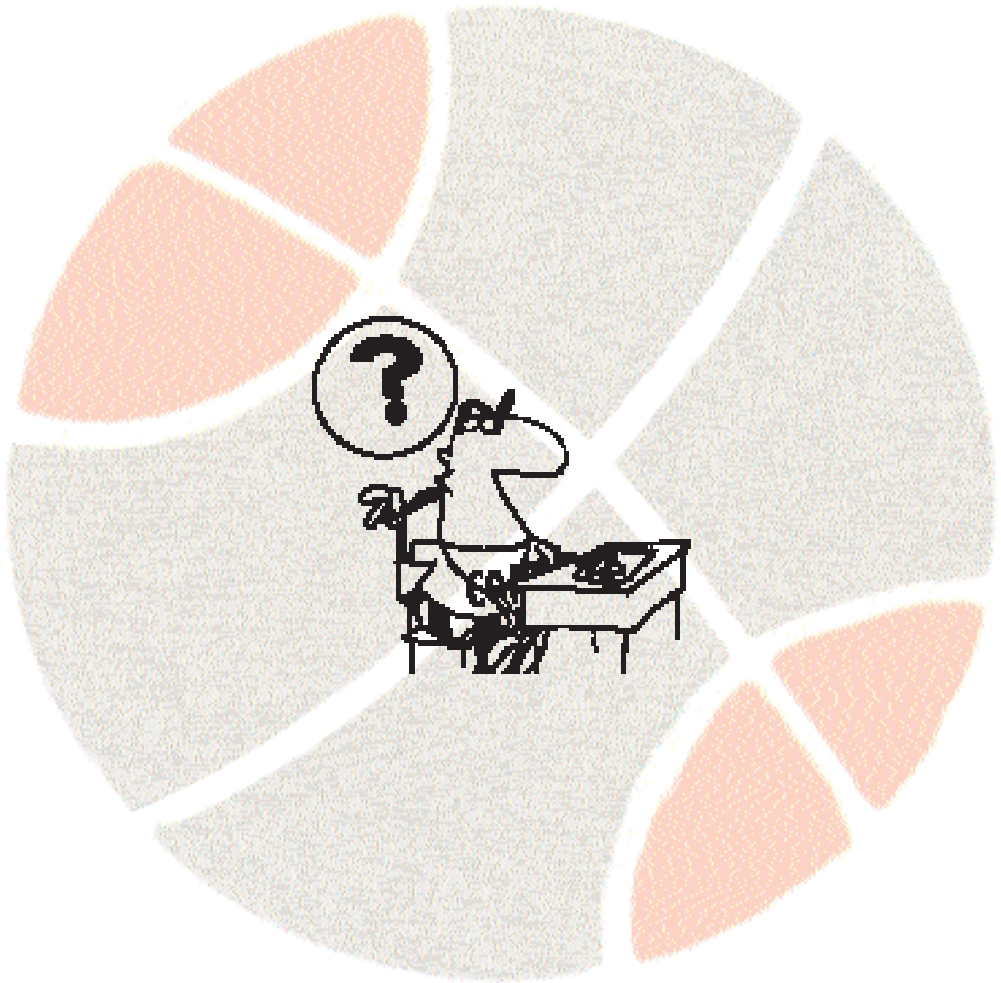


APPENDIX

SOLUTIONS AND COMMENTS TO PRACTICAL EXERCISES



TEST EXERCISE - 1

QUESTION	COMMENTS
1	In general, practising sports is a healthy activity, but not necessarily. Sports can be harmful if practised incorrectly. For this reason, the coach's role is essential in making the practise of sports beneficial.
2	There will always be injuries, but the coach can reduce this risk if he/she programmes and directs his/her players' sports activities correctly.
3	Basketball provides young players with the opportunity to develop healthy habits; for example, good eating habits, hygiene habits and self-care habits.
4	The acquisition of a reasonable commitment is essential for sports to have educational value.
5	Basketball provides an excellent opportunity for young players to learn to work as a team and accept their individual responsibilities within the context of the group. The coach should take advantage of this opportunity by strengthening both aspects: team work and individual responsibility.
6	Basketball should help young players to learn to respect their opponents. The coach should never allow his/her players to develop feelings of dislike or hostility towards rivals.
7	Young players should learn to respect referees and the coach should be their role model. Therefore, it is not appropriate for the coach to protest the referee's decisions.
8	Competition is an educational tool that should be used accordingly. The players should learn to compete, win and lose. If a competition cannot be won and the coach decides to withdraw, he/she is throwing away an excellent educational opportunity.
9	The coach is a highly significant model for his/her young players; therefore, he/she should behave accordingly. The coach should show respect and solidarity towards all of his/her players, their opponents, and the referees, because this sets an excellent example for his/her players.
10	Without doubt, basketball can be a very valuable educational experience for young players but in order to be so, it is essential that managers and coaches behave appropriately.

TEST EXERCISE - 2

QUESTION	COMMENTS
1	The coach can significantly improve his/her players' psychological resources if he/she keeps this in mind when organising and directing his/her team's activity.
2	Young players' cognitive development will benefit from an appropriate presentation of basketball training drills.
3	In general, monotonous training sessions do not provide sufficient stimulation to develop the attentional capacity of young players. For this reason, the coach should avoid this type of training.
4	The perception of control is essential in the formative process of young players. Among other measures, the coach can develop the perception of control related to the results that his/her players achieve by their behaviour. This way, the players perceive that they can control the results of their own behaviour.
5	Experiences of «controlled success» are produced when positive results are attributed by the players to their own controllable behaviour, instead of to external factors or to behaviour over which they have little control. Such experiences are especially important in strengthening self-confidence.
6	Experiences of «controlled failure» are produced when the results obtained are not favourable but the players perceive that, with their behaviour, they have controlled the process of attempting to achieve the desired results; besides, they have learned something valuable for the future. Combined with experiences of «controlled success», experiences of «controlled failure» can be very valuable in strengthening young players' self-confidence.
7	Understanding what has to be done enhances the perception of control. Therefore, by explaining exactly what the task is, the coach will help his/her players to increase their perception of control.
8	Posing challenges that the players consider attainable helps build enough self-confidence to attempt to achieve these challenges. By meeting challenges, the players strengthen their self-confidence for the future. Therefore, it is very important for the coach to pose challenges that the players can achieve in order to strengthen their self-confidence.
9	When a young player's perception of himself/herself (self-concept) and self-esteem depend, to a large degree, on his/her success in sports, he/she will be extremely vulnerable emotionally. Under such conditions, it is likely that sports activities will be very stressful for the players, increasing the risk of low performance, injury and occasionally, other negative effects on their health and psychological development. For this reason, the coach working with young players should do whatever he/she can so that his/her young players' self-concept and self-esteem do not depend on their success in the field of sports.
10	The coach's comments can influence his/her young players' self-concept and self-esteem; therefore, he/she should be very careful in this respect, avoiding comments that weaken the players' self-concept and self-esteem, and using others that strengthen them.

TEST EXERCISE - 3

QUESTION	CORRECT ANSWER	COMMENTS
1	True	Meeting attractive challenges is one of the most rewarding experiences for young players. Therefore, this should be used quite frequently in their sports activities.
2	False	Some players have more self-control than others, but all of them can improve this capacity if the coach takes advantage of opportunities that arise during training sessions and games. The coach should try to bring about an improvement in his/her players' self-control instead of assuming that they will improve by themselves.
3	False	Having fun is a very positive experience for any basketball team, not just for mini-basketball teams.
4	False	Early specialization does not increase a player's chances of making top-class professional teams in the future. In fact, in most cases it limits the players' possibilities.
5	False	Coaches working with young players should not imitate top-class coaches but adopt their own working style, bearing in mind the formative aims these teams should have.
6	True	Control experiences are very important for any player but especially for young players. Therefore, a coach who works with young players should provoke many control experiences for his/her players.
7	True	A coach working with young players should treat all of his/her players with dignity and respect, never insulting them, underrating them or making fun of them.
8	False	A coach is a basketball expert, but when working with young players he/she should assume his/her educational responsibilities, which are complementary to those of teachers and parents.

TEST EXERCISE - 4

QUESTION	CORRECT ANSWER
1	Intra-group Outcome Goal.
2	Intra-subject Outcome Goal if for one player or Intra-group Outcome Goal if for the whole team.
3	Performance Goal.
4	Performance Goal.
5	Performance Goal.
6	Inter-subject Outcome Goal.
7	Performance Goal.
8	Intra-subject Outcome Goal if for one player or Intra-group Outcome Goal if for the whole team.
9	Performance Goal.
10	Performance Goal.

TEST EXERCISE - 5

QUESTION	CORRECT ANSWER	COMMENTS
1	True	If the coach and the players jointly decide on the players' obligations, players learn to accept responsibility and their commitment is stronger.
2	False	Working rules should be established from the outset because they favour the proper working of the team and avoid many problems.
3	True	The season's macrocycle should be divided into various periods called mesocycles. These, in turn, should be divided into one-or two-week periods called microcycles.
4	False	Outcome goals and performance goals should be correctly combined in order to maximize the benefits that can be achieved by establishing goals, so both are important. However, performance goals are more useful because they refer to the behaviour of the players themselves, and therefore, are more easily controlled. Besides which, performance goals are the only way for the players to influence outcome goals.
5	True	Goals should be attractive so that the players are motivated to achieve them, but at the same time they should be realistic so that the players perceive that they can achieve them and, in fact, they do.
6	True	When planning the training session, the coach should take into account the most appropriate physical load for that.
7	False	In general, volume should predominate over intensity during the first weeks of the season.
8	False	The coach should control the psychological load of the training session, just as he/she controls the physical workload or the technical and tactical contents.
9	True	Short drills prevent young players' attentional fatigue.
10	False	For teams made up of young players (mini-basketball and 13/14 year-olds), the coach should not adapt his/her training programme to preparing for an upcoming game, nor is this appropriate for teams of 15/18-year-olds for many games of the season.

TEST EXERCISE - 6

QUESTION	CORRECT ANSWER	COMMENTS
1	False	Before the training session, the coach should decide on the goals for that session as well as the contents and drills that are appropriate for achieving those goals.
2	False	Having a good time and following rules while doing drills is not incompatible. In fact, the use of appropriate rules helps a drill to be enjoyable.
3	False	The antecedent stimuli of a drill are those which are present in the drill. They are present before players' behaviours appear.
4	False	When working with young players, both the goals and the structure of drills should be varied.
5	True	In general, related drills help make better use of practice time.
6	True	During training sessions, competitive drills can be set up between players or groups of players as well as between a player or a group against himself/herself or themselves.
7	False	Competitive drills should not be done aimlessly; it is important to control the goals and contents of the drill.
8	False	Learning drills should predominate in mini-basketball teams; specific game preparation is inappropriate in mini-basketball training.
9	False	Attentional intensity should not be high during all of the drills done during a practise session. The coach should combine drills of greater and lesser intensity throughout the session.
10	False	Working in small simultaneous groups is a good strategy because the players participate more and they can assume greater individual responsibility.
11	True	Among other procedures that can be used to control the training process, comparing work done in the recent session with work previously programmed is simple and efficient.
12	True	In general, it is a good idea to combine offense and defense goals in order to make the most of the training session.

TEST EXERCISE - 7

QUESTION	CORRECT ANSWER	COMMENTS
1	False	A player should never be ridiculed in front of his/her teammates. Besides, this is not a good strategy for motivating the players.
2	False	In many cases, it is not enough to explain to the players what they have to do for them to do it. It is necessary to show them for them to understand better, and to develop a training programme so that the players learn to do what they should.
3	True	The coach should assess and highlight players' behaviour more than results obtained.
4	True	Élite players can be good role models for young players if the specific behaviour that they should observe and try to imitate is emphasised.
5	False	During training drills, the coach should concentrate only on the goals of that drill; therefore, he/she should correct only those mistakes that correspond to those goals and ignore the rest.
6	False	Players do not learn more quickly (or better) because the coach tells them constantly what they have to do. The coach should use appropriate strategies so that the players become mentally involved in the drills.
7	True	Performance recording is a very useful tool to help the players concentrate on their behaviour.
8	True	Feedback is a very valuable strategy in the learning process. Among other things, it allows players, including very young ones, to control their own progress.
9	False	Reinforcement, both positive and negative, serves to acquire behaviour. Negative reinforcement is not to be confused with punishment.
10	True	Reinforcement should be applied as soon as possible after the behaviour that the coach wants to reinforce is produced.
11	True	Social reinforcement is a very powerful tool when working with young players. The coach should take advantage of every opportunity to use it generously.
12	False	Token economy is a highly efficient and appropriate strategy for teams of any age.
13	False	The aim of punishment strategies is to eliminate inappropriate behaviour such as, for example, protesting the referee's decisions or recriminating a teammate.
14	True	When applying punishment to eliminate certain behaviour, reinforcement to strengthen alternative behaviour should be applied at the same time.

TEST EXERCISE - 8

QUESTION	COMMENTS
1	It is a good idea for the players to move quickly to the sideline or the bench.
2	It is a good idea for the players to have a few seconds to drink water and relax a bit before the coach starts to talk.
3	In general, the coach should be the only person to talk during time-outs.
4	In general, telling the players off for mistakes made in previous plays is not productive. Time-outs should be used constructively to prepare the future of the game.
5	Reinforcing effective actions that the coach wants the players to repeat is a good strategy.
6	It is not a good idea to speak quickly in order to say a lot. The coach should accept that he/she cannot say everything. Therefore, he/she should select the most important messages and transmit them without rushing.
7	The coach should try to centre the players' attention on the most important behaviour for the upcoming period of active participation.
8	In general, it is not recommended that the coach remind the players to think of winning; rather, he/she should distract their attention from the score and centre it on behaviours that they can control.
9	It is not a good strategy to make fun of a player in order to provoke a reaction and get him/her to play better. Besides, the effects of this measure, beyond the game, can be very negative.
10	If the coach finds that he/she does not have enough time to say everything he/she wants to the players, it is because he/she wants to say too much and has not selected the most important things.
11	It is advisable that the coach end the time-out with a few words of encouragement to his/her players.

TEST EXERCISE - 9

QUESTION	COMMENTS
1	The coach should have an objective, positive and constructive attitude during the game. If he/she tends to notice negative aspects more than positive ones, it would be a good idea for him/her to think about this and change his/her attitude.
2	A coach who tends to get angry when his/her players make mistakes should think about this. Mistakes are part of the game and the coach must learn to tolerate them and handle them with the objective, positive and constructive attitude that should predominate when he/she directs a game.
3	The coach should reinforce the players when they attempt correct behaviour, even if they are not successful. This way, they will keep on trying.
4	During a game, the coach should encourage players when they make mistakes and get them to centre their attention quickly on the task at hand.
5	A coach cannot assess his/her players' performance based on the final score.
6	The coach should let his/her players play without continuously telling them what to do.
7	The coach should not insult or make fun of the players.
8	For reasons of strategy, the coach must take the score into account, but he/she should also be capable of directing the game objectively, regardless whether the score is favourable or unfavourable to his/her team.
9	The coach who insults or protests to referees is a bad example for young players.
10	It is a very good idea for the coach to transmit positive messages to his/her players when directing a game.
11	Half-time should not be used to recriminate players for mistakes made during the first half but to help them improve their performance in the second half.
12	The coach should avoid making disapproving comments and gestures to his/her players while coaching a game.
13	The coach should set an example to his/her young players by congratulating the coach of the opposing team at the end of the game, and he/she should teach them to do the same with their opponents.
14	At the end of the game, the players are not prepared to assimilate the coach's comments. Therefore, it is not a good idea to organise talks right after a game. Two or three days later, when everyone is more relaxed, would be a better moment to explain whatever he/she feels is important.