

AREA TEMÁTICA: EL PAPEL DEL ENTRENADOR EN EL PROCESO DE FORMACIÓN DE JUGADORES DE BALONCESTO

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LAS ETAPAS EN EL DESARROLLO DE LA PERICIA DE ENTRENADORES ESPAÑOLES EXPERTOS EN BALONCESTO

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INTRODUCCIÓN

El término experto se utiliza para definir a aquel individuo que alcance un rendimiento elevado en cualquier ámbito (Ericsson & Lehmann, 1996). Schempp, McCullick, y Mason (2006, p. 155) entienden que ser un entrenador experto significa:

Son capaces de entrenar a los deportistas hasta los niveles más elevados de éxito en diversos contextos en un corto periodo de tiempo... Esto no significa que un experto pueda entrenar a cualquier deportista hasta dominar cualquier habilidad en cualquier circunstancia, pero generalmente, sus deportistas aprenden y rinden más.

En relación al análisis del desarrollo profesional del entrenador, diversos estudios señalan la importancia de analizar el itinerario vital del mismo (e.g.; Jones, Armour, & Potrac, 2003). De dichas investigaciones, se deduce la existencia de cuatro fases: i) principiante, ii) competente, iii) muy competente (“proficient”), y iv) experto (Bell, 1997; McCullick, Cumings, & DeMarco, 1998; Salmela, 1995; Schempp et al., 2006).

En entrenadores de baloncesto, Schinke, Bloom, y Salmela (1995) describieron este proceso formativo en siete etapas. Las tres primeras etapas como jugadores (primera

participación, deportista de elite, deportista internacional), influyeron en las posteriores etapas de desarrollo como entrenadores (novato, desarrollo, nivel nacional y nivel internacional). Las etapas de novato y de desarrollo reflejan una búsqueda de una filosofía propia de entrenamiento. Al mismo tiempo, adquieren el conocimiento a partir de las instituciones académicas y de la observación de entrenadores mentores. Debido al éxito, los entrenadores entrenan en equipos de mayor nivel cada vez y se caracterizan por focalizar la atención sobre la victoria. El objetivo de este estudio ha sido identificar las etapas en el desarrollo de la pericia en entrenadores españoles de baloncesto.

MÉTODO

La metodología empleada ha sido una metodología cualitativa, utilizando como técnica la entrevista semiestructurada (Patton, 2002). Ocho entrenadores expertos en baloncesto, hombres y con el máximo nivel formativo en España, han sido entrevistados. Todos han satisfecho los siguientes criterios: i) tener al menos 10 años de experiencia; ii) ser reconocidos como entrenadores de prestigio; iii) haber ganado algún título a nivel profesional; y iv) haber entrenado a equipos y jugadores de categoría internacional profesionales.

El análisis de las entrevistas se ha realizado de acuerdo con Côté, Salmela, Baria, y Russell (1993). La fiabilidad del análisis se ha establecido a partir de la clasificación de una muestra aleatoria de las respuestas de los entrenadores por un experto independiente.

RESULTADOS

De acuerdo con los datos obtenidos, se pueden diferenciar claramente cuatro etapas. La primera etapa, denominada práctica imitativa, se caracteriza por finalizar la etapa como jugador y por aplicar dicha experiencia como jugador en la formación de jóvenes jugadores.

En aquel momento era absolutamente imitativo. No tenía mentalidad ni bagaje para ofrecer algo diferente a lo que yo hacía o a lo que me hacían hacer (Sujeto 7).

La segunda etapa, denominada práctica reflexiva, se caracteriza por la influencia de otros entrenadores. Nuestros entrenadores comenzaron a mostrar un gran conocimiento del baloncesto consecuencia de haber asistido a numerosos cursos, de sus experiencias, de observar entrenamientos, etc. Se produce un cambio importante en su posición adoptando una postura más crítica con aquello que ven o hacen.

Creo que este proceso es muy importante, porque ya no solo imitas, sino que reflexionas sobre lo que haces y porqué lo haces (Sujeto 4).

La tercera etapa, el nivel experto, es la consecuencia de haber tenido oportunidades para entrenar en niveles de rendimiento más elevados. Durante esta etapa, los entrenadores son totalmente independientes y son capaces de proponer nuevas cuestiones.

Creo que estás preparado porque eres capaz de crear tus propios sistemas, tu propio ataque o defensa, cuando eres capaz de adaptarte al equipo que tienes (Sujeto 1).

En el último nivel, el nivel eminente, el entrenador es considerado capaz de realizar nuevas aportaciones a su especialidad deportiva.

Si la primera etapa es la ilusión, la segunda es la autocrítica, y la tercera es la perspectiva, la cuarta fase es la de los sabios (Sujeto 8).

DISCUSIÓN

Esta distribución del itinerario vital de los entrenadores en cuatro etapas coincide con otros estudios (Bell, 1997; McCullick et al., 1998; Schempp et al., 2006; Schinke et al., 1995). Dicha evolución viene provocada por un cambio en su capacidad de decisión, en su autonomía, en su capacidad de resolver problemas y en su capacidad crítica y reflexiva.

En la primera etapa, los entrenadores destacan por la utilización de sus experiencias previas como jugadores, repitiendo la misma metodología. La segunda etapa se distingue por adquirir conocimiento, producto de la experiencia, de la reflexión y de la relación con entrenadores mentores (Schempp et al., 2006; Schinke et al., 1995). La transición a una nueva etapa es debida a entrenar en un nivel competitivo más alto.

En la tercera etapa, el conocimiento adquirido les permite responder de una forma instintiva e intuitiva, siendo capaces de desarrollar su propia metodología de entrenamiento y experimentar con nuevas ideas (Schempp et al., 2006). Finalmente, la cuarta etapa coincide con la idea de experto eminente expuesta por Ericsson, Krampe, y Tesch-Römer (1993).

Sin embargo, en relación a las dos últimas etapas, encontramos diferencias con la propuesta de Schinke et al. (1995). Dichos autores establecen las etapas en función del nivel competitivo, siendo alcanzadas por los entrenadores de acuerdo a los éxitos obtenidos. Nuestros resultados sugieren que dicha evolución está condicionada por la adquisición de un gran conocimiento y de una habilidad intuitiva (Schempp et al., 2006).

Por último, es necesario destacar que este proceso es consecuencia de un fuerte compromiso del entrenador con su formación y su profesión (Bloom & Salmela, 2000).

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THE STAGES IN THE DEVELOPMENT OF THE EXPERTISE IN SPANISH BASKETBALL COACHES

INTRODUCTION

An expert is defined as an individual who have attained a high performance level in any field of work (Ericsson & Lehmann, 1996). Schempp, McCullick and Mason (2006, p. 155) referred for expert coaches that this means:

They are able to coach more athletes to higher levels of success in a greater variety of environments in a shorter amount of time... This does not mean that an expert can necessarily coach every player to master every skill under any circumstances, but rather on an overall basis, the athletes of expert coaches learn more and perform better.

When analysing the professional development of the coach, several studies have highlighted the importance of analyzing the coach's career path (e.g.; Jones, Armour, & Potrac, 2003). From these reports, four stages can be defined: i) beginner, ii) competent, iii) proficient, and iv) expert (Bell, 1997; McCullick, Cumings, & DeMarco, 1998; Salmela, 1995; Schempp et al., 2006).

In basketball coaches, Schinke, Bloom, and Salmela (1995) describe this development process as seven stages. In the first three as players, they indicate the influence of these stages on their subsequent development (novice stage, development stage, and national and international level stages). The novice and developmental coaching levels reflected a search for an appropriate coaching philosophy. Concurrently, the developmental coaches acquired theoretical and applied knowledge from academic institutions and mentor coaches. Due to their winning records, the coaches were all hired to work with university teams. The coaches

who became international level coaches made winning a priority. This study was designed to identify the stages in the development of the expertise in Spanish basketball coaches.

METHOD

A qualitative methodology was selected to gain an in-depth understanding of the development of expert coaches. Eight experts' coaches in basketball were interviewed. All the coaches were male and held the highest-level basketball coach title possible in Spain. The coaches were required to satisfy: i) to have at least 10 years of experience ii) to be recognized as a prestigious coach; iii) to have won some professional basketball award ; and iv) to have coached professional international teams and players.

Data were obtained through a semi-structured interview (Patton, 2002). In line with Côté, Salmela, Baria, and Russell (1993), an inductive approximation was made. The reliability of the analysis was established by classification of a random sample of the replies given by the coaches by an independent expert.

RESULTS

According to our data, we could clearly distinguish four main. The first stage, "imitative practice", is characterized by abandoning the game as a player and applying the experience gained as a former player to coaching young players.

At that time I was totally imitative. I had no ideas or baggage to offer anything different to what I would do or to what they made me do (Subject 7).

The second stage, "reflective practice", is characterized by mentoring or influencing by other coaches. Our coaches started to show intense basketball knowledge as the result of

having attended courses, observed training sessions, lived through experiences, etc. A significant change occurs in the coach's perspective and a more critical position is adopted.

I think this process is fairly important, because you don't only start to imitate, you also reflect on why you do this (Subject 4).

Stage three, the expert stage, is the consequence of a coaching opportunity. During this stage, they are completely autonomous and being capable of proposing new things.

I think you're ready because you are capable of creating your own systems, your own attack or defence, when you are capable of adapting to the team you have (Subject 1).

At the last stage, the "eminent coach" stage, the coach is considered capable of offering something to the sports speciality, in this case basketball.

If the first is excitement, the second is self-criticism, the third is perspective, the fourth stage is that of wise people (Subject 8).

DISCUSSIONS

Characterising the path followed by coaches as four stages is consistent with the stages proposed in other studies (Bell, 1997; McCullick et al., 1998; Schempp et al., 2006; Schinke et al., 1995). This development process is driven by their progress in decision making, in their autonomy, in their problem-resolving ability and in their self-evaluation and reflection.

During the first stage, the beginner coaches stand out, mainly, because of the way they used previous experiences as a player, repeating the same practice methodology. The second stage is distinguished by purchasing a greater knowledge, consequence of the experience, personal reflection and mentor coaches (Schempp et al., 2006; Schinke et al., 1995). The transition onto new stage is usually promoted by the appearance of new responsibilities as a consequence of coaching at a more competitive level.

The third stage, the proficient level, is a consequence of the compromise, the experience and the knowledge acquired (Schempp et al., 2006). This knowledge allows them to respond in an instinctive and intuitive way, as being able to develop their own practice methodology and experience with new ideas. Finally, the fourth stage, the expert level, matches up with the idea of an eminent-type expert explained by Ericsson, Krampe, and Tesch-Römer (1993).

However, about the last two stages, we find several differences with Schinke's et al. (1995) proposal. Those authors established stages according to the competitive level, and whether they achieved that stage depends on the success they accomplished. Our results suggest that moving to the next stage is determined by acquiring autonomy, an extensive knowledge or and intuitive ability (Schempp et al., 2006).

To finish, this development in the coach capability is a consequence of a strong compromise with his learning process and his (Bloom & Salmela, 2000).

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EL MENTORING EN EL PROCESO FORMATIVO DEL ENTRENADOR

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INTRODUCCIÓN

El mentoring es definido como “el proceso en el cual una persona más experimentada (el mentor) sirve como modelo, proporciona la dirección y la ayuda a un principiante (el protegido), favoreciendo el progreso individual de su carrera” (Weaber & Chelledurai, 1999, 25).

De acuerdo con Soler (2003), se distinguen tres tipos de mentoring: i) Mentoring situacional, cuando un individuo proporciona una información o ideas en un momento concreto o puntual en el tiempo; ii) Mentoring formal, cuando existen objetivos precisos de lo que se tiene que conseguir y el proyecto es a largo plazo, es decir, se trata de un programa estructurado y planificado; y iii) Mentoring informal, que es la más común de las formas. Se produce de forma voluntaria, normalmente existe algún tipo de vínculo, y el mentor comparte normalmente con el tutelado, además de todas sus experiencias, ideas, competencias y habilidades, una relación social y/o afectiva.

Las investigaciones relacionadas sobre la formación de los entrenadores demuestran y confirman la existencia de un proceso de “mentoring” no reglado (Cushion, 2001, 2006), que favorece la formación de los futuros entrenadores. Desde el punto de vista de los entrenadores, dicho proceso es considerado fundamental para su

aprendizaje (e.g.; Bloom, Durand-Bush, Schinke, & Salmela, 1998; Salmela, Draper, & Laplante, 1993).

Salmela et al. (1993), desarrollaron una investigación en la que estudiaron a 21 entrenadores expertos, para conocer, entre otros objetivos, su perspectiva de la forma de mejorar la formación del entrenador. Entre las conclusiones obtenidas destacaron que, la mayoría de los entrenadores, principalmente en sus primeras etapas, habían aprendido de varios mentores o profesores y buscaban o ampliaban sus conocimientos viendo como actuaban otros expertos y como enfocaban los aspectos psicológicos, nutricionales, pedagógicos, etc.

Por todo ello, el propósito de la investigación es conocer si en la formación de entrenadores expertos en baloncesto se ha utilizado el mentoring como un medio formativo importante y cómo se ha diseñado dicho proceso.

MÉTODO

La metodología empleada en nuestra investigación es una metodología cualitativa. El instrumento utilizado ha sido la entrevista semi-estructurada (Patton, 2002). Se entrevistaron 16 entrenadores españoles expertos de baloncesto. Todos los entrevistados fueron hombres, en posesión del máximo título de entrenador de baloncesto existente en España, y con experiencia en la primera liga profesional de baloncesto masculina (liga ACB) y/o en la dirección de equipos nacionales (senior o jóvenes). Para su selección se utilizaron los siguientes criterios: 10 años de experiencia, formación académica relacionada con el baloncesto, ser entrenador de prestigio y haber entrenado equipos y jugadores de categoría internacional profesionales. El análisis de los datos se realizó siguiendo a Côté, Salmela, Baria, y Russell (1993). La fiabilidad del

mismo fue establecida a través de la clasificación de una muestra aleatoria de las respuestas por un experto independiente.

RESULTADOS

Los dieciséis entrenadores han afirmado que han recibido un proceso de mentoring en su desarrollo como entrenadores y, añaden, que es un requisito fundamental para el desarrollo de su pericia.

Hay un momento en esa formación como entrenador que tienes que tener claro que tienes que estar al lado de alguien, y aprender de alguien. De cuantos más, mejor. Esa es una de las claves más importantes (S3).

Yo como más he aprendido es en el momento en el que entreno con un entrenador muy capacitado como ayudante (S13).

Tal como destacan los entrenadores entrevistados, esta relación con el mentor o mentores, sobrepasa claramente la mera transmisión de conocimientos. Dicha relación tiene dos orientaciones diferentes, bien hacia el ámbito conceptual, de aportar conocimientos, o bien hacia el ámbito afectivo o social.

Las personas que me han hecho cambiar mi vida, que me han hecho dedicarme a esto y que me han dicho que esto es mucho más que jugar, esto es compromiso, dedicación, tus compañeros,... Eso me ha marcado mucho mi manera de entender la vida, lo que es justo o es injusto, me han marcado entrenadores que no estaban muy capacitados profesionalmente, pero que en cambio me han enseñado otro tipo de cosas (S6).

DISCUSIÓN

Nuestros resultados coinciden con los obtenidos por Bloom et al. (1998) e Irwin, Hanton, y Kerwin (2006), quienes reflejan que el medio más importante para la formación de los entrenadores fue la figura del mentor. Sin embargo, de acuerdo con Gilbert y Trudel (2001) y Cushion (2001, 2006), nuestros resultados también demuestran que el mentoring se desarrolla en el ámbito de la formación de los entrenadores, aunque de una forma desestructurada e informal.

Esta circunstancia limita el desarrollo de muchos entrenadores que no pueden acceder a dicho tipo de formación. Bloom et al. (1998) y Salmela et al. (1993), encontraron que una acción formal y estructurada de mentoring era considerada por los entrenadores como el medio más importante para desarrollar su formación. Consecuencia de ello, se deduce que el desarrollo de programas formales y reglados desde instituciones, clubs, federaciones, sería muy valorado en la formación de entrenadores ya que aumentaría la calidad de los futuros entrenadores.

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THE USE OF THE MENTORING IN THE TRAINING OF BASKETBALL COACHES

INTRODUCTION

Mentoring is defined as “a process in which a more experienced person (i.e., the mentor) serves as a role model, provides guidance and support to a developing novice (i.e., the protégé), and sponsors that individual’s career progress” (Weaber & Chelledurai, 1999, 25).

According to Soler (2003), there are three kinds of mentoring: i) Situational mentoring, when an individual offers information or ideas at a given moment or situation; ii) Formal mentoring, where there are a number of defined objectives that need to be obtained within the ambit of a long-term project, i.e. in relation to a structured and planned programme; and iii) Informal mentoring is the most common and normally comes about in a voluntary way as there is usually some kind of bond between the parties. The mentor will share with the protégé all his or her experiences, ideas and skills but a social and/or affective relationship as well.

Research in the field of coach education confirms the existence of unofficial “mentoring” (Cushion, 2001; Cushion, 2006), which fosters the development of future coaches. The point of view of coaches is that the said mentoring process was hugely significant in their learning experience. (Schinke, & Salmela, 1998; Salmela, Draper, & Laplante, 1993).

Salmela et al. (1993) did research with 21 expert coaches to gauge, among other objectives, their views on the improvement of coach education. Among other conclusions, they highlighted the fact that most coaches, particularly in the early stages,

had learned from various mentors or teachers and either sought or extended their knowledge by seeing how other experts behaved and how such experts dealt with psychological, nutritional and pedagogical aspects, etc.

Hence, the purpose of the research was to ascertain if mentoring was a significant part in the development of expert basketball coaches and how the said mentoring process was designed.

METHOD

The methodology used in our study is of the qualitative kind. The instrument used was the semi-structured interview (Patton, 2002). Sixteen Spanish expert basketball coaches were interviewed; all were men and holders of Spain's highest-ranking basketball trainer title. In addition, they all had experience in the men's basketball professional top league and/or experience in the management of national teams (senior or young people). The selection of the interviewees was based on the following criteria: i) having 10 years of experience; ii) an academic education related to basketball; iii) being considered as a prestigious trainer and iv) having trained teams and players at an international professional level. The analysis of the data was carried out according to Côté, Salmela, Baria, and Russell (1993). The reliability was established by the classification of a random sample, which was carried out by an independent expert.

RESULTS

The sixteen coaches stated that they took part in a mentoring process in their education and stressed that it was a vital component in their skill development.

There comes a time in coach development when you realise that you have to be at someone's side, to have someone to learn from. The more people you have near you the better. It's a major question (Subject 3).

The time I learnt best was when I was an assistant to a very skilful coach (Subject 13).

As is reflected in the comments from the coaches interviewed, this relationship with the mentor or mentors, goes far beyond the mere transfer of knowledge. This relationship has two different components; one has a more conceptual basis, to do with the transfer of knowledge and the other is geared towards the realm of the emotional and the social.

The people who have helped me change my life and have encouraged me to take up this profession, the people who said it's much more than just playing... that it's about commitment, dedication, your mates; all this has shaped my way of looking at life, of deciding what is fair and unfair. I have been marked by coaches who were not so skilled professionally yet they taught me about many other things (Subject 6).

DISCUSSION

Our results are in line with those obtained by Bloom et al. (1998) and Irwin, Hanton, and Kerwin (2006), who reflected that the most important medium for the development of coaches was the mentor figure. However, in accordance with Gilbert

and Trudel (2001) and Cushion (2001, 2006), our results also show that mentoring takes place in the context of coach development but in a non-structure and informal manner.

This circumstance limits the development of many coaches that unable to have this kind of education. Bloom et al. (1998) and Salmela et al. (1993), found that the formal and structured presence of mentoring was considered by coaches as the most important medium for their own development. We can deduce, hence, that the development of formal and official programmes at institutions, clubs and federations would be highly valued in terms of the development of coaches as the quality of future coaches would be enhanced.

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DO TREINADOR AO JOGO: CONTRIBUTOS PARA A DETERMINAÇÃO DOS MOMENTOS CRÍTICOS

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INTRODUÇÃO

A presença de momentos críticos durante o jogo de basquetebol é aceite generalizadamente por treinadores, investigadores e analistas. A teoria da crise psicológica de Bar-Eli (Bar-Eli & Tractinsky, 2000), o conceito de *Momentum* aplicado ao desporto (Alder, 1981) e a linha de investigação designada por *Hot Hand* (Gilovich, Vallone & Tversky, 1985), são três exemplos que tão bem ilustram o fenómeno como uma alteração individual da *performance* (positiva ou negativa). Outros preferem demonstrar estes momentos através de abordagens centradas no jogo. Usam indicadores de rendimento para justificar que determinadas partes – minutos de jogo, indicadores tecnico-táticos – se distinguem da totalidade da competição (Kaminsky, 1990; Burke, Burke & Joyner, 1999; McCutcheon, 1997). No entanto, estes estudos ainda estão longe da desejada coerência conceptual, para além, das soluções metodológicas não se manifestarem suficientemente consistentes. A exploração do conhecimento prático dos treinadores pode conduzir a um quadro de referência que permita convergir esforços de investigação nesta matéria. Neste sentido, este estudo persegue dois objectivos concretos: (1) delimitar teoricamente o conceito de momento crítico do jogo de basquetebol e (2) definir princípios metodológicos que permitam a sua identificação na dinâmica da competição.

MÉTODOS

A amostra foi constituída por 17 treinadores de alto nível do basquetebol português. Todos apresentavam uma experiência de mais de 10 anos de actividade e possuíam a mesma qualificação profissional para o treino de equipas da LCB. Foi construída uma entrevista semi-estruturada especificamente destinada aos objectivos do estudo. O seu guião consistiu na inclusão de 5 tópicos: (1) o levantamento geral do acontecimentos críticos, (2) a avaliação das situações críticas, (3) a percepção da dinâmica temporal, (4) a percepção da dinâmica do resultado e (5) a concepção de equilíbrio/desequilíbrio durante o jogo. O conteúdo e a construção da entrevista foram testados por três treinadores de competência reconhecida. Cada entrevista foi independente, realizada individualmente e todas conduzidas pelo investigador.

O processo de redução dos dados seguiu os passos metodológicos genericamente apontados pelos estudos de natureza qualitativa (Merriam, 1988; Bogdan & Bilken, 1994; Miles & Huberman, 1994). Foi construído um sistema de categorias com o propósito de analisar cada entrevista. Através de um processo de *peer examination* foi testada a validade interna do sistema com recuso a observadores independentes tendo a fidelidade intra-codificador sido estimada em 91.3% de acordo com o coeficiente de Bellack.

RESULTADOS

A interacção entre a diferença pontual, o tempo e a percepção de equilíbrio/desequilíbrio foi o factor chave que parece contribuir para a determinação de momentos críticos no jogo. Os treinadores percebem a evolução da diferença pontual em função do valor máximo modal que cada posse de bola pode assumir no basquetebol – 3 pontos. Simultaneamente, assumem que a *criticalidade* do jogo justifica a divisão do tempo

em dois blocos temporais independentes: por um lado, os primeiros três períodos (1º, 2º e 3º), por outro, o 4º período do jogo. Esta percepção relativiza à importância do valor absoluto da diferença pontual, pelo que a percepção de equilíbrio e desequilíbrio tendo em conta esta diferença deve ser ajustada ao tempo em que se verifica.

A noção de equilíbrio/desequilíbrio é o terceiro factor envolvido na interacção. Com efeito os treinadores defendem que uma diferença de 10 pontos verificada independente do tempo, constitui sempre uma referência para a avaliação do nível de equilíbrio registado. Esta percepção configura uma ligação entre, por um lado, o máximo valor modal da posse de bola e por outro, o número de posses de bola necessário para que se atinja ou se recupere essa diferença pontual de 10 pontos. De acordo com o pensamento dos treinadores, o jogo move-se entre zonas de equilíbrio conforme a diferença pontual entre as duas equipas acresce ou diminui. Durante os primeiros três períodos, quando a diferença de 10 pontos é atingida está-se perante uma margem de transição entre equilíbrio e desequilíbrio. No 4º período este facto confirma um passo para o desequilíbrio. A figura 1 ilustra a interacção dinâmica das três variáveis inferida pelo estudo do conhecimento prático dos treinadores.

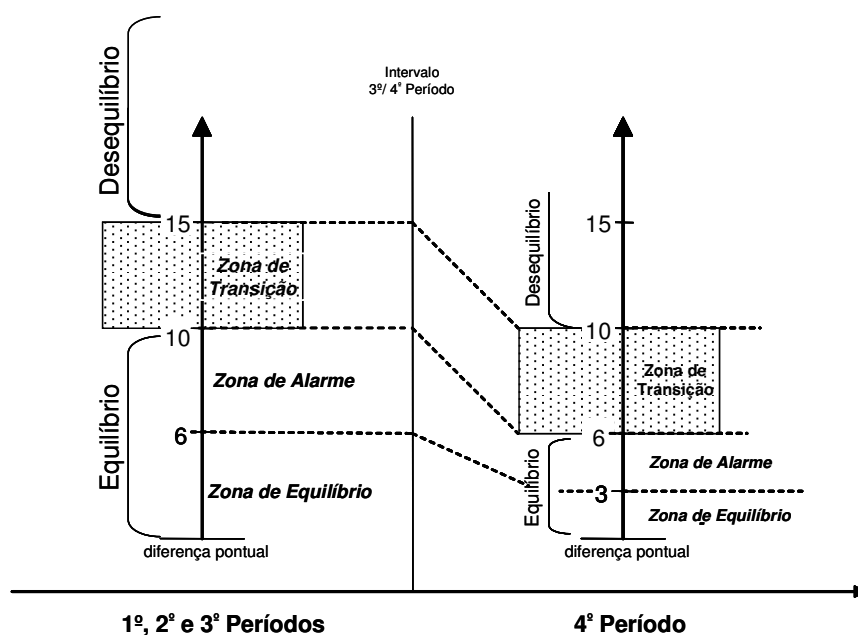


Figura 1. Representação esquemática da interacção entre a diferença pontual, o tempo do jogo e o conceito de equilíbrio/desequilíbrio inferida pela análise de conteúdo do conhecimento prático do treinador.

Os resultados demonstram que é possível definir quatro estados ou zonas de equilíbrio ao longo do jogo: a zona de equilíbrio propriamente dito, a zona alarme, a zona de transição, como uma zona *morta* entre o equilíbrio e o desequilíbrio e a clara zona de desequilíbrio. Os movimentos que o jogo pode ter em torno destas zonas podem ser nos dois sentidos: no sentido do desequilíbrio (ascendente) – criação de vantagem de uma equipa sobre a outra; no sentido do equilíbrio, recuperação de uma desvantagem por parte de uma equipa.

CONCLUSÃO

De um ponto de vista conceptual, um momento crítico pode ser visto como um episódio do jogo no qual ocorre uma alteração do estado de equilíbrio. Metodologicamente, é necessário definir parâmetros de processo e de produto. O tempo e a ordem das posses de bola ao longo do jogo podem ser definidas como parâmetros de processo. A diferença pontual é um parâmetro de produto. Neste ponto de vista um momento crítico pode ser descrito por um episódio limitado por 2-3 minutos ou por 4-8 posses de bola desde que produzam uma diferença pontual situada entre os 6-10 pontos.

Descrevendo o jogo numa *linha de tempo* ou numa *linha de sucessão de posses de bola*, permite a definição destes episódios. Ao verificar-se um movimento entre dois estados de equilíbrio será possível identificar, extrair e estudar os seus momentos críticos.

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CRITICAL MOMENTS OF BASKETBALL GAME: AN APPROACH FROM COACHES' PRACTICAL KNOWLEDGE

INTRODUCTION

The presence of critical moments during a basketball game has a generalized acceptance by all investigators, coaches and game analysts. Bar-Eli's theory of psychological crisis (Bar-Eli & Tractinsky, 2000), the sports' *Momentum* concept (Alder, 1981) and the *Hot Hand* investigation line (Gilovich, Vallone & Tversky, 1985) are three interesting examples that illustrate the phenomena as a consequence of an individual performance's alteration (positive or negative). Others prefer to demonstrate these particular moments with an approach based on game essence. They use performance indicators to justify that some parts – minutes of game, technical or tactical keys – could be distinguished from the whole competition (Kaminsky, 1990; Burke, Burke & Joyner, 1999; McCutcheon, 1997). However, investigators haven't defined what these special moments really are and how they can be extracted from the game. Practical knowledge of basketball coaches may give a new mainframe to converge the investigation efforts on this topic.

The present article has two main goals: first, to delimit the theoretical concept of critical moments on basketball game; second, to define the methodological boundaries that help us to identify these important game moments.

METHODS

Seventeen top-level basketball Portuguese coaches were the sample of this study. All of them presented an experience of more than 10 years on coaching activity and the same qualification to profession. It was constructed an interview with the purpose to achieve the

specific goals of the present study. Its guideline was developed to be a semi-structured interview and it was conceived by five main topics: (1) general overview of critical events of game; (2) evaluation of critical game situations; (3) temporal dynamics perception; (4) score dynamics perception and (5) even/uneven conception of game dynamics. Contents and construction validity were tested by three expert coaches. All interviews were independent, they developed in an individual form and all of them were conducted by the investigator. The process of data reduction followed the methodological steps appointed by qualitative researchers (Merriam, 1988; Bogdan & Bilken, 1994; Miles & Huberman, 1994). A categorical system was built with the intention to analyze each interview. Throughout a peer examination process the internal validity of this system was verified. Finally the intra-codification reliability determined a 91.3% of agreement according to Bellak's estimation.

RESULTS

The interaction between points difference, game *tempo* and even/uneven perception is the key factor that allows us to determine critical moments on game dynamics. Coaches understood points difference as a function of the maximum modal value that each ball possession can assume in basketball game. Simultaneously they assumed that game's criticality justifies the division of *tempo* into two independent temporal blocks: the first three periods (1st, 2nd and 3rd) and the 4th game period. It means that the importance of points difference has to be adjusted to the game period in question.

Even/uneven perception is the third factor involved in this interaction. In fact coaches defended that, ten points as a difference between two teams, is an important reference for the evaluation of game's balance. This perception is a link between the maximum modal value of ball possession and the number of ball possessions that implies the notion of even/uneven in the game dynamics. According to coaches' thought, game moves to a transition phase when

points difference is higher than the maximum value of three ball possessions – ten points. During the first three periods it reveals a transition between two game states: from even to uneven. At the 4th period it confirms a step to an uneven state. Figure 1 illustrates the interaction of the three variables in the game's dynamics that was inferred by coaches' practical knowledge.

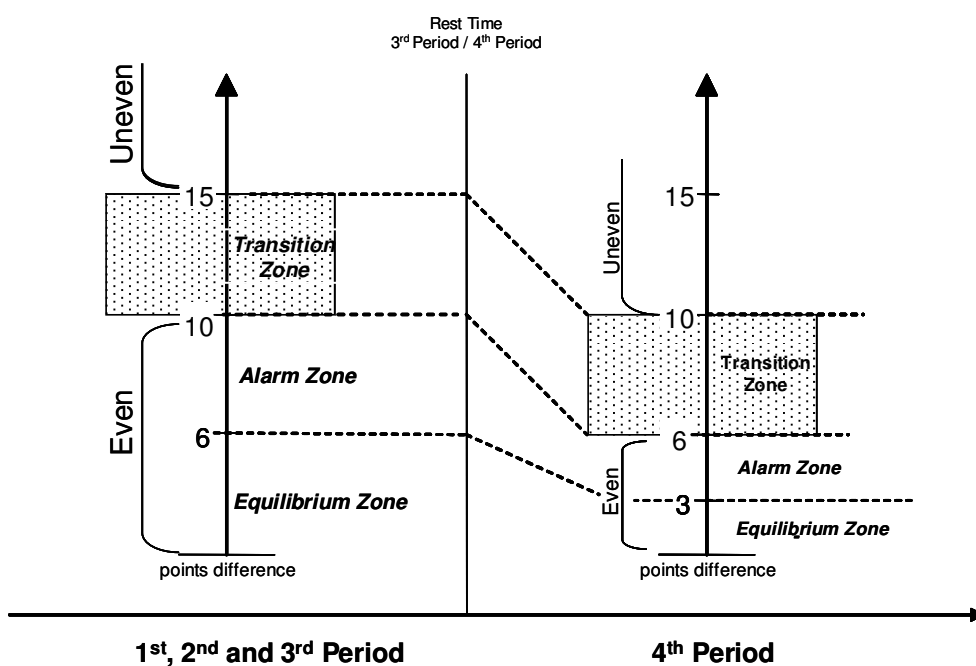


Figure 1. Figurative representation of interaction between points difference, game *tempo* and even/uneven concept on the dynamic of basketball game.

It is possible to define four game states: the equilibrium zone, the alarm zone, the transition zone, a *dead* state between even/uneven and a quite clear uneven zone. It suggests that critical moments of game can be defined as a move between two zones. These moves can emerge from both sides: upwards, from even to uneven or downwards, from uneven to even direction.

CONCLUSION

Practical knowledge of basketball coaches opens a new mainframe about the investigation focused on critical moments of the game. From a conceptual point of view, a critical moment can be seen as an episode with an alteration of equilibrium game state. In a methodological dimension it's necessary to define process and product parameters. Time and the number of ball possession are two different process parameters. Points difference is a product one. A critical moment on basketball game can be described as an episode limited by 2-3 minutes or 4-8 ball possessions with a differential ranged between 6-10 points.

If game could be described in a *tempo* or *ball possession line* it would be possible to define such episodes. When game moved between two equilibrium states we would be facing of a critical moment of basketball game.

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ESTRATÉGIAS DE COPING NOS ATLETAS DE BASQUETEBOL DE ALTA COMPETIÇÃO

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INTRODUÇÃO

É muito comum os atletas de elite terem que lidar com elevados níveis de stress (Scanlan, Stein, & Ravizza, 1991). Na sua definição mais simples, o coping refere-se às estratégias que são utilizadas para lidar com as situações indutoras de stress. Os atletas têm que desenvolver e utilizar uma série de competências de coping para lidar com essas exigências e terem sucesso no seu desempenho desportivo (Gould, Eklund & Jackson, 1993; Crocker & Graham, 1995). Assim, é de extrema importância para os profissionais de psicologia do desporto a compreensão dos processos de coping, para que possam preparar os atletas a lidar com maior eficácia com a adversidade e com o stress. No entanto, apesar da importância prática desta preparação psicológica dos atletas de elite, dos vários estudos já realizados, poucos têm procurado examinar as respostas de coping utilizadas pelos atletas.

MATERIAL E MÉTODOS

Participantes

Foram convidados onze atletas de uma equipa de basquetebol profissional para participarem neste estudo.

Instrumento

Utilizámos um guião de entrevista estruturada adaptando o COPE e o Athletic Coping Skills Inventory - ACSI-28, desenvolvido por Smith, Schutz, Smoll, & Ptacek, (1995) de modo a avaliar aspectos do coping focado no problema, nas emoções e no comportamento. O processo do controlo da validade do guião de entrevista foi o processo de validade por especialistas.

Procedimento

As entrevistas foram registadas na íntegra pelo entrevistador tendo sido submetidas a análise de conteúdo. A concordância entre os investigadores teve de ser encontrada para todas as estratégias de coping e para o seu posicionamento nas categorias pré-definidas. Procedeu-se ao cálculo das frequências das respostas codificadas em cada categoria e sub-categoria, num estudo estatístico de dominante descritiva.

RESULTADOS

A tabela 1 apresenta as estratégias de coping utilizadas e a sua frequência nas situações identificadas como stressantes relativamente aos aspectos mais gerais da competição.

Tabela 1. Estratégias e frequência do Coping utilizado nas situações stressantes relacionadas com os aspectos gerais da competição

Fontes de stress	Natureza e Frequência da Estratégia
Expectativas de desempenho	Não criar expectativas (Coping Activo) – 2 Aumento do Esforço (Esforço) – 2 Desligar (Afastamento mental) – 1
Forma física e psicológica	Aumento do Esforço (Esforço) – 3 Aumento da Motivação (Coping Activo) – 2 Concentração (Coping Activo) – 1 Discurso Positivo (Re-intrepretação positiva e crescimento) – 1
Preocupações com a experiência competitiva	Relaxamento (Coping Activo) – 3 Pensamentos positivos (Re-interpretção positiva e crescimento) – 2 Aumento da motivação (Coping Activo) – 2
Preparação, prontidão para desempenhar Opinião/avaliação dos outros	Comunicação (Coping Activo) – 2 Abstracção (Afastamento mental) – 2 Concentração (Coping Activo) – 3 Aumento do Esforço (Esforço) – 2 Acção (Coping Activo) – 2 Comunicar (Coping Activo) – 2 Suporte (Suporte Instrumental) – 1 Observação (Planeamento) – 1
Experienciar situações de insucesso	Concentração/Foco (Coping Activo) – 2 Aumento do esforço (Esforço) – 2 Comunicar (Coping Activo) – 2 Pensar no jogo seguinte (Planeamento) – 1 Esquecer a derrota (Afastamento mental) – 1 Não ligar (Afastamento mental) – 1
Importância da competição	Adaptação (Coping Activo) – 2 Gozo/Desafio (Re-intrepretação Positiva e crescimento) – 2 Não preocupar (Afastamento mental) – 1 Acção e comunicação junto da Equipa (Coping Activo) – 1
Lesões	Aumento do Esforço (Esforço) – 2 Desligar (afastamento mental) – 2 Acção, Cuidar do Corpo (Coping Activo) – 1
Comunicação	Comunicação (Coping Activo) – 3

Verificámos a existência de uma significativa diversidade de comportamentos específicos do coping como resposta às situações stressantes. Estes comportamentos

específicos variam pelos indivíduos mesmo na resposta aos mesmos stressores. Estas competências podem ser categorizadas em duas dimensões funcionais; o coping centrado no problema e o coping centrado na emoção, que se influenciam mutuamente no decorrer de uma situação stressante. O coping centrado no problema, o mais frequente entre os jogadores, consiste nos esforços para alterar as circunstâncias actuais de uma situação/problema que está a causar stress ao indivíduo. Inclui comportamentos específicos como a aceitação da responsabilidade, a planificação de uma solução para o problema, empregar competências de gestão do tempo, auto-controlo, etc. O coping focado na emoção engloba a regulação das respostas emocionais que resultam do problema que causa stress. Envolve actividades puramente cognitivas (re-avaliação directa ou defensiva da situação stressante) que não alteram directamente a relação real com o envolvimento, mas sim a forma como esta é percebida. São, também, relativamente frequentes no Basquetebol.

DISCUSSÃO

Os dados revelaram que os jogadores utilizavam estratégias de coping focadas no problema, como o coping activo (principalmente a comunicação e a acção), o planeamento, a restrição do coping e suporte instrumental, o coping focado nas emoções, com estratégias como a procura de suporte emocional e a re-interpretação positiva e crescimento e, também, outras situações de coping, como o aumento do esforço, o afastamento mental (ignorar, não pensar) e expressar as emoções. Todas estas estratégias foram utilizadas em combinação.

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PROFESSIONAL BASKETBALL PLAYERS COPING STRATEGIES IN STRESSFUL SITUATIONS

INTRODUCTION

The participation in competitive sport often places the athlete under intense pressure. The athlete must develop and use an array of coping skills to manage these demands. The research showed that the coping strategies were, generally, grouped in three large dimensions; problem-focused coping, emotional-focused coping and other coping situations. Gould, Eklund, & Jackson (1993) showed that the fighters employed four main categories of coping: mental disengagement (blocking distractions, take into perspective, positive thinking, coping thoughts and praying); task-focused strategies (more direct focus and concentration on the objectives); strategies based on behavior (change or control the surrounding environment and follow a stabilised routine), and emotional control strategies (activating control and visualization strategies). Gould, Finch, & Jackson (1993) concluded that the categories of coping strategies used included: rational thinking and self- discussion; focus and positive orientation; time and priority management; pre-competition mental preparation and anxiety management; hard training and with intelligence; isolation and detour and ignore the stressor. Even though there was an increased attention to coping, little attention was given to the the specificity of collective sports, namely, basketball settings. In this way, the objective of this study is to identify the coping strategies used by athletes in a professional basketball team, in the situations which they consider to be stressful.

METHOD

Subjects

Eleven athletes from a professional basketball team were personally invited to participate in this study.

Instrument

The interview guide was based on several coping evaluation instruments, namely, some of the items from COPE and from the Athletic Coping Skills Inventory – ACSI-28, elaborated by Smith, Schutz, Smoll, & Ptacek (1995). The coping strategies were grouped in three large dimensions. The problem-focused coping joins the active coping strategies, planning, and suppression of the competitive activities, coping restriction and the search for instrumental support. The emotional-focused coping joins the search for emotional support strategies, positive re-interpretation and growth, acceptance of the situation, negation of the situation and praying. Finally, the other coping situations deal with the emotional focusing and/or expressing strategies, body distance, mental distance, distancing behaviors, the humor, self-blaming, effort and desired thinking.

Procedures

We used a structured interview guide. The questions were defined in a semi-structured interview format.

RESULTS

Table 3 presents the coping strategies used in the situations identified as stressful related to the general aspects of competition.

Table 3
Frequency and coping strategies used in the stressful situations related with general aspects of competition.

Sources of Stress	Strategies and Frequency
Performance expectation	Not creating expectation (Active Coping) – 2 Increased effort (Effort) – 2 Disengagement (Mental disengagement) – 1
Psychological and physical form	Increasing Effort (Effort) – 3 Increasing motivation (Active Coping) – 2 Concentration (Active Coping) – 1 Positive Speech (Growing and positive re-interpretation) – 1
Worries with competitive experience	Relaxation (Active Coping) – 3 Positive Thinking (Growing and positive re-interpretation) – 2 Increasing motivation (Active Coping) – 2
Preparation/readiness to perform	Communication (Active Coping) – 2 Absorption of mind (Mental disengagement) – 2
Other opinions/evaluation	Concentration (Active Coping) – 3 Increasing effort (Effort) – 2 Action (Active Coping) – 2 Communication (Active Coping) – 2 Support (Seeking instrumental support) – 1 Observation (Planning) – 1
Failure Situation Experience	Concentration/Focus (Active Coping) – 2 Increased effort (Effort) – 2 Communication (Active Coping) – 2 Thinking about next game (Planning) – 1 Forgetting the failure (Mental disengagement) – 1 Absorption of mind (mental disengagement) – 1
Competition Importance	Adaptation (Active Coping) – 2 Challenge/pleasure (Growing and positive re-interpretation) – 2 Not worry (Mental disengagement) – 1 Action and team communication (Active Coping) – 1
Injury	Increasing effort (Effort) – 2 Absorption (Mental disengagement) – 2 Action, take care of the body (Active Coping) – 1
Communication	Communication (Active Coping) – 3

We found that the coping process is a dynamic and complex one, which involves a great number of strategies. All these strategies were used together, in combination. The data revealed that they used mainly problem-focused coping strategies, such as active coping (mainly communication and action), planning, coping restriction and instrumental support, emotional-focused coping, with strategies such as the search for emotional support and the positive re-interpretation and growth and, also, effort increase, mental disengagement (ignoring, not thinking) and expressing emotions.

Many coping strategies identified are congruent with the discoveries from previous investigations in team and individual sports. In the stressful situations related to the competitive experience, the most mentioned situations were also the active coping, the increase in effort, the mental disengagement and the positive re-interpretation and growth.

DISCUSSION

The present study enforces the value of the qualitative methods in the coping research which intend to explore and understand the lived situations and the strategies used by the athletes in each elite sport context. The individual interviews gave us detailed information about the coping strategies used by the athletes when dealing with stressful situations. On the other hand, they gave the interviewers the opportunity to explore the interpretations and widen the comprehension of how these variables are considered stressful and in which way the athletes deal with these moments.

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**THE RELATIONSHIP BETWEEN COACHING CONCEPTIONS AND THE
MICROSTRUCTURE OF PRACTICE OF YOUTH BASKETBALL COACHES WITH
CONTRASTING EXPERIENCE**

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INTRODUCTION

Research on the domain of expertise in several domains has revealed that the quality and quantity of practice are the critical factors for attaining the top level of performance (Ericsson, 2003). As the major part of this practice takes place under coaches' direction and supervision, the ability of the coach to promote the best conditions for practice becomes one of the most significant keys to player's development (Baker & Horton, 2004). In the study of the formative experiences of top level players, Côté *et al.* (2003) identified 3 stages of sport development and commitment, according to the relative emphasis ascribed to deliberate play (pleasure oriented) and to deliberate practice (performance improvement oriented): The sampling years (ages 6-12), the specializing years (ages 13-15), and the investment years (ages 16+). This knowledge about the macrostructure of practice should be complemented by more detailed knowledge about the "what" and "how" i.e. the microstructure of practice.

The purpose of this study is to explore in what extent the conceptions of coaching and the coaching goals espoused by youth basketball coaches are reflected in the nature, structure and sequence of content tasks over a single session, a week unit and different moments of the season.

METHODS

The participants of this study are two coaches of 13-15 girls' basketball teams affiliated in the Basketball Association of Coimbra (Portugal Central), with contrasting coaching experience: One having a large experience, and the other in the first stage of a coaching career. Data were collected through open-ended semi-structured interviews and video recording of two week coaching units. Both coaching units were composed of 3 coaching sessions, and they occurred in different moments of the season. Data from interview were codified and interpreted by using an analytical framework informed by Grossman's (1990) model of professional knowledge. Data from video records were analyzed by using observations tools related to the coaching contents, means and methods (Marques et al., 2000); and to the nature of practice tasks (Ticó-Camí, 2002). Table and graphs of numerical data were to describe and extract meaning from coaches' microstructure of practice.

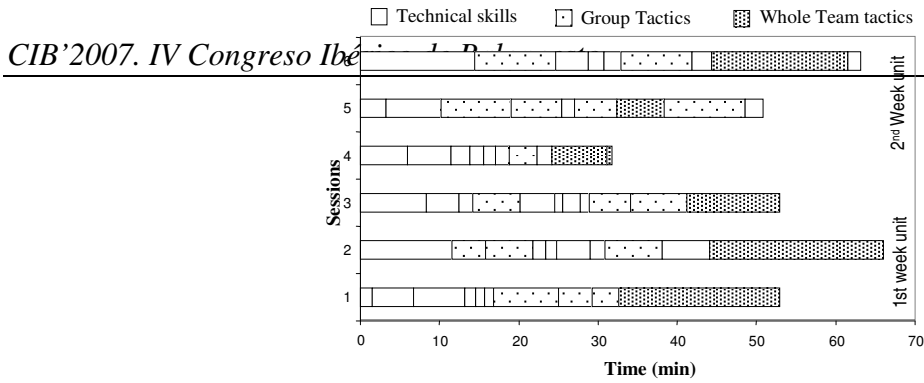
RESULTS

Long experience coach

The long experience coach is a 55 year-old Physical Education teacher, with 38 years of coaching experience. Basketball for him is an enduring love. His main goal is to build up basketball players through a developmental process according to a progressive pathway. Basketball technical skills are the main priority of his coaching agenda, whose structure, he considers, is influenced by the periods of the season. He divides the season in a pre-competitive period, a competitive period and a transitory period.

This coach presents a regular pattern of content progression. Comparing both week units it is evident the consistency of the structure of practice as well as the time allocated to the different contents (figure 1).

Contents of practice



	Tec hnicl Skill		Grou p Tactics		Team Tactics	
	req	in	req	in	req	in
ession 6		7		9		7
ession 5		4		1		
ession 4		1				
ession 3		3		8		2
ession 2		7		7		2
ession 1		7		6		0
week 2	7	1		4		1
week 1	9	6		1		4

Figure 1: the evolution of the contents of practice over two week coaching units of a long experience coach

Every coaching session begins with technical skills. This type of content is subdivided into a higher number of practice segments, accumulates the major portion of the session time, and has a tendency to occupy the first part of the practice. The segments of group tactical preparation are almost located in the middle portion of the session, and often interspersed with technical skill segments. The whole team tactical preparation is typically located in the last portion of the session, and by rule reduced to a single segment. A notorious decrease of the time devoted to the whole team preparation is observed from the first to the second week. This time of content is the most likely to be affected by the reduction of the session duration.

Novice Coach

This a young male coach in the beginning of a coaching career. He reveals a concern with the social recognition. He assumes that his main goal is to win at the competition his team is involved, and consequently his efforts are directed to make his players to acquire the elements that afford for team short-term results. For him, it is the weekend match that determines the focus of

week practice. Nevertheless he is favorable to the maintenance a similar structure through the season, in which the contents of the sessions of each week unit are arranged to become progressively closer to the specific preparation of the next match. The observation of the practice structure (figure 2) makes apparent the highest priority conceded to whole team tactical preparation, which is expressed both by the amount of time allocated and the number of segments implemented.

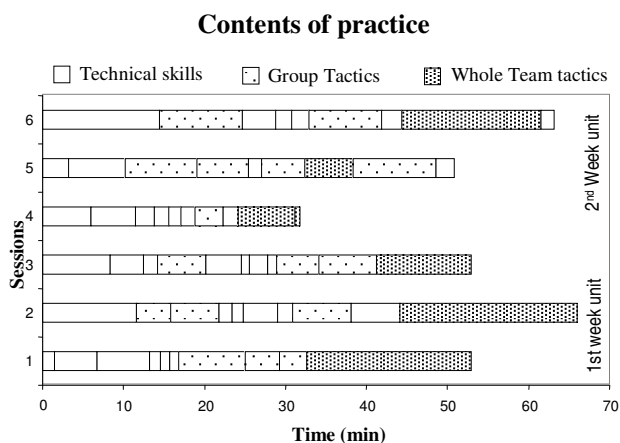


Figure 2: the evolution of the contents of practice over two

week coaching units of a novice coach

	T		G		T	
	Technical Skill		roup Tactics		eam Tactics	
	req	in	req	in	req	in
ession 6		1				6
ession 5		9		4		7
ession 4		8		0		5
ession 3						6
ession 2		5				5
ession 1		6				2
week 2	1	7		4		8
week 1		3				12

Conversely, group tactical preparation only occupies a residual time portion of the last session of the first observed week, and a little more time in the first two sessions of the second week.

Technical skill also deserves a considerable attention. It is present in every session of both observed week units. In general it appears at the beginning of the session, but is also covered at the last part of the sessions of the second observed week unit.

DISCUSSION AND CONCLUSION

The analysis of the data of coaching sessions and week units reveals striking differences between the practice structure and content development of both coaches, chiefly in what concerns

whole team tactical preparation, highly emphasized by the novice coach at odds with the experienced coach. It suggests that novice coach' practice is more focused on next match preparation, while the experienced coach seems more attuned to the long term players development, with more detailed segments of technical skill and group tactical preparation. Nevertheless both coaches emphasized the development of technical skills which is pointed as a fundamental goal of specializing stage. The findings on the microstructure of practice seem to confirm the espoused theories of coaches about goals and priorities for youth basketball coaching, and may be that the lack of experience of novice coach influences his short term goals dictated by next match results.

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FACTORES DETERMINANTES EN LA FORMACIÓN DE LAS JUGADORAS DE LA SELECCIÓN ESPAÑOLA DE BALONCESTO

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INTRODUCCIÓN

El conocimiento y análisis sobre los procesos de formación de los jugadores y jugadoras de baloncesto, son frecuentemente objeto de estudio. Los jugadores que llegan al alto rendimiento, en muchos casos fueron jóvenes talentos, pero no todos destacaron desde la iniciación. En la actualidad, los criterios para la detección están vinculados a aspectos multidimensionales de los jóvenes deportistas. Asimismo, el rendimiento experto es entendido desde una perspectiva holística, considerando una serie de factores de tipo biológico, psicológico, perceptivo-cognitivo y social en continua interacción (Abernethy, Thomas y Thomas, 1993; Housner y French, 1994; Singer, y Janelle 1999).

Un adecuado plan de actuación, con entrenadores competentes, facilitará el proceso de formación de jugadores de baloncesto. Analizar los factores determinantes que pueden influir positivamente en dichas etapas, es fundamental para conseguir una correcta evolución desde el jugador con talento al jugador experto (Sáenz-López, Ibáñez, Giménez, Sierra, y Sánchez, 2005).

El objetivo del presente estudio es conocer los factores claves que han llevado a las jugadoras españolas de baloncesto alcanzar la excelencia deportiva.

MÉTODO Y MATERIALES

En esta investigación se ha utilizado una metodología cualitativa basada en las opiniones de las jugadoras y entrenadores de baloncesto de alta competición. Las jugadoras analizadas han sido 14 jugadoras de la Selección Nacional (preselección de los Juegos Olímpicos del 2004). Los entrenadores han sido 8 (4 seleccionadores, 3 coordinadores de cantera y 1 entrenador).

El instrumento utilizado ha sido una entrevista semiestructurada. Se han triangulado las opiniones de los diferentes grupos implicados (Biddle y Anderson, 1989). Las entrevistas han sido grabadas y transcritas en un procesador de textos. Las opiniones se han clasificado en siete grandes dimensiones, siguiendo la metodología empleada por Sáenz-López et al (2005). Las dimensiones de análisis están relacionados con los componentes más importantes del entrenamiento deportivo: i) Datos antropométricos (ANT). ii) Cualidades físicas (CFI); iii) Contexto (CON); iv) Psicológicos colectivos (PSC); v) Psicológicos individuales; vi) Táctica (TAC); vii) Técnica (TEC). Se empleó un grupo de expertos para realizar la codificación. El acuerdo inter e intracodificadores fue óptimo (con un grado de concordancia del 90%), porcentaje que garantizó una adecuada distribución de los códigos. El instrumento que permitió organizar y clasificar los códigos fue el programa Aquad 5.0.

RESULTADOS Y DISCUSIÓN.

Los resultados más relevantes se presentan agrupando los tópicos registrados en cada una de las dimensiones de análisis. El orden de presentación de las dimensiones está en relación al número de intervenciones que los sujetos analizados otorgan a cada dimensión.

Contexto: Esta dimensión reviste gran importancia en el proceso de formación de las jugadoras de baloncesto, destacando el apoyo familiar y la calidad de los entrenadores, así como el profesorado de Educación Física. Las jugadoras reconocen haber destacado notablemente en categorías inferiores. Afirman que el trabajo realizado en las etapas de formación es muy

importante, insistiendo en la importancia de disfrutar mucho con la práctica del baloncesto. La formación académica tiene un gran valor en las jugadoras.

Psicología Individual: Las jugadoras destacan la importancia de la motivación para soportar el gran esfuerzo que requiere llegar a la alta competición. La capacidad de trabajar y las ganas de aprender y mejorar, así como el deseo de competir y ganar son factores importantes. El autocontrol, la autoconfianza, inteligencia, concentración y humildad, también son tópicos destacados.

Condición Física: La muestra destaca mayoritariamente que el desarrollo de las cualidades físicas debe realizarse integrado con el desarrollo técnico-táctico, sobre todo en las etapas de formación (Smith, 2003). Igualmente destacan la importancia del trabajo individualizado. La velocidad es la cualidad física más relevante. La fuerza y la coordinación les suceden. La resistencia y la flexibilidad han sido las cualidades físicas menos valoradas.

Táctica: Los sujetos analizados diferencian entre la táctica individual y la colectiva. Para ellos, la clave del juego es el 1vs1. La capacidad de percibir y anticiparse en el juego, así como la necesidad de tomar correctas decisiones, son factores indispensables. El juego de ataque sin balón, y la capacidad de ser polivalente adquieren notable importancia.

Técnica: La gran cantidad de tiempo dedicado al entrenamiento de la técnica individual, así como la repetición de las acciones, son elementos constantes en las opiniones de toda la muestra. El tiro es la habilidad técnica más destacada. El pase y el bote tienen una importancia menor. La necesidad de las acciones defensivas sólo es mencionada por los entrenadores. La metodología empleada para el desarrollo de la técnica es otro factor destacado, incidiendo que ésta tiene que realizarse a través de tareas globales y aplicando juegos en situaciones contextualizadas.

Los factores antropométricos: La muestra estudiada destaca que estos factores no son muy determinantes. La altura, la envergadura y el peso son los tres factores que se mencionan.

Psicología Social: Los sujetos entrevistados consideran importante fomentar la cohesión del grupo a través de objetivos comunes. Tener un clima positivo favorece el éxito colectivo. La comunicación es otro elemento clave.

CONCLUSIÓN

Los resultados obtenidos reflejan la importancia de abordar el desarrollo de las jugadoras de baloncesto desde una perspectiva multifactorial (Durand-Bush, y Salmela, 2002). Los factores contextuales son los más destacados para permitir el tránsito de una jugadora con talento a una jugadora experta. Los tópicos que más influyen son el apoyo familiar y la calidad en la labor de los entrenadores. La motivación, el deseo de aprender, mejorar y ganar, son los tópicos psicológicos más destacados en las jugadoras, coincidiendo con los estudios realizados en hombres (Sáenz-López et al. 2005).

La táctica individual, entendida como la capacidad para percibir la realidad del juego, anticiparse al contrario y tomar decisiones, es un factor clave en el desarrollo de las jugadoras. Igualmente, destacamos la importancia que se otorga a la técnica como factor que permite desarrollar el talento de las jugadoras. Las jugadoras y los entrenadores plantean la necesidad de integrar los elementos técnicos y tácticos en tareas contextualizadas del juego. Estas apreciaciones coinciden con las propuestas constructivistas de enseñanza y aprendizaje en los procesos de formación de los deportistas (Kirk y MacPhail, 2002).

En cuanto al acondicionamiento físico, destacamos también la necesidad de trabajarlo integrado en el entrenamiento, sobre todo en las etapas de formación, coincidiendo con Smith (2003).

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DECISIVE FACTORS IN THE SPANISH WOMEN NATIONAL BASKETBALL TEAM PLAYERS'S TRAINING

INTRODUCTION

The knowledge and analysis of basketball players's training process are usually subjects of study. Lots of high-level players were talented young people, but not all of them stood out from the beginning. Nowadays detection criteria are linked to multidimensional aspects of young sportsmen and sportswomen. Likewise, professional performance is understood from a holistic perspective, bearing in mind biological, psychological, perceptive-cognitive and social factors constantly interacting (Abernethy, Thomas y Thomas, 1993; Housner y French, 1994; Singer, y Janelle 1999).

A suitable performance plan, with competent coaches, will make the basketball players's training process easier. It's essential to analyze the decisive factors that can have a positive influence on those stages in order to get a correct evolution from the talented player to the professional one (Sáenz-López, Ibáñez, Giménez, Sierra, y Sánchez, 2005).

The aim of this study is to know the key factors that have made Spanish female basketball players achieve the sporting excellence.

METHOD AND MATERIALS

A qualitative methodology based on high-level players's and coaches's opinions has been used in this research. 14 female players belonging to the Spanish National Team (initial selection of 2004 Olympic Games) and 8 coaches (5 managers and 3 coordinators of young players) have been interviewed.

A semi-structured interview has been used. The opinions of the different groups have been triangulated (Biddle y Anderson, 1989). Interviews have been recorded and transcribed with a

word processor. Opinions have been classified into seven wide dimensions, according to the methodology used by Sáenz-López et al (2005). Analysis dimensions are related to the most important component parts of sports training: I) Anthropometric data (ANT); II) Physique quality (CFI); III) Context (CON); IV) Psychological groups (PSC); V) Psychological singles; VI) Tactics (TAC); VII) Technique (TEC). A professional group carried out the coding. Intercoded and intracoded agreements were excellent (a 90% unanimous opinion), percentage that guaranteed a suitable code distribution. The Aquad 5.0 program made the code organisation and classification possible.

RESULTS AND DISCUSSION

The most relevant results appear when putting the registered opinions into each analysis dimension, whose order of presentation is related to the number of interventions analyzed people give to each dimension.

Context: This dimension has a great importance in female players's training process, emphasizing the family support, the quality of coaches and the Physical Education teachers. Players recognize they stood out before becoming high-level players. They say the work carried out during the training process is very important and insist on the significance of enjoying a lot when playing basketball. Academic education has a great importance for players.

Individual psychology: players emphasize the significance of motivation in order to bear the great effort that high-level calls for. The ability to work and the eagerness to learn and better oneself, as well as the wish to compete and win, are important factors. Self-control, self-confidence, intelligence, concentration and humility are also emphasized.

Physique condition: the sample mostly emphasizes the physique qualities development must be carried out together with the technical-tactical one, above all during the training process (Smith, 2003). Likewise, the importance of individual work is also emphasized. Speed is the most relevant physique quality, followed by strength and coordination. Stamina and flexibility have been the

least valued qualities.

Tactics: analyzed people distinguish between individual and collective tactics. In their opinion, 1vs1 is the key of the game. The ability to perceive and anticipate when playing, as well as the need to take correct decisions, are indispensable factors. The offensive game without having the ball and the ability to be versatile are quite important.

Technique: The great amount of time spent in the individual technique training and the repetition of actions are constant elements among the opinions appearing in the sample. The shot is the most emphasized technical ability. The pass and the bounce are not so significant. The need to defend is only mentioned by coaches. The methodology used to develop the technique is also emphasized, insisting on the fact it must be carried out with global work and the application of games in contexted situations.

Anthropometric data: the studied sample underlines these factors (height, wingspan for people and weight) are not very decisive.

Social psychology: analyzed people think it's important to encourage the group unity through common aims. The fact of having a positive atmosphere helps to get a collective success. Communication is also a key element.

CONCLUSION

The achieved results show the importance of dealing with the development of female basketball players from a multifactorial perspective (Durand-Bush, y Samela, 2002). Context is the most emphasized factor in order to allow the process from a talented player to a professional one. The factors that influence the most are the family support and the work carried out by coaches. Motivation, the wish to learn, improve and win are the most underlined psychological factors and coincide with the ones studied with men (Sáenz-López et al. 2005).

Individual tactics, known as the ability to perceive the game reality, anticipate the opponent and take decisions, is a key factor in the players development. Likewise, we stress the importance given to the tactics as a factor that allow players to develop their talent. Female players and coaches raise the need to carry out technical elements together with tactical ones in contexted situations of game. This coincide with constructive proposals of education and learning in sportsmen's and sportswomen's training process (Kirk y MacPhail, 2002).

As far as physique fitting-out is concerned, we also underline the need to work it together with training, above all during the training process, coinciding with Smith (2003).

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