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IMPLEMENTATION OF PSYCHOLOGICAL TECHNIQUES FOR COACHES AS LEADERS IN BASKETBALL TEAMS

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Abstract

The basket-ball coach job demands exceptional skills being extremely demanding and uncertain which implies all kinds of constant pressures. In this case, the role of the coaches is not only to be aware of the top tactics and techniques, but also to teach them accurately to the basket-ball players.

Hence, in the basket-ball game, the coach must be seen as a leader, who must offer a vision on the team's future, being able in the same time to put it into practice. The basket-ball coach is a leader who gathers in one place different sportsmen, coming from different environments and having different skills' development degrees. The coach's duty is to help them take responsibilities and to overcome themselves, regarding them as equal partners both in rights and obligations.

Whereas

Hence, the coach and the team work together in order to reach the personal common goals, in a dynamic relationship. It's very important for the coach to know how to address to the players, to listen to them, to have arguments with them, to negotiate, to make them feel better, comfort them and give them courage. Through the leadership act with transforming values, the coach gives to the sportsmen of his team the power to have a contribution in reaching the goals.

The purpose of the research is to pass through the main psychological techniques used by the coaches in the modern basket-ball game.

Consequently, the leadership act, in order to be effective, must be endorsed by 4 components:

1. The qualities of the leader (the coach in our case);

2. The leadership style;

3. The nature of the situation;

4. The specific features of the performer

With respect at the first category, a very important quality of the leader is the empathy. An empathic person understands what the other person feels, while a sympathetic person only feels sorry about someone who is in a difficult situation. The basket-ball coach's empathy makes him understand the needs and the interests of the players, the feeling being the one of affection, the listening technique being prevalent, the answer being one of help. The coaches try hard and constantly to perfect their own techniques, they must be punctual, pragmatic and to stimulate the others. There are no leaders without followers. Any leadership act takes place in a context. So, when we want to understand the coach's behavior as a team leader, we must consider not only his personal features, but also the specific features of the situation in which he is involved (fig.1).

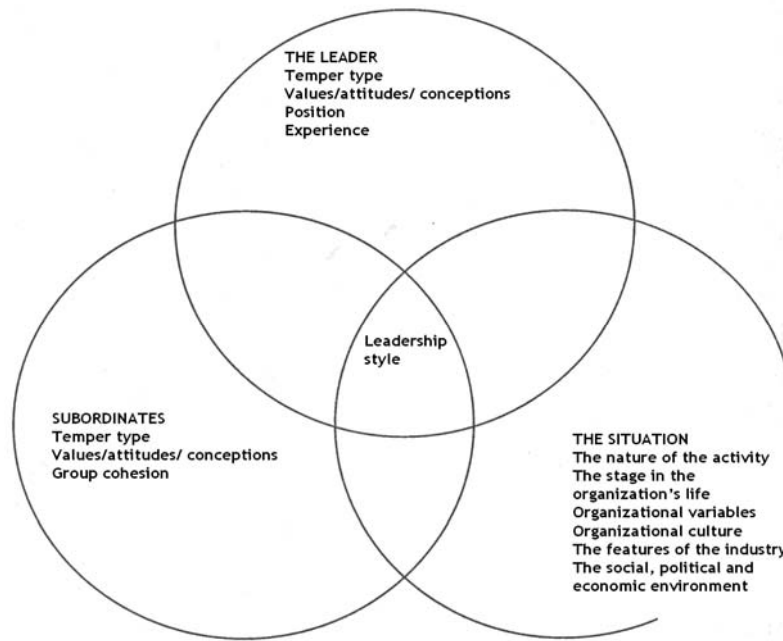


Figure 1. The characteristics of the relationship between the leader (coach), the subordinates (sportsmen in our case) and the nature of the situation. (Manfred Kets de Vries 2001)

With respect of the leadership style, inside the basket-ball teams we often find the authoritarian style and the democratic style. Usually, the personality of the coach is the one who influences the style and not the one of the performers, as it would be normal (fig.2).

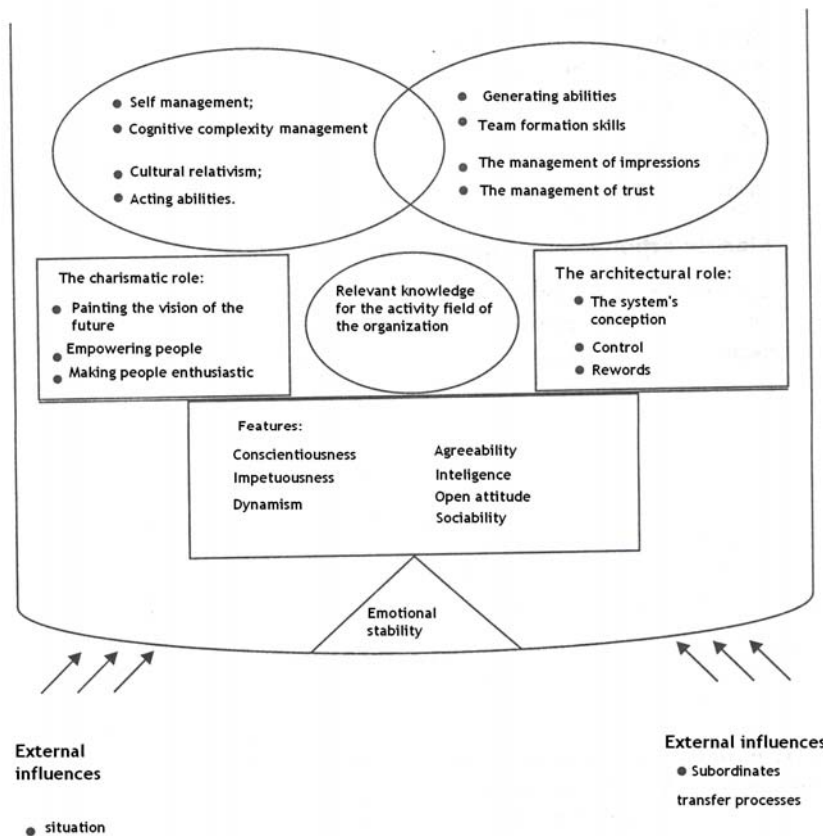


Figure 2. Leader's peculiarities (Manfred Kets de Vries 2001)

The authoritarian style is targets the victory, being a command style who targets the task, while the democratic style is focused on the sportsmen, on their development, being a cooperating style, pointed towards the people (fig. 3). The leaders must know how to listen and to ask. Once they got the information they decode it, analyze it, which is connected with the intelligence, the thinking speed and the power of concentration. The information must be analyzed in detail using the breakdown of separate elements and then restructuring them and finding the solution. When the approach method proves to be ineffective, it must be re-approached from another angle. The basket-ball coaches must not avoid asking questions in order to reach the core of the problem, they must not reject from the starters the ideas which are out of the ordinary and they have to plan regularly an amount of time necessary to reflect and to get information and find solutions.

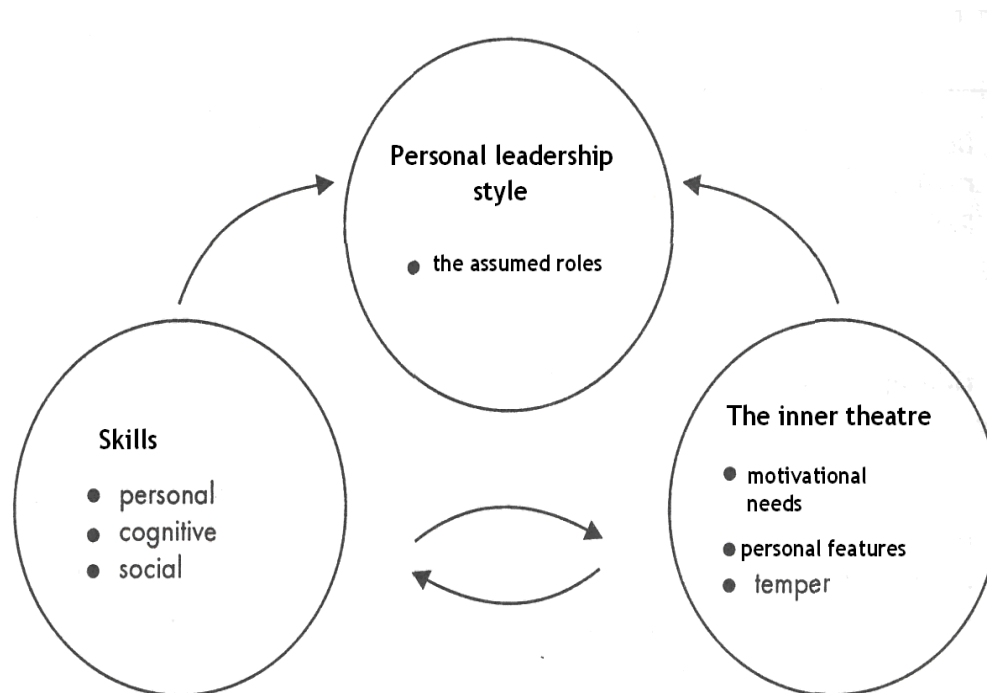


Figure 3. The leadership style dimensions (Manfred Kets de Vries 2001),

The most effective leaders use in the same time the both styles, which is a strong orientation when the situation demands it, combined with the empowering of and the grant of responsibility to the basket-ball team's members. The 2 styles do not exclude mutually, but they are leadership styles which can be applied alternatively. If the main object is the development of the sportsman, the style will be the one focused on the people, if the main goal is to win a game, the coach will be centered on the task. If he must choose, the coach will use his own value list.

The players with self control who identify themselves closely with the goals of the team, the ones who have a rich technical and tactical arsenal need less directives, but this doesn't mean automatically that they take more responsibilities. We choose a team leader from the performers' lines who impose himself because of the intelligence, self control, dynamism, as well as because of his value as a sportsman.

Hence, the coach as a team leader has the following responsibilities:

1. building a psychological and social environment appropriate for the reach of the performance goals;
2. giving directions, establishing goals through the capacity to look to the future;
3. sending values by exposing his own life philosophy;
4. motivating the members of the group to reach the goals established at the team level;
5. communicating and consulting the judges in order to solve conflict situations.

Thus, the coach gives the direction concentrating not on the results (success of failure), but on the stages to pass through in the way to the victory, acquiring the capacity to look in the perspective.

The coach establishes the direction and fixes the path, telling the players what they have to do, stimulating the enthusiasm and addressing to their values and aspirations.

The coaches are not reluctant in asking questions in order to reach to the core of the problem, they do not reject from starters the ideas which are out of the ordinary, they regularly schedule a time necessary for the reflection, easily getting the information and imagining solutions. The development of the winner attitude, of the pride as well as of the team spirit are gained without critical observations, without conflicts between the coach and the sportsmen or between the team players, without exaggerated control when the uselessness and frustration feelings come up. Imposing to each one of them a behavior pattern does not mean this develops a reference point, but it is a power exercise. You must leave room for the individualism and to the division of responsibilities in the same time. When the team loses, the coach analyzes the causes and presents the conclusions to the basket-ball players, without blaming anyone. The failure is an opportunity to learn, a way of improving. The leadership style is the main element which influences the references.

Conclusions:

1. The basket-ball coach job demands exceptional skills being extremely demanding, uncertain which supposes all kinds of constant pressures;
2. A good coach, a good leader offers to the basket-ball team a vision of the future and he has the capacity to put it into practice;
3. The coach and the team work together in order to reach individual and common objectives in a dynamic relationship. The leadership act is not one way directed because not only the coach influences the team, but it's also the other way around, which makes the sportsmen to become more responsible, more in control of their own life;
4. As leadership style, the less talented sportsmen prefer authoritarian coaches who can effectively teach them the sports techniques while the very talented basket-ball players prefer coaches who can provide them a moral support, who can make efforts in the same time with them and who do not blame them;
5. The coach establishes the direction and fixes the path, communicating them to the players, trying to win the team's devotion, stimulating their enthusiasm, addressing to their values and aspirations, while he creates the conditions for a strong physical and psychological environment.

IMPLEMENTAREA TEHNICILOR PSIHOLOGICE LA NIVELUL ANTRENORILOR CA LIDERI ÎN CADRUL ECHIELOR DE BASCHET

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Cuvinte cheie: baschet, particularități, lideri, antrenori

Rezumat

Meseria de antrenor de baschet, cere aptitudini excepționale, fiind extrem de solicitantă, de nesigură, fapt ce presupune în mod constant presiuni de tot felul. În acest caz, rolul antrenorilor este nu numai să cunoască tehnicile și tacticile de vârf, ci să le și predea adecvat jucătorilor de baschet.

Prin urmare în jocul de baschet, antrenorul trebuie privit ca un lider, care trebuie să ofere o viziune asupra viitorului echipei, având în același timp capacitatea de a o aplica în practică. Antrenorul de baschet, este un lider care adună la un loc sportivi diferiți, din diferite medii de proveniență și cu diferite grade de talent și experiență competițională, el având datoria să-i ajute să-și asume responsabilități și să-i ajute să se autodepășească, privind-i ca parteneri cu drepturi și contribuție egale.

Premisele cercetării.

Așadar, antrenorul și echipa sa conlucrează în vederea atingerii obiectivelor personale comune, în cadrul unei relații dinamice. Foarte important pentru antrenor este să știe să vorbească cu jucătorii, să-i asculte, să discute în contradictoriu, să negocieze, să-i consoleze și să le de-a curaj.

Prin actul de conducere cu valențe transformatoare, antrenorul conferă sportivilor din cadrul echipei puterea de a avea o contribuție în atingerea obiectivelor.

Scopul cercetării, îl reprezintă trecerea în revistă a principalelor tehnici psihologice folosite de antrenori în baschetul modern.