

THE PHYSICAL EDUCATION TEACHER – A MANAGER IN PREPARING THE UNIVERSITY REPRESENTATIVES TEAMS

Ionela Cristina NAE¹

Abstract

Following my experience acquired over 15 years working as a coordinating teacher of female and male representative basketball teams at the Bucharest University of Economic Studies, I considered opportune to write an article, which should support teachers in this position.

Training the afore mentioned teams is a management process, in which the Physical Education teacher, as the process leader acknowledges the responsibilities, establishes objectives, organizes the training activity, builds up strategies and leads the team from the bench.

While adapting the tactical plan of your own team to the game conditions, leading the game from the bench has a significant contribution. Each competition between two teams is different and unique. The teacher finds practical solutions on the spot aiming to raise the game's efficiency.

Keywords: university basketball team, management, coach

JEL Classification: 110, 119

DOI: 10.24818/mrt.21.13.01.01

1. Introduction

Basketball is an extremely popular sport at university level, being in the top of students' preferences. The training of representative university teams is not a sufficiently studied topic. It can undergo multiple improvements. I approached this topic out of the desire for self-improvement and to obtain better results in sports competitions.

Starting with the definition of management which represents: “*a method of leading, organizing activities, establishing targets and objectives, building strategies*” (Dervaux, Couland, 1990) one can affirm that the preparation of university representative basketball teams by the Physical Education teacher is a quite complex managerial process.

The organization and content of extracurricular lessons has to assure the presence of technical-tactical basketball practices, aiming to subsequently identify

¹ Ionela Cristina Nae, Bucharest University of Economic Studies, naecristina4@gmail.com



the most talented elements to form competitive university teams, but also to guide students towards performance sport.” (Popescu, F. 2010)

While leading a team, the coach is faced with multiple problems which must be solved in a short period of time and with favourable results. To solve the issues ensued, the coach acts appropriately to accomplish the established objectives by choosing the most advantageous solution. This process is a leader’s decision. The teacher’s decision-making role which must be undertaken as part of the managerial duties is probably the most important one. In regards to the decisions the coach can take, we offer the following list:

- Designing and organizing the team’s training and strategy;
- Solving the tensions and conflicts inside the team and with the appropriate forums;
- Must have the authority to decide the time, money, materials and equipment necessary for the instruction process;
- Has the role of a negotiator.

2. The duties of the teacher-coach

“The coach is a highly qualified teacher who participates directly and without intermediaries to the development of the basketball, and in sporting activity in general.” (Predescu, Ghitescu, 2001)

From the wide range of problems, a Physical Education teacher-coach faces from a managerial point of view, the most important is leading the students from the bench during a competition. It is an important aspect because the team is constantly reorganizing according to the various observations (since each adversary is different). As coach, one must have the following qualities:

- Fully understand the methodology and technological procedures of basketball training;
- Write the documents related to scheduling the training;
- To search, select and prepare the students in order to level up on the performance ranking;
- To have communication abilities inside the group;
- To possess knowledge and the ability to organize and competitive leading the students in the matches they participate in;
- To have psychological-pedagogical abilities;
- To know the particularities and manifestations of the human body from a physiological, psychological, biochemical etc. point of view during the basketball activity;
- To organize, coordinate and lead the training;
- To be interested in this activity, to be dedicated to the team;
- To be preoccupied with own professional development;
- To be a model for own’s students;



- To act according to society's work and life code;
- To be calm, understanding, adaptable and be an icon of authority and inspire confidence.

The teacher's role will not be limited to the mentioned abilities, but also one must be present in the players' everyday life. The teacher will try to know the students' university preoccupations and activities, find out about the students' character, moral qualities – their wishes, skills, and desires. The teacher needs to know the cultural level, work, and life conditions, as well as the students' difficulties and achievements in learning.

2.1 Preparing the game meeting

Before every game, the teacher will organize a meeting to prepare for the match. This is done during the last practice. It is important for the teacher to know that the meeting completes the coaching lessons, by systematizing and consciously consolidating the elements prepared.

The meeting is made of two parts: organizational and technical.

During the organizational part, one will discuss:

- The place and hour when the members need to come at the competition's address;
- Means of transport (when it is necessary);
- Equipment.
- The technical part:
- The characterization of the opposing team with its individual and collective particularities;
- The level of physical preparation;
- The technical and tactical particularities: advanced or basic technique, game style, precision, efficacy, organized or random game.
- The psychological characteristics: combativeness, calmness, situations that require demobilisation etc.;
- Information about how to apply the tactical plan and each player's defence and attack tasks.

2.2 The activity before the match

According to the schedule of the match, the sportspeople will be present at the competition's address an hour before the beginning of the event, in order to equip, warm up and receive the last instructions from the teacher. The purpose of this is:

- Presenting the table with the players' names, numbers and medical visas at the referees' table;



- The psychological mobilization and remembering the team's tactic (attack – defence);
- Recalling the team's special game plan and the supposed plan of the opponents;
- Nominating the individual and collective tasks.

2.3 Warming up

It represents an important part – the 'show' before the match with the role of psychologically gearing up the players in the atmosphere of the competition. The routine is prepared during training and it is the same for every game.

The warming up will be:

- General (10-15 min): exercises for preparing the major functions, running patterns, jumps, stretching exercises (to stretch the muscles and articulations);
- Specific (20-25 min): passes, throwing, dribbling, groups 1x1, 2x2, 3x3 etc.

Through warming up one targets:

- A step-by-step adaptation of the body to effort;
- The activity during warming up shouldn't tire the player, just create an optimum functional state;
- Regulate the alternation between the effort and rest phases (walking, light running, relaxing exercises);
- Being done over a short period of time, because warming up needs to prepare the body for effort and should not become the effort itself.

2.4 Activities during the game

The regulations empower the teacher to offer instructions to the players, by requesting timeouts or changing the players.

The substitutions and timeouts accomplish:

- Substituting a player who is wounded, tired or committed 5 personal fouls;
- Fortifying defence;
- Raising the attack efficiency;
- To stop the momentum of the opponents through changes in the attack or defence tactics etc.

The moment in which the teacher can really influence the players' behaviour is towards the end of the game, especially in situations when the score is almost equal.

We recommend for the end of the game practice to become a part of the preparation management process. According to some specialists, this moment



should be practised weekly (5-10 min / week).

2.5 Activities after the game

Regardless of the final score, the game is a source of experience both for the teacher and the students and necessary for the next meetings.

At the end of the game, the teacher has the following responsibilities:

- To thank the referees, officials and the teacher who coached the opponent team, regardless of the final score;
- To fill in the administrative forms at the referees' table after the game ends and take the score sheet, payroll and the team members' list;
- To say a couple of things quickly in the locker room to calm down the members after a loss or to congratulate the team for the victory;
- To prepare (calculate) or ask the preparation of the statistics and various observations regarding the game which will be presented at the first training session.

3. The competitive university system

Last but not least, the teacher-coach has to know precisely the competitive university system as well as the regulations of the competitions in which the team participates.

At the moment, there is a local championship held only in Bucharest. After the selection done by the universities in Bucharest, they sign up their teams at this championship. There are 10-12 men teams and 6-10 women teams which usually sign up. The championship is held throughout the entire university year, generally in a host and guest format. At the end, the first 2 teams from each category qualifies for the finals of the National University Championship, where teams from all the country regions compete. The teams from the other universities centers can participate if they have an invitation. This final competition is held under the Romanian Schools and Universities Sport Federation patronage.

Furthermore, besides this championship, there are some local or regional competitions organized by universities. The Bucharest University of Economic Studies organizes with the help of the teachers from the Department of Physical Education and Sports more basketball competitions, as for example: The Economist Cup, Dracula Cup, 3x3 competitions, each of them are acknowledged at university level.

3.1 The regulations of a university competition

The competition represents “the essential moment of sports... the fundamental objective of physical activity” (Balaiş, Mereuță, Hânsa, 2001).

For organizing a competition, one creates a rule book which has the basic



regulations:

- The competition's name and purpose;
 - The association that organizes the competition;
 - The competition's place and date;
 - The organizer's address, contact, mail address;
 - The last day of registration – date and place where the registration takes place;
 - The technical conditions (the quality of the field, the devices and competition materials used);
 - The matches schedule;
 - The rules to establish the result and hierarchy;
 - The technical meeting's date, hour and place;
 - Administrative and organizational conditions;
 - Prizes

Student's sports competitions, depending on the scope and level of results expected, can be addressed to all students who want to participate or especially to athletes. In the first case participation, the promotion of an active lifestyle, fun, and the spirit of fair play prevail, while the competition works to attract students to the sports fields. For athletes the goal is to win the match, as a proof of talent and hard work, and qualify in a higher stage (Pop, Hantau, Nae, Ciomag, 2016).

3. Conclusions

Preparing, leading and organizing representative teams is not an on-the-spot moment, but a long time process in which each stage is done during preparation.

The preparation process has to be organized and planned progressively, using stages, imposed by the students' characteristics. This process is done through training sessions, with the purpose of participating in competitions.

Preparing university representatives is a managerial process in which the PE teacher has to be a guide: know how to create favourable conditions, be involved and be aware about the fact that good performance is first of all the result of an excellent managerial ability.

The official games' results represent the way in which preparation and selection (done throughout a long period of time by the coach) can be verified and proved.

Through the complex ensemble of his work and behaviour, the PE teacher proves one's accountability and professional preparation to form and educate the young generation.



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