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A Study of Zone Offensive Techniques Used by Class "A" High School Basketball Coaches in North Dakota

Denis J. Limke

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A STUDY OF ZONE OFFENSIVE TECHNIQUES USED BY CLASS "A" HIGH
SCHOOL BASKETBALL COACHES IN NORTH DAKOTA

by

Denis J. Linke

B.S. in Education, Minot State College 1963

A Thesis

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

for the Degree of

Master of Science

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1968

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This Thesis submitted by Denis J. Limke in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.

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Title A STUDY OF ZONE OFFENSIVE TECHNIQUES USED BY CLASS "A" HIGH SCHOOL BASKETBALL COACHES IN NORTH DAKOTA

Department Physical Education

Degree Master of Science

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ABSTRACT

The purpose of this study was to determine what types of zone offense are used by Class "A" High School Basketball Coaches in North Dakota.

Thirty-seven questionnaires along with basketball court diagrams with four different zone defenses already drawn on them were sent to all Class "A" basketball coaches. Thirty-one questionnaires were received and an analysis made. Each type of offense was then drawn and explained on a court diagram.

The most common defense encountered within the last five years was the "2-1-2" zone defense.

All coaches used screens to prevent normal defensive movement and believed in movement of offensive personnel through the zone defense.

The "1-3-1" rotation offense was the most popular attack with the "2-1-2" offensive pattern revealing the most variations.

The diagonal-cut check was used by twenty-eight of the coaches as a method of determining the type of defense being used.

The results of the offensive pattern revealed many different methods of attack with each coach using one basic offensive pattern to attack the four zone defenses used in this study.

CHAPTER I

INTRODUCTION

Basketball is presently in its most dynamic stage since James Naismith invented the game in 1891. College and high school coaches must continue to devise more and better ways to defeat their opponents by developing new ideas. With the advent of alternating defenses, matching zones, and multiple defenses, defensive basketball is receiving more emphasis on the part of coaches. Because of this defense pressure, offensive basketball has also improved.

It would appear, then, that the team possessing the ability to utilize its individual abilities fully and prepared to face any type of defense should have the best chance of achieving success.

Purpose

The purpose of this study was to determine the offensive tactics used by basketball coaches in North Dakota Class "A" High Schools against four types of zone defense. It is sincerely hoped that the results of this study may be of some help to basketball coaches in attacking the zone defenses.

Statement of the Problem

The problem was to develop an instrument designed to secure from coaches their opinions and methods in attacking the zone defenses. Secondary problems consisted of using the instrument to gather data from

Class "A" coaches in North Dakota and summarizing the results of these findings in order to draw conclusions and make recommendations.

Need for the Study

It is generally agreed that the development of zone defenses is very important to team success, but there seems little consensus as to the best method with which to develop zone offenses. Some coaches believe in a fast break against zone defenses; others believe a slow, deliberate attack is the best answer to this problem.

It is anticipated that the chief value gained through this study will be assistance to coaches in planning their offensive attack.

Delimitations of the Study

The delimitations of this study were believed to be as follows:

1. It dealt entirely with zone offense.
2. Only those coaches active in North Dakota Class "A" basketball during the 1967-68 season participated.
3. Due to time factors and expense, the questionnaire method was used primarily to collect data. Three persons were given interviews to supplement the results of the questionnaire.

Limitations of the Study

The limitations of normative survey methods of research were assumed to be present. All questions may not have been interpreted the same by each coach. Also, some coaches did not complete all of the court diagrams.

Definition of Terms

1. Backdoor--Reverse cut behind the defense by an offensive player to the basket.
2. Corner--Forward position close to the end line.
3. Baseline--The boundary line underneath the basket.
4. Point--Offensive position at top of foul circle.
5. Zone Defense--An arrangement of players in which each is assigned to defend specific areas of the court.
6. Offense--Any pattern of play which is used to attack the defense.
7. Defense--Any pattern of play which is used to stop the offense from scoring.
8. High Post--Position close to lane at foul line extended.
9. Low Post--Position close to foul lane near end line.
10. Screen and Roll--Offensive move in which a player sets a screen, steps back and pivots to the basket.
11. Man-to-man Defense--Requires a player to be responsible for defending against a specific offensive player.
12. Popping out--Offensive player exploding to wing from position close to foul lane.
13. Reversing Ball--Passing ball back toward the weak side by an offensive player.
14. Set--Offensive formation used to attack the defense.
15. Wing--Offensive forward position even with foul line extended.
16. Check--Method of determining what type of defense is being employed.

17. Flash--Offensive cut into any post area.
18. Slash--Offensive cut through defense to position other than post.
19. Match-up Defense--Positioning the same number of defensive personnel in a specific area of the court as offensive personnel.

Review of Related Literature

Ramsey¹ believed that most coaches will vary their attack according to the type of zone encountered. This is a logical approach because most zones have different points of weakness. However, this attack necessitates the use of several attacking patterns which take up a great deal of the game. It is felt by other coaches that concentration on one attack which can be utilized against all zone defenses is more profitable. The perfect execution of one good zone offense will make up for the difficulty encountered if the players are attacking the zone at its weakest areas.

Grievé stated:

The wise coach knows there will be times when a zone will be much more effective than a man-to-man defense. This is the result of certain conditions. It may be the physical make-up of his team or that of the opponents, the outside shooting ability of the opponents, or the characteristics of the court.²

LaGrand³ stated some basic fundamentals to keep in mind when attacking the half court zone defense. They are listed below:

¹Jack Ramsey, "Attacking the Various Zones," Scholastic Coach, XXI (November, 1954), 12.

²Andrew W. Grievé, A Shift for the Zone, Seal-O-San Coaches Digest (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956-57), p. 46.

³Louis E. LaGrand, "Beating the Half-Court Zone Press," Scholastic Coach, XXXVII (November, 1967), 60.

1. The defense must be spread out to eliminate the double team situation.
2. The offense must avoid passing the ball into the corner.
3. If the defenders commit themselves, the offense must react as quickly as possible.
4. Back court responsibility must be stressed.

In attacking zone defenses, Noch⁴ believed that teaching the theories along with the patterns is very important. If the theories are understood, more than the normal amount of success can be attained. These important theories and practices are as follows:

1. The offense must develop a natural fast break situation which will beat the zone defense back.
2. An offensive triangle should be formed to open up passing lanes for high percentage shots.
3. The offensive teams should develop a situation where the offense will have more players in a specific area than the defense.
4. Reverse action and rebounding balance must be maintained by the offensive team.

In attacking the zone press, the offensive arrangement of personnel on the basketball court will vary depending on the defensive formation. Against the man-to-man pressing defense a player can dribble the ball up the floor, but against the zone press the dribbler will be double-teamed quickly. Dwyer⁵ used three men to bring the ball up the floor, sends the post man near center court, and the poorest ball handler goes to offensive end of the court. He states it is a must to get the ball in bounds quickly and to have the players moving to receive

⁴George D. Noch, "Beating the Zones," Athletic Journal, XLVII (October, 1966), 36.

⁵Bob Dwyer, How to Coach and Attack the Zone Defenses (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), p. 204.

the ball on short quick passes. It is a must to look for the open man as the zone attempts to trap the offensive man with the ball, leaving another offensive man open occasionally.

Leonard⁶ presents his theory on attacking the zone defense by explaining his method and calling it the "shifting one-three-one offense." This offense is similar to others except for some minor variations.

Fulton⁷ believed in attacking the strength inherent in all defensive zones. He stated the dribbler must have enough courage to go into the zone defense or trap to get the defense to commit themselves. Then the dribbler must be willing to pass the ball around the zone more often, rather than dribble through it. It is sometimes necessary to throw a long diagonal pass across court to the weakside offensive man. Fulton further believed that, if one can control the tempo of the pressing zone defense, it is possible to defeat it.

Since the zone has become more popular, changes have been introduced into the offensive attack with better results. When his team attacks a zone, Watt⁸ strives to fulfill the following goals:

1. The ball must be moved inside and outside the zone defense.
2. The offense should overload and employ cutters through the zone defense.
3. The offensive team must bring the ball quickly down the floor and attack the zone before it can get set.

⁶Desmond Leonard, "Attacking the U.C.L.A. Zone Press with the Shifting 1-3-1," Athletic Journal, XLVI (December, 1965), 20.

⁷Cliff Fulton, "Attacking the Zone Press," Athletic Journal, XLVII (October, 1966), 10.

⁸Stan Watts, Developing an Offensive Attack in Basketball (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), p. 23.

With these thoughts in mind any zone offense could be adjusted to give any zone defense trouble.

Ridl⁹ stressed the point that players should penetrate the defense on offensive moves to the baseline area. It is also necessary to have players assigned to rebounding in the zone patterns and to concentrate on getting the ball to the foul lane area.

Borowetz¹⁰ emphasized a single functional pattern that could be used against various defenses. It provides the high percentage shot, good offensive rebounding position, and adequate defensive balance. He stated the offensive pattern must challenge the defensive strengths and exploit its weakness.

Crogan¹¹ revealed the all-purpose zone offense against the different zone defenses. He believed in the type of offense which offers suitable methods against multiple and switching defenses, and is simple to teach to his players. Crogan felt the triangle is basic in defeating any zone defense, while the moving triangle is still more effective.

Wilkes¹² is of the opinion that good outside shooting is essential when attacking zone defenses. Another successful attack used is the fast-break down the floor and getting a close shot before the zone can organize. He also stated that two zone attacks are necessary

⁹Charles "Buzz" Ridl, How to Develop a Deliberate Basketball Offense (West Nyack, N. Y.: Parker Publishing Company, Inc., 1966), p. 185.

¹⁰Walter Borowetz, "Half-Court Zone Press Attack," Scholastic Coach, XXXVII (December, 1967), 35.

¹¹Eli Crogan, "All Purpose Zone Attack," Scholastic Coach, XXXVII (October, 1967), 12.

¹²Glenn Wilkes, Winning Basketball Strategy (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959), p. 126.

because each zone defense has its weakness and the offense must strike at the most vulnerable part of a zone defense.

When attacking the zone defense, whether it be full-court or half-court, Wilkes¹³ believed the following principles would enhance the effectiveness of any type of zone offense:

1. There must be rapid movement of the ball.
2. Dribbling should be held to a minimum.
3. Bad shots should be eliminated.
4. The offensive team should attack areas guarded by weak defensive players.
5. The ball must be controlled when leading late in the game.

He stated that because few teams possess excellent shooters, an attack must be ready that will penetrate the zone and facilitate closer shots.

If the defense is a zone press, the ball is generally put into play with much more emphasis on passing and less on dribbling. Players should be spaced to spread the zone to enable the offense to make short quick passes. Newell and Bennington¹⁴ feel that the important thing is to ascertain the type of defense and approach it with organization. The team that rushes blindly into a zone usually finds itself in deep trouble. The above two men believe sound habits of play will generally conquer most pressing defenses. They felt it necessary to realize that the pressing team is taking a certain gamble and that patience and confidence will be a sign of a smart team.

¹³Glenn Wilkes, Basketball Coach's Complete Handbook (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1962), p. 49.

¹⁴Pete Newell and John Bennington, Basketball Methods (New York: The Ronald Press Company, 1962), p. 191.

Wooden¹⁵ presented what he felt were important factors when attacking a zone. He tries to keep floor spread to allow passing lanes and to eliminate the use of the dribbler. He wants his post men to break to the center circle to form an outlet post, then cut deep looking for a pass. He said that, in attacking the zones, it is necessary to advance the ball to the basket before the zone can get organized.

The following four coaches stated their philosophies while participating in a survey.¹⁶ Jack Gardner, University of Utah, believed the strength of the zone press lay in its ability to get organized. He liked the use of the fast break before the defense can dig in. Norman L. Sloan, University of Florida, listed the objective as moving the ball into the front court as quickly as possible. Bucky Waters, West Virginia University, and Lou Watson, Indiana University, both pointed out that, when attacking the zone press, the team should always go to the basket as quickly as possible and not allow the defense time to regroup or match-up.

Summary of Related Literature

In reviewing the literature on attacking the zone defenses, it is generally agreed that the fast break method is most widely used. However, there is less agreement that the fast break is always the most successful method of attack.

¹⁵John Wooden, Practical Modern Basketball (New York: The Ronald Press Company, 1966), p. 139.

¹⁶"Coaches Clinic," Athletic Journal, XLVI (December, 1965), 6.

Many coaches believed in a slow deliberate set of offensive tactics, which concentrate on attacking the weak points of each specific zone defense. Probably the most important thing to remember is to have a definite prepared offensive attack to attain the good close-in shots, and have balanced rebounding.

CHAPTER II

METHODOLOGY

Data for this study was obtained by means of a questionnaire sent to all Class "A" basketball coaches in North Dakota. The questionnaire was constructed with the help of Mr. Louis Bogan,¹⁷ Associate Professor of Health, Physical Education and Recreation at the University of North Dakota. The questionnaire was constructed and worded so that time requirements on the part of the respondents was minimal. A cover letter and a stamped, self-addressed label were included. In three cases, personal visitations were made in addition to the questionnaire.

The mailing list for this study was obtained from the October, 1967, issue of the North Dakota High School Activities Bulletin.¹⁸ A letter of transmittal and the questionnaires with the court diagrams were sent during the early part of May, 1968. A second letter was sent two weeks later as a follow-up to those coaches who had not replied to the first questionnaire. Copies of these letters appear in Appendix A on page

¹⁷Louis Bogan: Four-year letterman on the University of North Dakota varsity basketball team 1946-50. Head varsity basketball coach for the University of North Dakota for eleven years, and head freshman basketball coach for six years.

¹⁸North Dakota High School Activities Bulletin (October, 1967), p. 6.

For the purpose of this study, only Class "A" basketball coaches were selected. Thirty one, or 86.1 per cent, of the questionnaires were returned. A list of the schools from which questionnaires were received appears in Appendix B on pages 61 and 62.

The questionnaire contained a list of ten questions concerning basic zone offenses. The questionnaire was accompanied by several sheets of paper with basketball court diagrams showing the four basic zone defenses already drawn on them.

When all the questionnaires were received, the results were grouped according to the different defenses. Each type of offense was then drawn and the action explained on a court diagram.

A summary was then written, conclusions were drawn and recommendations were proposed for further study.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Method of Analysis

The data received from the questionnaires were analyzed statistically to determine the most common type of zone defense.

In this study the writer analyzed each question on the questionnaire separately by comparing the answers.

Analysis of Results

The following questions appeared on each questionnaire. Below each question the results are tabulated.

1. What is the most common type of zone defense that you have encountered within the last five years?

<u>1-3-1</u>	<u>2-1-2</u>	<u>2-3</u>	<u>1-2-2</u>	<u>others</u>	
0	22	2	7	0	(N) number of respondents
<hr/>					
0	71.6	6.5	21.9	0	(%) percentage of respondents
<hr/>					

2. Do you believe in the overload theory when attacking the zone defense?

Yes N = 27 (87.1%)

No N = 4 (12.9%)

3. Do you believe in assigned player position with no rotation or cutting through the zone defense by offensive personnel?

Yes N = 1 (3.2%) No N = 30 (96.8%)

4. Do you employ offensive screens in your zone attack by the offensive player when attacking the zone defense?

Yes N = 29 (93.5%) No N = 2 (6.5%)

5. Do you believe in rotation or cutting through by the offensive player when attacking the zone defense?

Yes N = 30 (96.8%) No N = 1 (3.2%)

6. Do you use the weakside offensive player in your offense against the zone defense?

Yes N = 31 (100%) No N = 0 (0%)

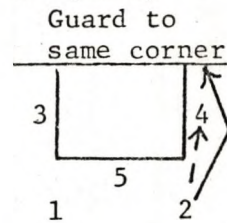
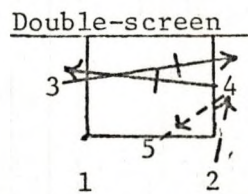
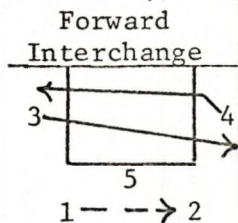
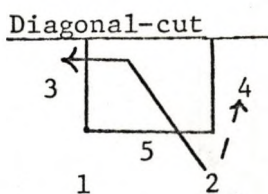
7. Do you use the baseline as an important area when attacking the zone defense?

Yes N = 30 (96.8%) No N = 1 (3.2%)

8. What type of check do you make when determining if the defense is man-for-man or zone?

Diagonal Cut N = 28 (90.4%)

Other N = 3 (9.6%)



9. With respect to the confidence of your players on offense, do you believe:

- (a) They prefer to attack a zone defense over other types.
- (b) They would rather not have to attack a zone defense.
- (c) It really makes little or no difference which type of defense.

(a) N = 3 (9.7%) (b) N = 8 (25.8%)
 (c) N = 20 (64.5%)

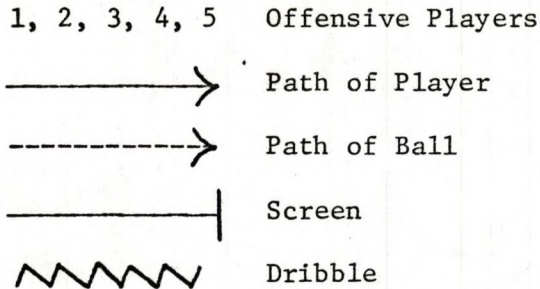
10. What percentage of your practice time do you devote to preparation for attacking zone type defenses?

10% N = 12 (38.7%) 20% N = 13 (41.9%)
 30% N = 6 (19.4%)

Interpretation of Diagrams

The zone offensive patterns are those used against any of the three basic zone defenses--those with a one man front (1-3-1); those with a two man front (2-3 or 2-1-2); and those with a three man front (3-2 or 1-2-2).

It is possible to run most of the patterns from either the right or left side of the court. The assignments are listed in the sequence they should occur during execution of the play. For the sake of simplicity only five symbols are used in the illustrations and no defensive symbols are used.



The "1-3-1" rotating offense without the use of screens was the basic offensive pattern revealed by the coaches. It can be found in diagram I on page 17. This pattern employing screens was used with three variations as shown in diagrams II, III and IV on pages 18, 19, and 20 respectively.

The "1-4" zone offensive pattern was utilized three times and is exhibited in diagrams V, VI and VII on pages 21, 22 and 23 respectively.

Another offensive pattern used was the "1-2-2" set. Movement into the basic overload principle from this pattern is shown in diagram VIII on page 24. The use of screens in this pattern was utilized with five different variations as shown in diagrams, IX, X, XI, XII and XIII on pages 25, 26, 27, 28, and 29 respectively.

The "2-1-2" offensive pattern displayed more variations than any other pattern. It was used without screens as shown in diagrams XIV, XV, XVI, XVII, XVIII, XIX, XX and XXI on pages 30, 31, 32, 33, 34, 35, 36, and 37 respectively. This pattern with the use of screens can be found in diagrams XXII, XXIII, XXIV, XXV, XXVI and XXVII on pages 38, 39, 40, 41, 42, and 43 respectively.

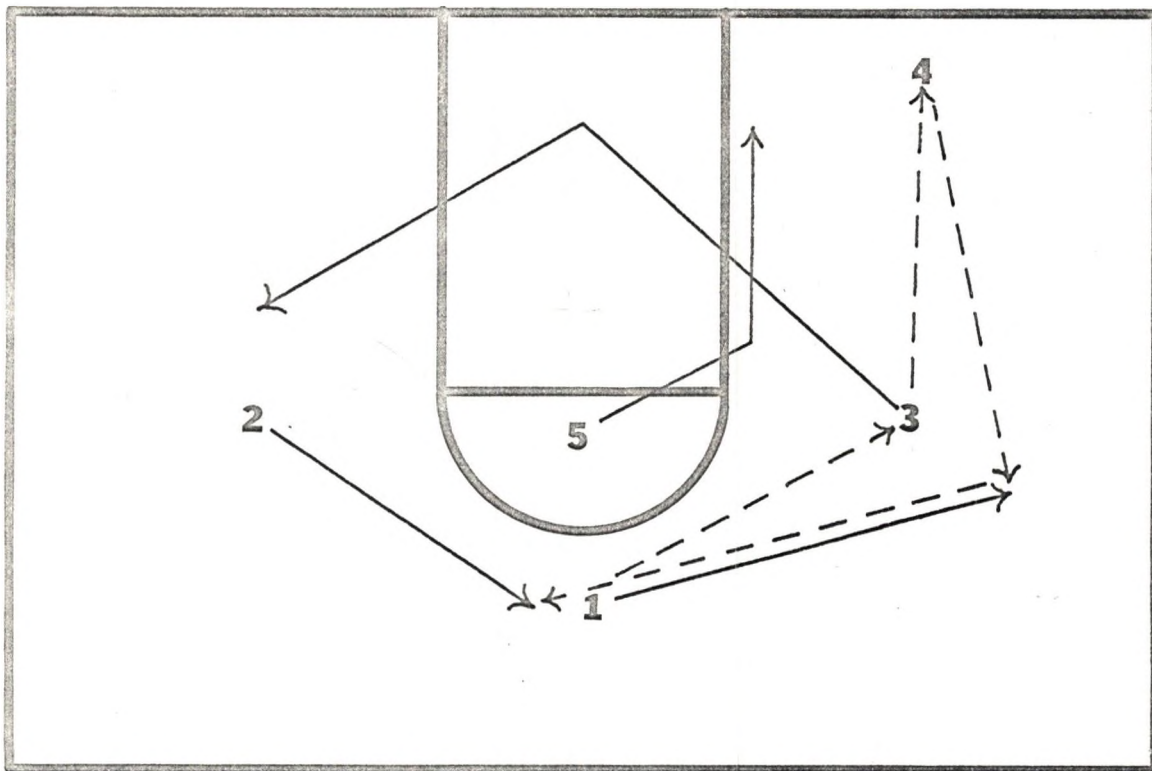


Diagram I. 1-3-1 Rotating Offense

1	Feeds 3
3	Feeds 4 in right corner
3	Slashes through zone and set up at left wing
4	Can feed 3 as he slashes through zone defense
1	Replaces 3 at right wing
5	Flashes low looking for feed from 4
4	Reverses ball to 1
1	Reverses ball to 2 at point

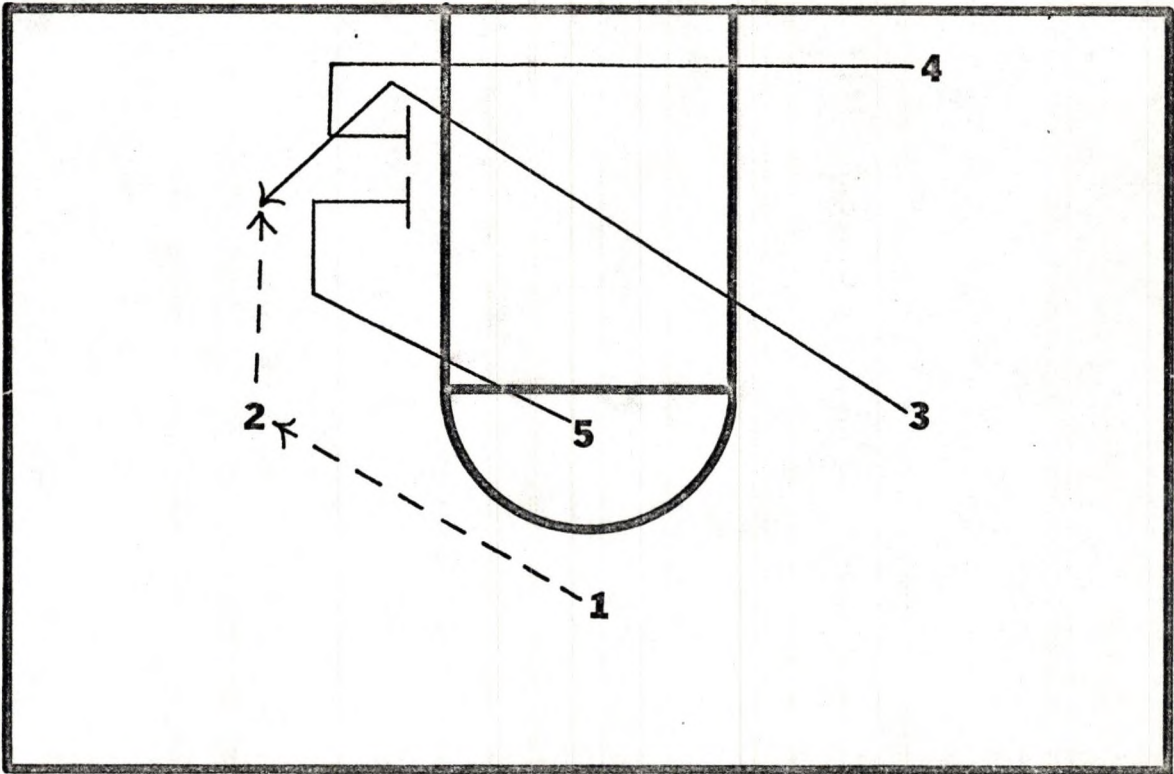


Diagram II. 1-3-1 High Post-Low Post Double Screen

1	Feeds 2
5	Flashes to low post left and set a screen
4	Cuts to low post left and set a screen with 5
3	Cuts below double screen by 5 and 4
2	Feeds 3 in left corner for shot

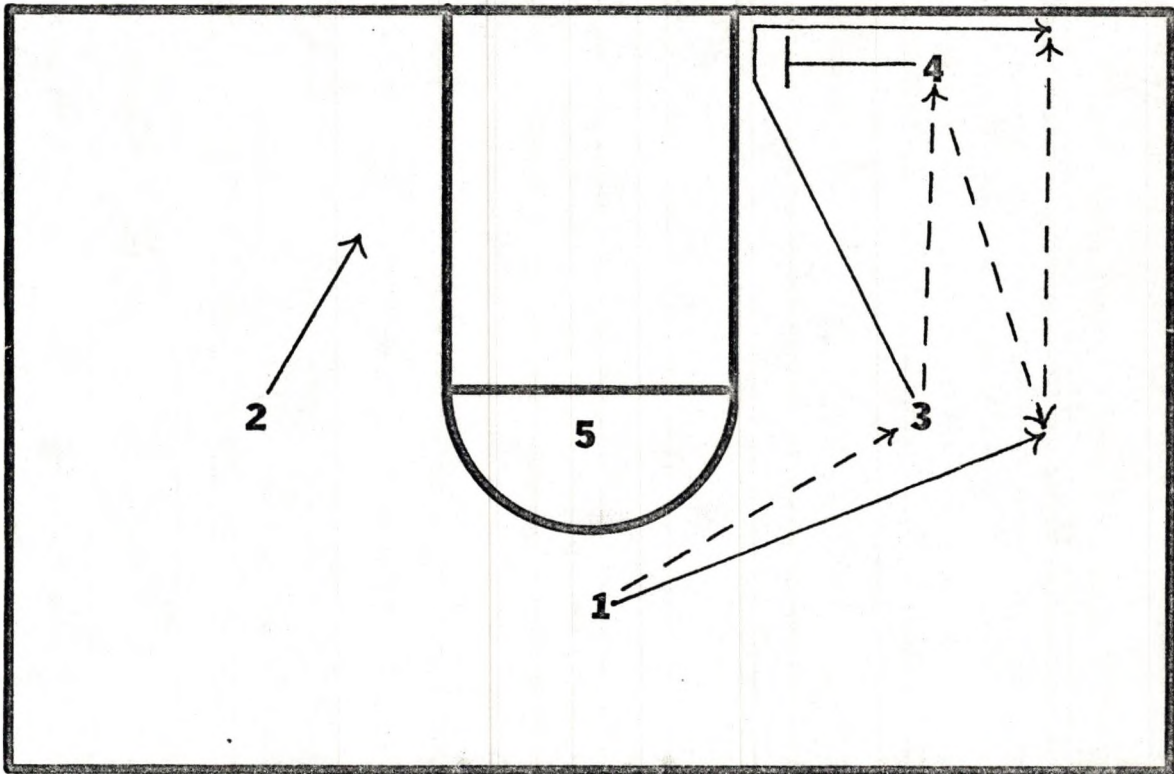


Diagram III. 1-3-1 Low Post Baseline Screen

1	Feeds 3, cuts to outside of 3
3	Feeds 4, flashes to low post right
4	Reverses ball to 1
4	Sets baseline screen for 3
1	Feeds 3 in right corner for shot

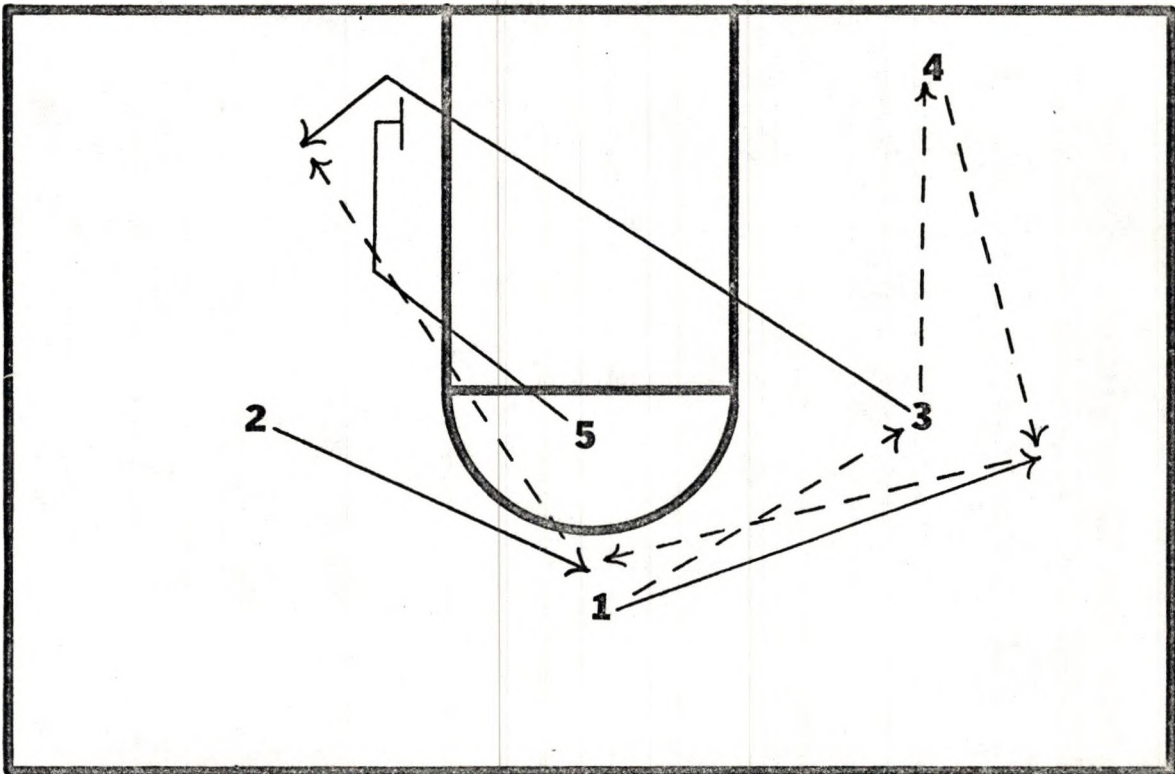


Diagram IV. 1-3-1 Post Screen Away

1	Feeds 3 at right wing
3	Feed 4, slashes to low post left
5	Flashes to low post left and sets screen
4	Feeds 1
2	Replaces 1 at point
1	Feeds 2
2	Feeds 3 in left corner

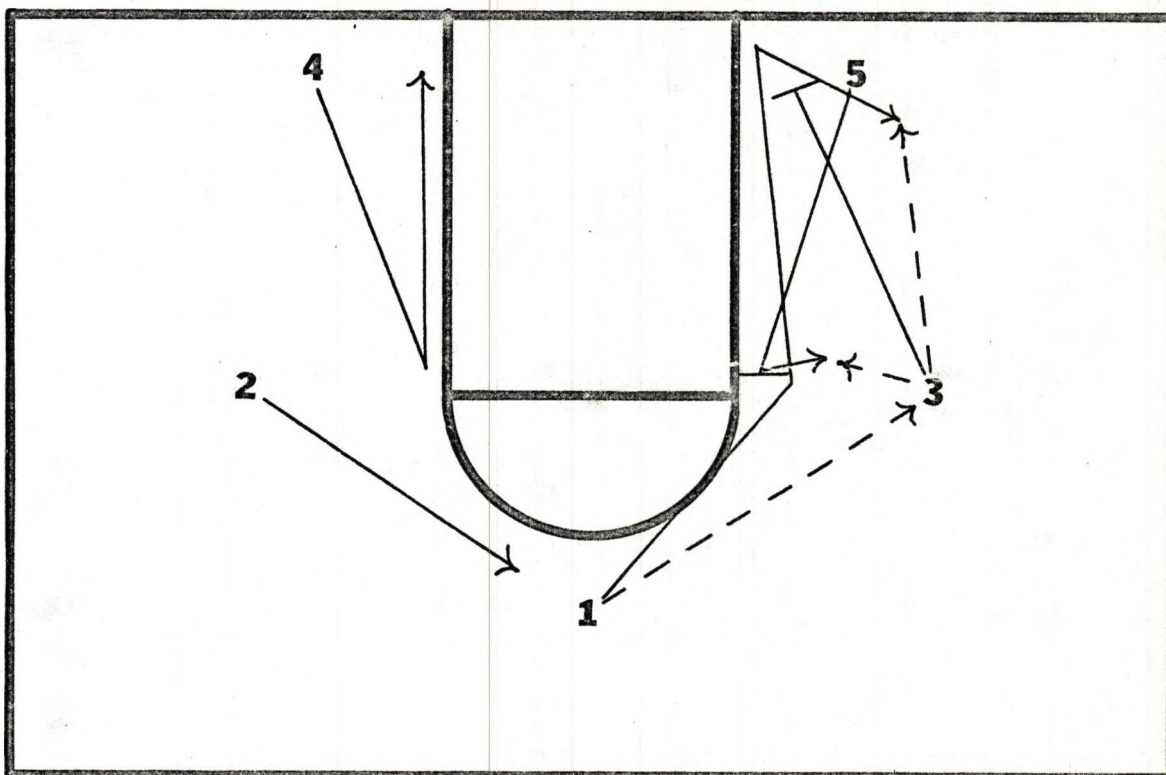


Diagram V. 1-4 Pass and Clear

5	Cuts to high post right
4	Cuts to high post left
1	Feeds 3
1	Cuts off screen by 5 to low post
3	Feeds 5
3	Sets screen for 1
5	Feeds 1 in right corner for shot
2	Replaces 1 at point

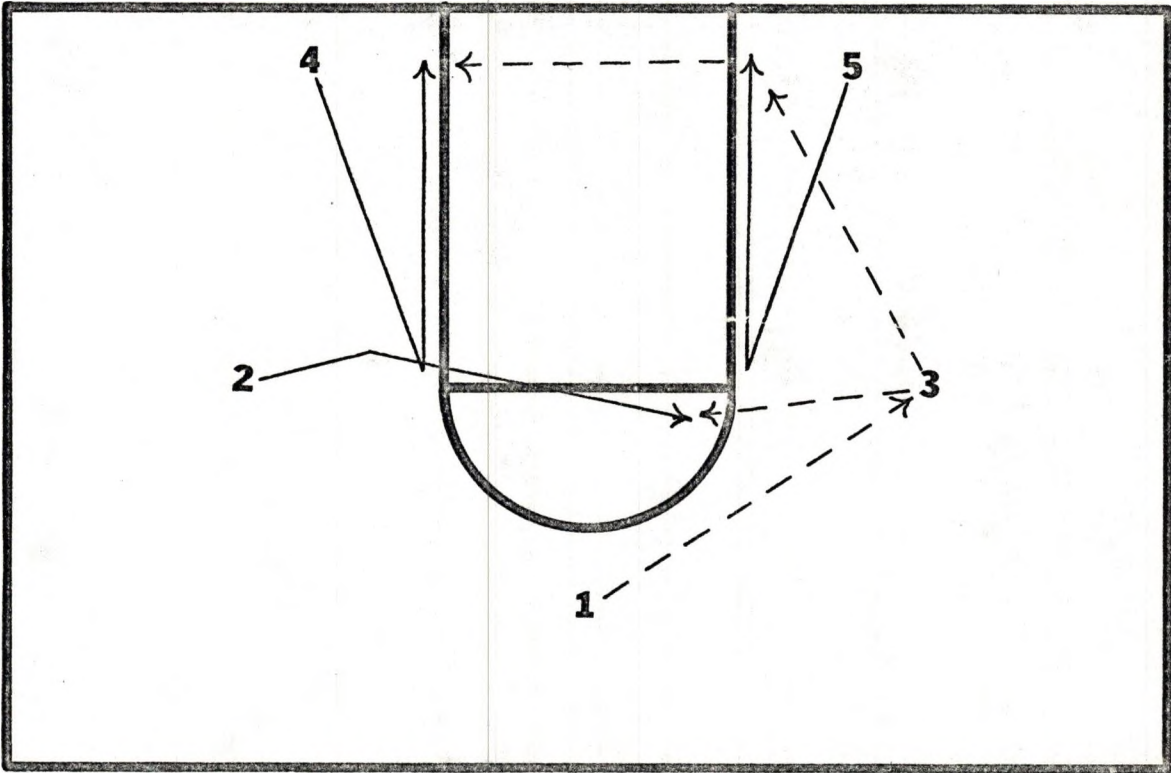


Diagram VI. 1-4 Opposite Wing Fill

5	Cuts to high post right
4	Cuts to high post left
1	Passes to 3
5	Cuts down lane to low post right
2	Flashes to high post right
3	Feed either 2 or 5
5	Feed 4 cutting to low post left

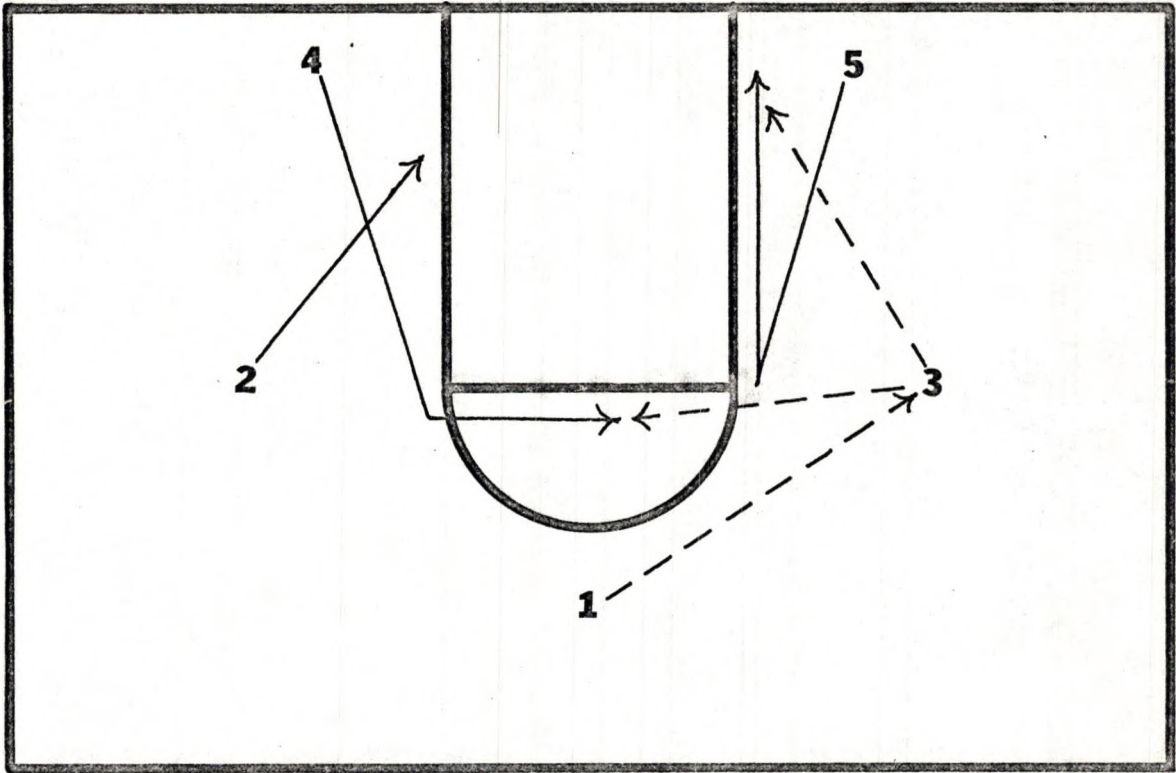


Diagram VII. 1-4 Opposite Low Post Fill

5	Cuts to high post right
4	Cuts to high post left
1	Passes to 3 at right wing
3	Feeds 5 flashing to low post right
3	Feeds 4 flashing to high post right
2	Flashes to low post left

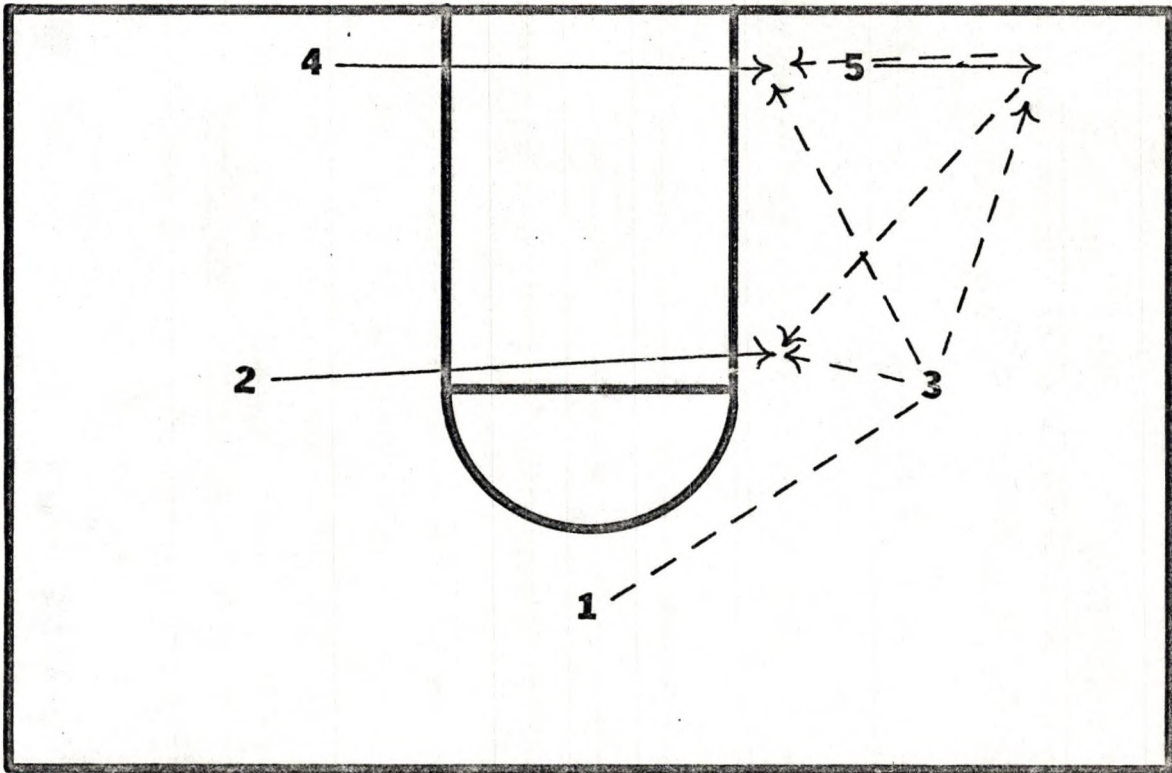


Diagram VIII. 1-2-2 Overload

1	Passes to 3 at right wing
2	Flashes to high post right
4	Flashes to low post right
5	Moves to right corner
3	Passes to 2, 4, or 5 for shot
5	Passes to 2, or 4 for shot

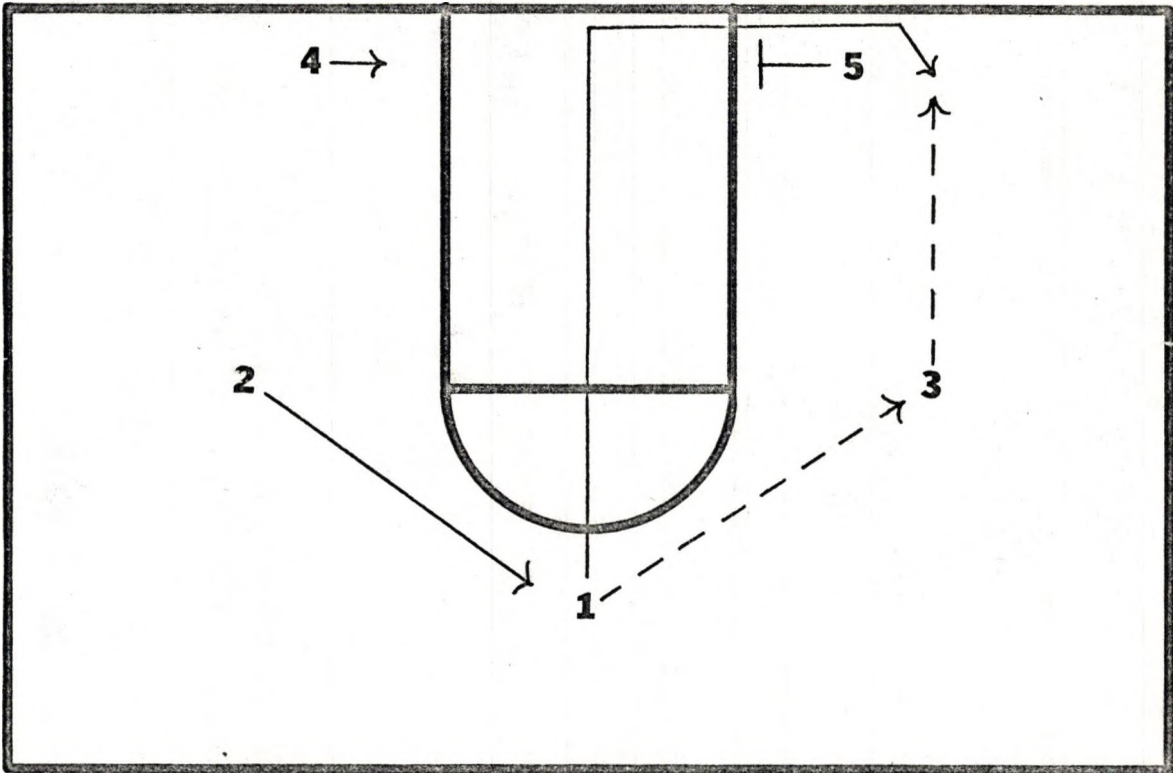


Diagram IX. 1-2-2 Point Through

1	Passes to 3 at right wing
1	Cuts down lane area to right baseline
5	Sets baseline screen for 1
3	Feeds 1 in right corner
2	Fills point area
4	Moves to low post left

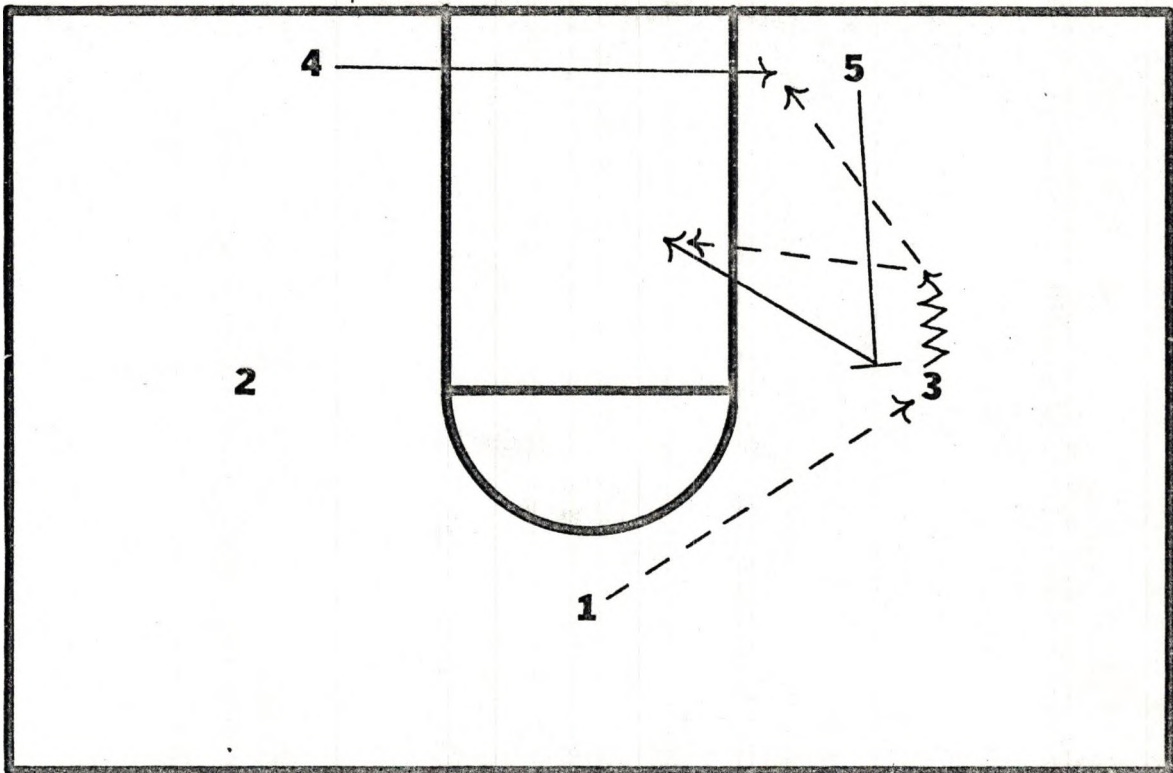


Diagram X. 1-2-2 Right Wing Screen

1	Feeds 3 at right wing
3	Dribbles off screen set by 5
4	Cuts along baseline to low post right
5	Rolls back after setting screen
3	Feeds 4, or 5 for shot.

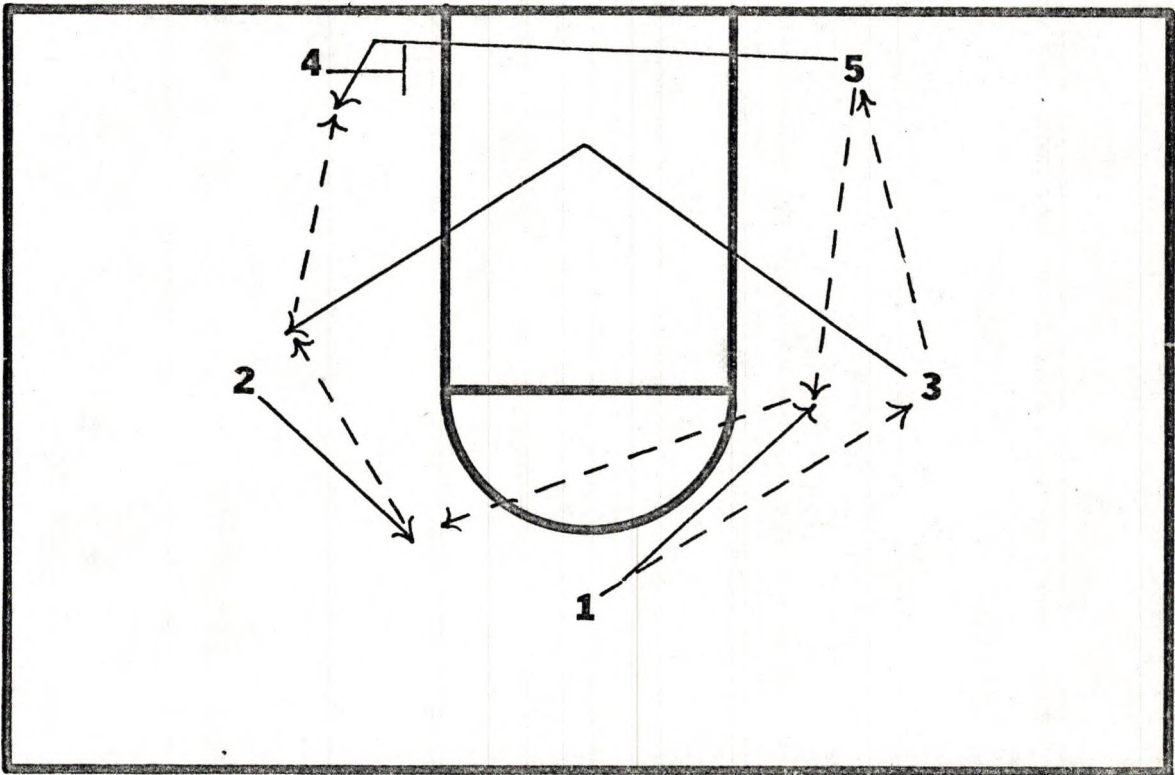


Diagram XI. 1-2-2 Opposite Baseline Screen

1	Feeds 3 at right wing
3	Feeds 5, slashes through zone to left wing
1	Receives feed from 5, then passes to 2
2	Passes to 3
4	Sets baseline screen for 5
3	Passes to 5

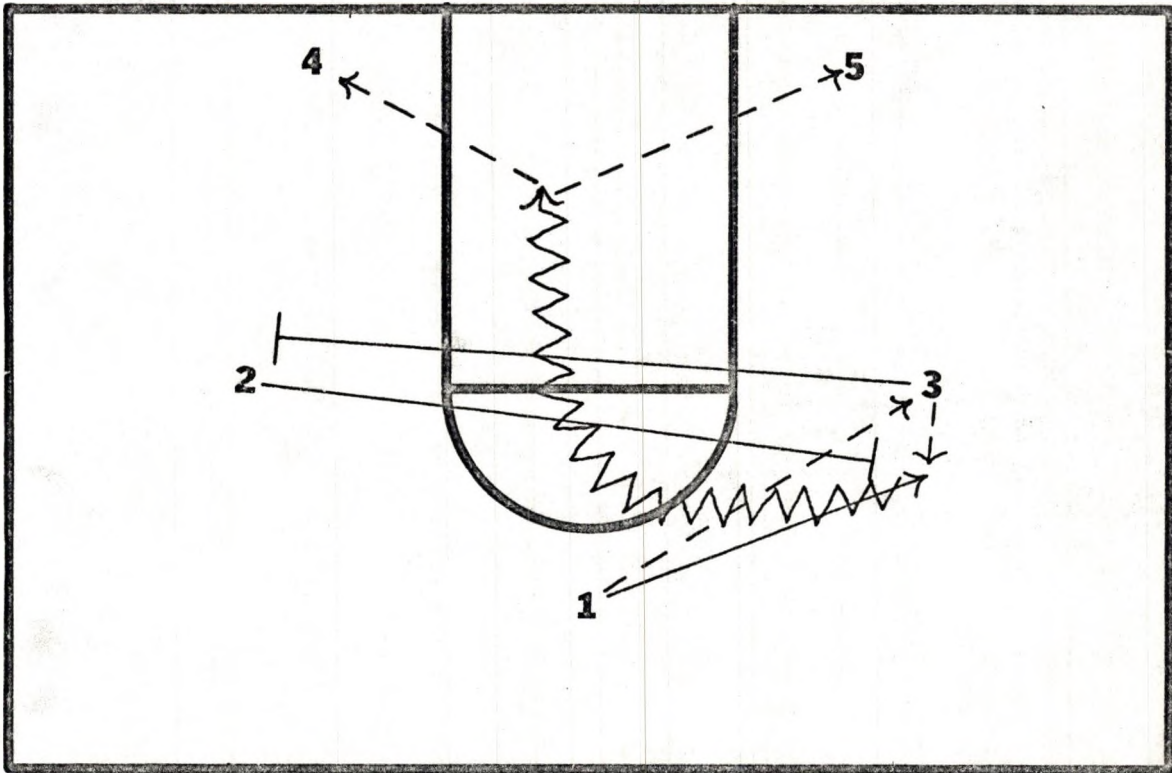


Diagram XII. 1-2-2 Point Drive

1	Passes to 3 at right wing
1	Cuts over and gets return pass from 3
3	Screens for 2
2	Screens for 1
1	Dribbles down lane and shoots, or feeds 4 or 5

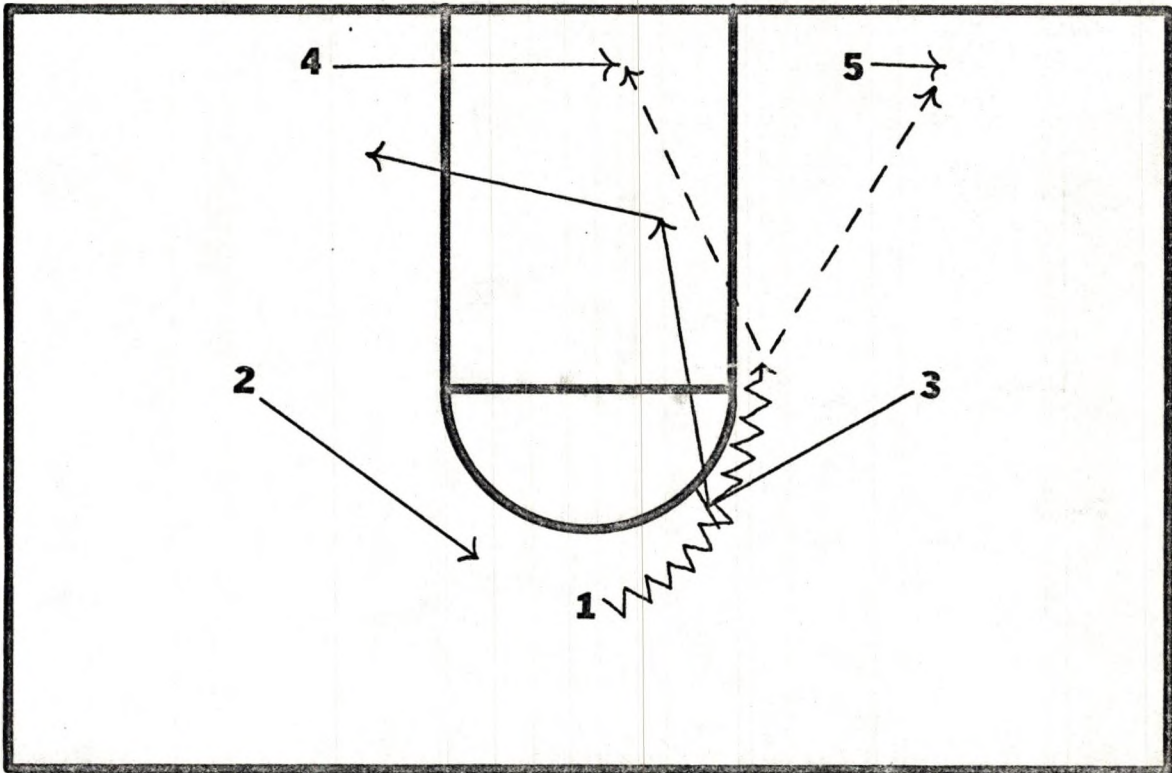


Diagram XIII. 1-2-2 Point-Wing Screen and Roll

1	Dribbles off screen set by 3
4	Cuts right along baseline area
5	Moves to right corner
1	Shoots or feeds either 4 or 5
2	Fills point area

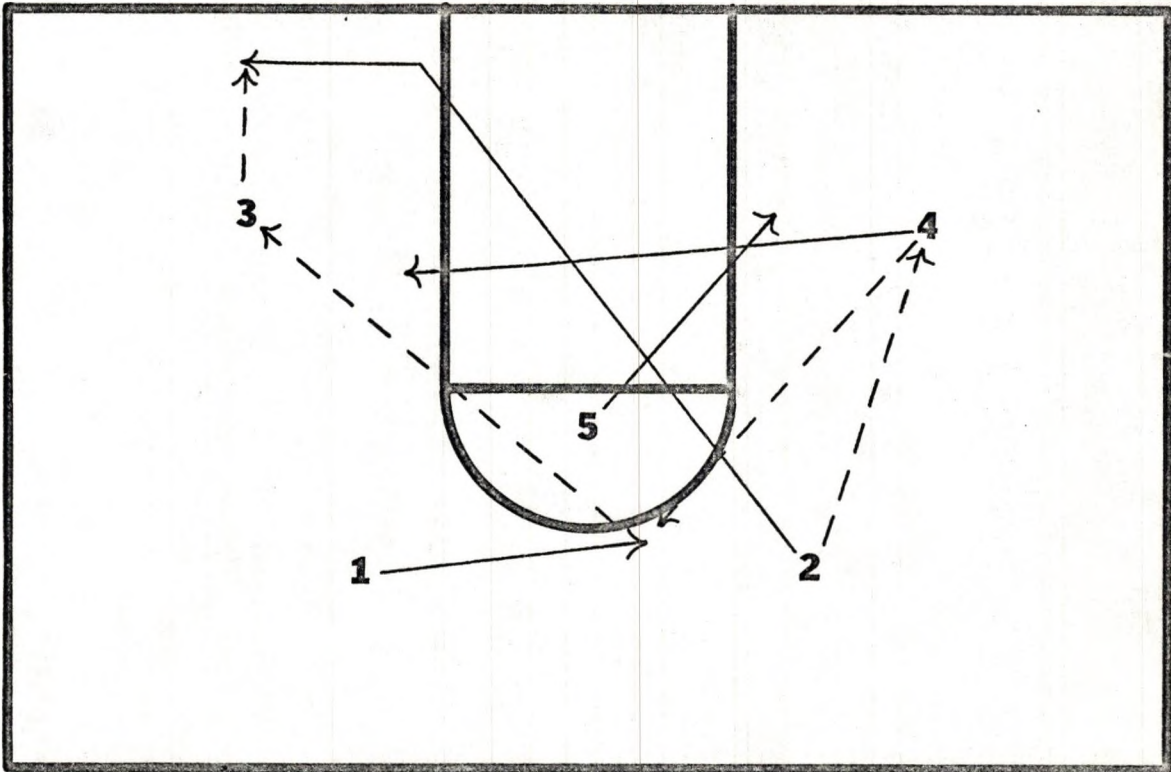


Diagram XIV. 2-1-2 Guard to Opposite Corner

2	Passes to 4
2	Cuts to left corner
5	Flashes to right side of lane
4	Moves toward 4
4	Reverses ball to 1
1	Passes ball to 3
3	Passes to 2 in left corner
4	Flashes to high post left

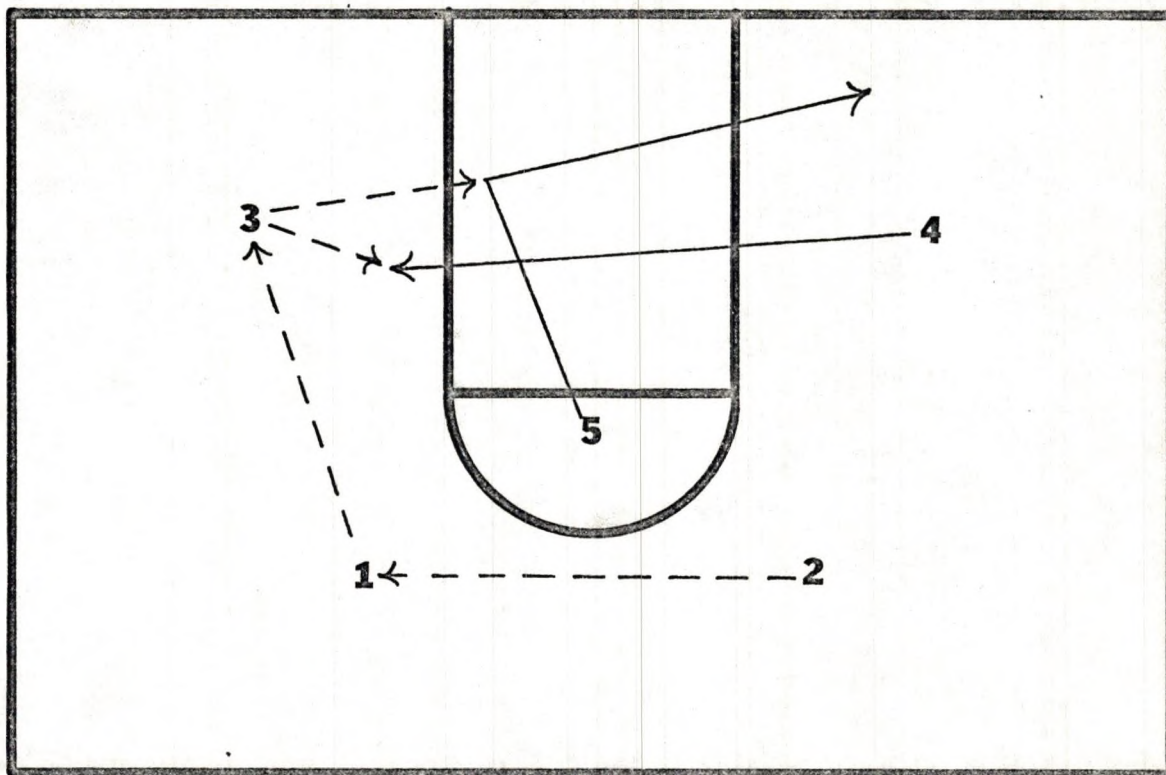


Diagram XV. 2-1-2 Forward-Post Rotation

2	Passes to 1
1	Passes to 3
5	Moves down lane to low post left then to right corner
4	Flashes to lane area
3	Passes to 5 or 4 for shot

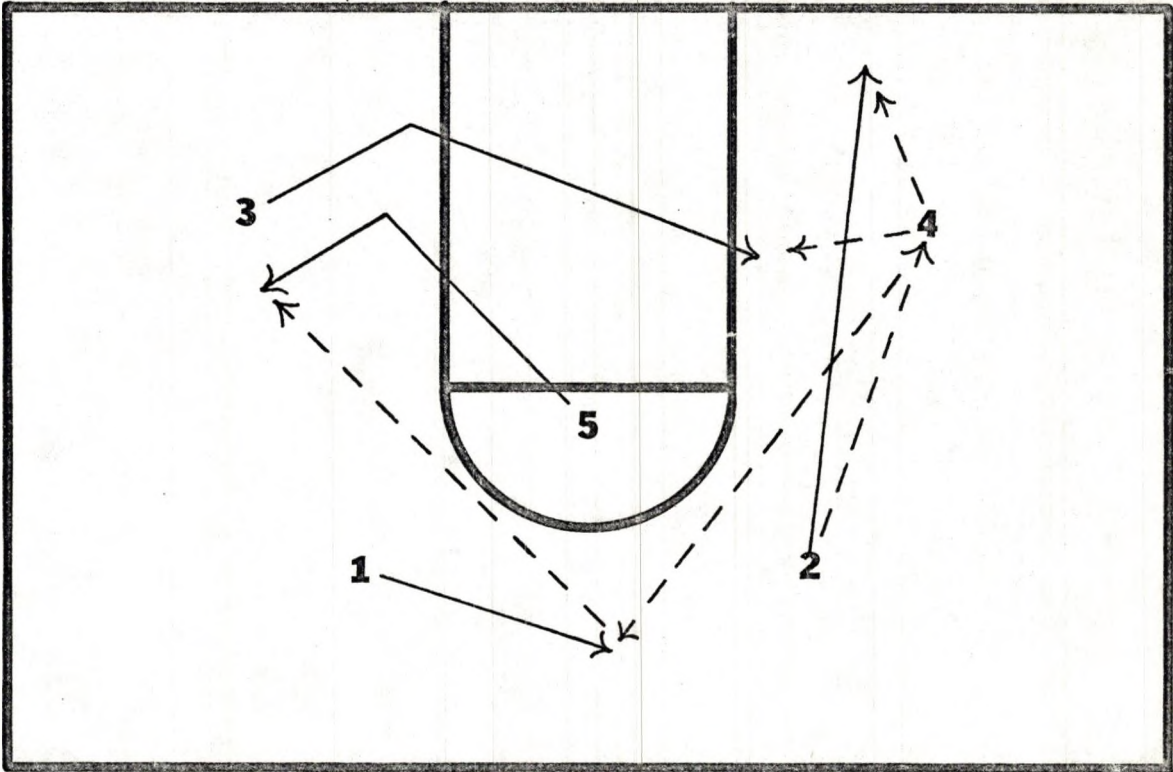


Diagram XVI. 2-1-2 Guard to Same Corner

2	Passes to 4, cuts to right corner
3	Cuts to right lane area
5	Moves to weak side
4	Passes to 2, 3, or 1
1	Passes to 5 on weak side

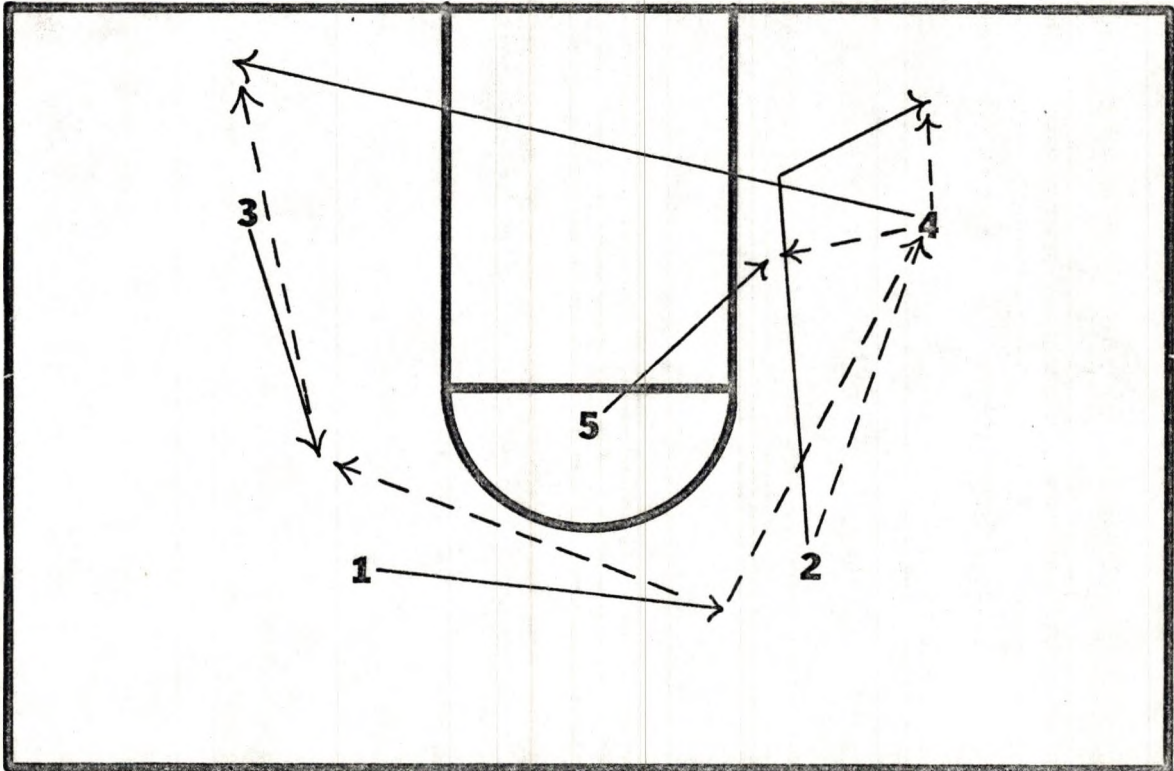


Diagram XVII. 2-1-2 Forward Pass and Swing

2	Passes to 4, cuts down lane to right corner
5	Moves to right side of lane
4	Passes to 2, then cuts to left corner
4	Reverses ball to 1
1	Passes to 3
3	Feeds 4 in left corner

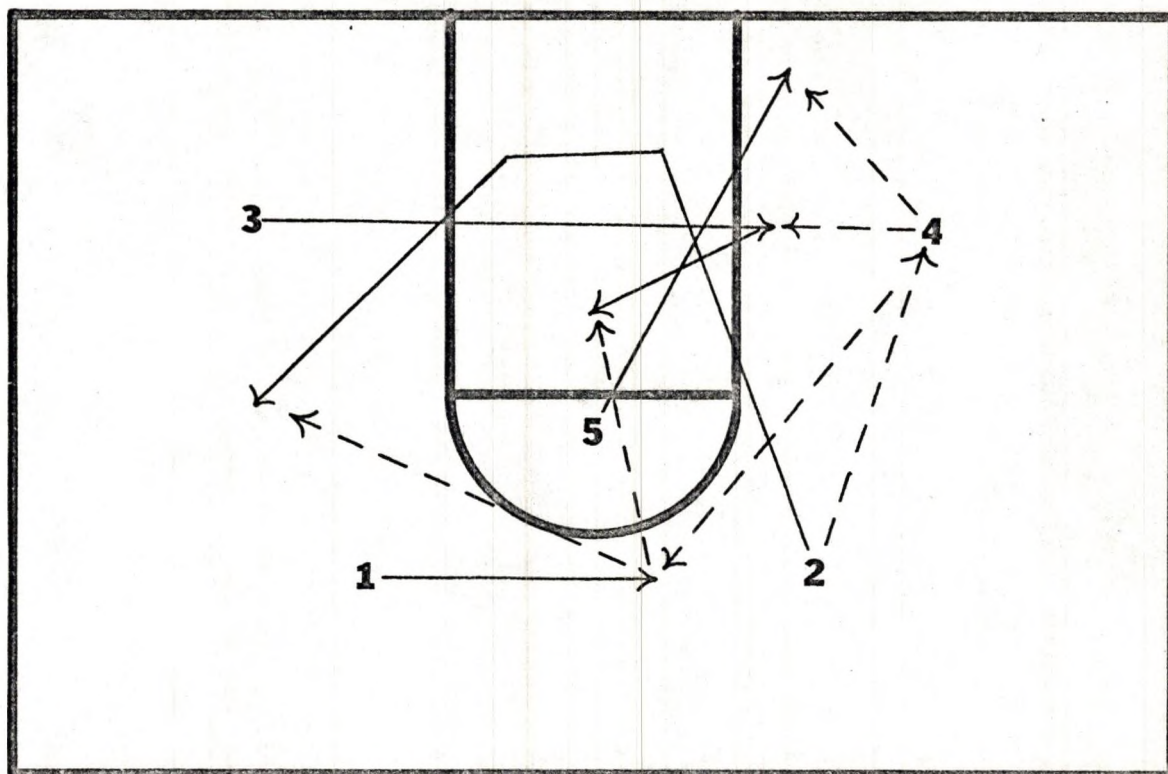


Diagram XVIII. 2-1-2 Opposite Forward Fill and Reverse

2	Feeds 4 and slashes to basket on give and go option
5	Clears to low post right
3	Flashes to post area
4	Reverses ball to 1
1	Passes ball to 3 who reverses to middle lane area
1	Passes ball to 2 on weak side

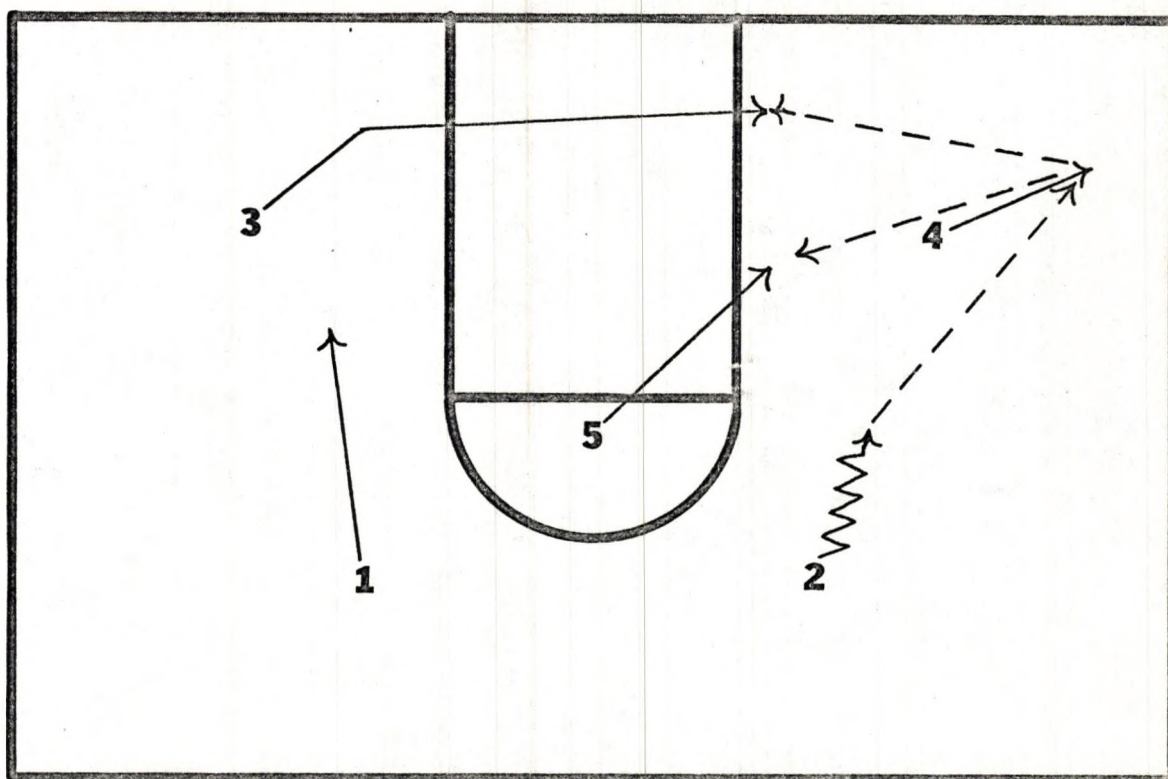


Diagram XIX. 2-1-2 Guard Dribble-Attack

4	Moves to right corner
2	Dribbles right and feeds 4 in the corner
3	Cuts to right baseline looking for feed from 3
5	Flashes down lane to right side
1	Moves to left wing area
4	Can feed 3 or 5 for shot

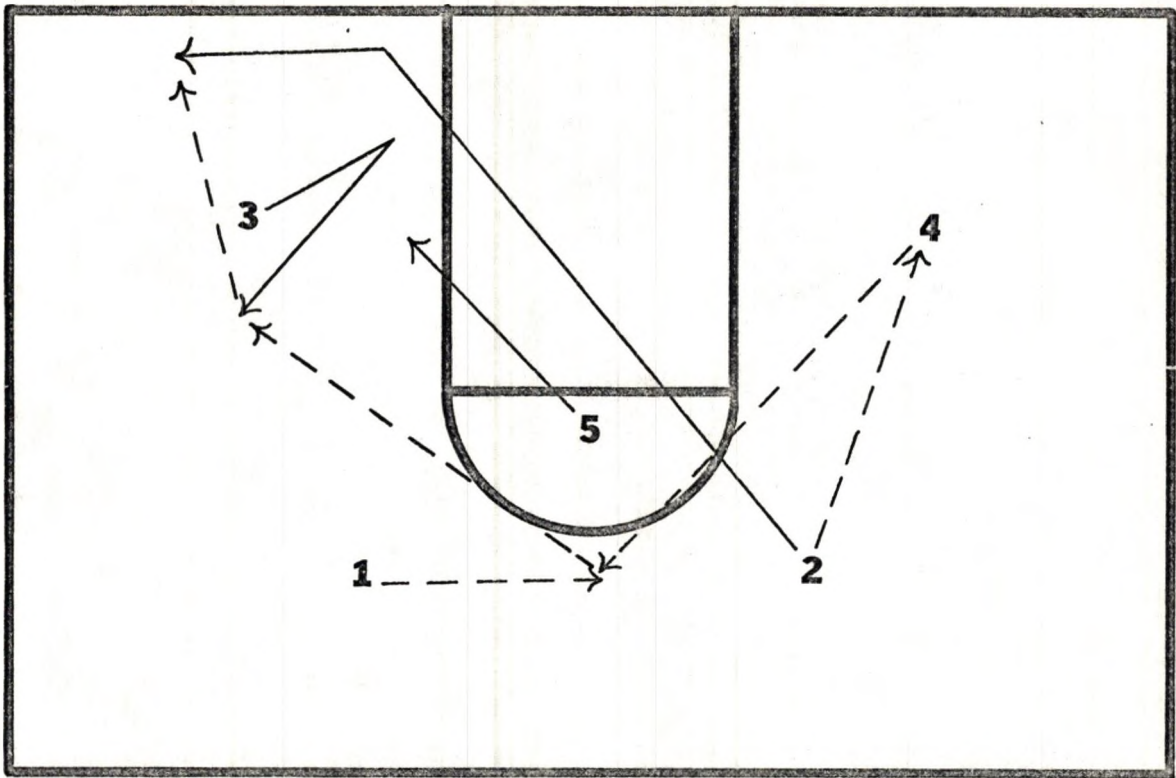


Diagram XX. 2-1-2 Post-Guard Opposite

2	Feeds 4, and cuts to left corner
4	Reverses ball to 1
3	Cuts to low post left, then out to receive pass
5	Moves to low post left
1	Passes ball to 3
3	Feeds 2 in left corner for shot

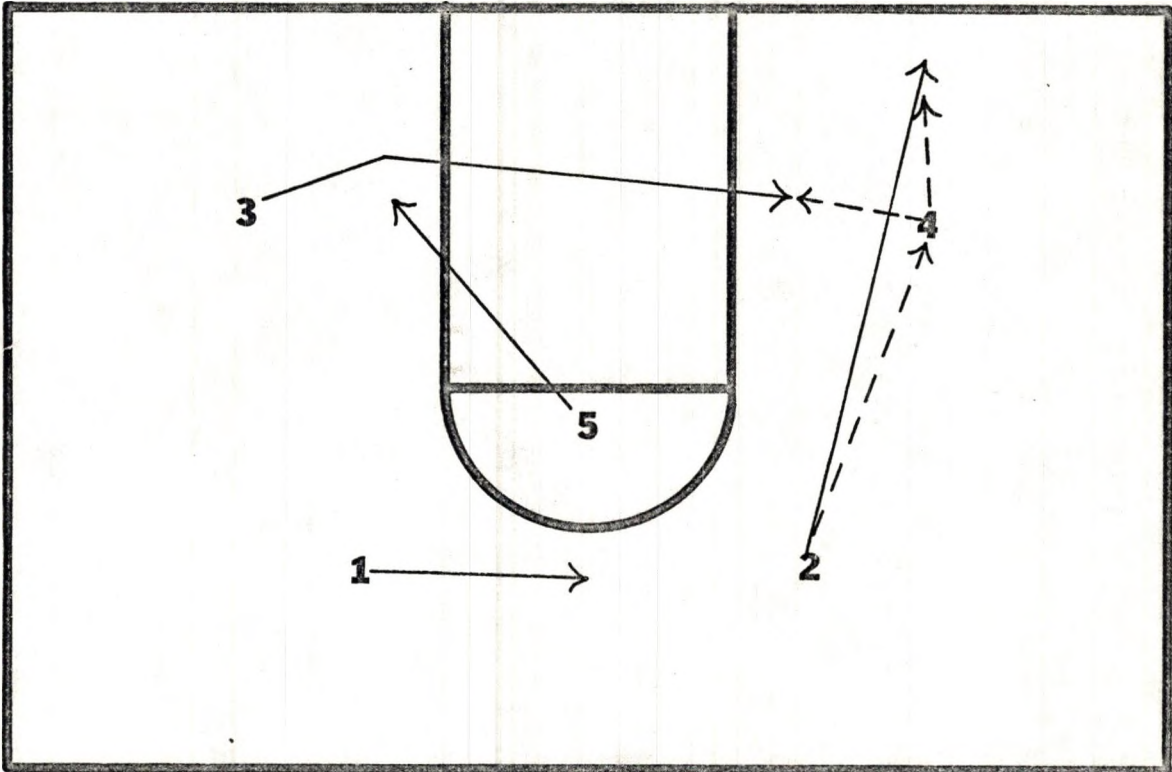


Diagram XXI. 2-1-2 Weakside Forward Fill

2	Passes to 4, cuts to right corner
5	Moves to low post left
3	Flashes to low post right
1	Fills for 2
4	Feeds 2 in corner, or 3 at low post right

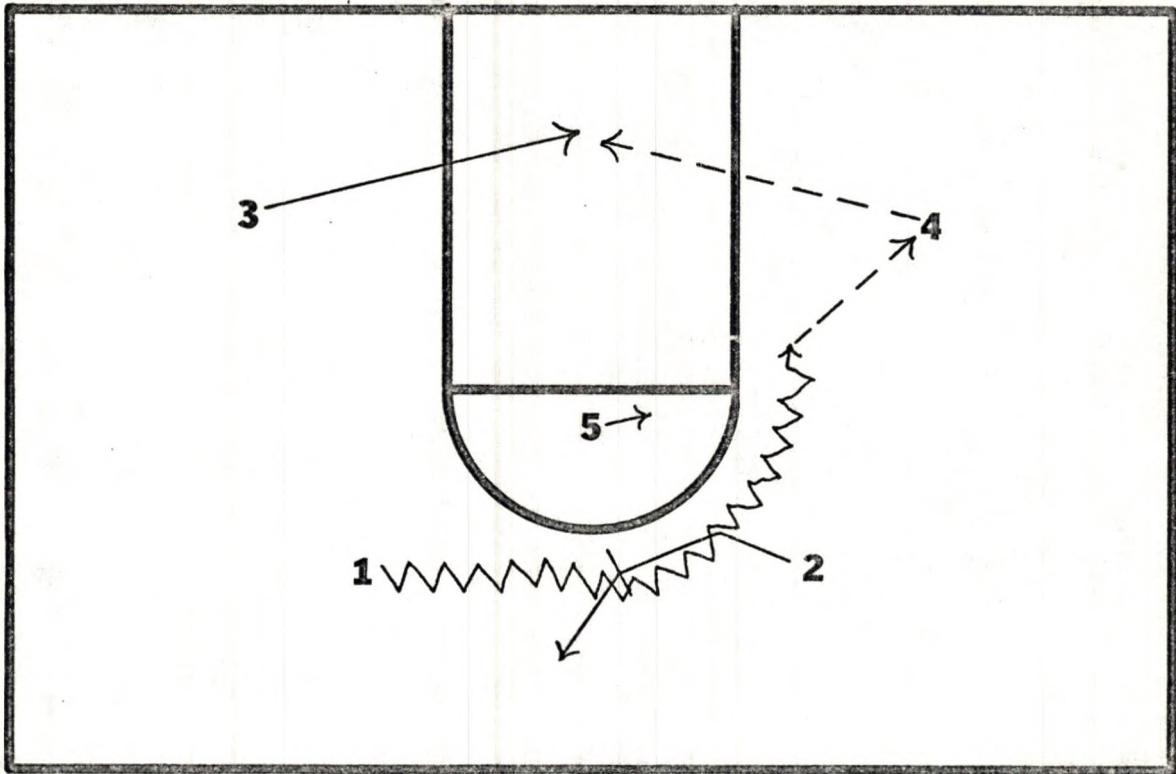


Diagram XXII. 2-1-2 Opposite Guard Screen and Hold

2	Sets screen for 1
1	Dribbles off screen and feeds 4
3	Flashes to low post left
4	Feeds 3 for shot

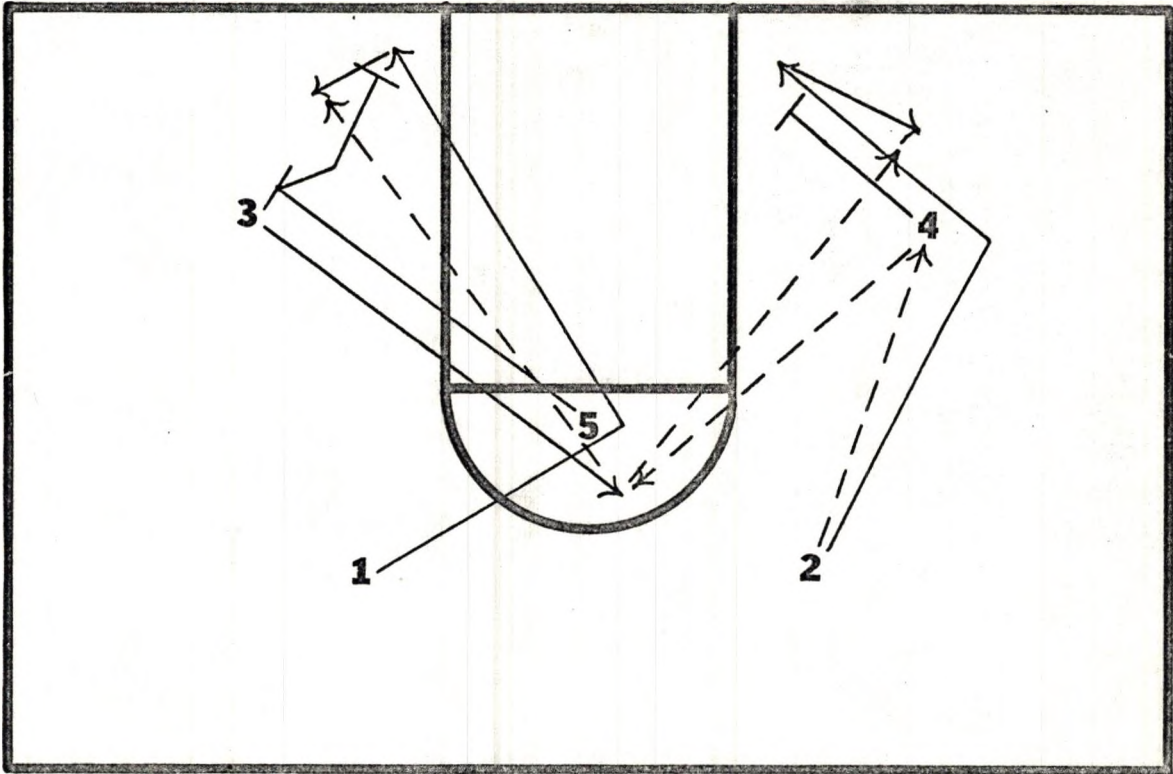


Diagram XXIII. 2-1-2 Guard Double Cut

2	Passes to 4, cuts to low post right
1	Cuts off screen by 5 to low post left
5	Screens for 3
3	Receives ball from 4
1	Pops out off screen by 5
2	Pops out off screen by 4
3	Feeds 1 or 2 for shot

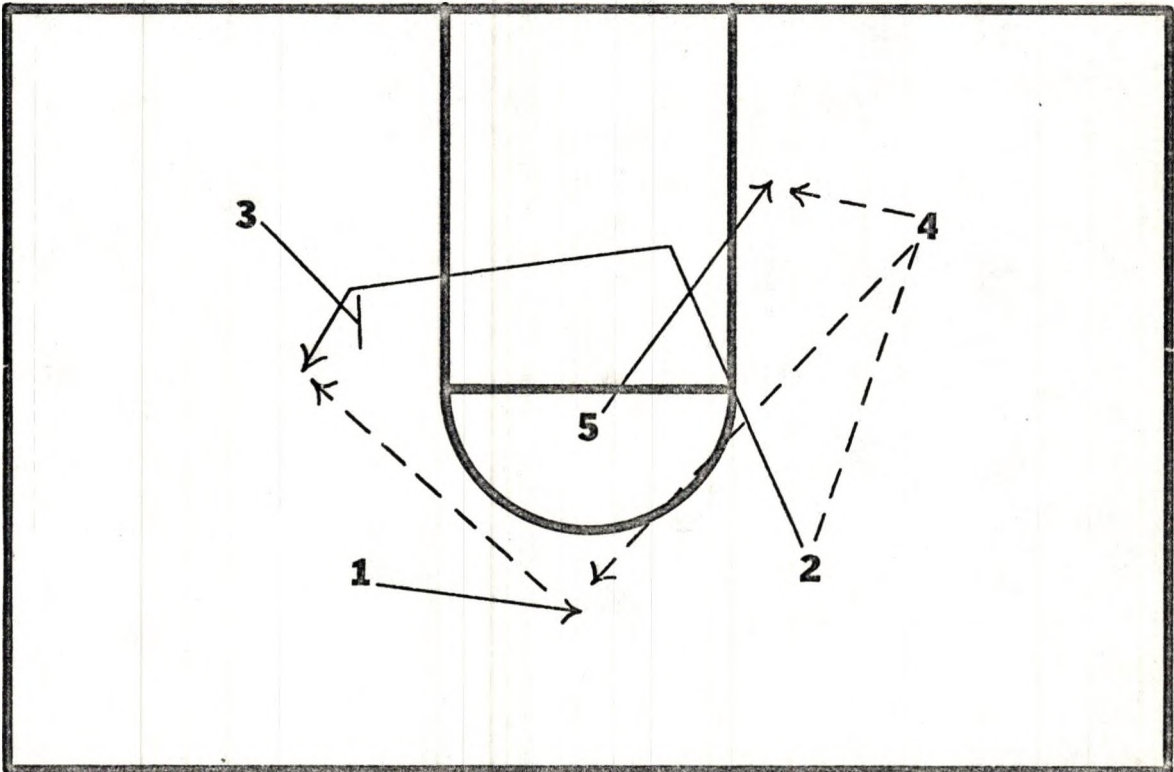


Diagram XXII. 2-1-2 Opposite Wing Single Screen

2	Feeds 4, cuts to left wing
5	Moves to right lane
4	Passes to 5
4	Reverses ball to 1
3	Sets screen for 2
1	Passes to 2 for shot

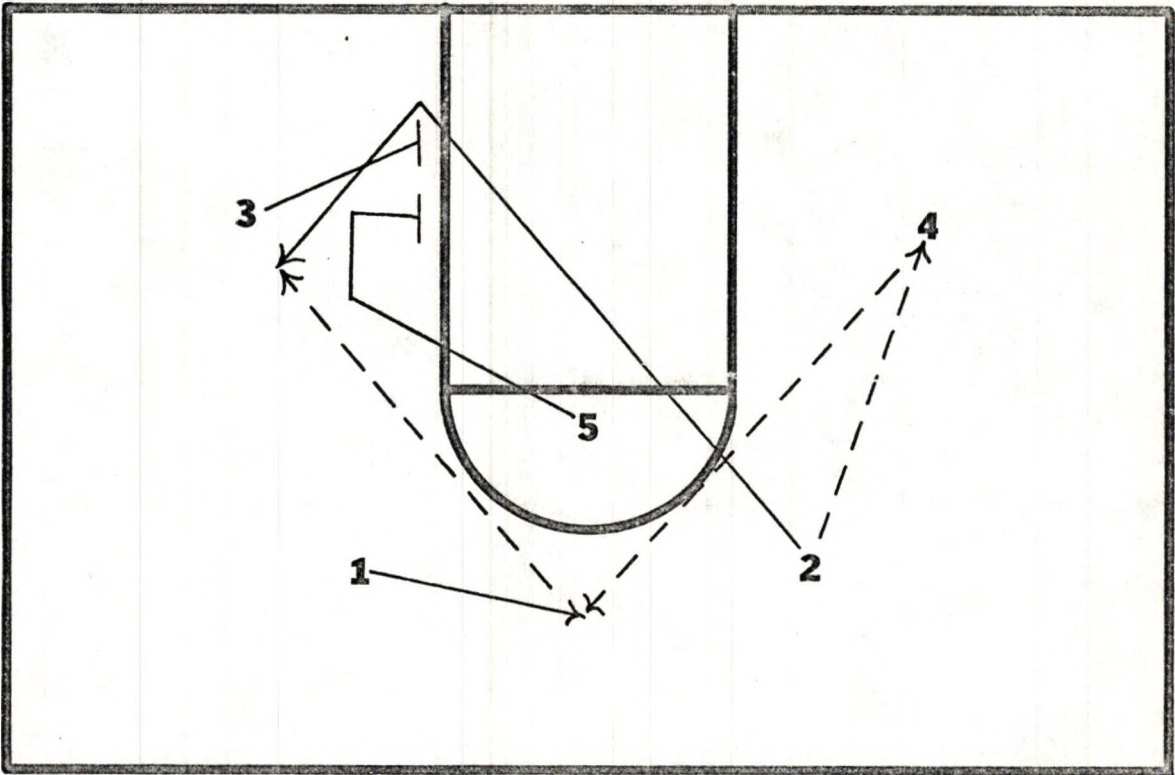


Diagram XXVI. 2-1-2 Forward Post Double Screen

2	Passes to 4, and then cuts to left corner
5	Moves to low post left and sets a screen
3	Moves in to low post left and sets a screen
4	Reverses ball to 1
1	Feeds ball to 2 popping out off double screen for shot

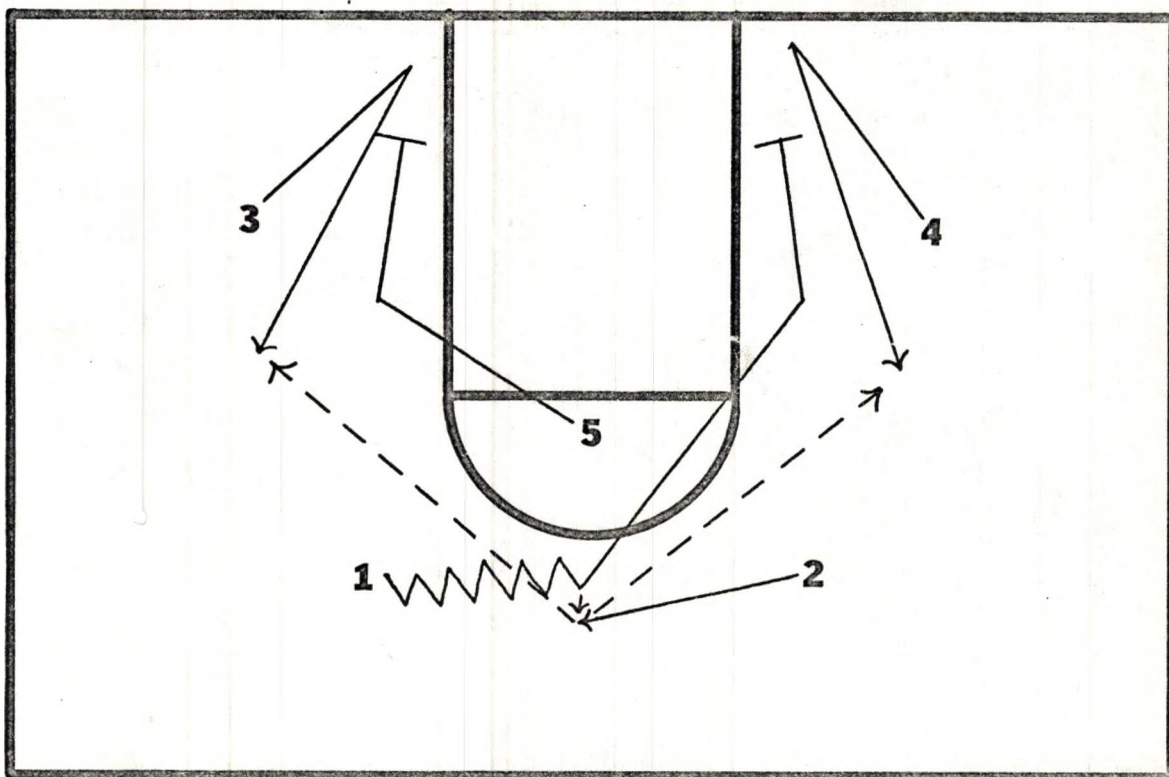


Diagram XVII. 2-1-2 Weave

1	Dribbles over and exchange with 2
5	Sets screen for 3 at low post left
1	Sets screen for 4 at low post right
2	Passes ball to either 3 or 4

Summary

Through study of the completed questionnaires received from the basketball coaches, it can be concluded that there were similarities in zone offenses.

The most common zone defense encountered within the last five years was the "2-1-2" zone defense.

A majority of the coaches believed in the overload theory in which more offensive players are aligned in a certain designated area of the court than defensive personnel.

All of the coaches used screens to prevent normal defensive movement and believed in rotation of offensive personnel through the zone defense. Also, they all believed in using the weakside offensive man in their offensive attack and felt the baseline was an important area when attacking the zone defense.

Analysis of types of defensive checks used revealed that 90.4 per cent used the diagonal cut, 3.2 per cent used the forward interchange method, 3.2 per cent utilized the double-screen procedure, and 3.2 per cent employed the guard to the same corner method.

There were many types of zone offensive patterns used to attack the zone defense. The "1-3-1" rotating pattern without the use of screens was the most popular offense. The "2-1-2" pattern revealed the most variations, with the "1-2-2" pattern displaying almost as many. Another pattern not as commonly used was the "1-4" set.

CHAPTER IV

DISCUSSION

The adaptability of a basketball team with respect to adjusting to various types of defense appears to be an important factor in success. With these thoughts in mind, the writer decided to analyze the zone offenses being used by Class "A" basketball coaches in North Dakota.

Because the zone defense with modifications is becoming more prevalent it is therefore apparent that coaches must develop various means of zone offensive attacks.

It is agreed by most coaches surveyed that the use of screens is becoming more widespread to gain better scoring opportunities against the zone defenses. Because of the match-up defenses, screens are used extensively to prevent normal defensive movement.

The overload principle has become less popular because of the multiple-type defenses being used. These defenses prevent the overloading of more offensive personnel in a specific area of the court than defensive personnel.

Due to the nature of this study the writer felt that some coaches may not have revealed their basic zone offense against each of the different zone defenses. The reason for this may have been that some coaches felt opposing coaches could gain much information about them from this study.

The writer interviewed three coaches. In these interviews the coaches did not contribute any information in addition to what was found on the questionnaires received from them. Since the interview as a method of research is often considered superior to the questionnaires, it seems worthwhile to point out that, in this study, the questionnaires proved at least equal to the interview for purposes of gathering desired data.

In the writer's opinion, there was considerable merit in undertaking a study such as this. It can give a general idea of what offenses are most popular today. It may also give the future coaches several basic attacks and ideas which could prove beneficial to them in planning strategy.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to determine what type of zone offenses are being used by Class "A" High School basketball coaches in North Dakota.

Questionnaires were sent to all of the Class "A" coaches and the information from the questionnaires was confined to three areas:

1. Most common types of zone defenses encountered.
2. Different methods of attacking the zone defense.
3. Diagrams of basic zone offenses used against zone defenses.

Information received from the coaches showed that many used the same basic overload principle, although some used different methods of getting into the overload. Most frequently favored was the movement of offensive players cutting through the defense. Evidence from the study indicated that it would be worthwhile to have a zone offense prepared in advance, rather than using man-for-man offense to attack the zone defense.

Conclusions

The following conclusions were believed justified by the analysis of the data obtained in the study.

1. The "2-1-2" was the most common zone defense used followed by the "1-2-2" zone defense.
2. The overload principle appeared to be the most used way to attack the zone defense.
3. Most coaches used offensive screens in their offensive attacks because they appeared to be the most often used method of attacking the multiple zone defenses.
4. Most coaches use the baseline area as an important area of attack because this is the vulnerable area of most zone defenses.
5. Most coaches use at least twenty per cent of their practice time in preparing an attack for the zone defense.

Recommendations

From the experience gained in preparing this study, the writer would like to recommend:

1. That a study of this type be conducted among Class "B" High School Basketball Coaches in North Dakota in order to see if these schools use the same methods in attacking the zone defenses.
2. That similar studies be conducted in other states with comparisons of results, to see if similar trends and offensive techniques are used.
3. A validity study be made comparing the questionnaire data of purported methods with actual game methods.
4. A study be conducted comparing the relationship between success of teams and various methods of zone offense.

APPENDIX A

QUESTIONNAIRE INSTRUCTIONS

Please answer all questions on this questionnaire by checking the blank preceding your answer. If you check the "Others" blank or the blank pointing to a court diagram, explain or draw in your own idea as an answer to this question.

DIAGRAM INSTRUCTIONS

Draw your basic offense against each of the four defenses already drawn on the diagram. Please indicate in each case:

1, 2, 3, 4, 5 Offensive Players

 Path of Player

 Path of Ball

 Screen

 Dribble

Any comments or explanations concerning the diagrams can be placed in the designated area, and will be deeply appreciated.

BASKETBALL QUESTIONNAIRE

SCHOOL _____

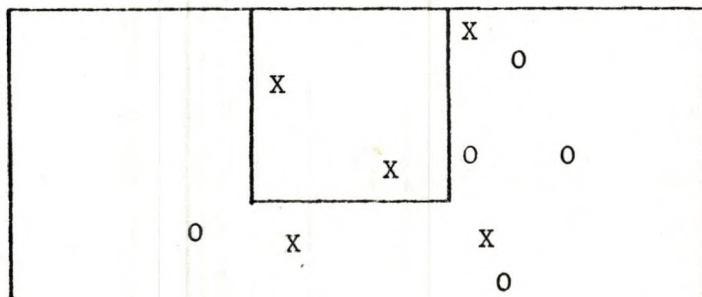
1. What is the most common type zone defense that you have encountered within the last five years? (please check only one)

 1-3-1 2-1-2 2-3 1-2-2 Others _____

2. Do you believe in the overload theory when attacking the zone defense?

 Yes No

OVERLOAD: The aligning of more offensive players in a certain designated area of the court than defensive men.



3. Do you believe in assigned player position with no rotation or cutting through the zone defense by offensive personnel?

 Yes No

4. Do you employ offensive screens in your zone attack so as to prevent normal movement by the defense?

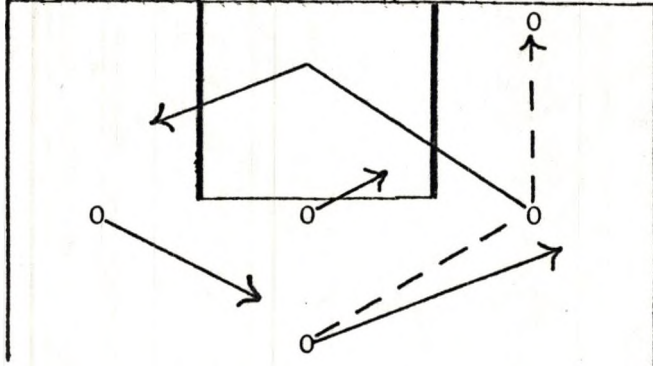
 Yes No

5. Do you believe in rotation or cutting through of the offensive player when attacking the zone defense?

Yes

No

(Example) 1-3-1 rotating offense



6. Do you use the weakside offensive man in your offense when attacking the zone defense?

Yes

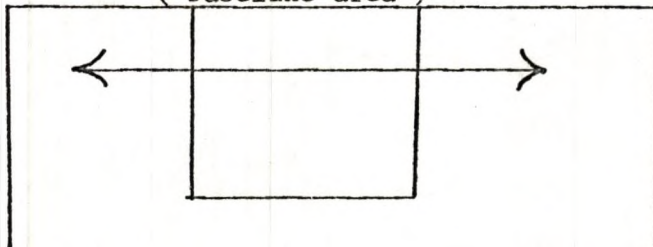
No

7. Do you use the baseline as an important area when attacking the zone defense?

Yes

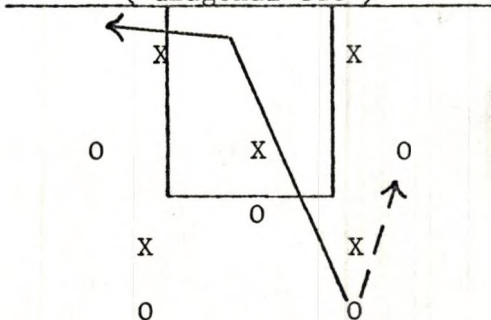
No

(baseline area)

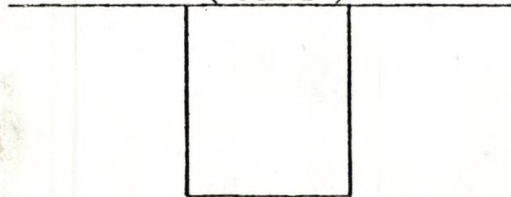


8. What type of check do you make when determining if the defense is man-to-man or zone?

(diagonal cut)

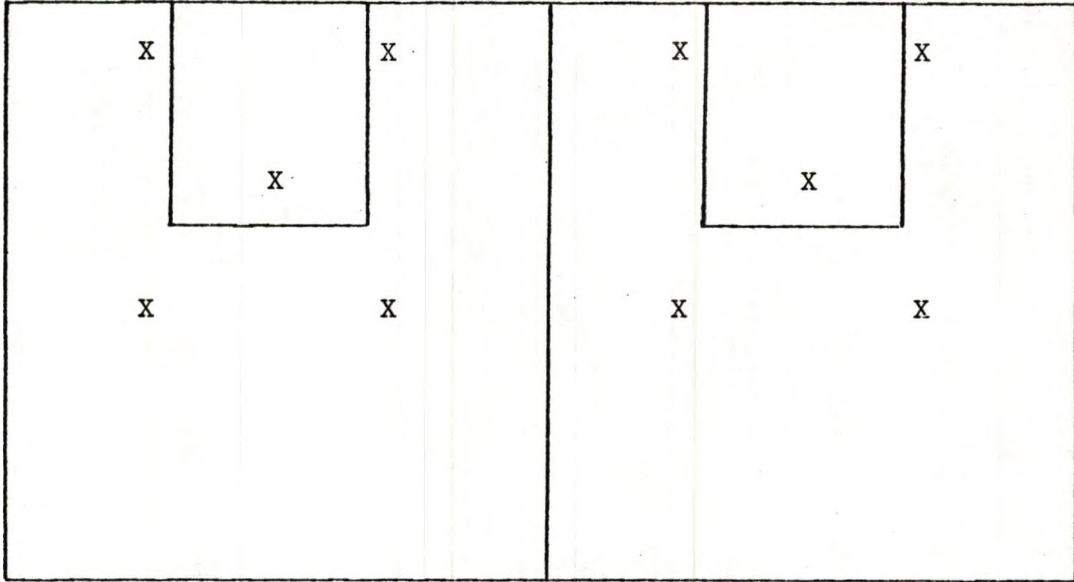


(other)

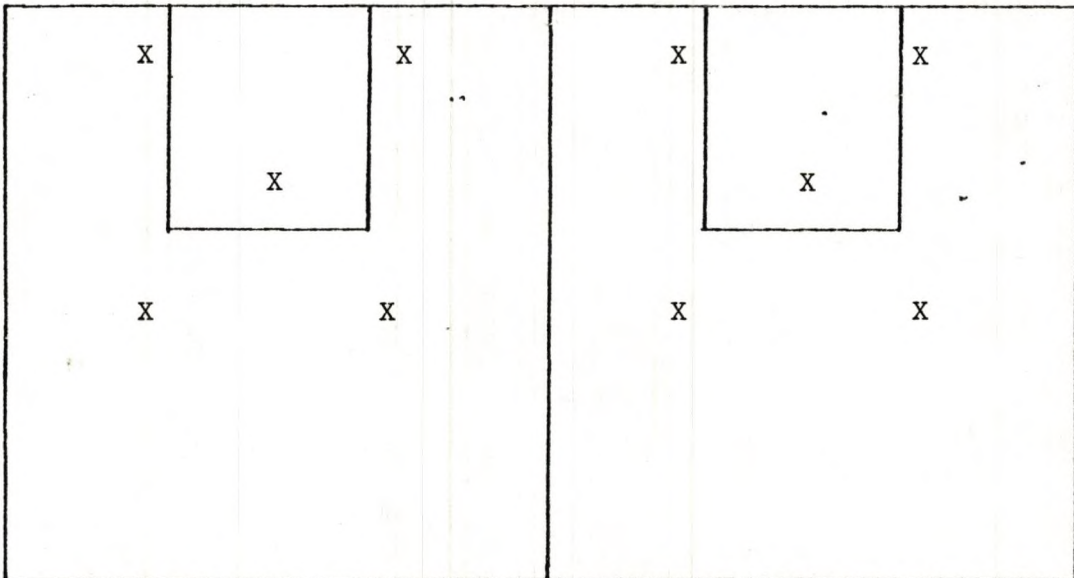


9. With respect to the confidence of your players on offense, do you believe:
- They prefer to attack a zone type defense over other types.
 - They would rather not have to attack a zone.
 - It really makes little or no difference which type defense they face.
10. What percentage of your practice time do you devote to preparation for attacking zone type defenses?
- 10%
 - 20%
 - 30%
- (Check only the one which most closely approximates your procedure)

School _____

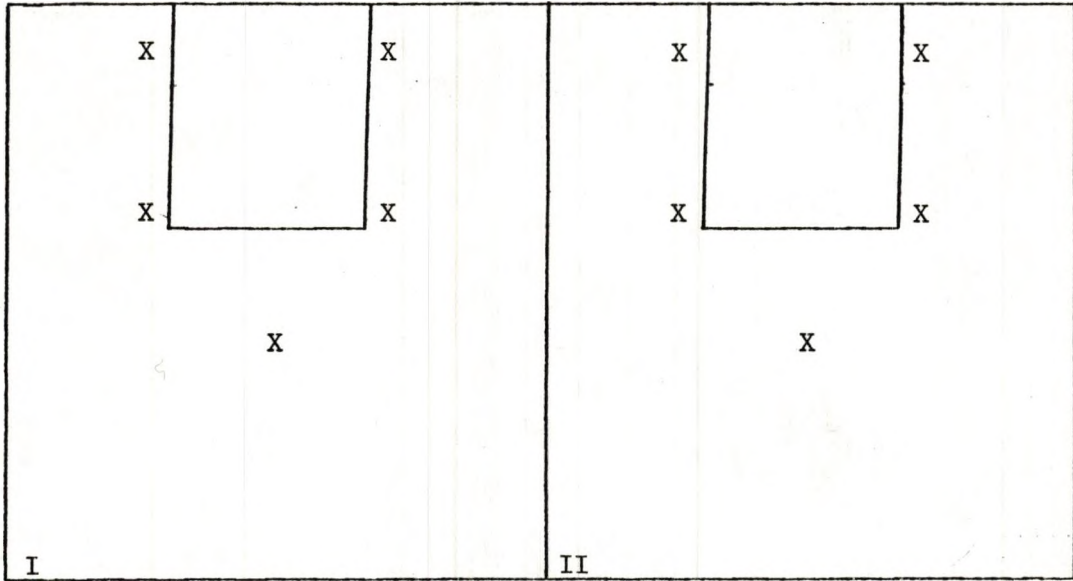


(Comments) _____

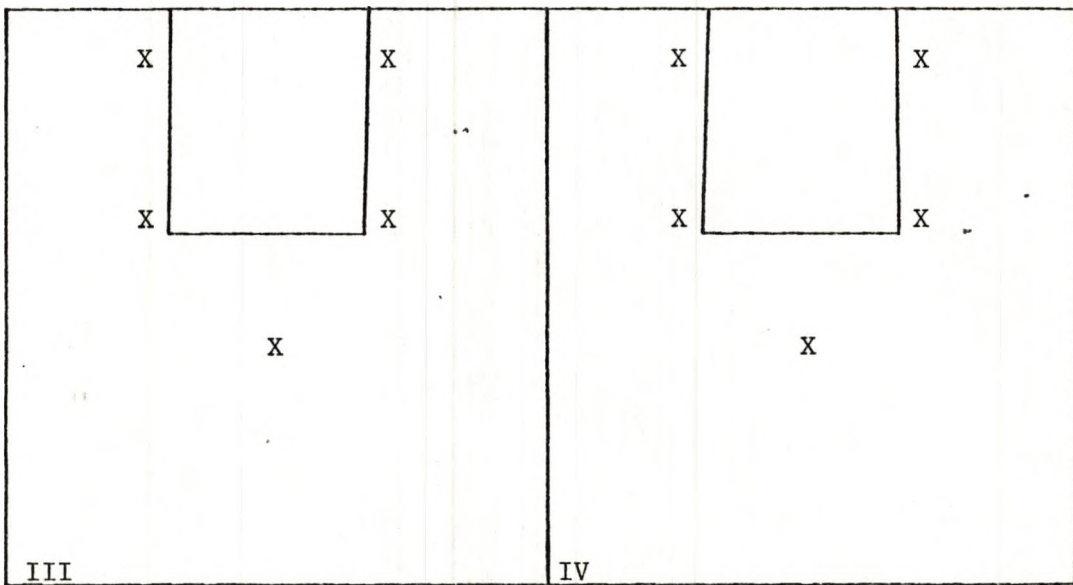


(Comments) _____

School _____

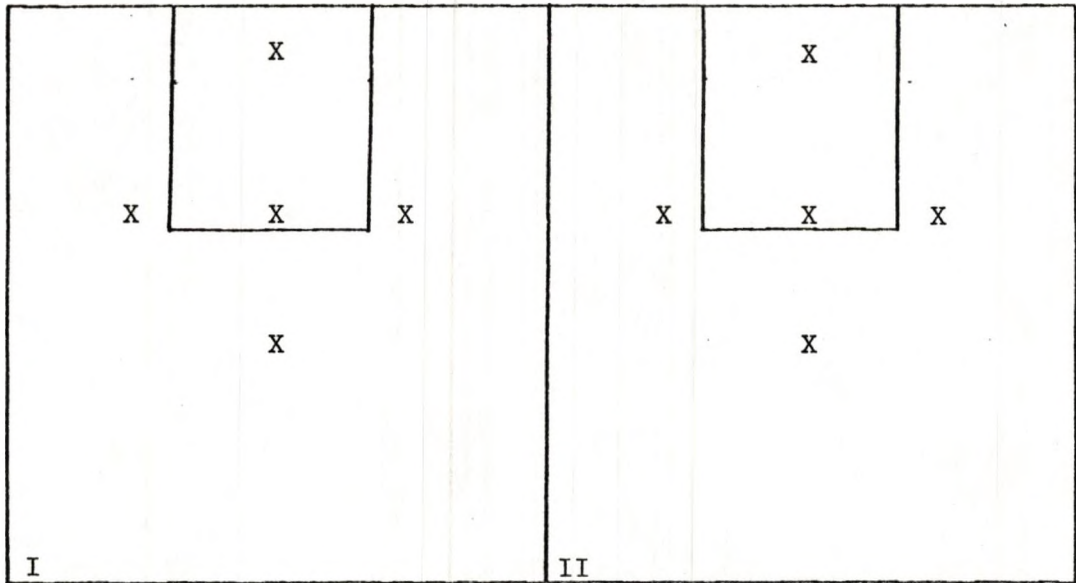


(Comments) _____

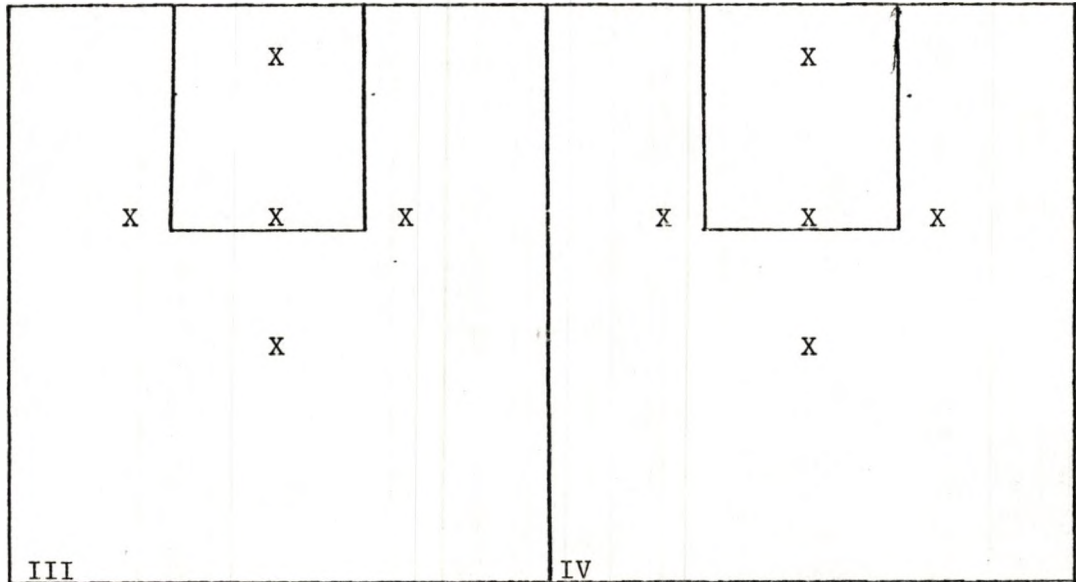


(Comments) _____

School _____

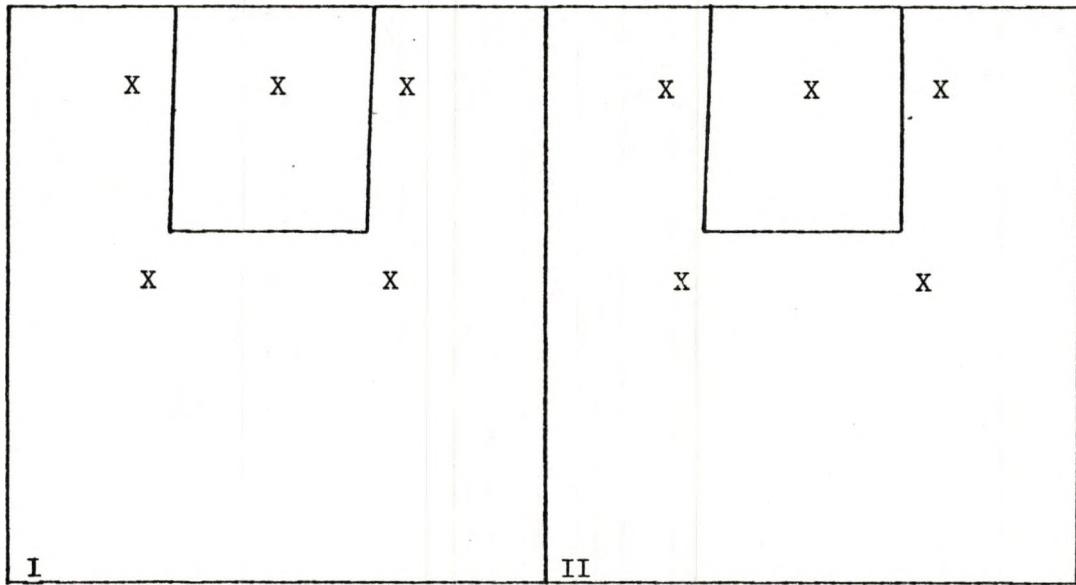


(Comments) _____

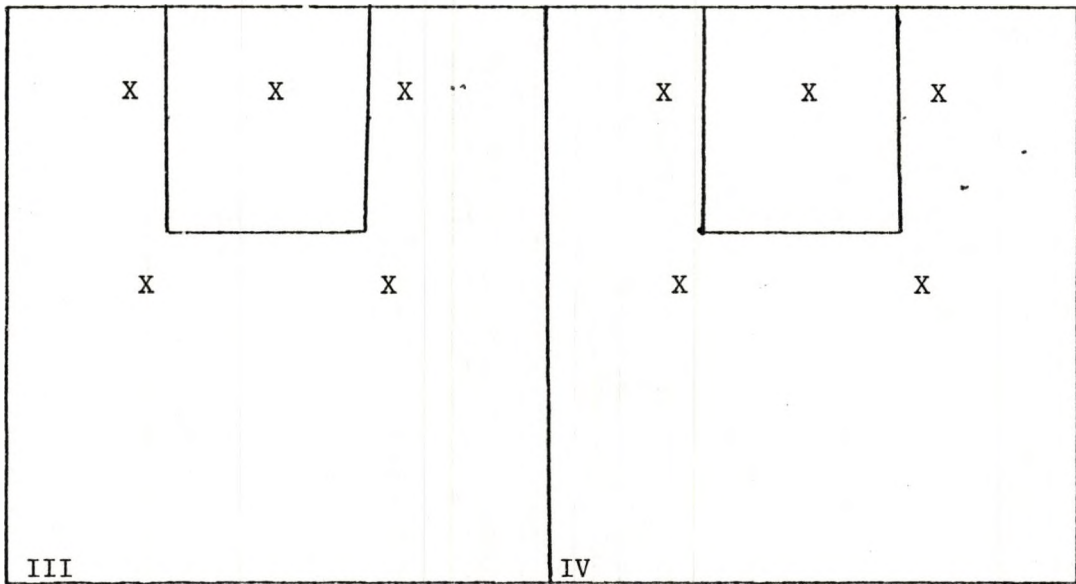


(Comments) _____

School _____



(Comments) _____



(Comments) _____

May 3, 1968

Dear

As a part of my thesis for the Master of Science Degree at the University of North Dakota I am making a study of front court zone offensive techniques. I am attempting to find out how class "A" basketball teams attack a zone defense. Enclosed you will find a questionnaire and some basketball court diagrams with the defensive alignment already drawn on them.

I would appreciate very much if you would fill out the questionnaire and court diagrams according to the directions and return them to me by May 13, 1968. Please use the same envelope for return mailing by placing the enclosed self-addressed label over your address label. A stamp is also enclosed.

Please be assured that all information received will be confidential, and school names will not be used in the published report. If you would like a summary of this study, please indicate on the questionnaire. This information should be available by mid-summer.

Thank you very much for your time and consideration.

Sincerely,

Denis Limke
Assistant Basketball Coach

DL:jl
Enc 3

May 22, 1968

Dear Coach

Approximately two weeks ago I sent you a questionnaire in regard to your basic ideas in attacking the zone defense. At the present time I have not received your reply.

I realize that you are very busy at this time; however, I would appreciate receiving your reply to the questionnaire as soon as possible so I can continue my study.

In case you did not receive the first questionnaire or have mislaid it, please contact me and I will send another one to you.

Thank you for your cooperation, and I am looking forward to your reply.

Most sincerely,

Denis Limke
Assistant Basketball Coach

NORTH DAKOTA CLASS "A" HIGH SCHOOLS

<u>High Schools</u>	<u>Return Received</u>	<u>No Return</u>
Bismarck Central	X	
Bismarck St. Mary's	X	
Bottineau		X
Bowman		X
Carrington	X	
Cavalier	X	
Crosby	X	
Devils Lake	X	
Dickinson Central	X	
Dickinson Trinity		X
Fargo North	X	
Fargo South	X	
Fargo Shanley	X	
Fort Yates	X	
Grafton	X	
Grand Forks Central	X	
Grand Forks Red River	X	
Grand Forks St. James	X	
Harvey	X	
Hettinger	X	
Jamestown	X	
Larimore	X	

NORTH DAKOTA CLASS "A" HIGH SCHOOLS--Continued

<u>High Schools</u>	<u>Return Received</u>	<u>No Return</u>
Lisbon		X
Mandan	X	
Minot Central	X	
Minot Ryan	X	
Mott	X	
Park River	X	
Richardton Abbey (Prep)		X
Rugby	X	
Stanley	X	
Tioga	X	
Valley City	X	
Wahpeton	X	
Watford City	X	
West Fargo	X	
Williston		X

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