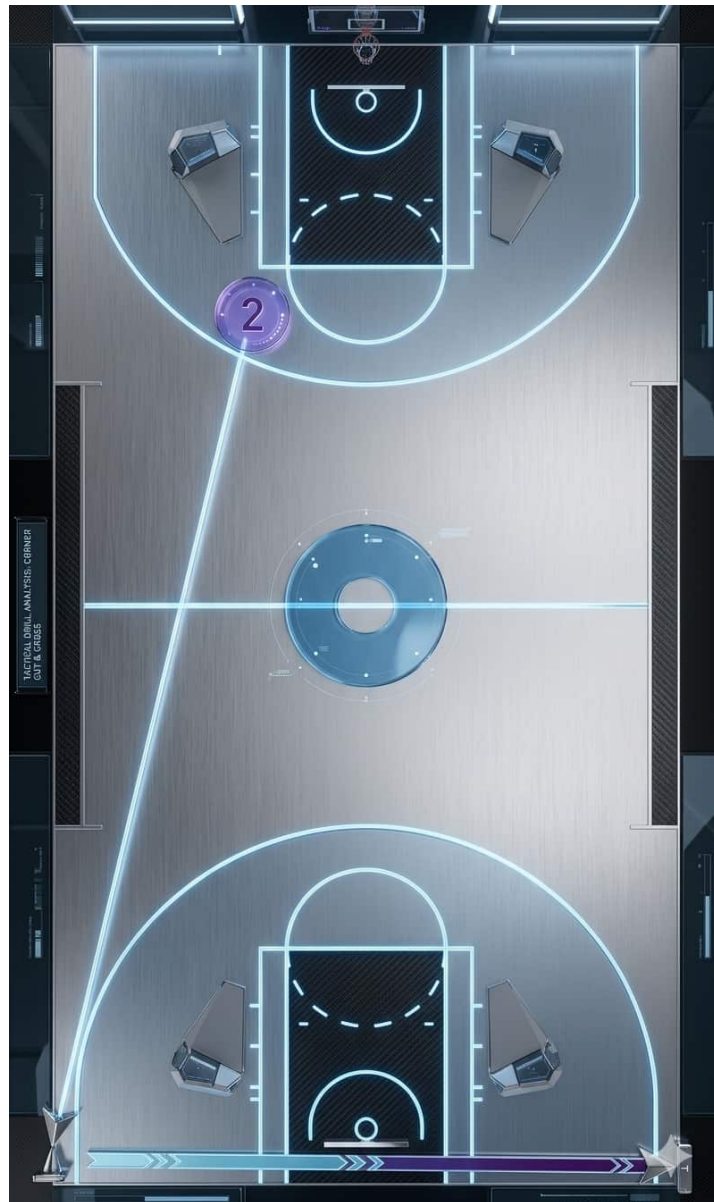
Step	Player example	Coaching evidence
Tactical task	Switch, help, and recovery toward the shooter.	It is clear when and where the action appears in the game.
Physical limitation	First lateral step, braking on exit, and return to stance.	Video or a task shows that this exact part interrupts the action.
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.

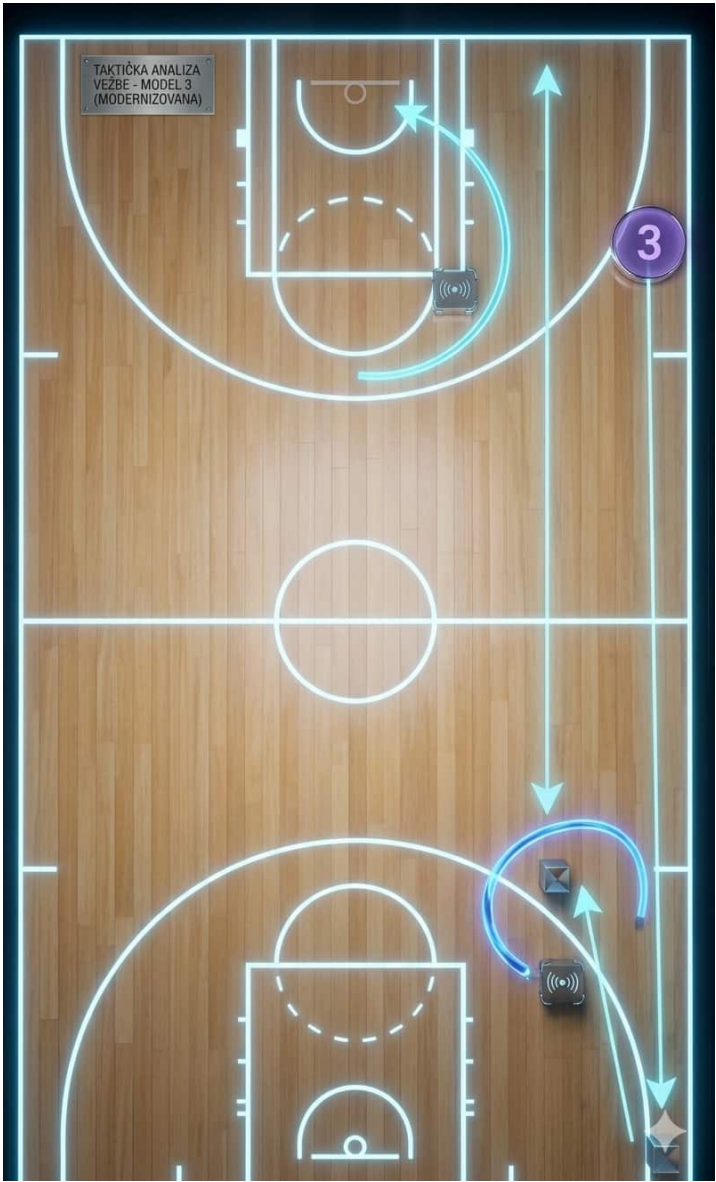
Table 136: A situational block begins with a tactical task and ends with a check in the game.

18.8.1 Concrete Transition Monocycles: From Movement Path to Action









Set up	Players 12	Balls 0	Baskets 2
	Pylons 8	Jerseys No	Other

Description

1. ON SMALL PYLONS CHANGE SPEED WITH LOW, MIDDLE, KNEES UP, THREE CHANGES, GOAL IS NOT MOVE BACK STANDING LEG, ON BIG Pylon RIGHT HANDED PLAYERS TURN ON LEFT AND LEFT HANDED ON RIGHT, GOAL IS COORDINATION, SPRINT TO BP IN THE PAINT, BOX OUT AND HIGH KNEES UP TO BP ON CENTRE, GOAL IS TAKING POSITION FOR SPRINT AND CHANGING RITAM (KEY MOMENT 1.1), FROM CENTER TO THE CORNER LATERAL MOVEMENTS SLOWER AND LOWER, TURN ON BP, SPRINT TO OPOSITE SIDE LINE- CLOSE OUT ON BP (KEY MOMENT 1.2) AND SPRINT TO BASE LINE, WALK TO START POSITION.
SP - SMALL Pylon
BP- BIG Pylon
2. START WITH MOUNTAIN KLIMBERS AND FROM START TO FIRST SP TAKE SPACE AS LONG AS PLAYER CAN (KEY MOMENT 2.1), FROM FIRST TO SECOND SP LONG JUMPS AND EASY RUN TO BP - SPRINT, BOX OUT AND BURPEE ON BP IN THE PAINT, POWER SKIP TO BP ON CENTRE - LATERAL JUMPS TO THE CORNER, JUMP KNEE TO THE CHEST (KEY MOMENT 2.2) CONTINUING LIKE FIRST VARIATION.

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Navigation icons: back, forward, stop, play, full screen

Set up

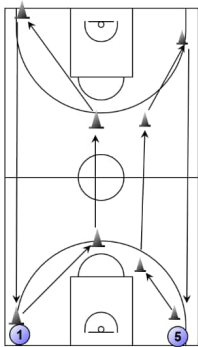
Players12Balls0Baskets2

Pylons8JerseysNoOther

Description

PERIMETAR PLAYERS LOW, MIDDLE, HIGH KNEES UP (ONE DRILL BEETWEN PYLONS) AND SPRINT TO STARTING POSITION, ANY TIME BEETWEN PYLONS CHANGE SPEED 1X, A, B, C SKIPS FROM START (ONE DRILL BEETWEN PYLONS), POWER SKIPS TO STARTING POSITION 1X, LOW,MIDDLE, HIGH FROM STARTING POSITION TO FIRST PILON, A,B,C, BEETWEN SECOND AND THIRD PILON, POWER SKIP FROM THIRD TO FOURTH PILON AND SPRINT TO STARTING POSITION. THEY WILL CHANGE RITAM BY THEMSELFS. REPEAT ALL THREE VERSIONS WITHOUT PAUSES.
PIVOTS RABIT JUMPS FROM FIRST TO SECOND PILON, FROM SECOND TO THIRD PILON INDIAN JUMPS(SAME LEG -SAME HAND UP), FROM THIRD TO FOURTH PILON RABIT JUMPS AND LONG JUMPS TO STARTING POSITION. NEXT VERSION IS THE SAME ONLY FROM SECOND TO THIRD PILON INDIAN JUMPS IS DIFFERENT (GPOSITE KNEE AND HAND UP), BOTH VERSION 2X REPEAT WITHOUT PAUSA. DURING SEASON DO THIS DRILL LIKE COMPETITION -BIG VS SMALL.

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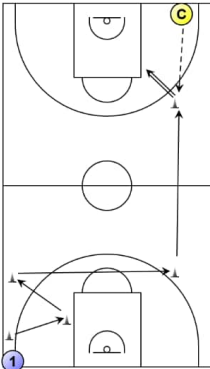
Players12Balls0Baskets2

Pylons5JerseysNoOther

Description

PLAYER HAVE HIS BACK TURNED AND ON COACH SIGNAL RUN TO THE FIRST PILON, FROM FIRST TO SECOND DRILL IS TAPIOCA, FROM SECOND TO THIRD IS CARIOCA -FROM LEFT (IN THIS MOMENT STANDING LEG) LEG LATERAL JUMPS TO 4 PILON THAN FULL SPRINT, RECIVING BALL AND SHOT. TASK IS CHANGING RITAM ON PYLONS, STOPING IN STABILE POSITION AND JUMP SHOT OVER BIG MAN (NEXT DRILL). DEPEND OF SITUATION CHANGING DRILLS BEETWEN PYLONS. OTHER CHANGINGS DEPEND OF BASKETBALL COACHES.

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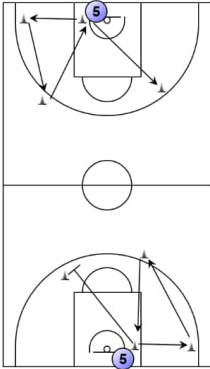
Players12Balls0Baskets2

Pylons8JerseysNoOther

Description

SECOND PART OF DRILL FOR BIG CENTERS WITH DIFFERENT ENDINGS. START SAME AS FOR PERIMETAR PLAYERS, FROM FIRST TO SECOND PILON LONG JUMPS WITH CLOSE OUT, FROM SECOND TO THIRD DEFENSIVE SLIDE WITH HANDS UP, ON THIRD 2 JUMPS WITH ALTERNATIVE HANDS, FROM THIRD TO FOURTH SPRINT, RUNING AROUND FOURTH AND SPRINT TO FIFTH PILON. DEPEND OF BASKETBALL COACHES TASK IS CLOSE OUT AND BOX OUT, OR BLOK AND POP OR ROLL.

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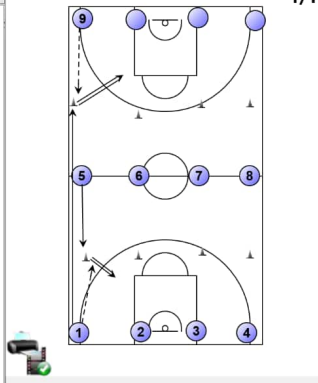


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Set up	Players	12	Balls	0	Baskets	2
	Pylons <td>8<td>Jerseys<td>No<td>Other<td></td></td></td></td></td>	8 <td>Jerseys<td>No<td>Other<td></td></td></td></td>	Jerseys <td>No<td>Other<td></td></td></td>	No <td>Other<td></td></td>	Other <td></td>	

Description

DRILL START FROM THE MIDDLE WITH A,B,C DRILLS TO FIRST PILON(5,6,7,8), ON FIRST PILON RECIVE BALL AND SHOT, TAKE OWN BALL AND PASS (8 -> 5), AFTER PASSING A,B,C SKIPS TO FIRST PILON (THE MOST FREQUENTLY), FROM FIRST TO SECOND PILON FULL SPRINT, RECIVING BALL AND SHOT. TASK IS 10 SHOTS PER POSITION AND ANY TIME WHEN PLAYERS CHANGE POSITION DIFFERENT DRILL. THE LAST SET IS SPRINT. DISTANCE BEETWEEN PILONS DEPEND FROM GOAL OF DRILL, SITUATION SHOT, CONDITIONING, WARM UP, AFTER WEIGHT LIFTING, STRECHING...



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The following models retain the practical logic of the 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 137: 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.

18.9 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 138: The position group protects organisation; the individual signal determines the final work detail.

18.10 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 139: 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.

18.11 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 140: A shared foundation saves time, while a small situational adjustment turns position work into actual preparation for a player's game style.

18.12 Backward planning from the basketball action

Set up	Players 12	Balls 0	Baskets 2
	Pylons 12	Jerseys No	Other

Description

PERIMETER PLAYERS (1) START WITH FULL SPRINT UNTIL SP ON LINE FOR THREE POINT (CAN BE CLOSE OUT OR ANY TASK YOU GAVE). DEFENSIVE SLIDE TO SIDE LINE AND WITH CLOSING BASE LINE. HELP AND BACK, RUNNING TO THE CENTAR AND BEETWEN SP DOING VARIOUS DRILLS (LADDERS, HURDLES OR ANY LOW PUOMETRICOS DRILL). SPRINT TO CORNER AND CONTINUING SAME BUT FIRST IS HELP AND BACK, THAN SLIDE TO THREE POINT LINE AND SPRINT ON STARTING POSITION. PIVOTS FROM STARTING POSITION SPRINT TO THREE POINTS LINE AND HADGE, SLIDE TO NEXT THREE POINT SP. TURN ON RIGHT (THEY ALLWAYS MUST SEE BALL) AND DIAGONAL MOVES TO START POSITION AND BOX OUT, SPRINT TO OTHER SIDE OF PAINT AND CLOSE OUT. SPRINT ON THREE POINT LINE AND WALK ON STARTING POSITION OR CONTINUIG WITH DRILL LIKE PERIMETAR PLAYERS.

1/1

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

18.13 Body segments without isolating the game

Foot, lower leg, knee, hip, trunk, shoulder and hand can require particular work. The 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.

18.14 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.

18.15 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.

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.

18.16 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 142: 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.

18.17 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 143: 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.

18.18 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 144: 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.

18.19 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.

18.19.1 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 145: Perimeter scenarios: an exercise is useful only when exit, information, and

18.19.2 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 146: 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 147: Contact and shared scenarios: strength counts only when it remains available for the next basketball decision. — II

18.19.3 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 148: Playing profile changes the emphasis without breaking the shared positional foundation.

18.19.4 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.

18.20 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.

19 Golden Half Hour Individual Entry onto Court

Golden Half Hour is the time **before the main practice**: from the moment the player leaves the locker room and arrives on court. It serves prehab, better warm-up and targeted individual work for what that specific player lacks in physical and technical-tactical preparation.

It is not an extra circuit, nor a compulsory thirty minutes for every player. It lasts only as long as needed for the player to enter the next basketball task with better quality.

19.1 A Short Window, One Clear Intention

POSITION 5 FROM FIRST Pylon TO SECOND SPRINT IN BLOK, FROM SECOND Pylon TO THIRD UNDER THE RIM LONG JUMPS, THEN 5 X JUMPS AND TOUCH THE RIM, EASY BACK ON START POSITION THAN 3X BURPEE AND SPRINT TO THE Pylon ON SIDE LINE AND SLIDE TO START POSITION (DRILL START WITH TWO MOVES FROM SPAIN PICK)

POSITIO 4 SAME DRILL LIKE POSITION 5 (LONGER DISTANCE FOR RUNING AND SLIDE BACK)

TASKS: ON EVERY Pylon JUMPING JACKS, KLIMBERS, BEETWEN PYLONS LOW PLOMETRIC DRILLS.

1/1

Players 1 Balls 0 Baskets 2

Pyons 7 Jerseys No Other

POSITION 1. START WITH 5 MOUNTAIN KLIMBERS AND LONG JUMPS TO FIRST Pylon, BACK PEDALING FROM FIRST TO SECOND, TURN OVER WEAKER SHOULDER, FROM SECOND TO THIRD LOW MIDDLE. HIG KNEES UP, FROM THIRD TO FOURTH A.B.C SKIPS AND EASY RUNING TO FIFTH Pylon. ON FIFTH Pylon 5 BURPEES AND TWO LEG JUMPS TO SIXTH Pylon, TURN OVER WEAKER SHOULDER, FROM SIXTH TO SEVENTH Pylon BACK PEDALING.

TASKS: CHANGING DRILLS AND RITAH, SIMILAR DRILLS CAN BE USED FOR POSITIONS 2,3, WITH MORE SLIDES AND LATERAL JUMPS.

1/1

Short-work element	Coaching intention	Sign that progression is appropriate
Brief check	Ask how the player feels and observe the movement relevant today.	The player can calmly explain the aim and the coach sees the starting pattern without forcing.
Preparation	Mobility, activation, or a simple pattern that opens the next task.	Foot, hip, and trunk position remain under control.
Main micro-task	One high-quality action: reception, first step, braking, landing, contact, or reaction.	Quality is repeatable and not disguised by fatigue or confusion.
Transfer	The same pattern with ball, direction, signal, partner, or simple defence.	The player solves the basketball action better than at the start.
Brief note	Record what was seen and what the next step is.	The next coach or session does not start from zero.

Table 149: Short individual work serves a visible aim, not the addition of content for its own sake.

19.2 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.

Development phase	What is added	What the coach observes	Example question
1. Path learning	A clear pathway, few changes, and enough space.	Orientation, stance, support, braking, and return.	Can the player organise without rushing?
2. Rhythm change	Acceleration, slowing, lateral, or recovery step.	Does the pattern break down when rhythm changes?	Which transition is the weakest link?
3. Ball and technique	Reception, pass, dribble, shot, or finish.	Do hands and visual focus change body position?	Does the player remain ready after the technical action?
4. Information	Signal, partner, limited time, or one tactical option.	Decision quality without losing basic position.	Does the problem come from reading or movement?
5. Defence and play	A controlled opponent, contact, or a small-sided game.	Transfer to a real action, not course appearance.	Does the change remain visible when the task becomes real?

Table 150: Working matrix: Court Exercise: From Movement Line to Decision.

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.

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

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

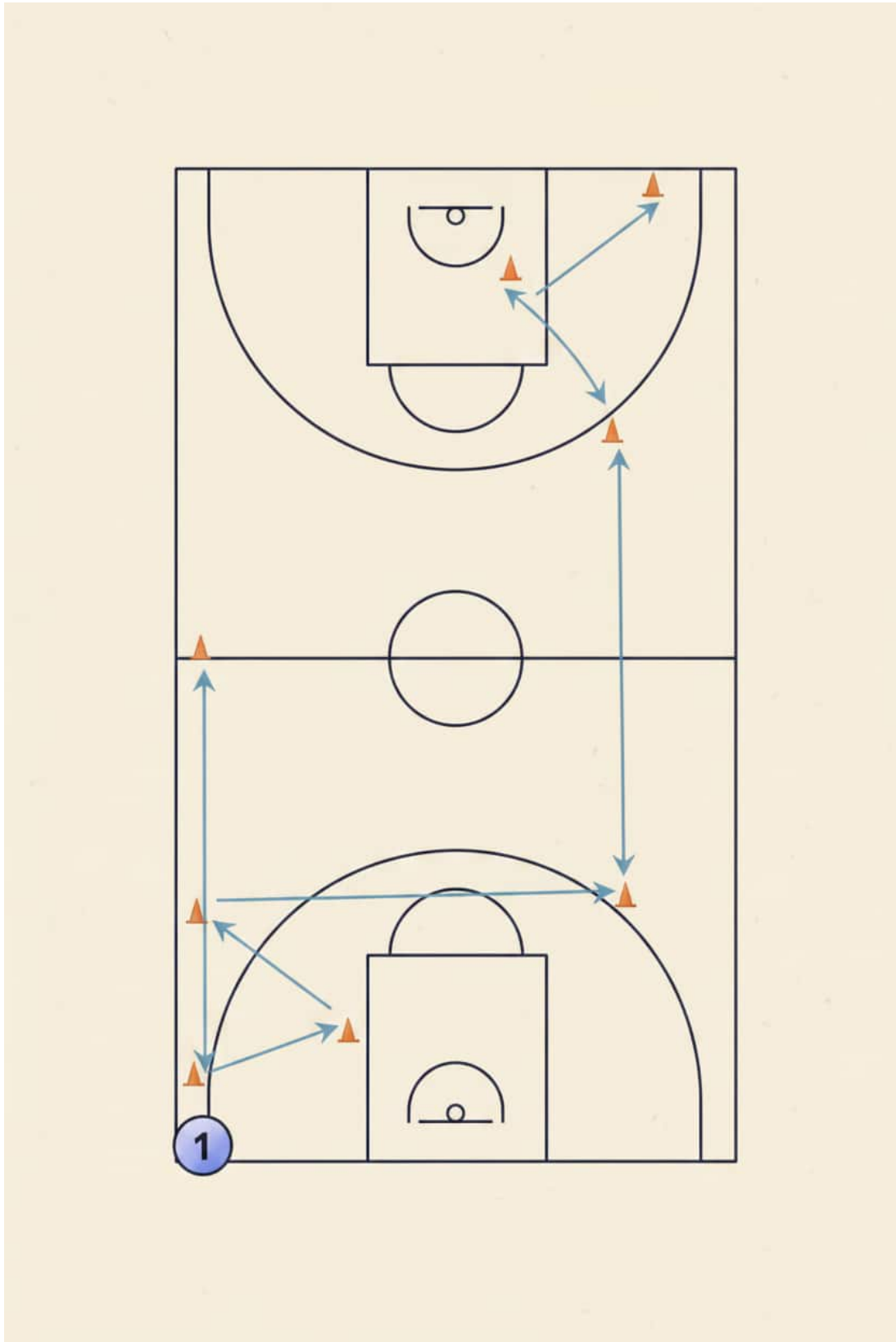
balance. In secondary transition, those small movements decide whether the player gets free in time, receives the ball, and gains an advantage.

19.3.1 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.



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

20 Operationalisation How an Idea Becomes Repeatable Work

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.

20.1 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 151: Working matrix: 1. Individual player file.

20.2 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 152: Minimum card for a good training day.

20.3 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 153: Working matrix: 3. Brief post-training review.

20.4 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 154: 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.

20.5 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.

20.5.1 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 155: Vocabulary of support and force: visible quality is described so it can immediately be checked in a basketball action.

20.5.2 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 variable	Only one factor changes in a progression: space, direction, cue, ball, partner, contact, rest, or repetitions.	"Add only one new demand."
Transfer	Quality seen without the ball remains recognisable when ball, opponent, space, rule, or fatigue are introduced.	"Show the same quality in play."

Table 156: 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.

20.6 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.

20.6.1 Case 2 — A 3&D Guard Who Loses Shooting Balance After the Close-Out

The guard closes out reliably and manages the first defensive pathway well. The problem follows immediately: after the close-out, the player catches the ball or gets space to shoot, but the body remains too high, the feet arrive late, and the shot comes from hurry. The coach must not conclude that the player is slow. First, the coach has to see whether the defensive exit consumes more steps and balance than the situation requires.

Goran’s close-out model remains the same: low stance, lateral exit, explosive stop, next decision. The Symbion decision is that the first versions do not demand maximum close-out distance followed immediately by a shot. Instead, the player has enough space to close out, brake, turn toward the catch, and take one calm shot from organised support. The cue speeds up only when defensive work no longer destroys attacking balance.

This is an example of how the same drill can develop lateral defence and reception quality for the shot at the same time, but only when the coach does not insist on speed at any cost.

20.6.2 Case 3 — A Centre Who Wins the Duel but Loses the Next Ball

The big player accepts the first contact well and often succeeds in moving the opponent away from the basket. Yet after the jump, the player remains too upright, lands without a clear pivot, and arrives late to the second ball or first pass. At first glance, the player looks strong. In the real action, the first won contact does not become possession and exit.

Goran’s box-out model provides a clear sequence: low wide stance, hip and trunk contact, drop step, jump, landing, and the next information. The Symbion decision is not to add a stronger partner before the player can retain balance and

see the exit after landing. In the starting version, the second ball or pass arrives only when the first landing is quiet. Later, a partner changes side, defensive help is added, or the player is asked to pass into transition after the pivot. The criterion in this case is not only whether the player touched the ball. The criterion is whether the player's contact makes the next action possible for the team.

20.6.3 Case 4 — A Shooting Wing Who Knows the Route but Does Not Read the Screen

The wing can run a familiar route from a stagger screen. When the angle changes slightly, the pass arrives late, or the defence cuts the line, the player continues with the same route and arrives without rhythm. Then the shot is not a hand problem. The problem is that the player still treats the screen as a mark on the floor rather than information.

Goran's screen-exit model remains complete: low start, diagonal sprint, cut into the screen, and balanced stop-jump. The Simbion decision is to add only one change after the known route is stable: a late pass, a different screen angle, or a defender tracking the outside line. The coach does not demand that the player always shoots. The coach asks the player to retain the possibility of a shot, one dribble to the basket, or an extra pass after the catch.

In this way, the screen becomes part of basketball intelligence, not simply a physical course to run through.

20.6.4 How the Case Returns to the Next Session

A Simbion case closes with a short note, not a large report. The coach writes what the player did, where quality broke down, which single change was introduced, and whether the next basketball action became better. If it did not, the task is simplified or the assumption changes. If it did, the same foundation receives only one new piece of information. In this way, Goran's drill remains alive, while Simbion helps the decision remain clear.

21 AI Commentary on FPK Foundations

This chapter does not repeat short AI comments that previously appeared beneath each opening section. They are gathered here because their value lies not in the number of AI responses, but in one clear question: **does the methodology become visible in the coach's next decision?**

Starting point

AI recognises that Goran's FPK does not begin with an exercise list. It begins with the demand of the game, the actual player and the working conditions of the staff. A proposal without the action, limitation, time and method of checking is not a plan; it is an assumption.

The person before the data

A number, test or table is not a player. They open a question about the person who trains, fatigues, travels, receives contact and learns a new role. AI may notice a pattern in notes; the coach must check whether that pattern is real and important.

The introductory microcycle

The first days serve orientation, trust and a safe initial picture. AI can help organise questions and notes. It must not accelerate proof of readiness or take over medical assessment.

Recovery and working conditions

Sleep, travel, nutrition, schedule, resources and staff relationships are not footnotes to a plan. AI makes them visible as questions; the coach and relevant professionals choose the response.

The rule for the entire AI part follows: **AI organises information, asks an additional question and offers a variant. The coach sees the player, selects the means, carries responsibility and checks the consequence on court.**

22 AI Reading of Diagnostics

AI reading of diagnostics begins not with a verdict about what the player is, but with the question of what still needs checking. Functional findings, training history, warm-up response, role in the team and movement quality belong to the same picture.

Input

Enter only what is relevant for coaching: functional observation, date, test conditions, recent load, player role, subjective response and restrictions the staff is authorised to use.

AI analysis

AI can compare sides, previous and current results, different player types in the same position and patterns in notes. It does not diagnose and it does not turn one number into a permanent label.

First training proposal

A good proposal contains more than the name of an exercise. It states the starting variant, quality marker, dose, reason for progression or regression and the basketball action in which the change will be checked.

Goran's correction

If an AI proposal does not fit the player's behaviour, game schedule or team demand, the coach changes or rejects it. The reason is recorded, because only then does the next AI output have real context.

23 AI Reading of Motor Tests

A motor test matters only when the result is connected to a movement pattern. AI acts as a disciplined reader: it organises the battery, shows deviation, asks a further question and prepares several possible training pathways.

The result is not a verdict

A vertical or horizontal jump, first step, change of direction, repetitive strength and energy tolerance do not independently say what the player can or cannot do. A difference may come from technique, support, rhythm, fatigue, history, role or instruction quality.

Three outcomes from the same test

AI prepares three safe variants: maintenance when the pattern is stable, targeted addition when a limitation is visible and regression when quality or recovery does not allow greater demand. The coach selects the one that makes sense in the real week.

Position is not a programme

Two guards, wings or centres may have similar results and entirely different on-court problems. The test is therefore not translated mechanically into an exercise by position, but into a task for the player's actual role and playing style.

Court check

After a functional task, check the next basketball action: receiving after a sprint, braking before a shot, contact in the post, landing and the next exit, or recovery to defence.

24 AI From Factor Correlation to Targeted Training

The correlation of factors protects the coach from working without a target. AI can organise information from coordination, balance, speed, strength, recovery and schedule, but must not act as though those qualities are separate switches.

From finding to priority

First define what most limits the next basketball action. Then choose the factor that can change that part of the pathway: mobility for position, balance for control, strength for contact, speed for exit, or coordination for rhythm and information.

Targeted training

An AI proposal always contains a starting pattern, one dominant intention, the smallest dose that permits quality, a sign for progression and a sign for return to a simpler variant.

Strength is not only load

For explosive strength, jump, landing and contact, read foot position, hip, trunk, arm rhythm, force acceptance and the decision after the action. Large load without a quality chain does not solve the basketball task.

Time check

AI can warn when a hard neurological demand, substantial contact, travel or a game are being accumulated on the same day. The coach decides whether the content moves, shortens, maintains or disappears.

25 AI Training Through the Microcycle

AI training through the microcycle is not an automatic day-by-day schedule. It consists of working variants the coach places in the real week according to the game, minutes, travel, player condition and the main team task.

Start of the week

Where there is enough time before the game, AI may propose a developmental dose: reactive strength, functional strength and proprioception, partner work or a neuro-intensive task. The coach decides what is most important today and what must not be compromised.

Middle of the week

The goal is not to display the greatest number of exercises. It is to retain or improve the pattern while preserving the quality of the main basketball work. A smaller dose, clearer signal and more precise court check are often better.

Congested schedule

When games, travel and minutes reduce the available space, AI can help create an alternative: adaptive recovery, brief activation, individual correction or complete rest. No planned stimulus is compulsory.

Record after work

Four things remain after practice: what was done, what the quality was, what changed and what will be checked next. This decision trail makes the next proposal better than the first.

26 AI Plan and Programme

This chapter preserves the complete working plan and programme. Terminology is standardised: AI supports the reading of data, preparation of variants and maintenance of a decision trail; the coach remains the coach responsible for the programme.

In this chapter, AI is neither the author of training nor an automatic system that determines a player's future. Its role is to organise data quickly, detect relationships the coach wants to examine, offer several options and raise the question that must not be left unasked. Planning and programming still belong to the coach, because the coach sees the player in the real moment: the player's relationship with effort, movement quality, behaviour within the team, recovery status and the demands of the next game.

This section therefore comes at the end of the book. By this point, the reader has worked through diagnostics, motor abilities, proprioception, strength, speed, recovery and periodisation. Only then does digital support gain its proper purpose: not as a shortcut to a ready-made plan, but as a way to organise, test and adapt an existing coaching logic.

26.1 What to enter before planning

The quality of an output can never be better than the quality of its inputs. Before any recommendation, the coach defines the training context: who the player is, what the position requires, what recent testing has shown, what happened in the preceding microcycle and how much genuine room there is for training in the days ahead.

1. Position and actual role

Why it matters: Game responsibilities determine the movements, contacts and decisions that recur most often.

The coach verifies: Whether the player actually performs the role implied by the formal position.

2. Testing and pattern

Why it matters: Testing reveals a pattern, a potential side-to-side difference and the direction of correction.

The coach verifies: Whether the result reflects actual capacity or test technique, fatigue and the testing day.

3. Previous load

Why it matters: It sets the boundary between development and unnecessary risk.

The coach verifies: Accumulated work, games, travel, sleep, subjective readiness and minor physical complaints.

4. Tactical objective

Why it matters: Physical preparation must support the task the team is trying to solve on the court.

The coach verifies: How the required movement appears in offence, defence and transition.

5. Training conditions

Why they matter: A sound plan must be executable in the actual gym, weight room and calendar.

The coach verifies: Player numbers, equipment, team schedule and time between sessions.

AI can organise this information into a clear profile, but it must not interpret the inputs in isolation. A slower sprint result does not mean the same thing for a player after two games, during a return from a break or when the player is fresh at the beginning of preparation. No recommendation enters training before the coach has checked it.

AI Recommendation

Before asking for a plan, do not ask, “Which exercises should I use?” Give AI the problem to be solved: the player’s role, the result that stands out, the limitation of the coming week and the goal that must remain intact. This turns the response from a generic exercise list into material for a coaching decision.

26.2 From data to a training decision

Planning is a sequence of decisions, not a sequence of exercises. The first step is to separate a finding from its interpretation. A test result shows what happened in a specific protocol; the coaching assessment determines what that result means for the game. Only after this does the coach select the priority: develop, maintain, correct, recover or temporarily leave a quality untouched.

The next step is to connect the priority to a concrete basketball task. If a guard is late on the first step of a close-out, the task is not simply to “improve speed”. The coach needs to determine whether the limitation comes from foot position, response to a signal, trunk control, braking, change of direction or decision-making. The same exercise name does not solve all of these problems in the same way.

The third step is dosage. Volume, intensity, rest, sequence and the place of an exercise in the microcycle all change its function. A ready-made plan that does not know the game schedule, previous load and training level may look professional while being wrong in practice.

26.3 Five control questions

Before confirming a plan, the coach checks whether the priority is based on a real problem or one number; whether the selected content matches the player’s game role; whether the dosage can be implemented alongside team practice; whether there is a safer or simpler progression; and whether the player should complete the full task today or needs a different entry point into the same goal. These questions protect a plan from two frequent errors. The first is giving the same programme to all players in the same position. The second is turning individualisation into five completely separate training sessions for five players until the team loses its collective structure. A good process first groups similar needs, then corrects differences and finally brings the players back to the shared task.

26.4 From individual correction to team play

Individual work matters only if it better prepares the player for situational work. A guard who improves the first step must transfer that progress to defensive recovery, close-outs, changes of direction and decisions after contact. A wing who develops unilateral explosiveness must transfer it to landing, the second jump, attacking the rim and body control in a duel. A centre who develops

stability and strength must transfer them to positioning, contact, rebounding and re-entry into the action.

AI can help by connecting every correction to the next stage: from the test, through the individual exercise, to the positional situation and the team task. The coach verifies whether that bridge is real. If the correction does not appear in the game, it is unfinished regardless of how good it looks in a table.

Coach's Note

Sometimes the best decision is for a player not to perform the planned exercise. This is not abandoning the goal; it is choosing a better path to the goal. Instead of a demanding task that increases risk on that day, the coach may select assistance work, technical correction, regeneration or rest. A player is not a robot, and the trust built this way returns through the player's relationship with the team and training.

26.5 A minimum microcycle model with AI support

During the preparatory period, AI can organise different microcycle options, but the coach first defines the main intention of each week. One version may emphasise learning and automation, another gradual capacity development, and a third the transition to specific and situational preparation. The change does not happen simply because seven days have passed; it happens because the players have shown they are ready for the next demand.

Introduction and assessment

Coaching intention: Starting level, pattern quality and tolerance for work.

AI support: Compares findings, records deviations and suggests control questions.

Coach's decision: What is the true priority and what should not yet be loaded?

Development and automation

Coaching intention: Movement quality and gradual capacity expansion.

AI support: Tracks continuity, groups similar profiles and suggests progressions.

Coach's decision: How much load increases and when content changes.

Specific integration

Coaching intention: Connect ability to game rhythm and decision-making.

AI support: Connects positional demands, tests and situational tasks.

Coach's decision: Which basketball situation has priority.

Recovery and correction

Coaching intention: Preserve freshness and prevent accumulated risk.

AI support: Structures feedback and flags fatigue patterns.

Coach's decision: Whether the plan is reduced, modified or stopped.

The same logic remains during the competitive period, but the hierarchy changes. Games, travel, minutes played, post-game recovery and tactical priorities determine how much room remains for further development. AI can display all data clearly, but it cannot judge in place of the coach whether a player is ready for contact, maximal sprinting or a full workload.

26.6 Working Template for an AI Query

The best result does not come from a long command but from a clear coaching question. The following template helps ensure that information is not confused with the final decision.

1. Game task

Which action the player must solve better: close-out, first step, contact, landing, shooting after movement, or another specific situation.

2. Evidence and limitation

Which test finding, video observation, or feedback exists, and what is not known well enough to claim.

3. Week context

Number of games, minutes, travel, previous work, available equipment, and time until the next demand.

4. Boundaries

Health guidance, teaching level, movements the player does not yet control, and conditions that require content to be simplified or omitted.

5. Desired output

Two or three options with conditions for use, risks, an easier variation, and a clear question to check on court.

26.7 Working Flow: From Note to the Next Week

AI helps most when it does not receive an entire season at once, but a small and well-defined part of the process. The coach first makes a brief court-side note, then asks for the information to be organised into several possible explanations, and finally selects only one next check. In this way, the digital tool does not create an illusion of control; it speeds the return from real work to a clearer question.

Before the week

The coach records: Games, travel, availability, the main tactical demand, and one or two development themes.

AI can organise or ask: Conflicts between priorities, an order of questions, and constraints that may change the plan.

Staff decision: What to develop this week, what to maintain, and what not to load.

After practice

The coach records: Actual duration, main content, execution quality, deviation from the plan, and player response.

AI can organise or ask: Summarises the note, compares planned with completed, and asks where quality changed.

Staff decision: Whether the deviation is a normal response, an organisation issue, or a reason to modify the next work.

After a game

The coach records: Minutes played, contact, travel, game demands, and meaningful player feedback.

AI can organise or ask: Groups players by similar recovery or need, without declaring readiness from one data point.

Staff decision: Who enters development work, who maintains, and who receives adapted or recovery content.

Before the next session

The coach records: One priority, a progression condition, and an easier version for each group.

AI can organise or ask: Prepares two or three realistic options with risk, required equipment, and a court-check question.

Staff decision: Option choice, dose, sequence, and the point at which content is stopped or changed.

At the end of the microcycle

The coach records: What genuinely improved, what remained unchanged, and which new warning sign appeared.

AI can organise or ask: Organises the continuity of notes and identifies a pattern worth checking again.

Staff decision: Whether the finding becomes the next objective, remains in maintenance, or returns to a simpler task.

A good note is not long. It only needs to state what was meant to happen, what actually happened, where quality fell or improved, and which question remains open. When the same notes are kept over time, AI can help preserve continuity; nevertheless, only the coach knows whether a similar pattern results from load, team relationships, a role change, or an ordinary bad day.

26.8 Example Query That Returns a Coaching Answer

The following example is not a command for an automatic plan. It is a way for the coach to request options clearly for one real situation.

AI working example

["The player is a guard/wing. He played higher minutes in the previous game, and the next game is in 48 hours. In a brief test-training task, the first step is clear, but he loses braking control in a close-out toward the weaker side. There is no medical restriction, but he reports greater leg fatigue. Give two short options for the next session: one for maintenance through braking control, and one for recovery while retaining basketball information. For each option, state the condition for use, the coach's observation point, an easier version, and the sign that stops the task."]

A useful response does not choose for the coach. It returns two or three clearly marked options, acknowledges what it does not know, and requests confirmation after the first repetitions. If the output has no boundary, does not state what to observe, or behaves as if it knows the player's medical status, the coach does not use it.

26.9 Data, Trust, and System Boundaries

A player must not become only a set of data freely copied between applications. Health findings, injuries, recovery data, video, contract details, and private notes are held according to club rules, law, and agreement with the player. When AI is used, the coach enters only what is necessary for the working problem, anonymised or grouped where possible, and checks who can view, retain, or share the data.

AI also does not make a medical diagnosis, decide return to play after injury, or replace a qualified professional. When a question becomes medical assessment, it stops being a coaching task and returns to the doctor and relevant healthcare team.

26.10 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. 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.

26.11 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.

26.12 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.

26.13 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?

26.14 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.

26.15 Final AI check

27 AI Exercise Development From Pattern to Court Check

Exercise development does not finish with a functional block. An exercise becomes valuable when its purpose, timing, adaptation and court check are known.

From pattern to action

AI may propose a pathway: controlled pattern → rhythm change → signal → ball or partner → contact → next action. The coach does not need to pass every step in one session; the coach selects the step the player needs today.

A training problem not a label

Instead of “a guard needs speed” or “a centre needs strength”, AI work describes the problem: the guard loses the reception after sprinting, the wing loses shooting balance after a close-out, or the big wins first contact but loses the next ball.

Position and playing style

AI may compare demands of the playmaker, guard, wing, four and centre, but final training follows how the player uses space, screens, contact, the ball and decisions. The same position is not the same programme.

Court check

The full library of situations, SIM-COURT pathways and actual cases sits in FPK 2. FPK 1 keeps the method: an exercise is confirmed only when quality appears in a relevant basketball action.

28 Conclusion

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.

29 Biography

My coaching path did not start with a formula. It started with a book passed from one person to another, a question that would not leave me alone, and a training session in which I understood that a good idea matters only when the player can execute it. I have worked in different basketball environments, from Serbia, through Hungary, to China, Romania, and Tunisia. Each of them confirmed the same truth: the context changes and people differ, but the coach's obligation remains the same — to understand whom he leads and not ask a player to do what he has not been prepared to do.

29.0.1 Books that arrived through people

I received my first book by Julijan Malacko from Dušan Nenковиć. John Wooden's book, lent to me by Zoran Cvetanović while I was working at KK Šumadija, connected two important worlds with Malacko's methodology: the organisation of work and a human relationship with the player. Ivanka Gajić kept bringing me back to sport science through persistent questions, while Dragan Životić showed how amateur commitment can become a professional standard.

From Leon Lukman and Franjo Fratrić, I learned that scientific work has no value unless it can pass the test on court. With Miodrag Lopičić and Milovan Stepandić, during my years at Vojvodina, I saw how a basketball team can also be an intellectual community: knowledge, a culture of conversation, and mutual respect are not minor details in creating a result.

29.0.2 Lessons that remain on the court

Vlade Koprivica's lectures on basketball speed opened a question that has stayed with me: we do not observe only how fast a player moves, but when, why, and what he can do when that movement ends. Don Nelson expressed the same idea simply at a clinic in Belgrade: the player must be capable of doing what the game demands. Aleksandar Bućan translated that thought in a sentence that has remained with me: "Preparation is the mother of knowledge."

Working with Vlade Đurović at Vojvodina taught me that a situational task cannot be separated from technical improvement. Ranko Žeravica left a sentence that I adopted as a corrective for every coach: "Goran, we can no longer fool anyone." Srećko Sekulović, Marjan Marinković, Dežman, and Erčulj further shaped my

understanding of the relationship between health, proprioception, leg strength, balance, agility, and load. With Dragan Petričević, I shared my most successful competitive years: teams that did not begin as first favourites, but reached wins through fluid offence, firm defence, and collective spirit.

29.0.3 What I want the reader to carry forward

Results, titles, cups, and recognition have value, but they must not replace the process that created them. A coach does not work with numbers and muscles detached from the person. He works with a player who carries fatigue, experience, fear, ambition, talent, and the right to have the task explained. That is why no plan or programme will ever be delivered exactly as it was written. An SIMBION SUITE, the application for basketball physical preparation, and SIMBION OS were created on the foundation of this book.

pattern become clearer. It cannot feel the moment when a player needs a lower demand, a different sequence, or support. That remains the coach's responsibility. This book is therefore a meeting point of experience, science, and a modern tool — not a recipe, but an invitation for every coach to keep learning, checking, and creating.

Goran Damnjanović & AI

SIMBION SUITE, the application for basketball physical preparation, and

SIMBION OS were created on the foundation of this book.