

TOP 25 THINGS I HAVE STOLEN FROM GREAT COACHES...



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On the Court TOP 25

1. Pack Line Defense
2. The Shooting System
3. Defending Screens Terminology
4. WALL-UP!!!
5. Turnover Practice Cards
6. Hit and Git
7. Chair Closeouts/Vegas Closeouts
8. 1-2 Step Shooting
9. Free Throw Offense
10. Turn and Run in the Backcourt
11. Get 5 Shooting
12. Stop-Score-Stop
13. "MOVE" Shooting
14. N-the Paint
15. There on the Catch
16. Cut when they cut
17. Logo Rebounds
18. Quick Outlets
19. Per Possession Statistics
20. Possession over Position
21. Fouling when up 3 on last possession
22. Best BOB play
23. Best SLOB play
24. Best M2M play
25. Best Zone play

Off the Court Top 15

1. How much you know vs. How much you Care
2. Don't Take Ducks to Eagle School
3. 85% Rule for Winning Championships
4. What % of the game do you believe is "mental"?
5. Attitude is the "Difference Maker"
6. 5 Languages of Coaching
7. Thank you notes are the best use of your time
8. KISS
9. Winning Feel as Good as Losing Feels Bad
10. Don't Get in the Handshake Line if you don't want to shake
11. The Pyramid of Success
12. "TOUGHNESS" defined
13. Could someone determine style of play watching a practice?
14. Talent is Never Enough
15. Seven Secrets of Successful Coaches

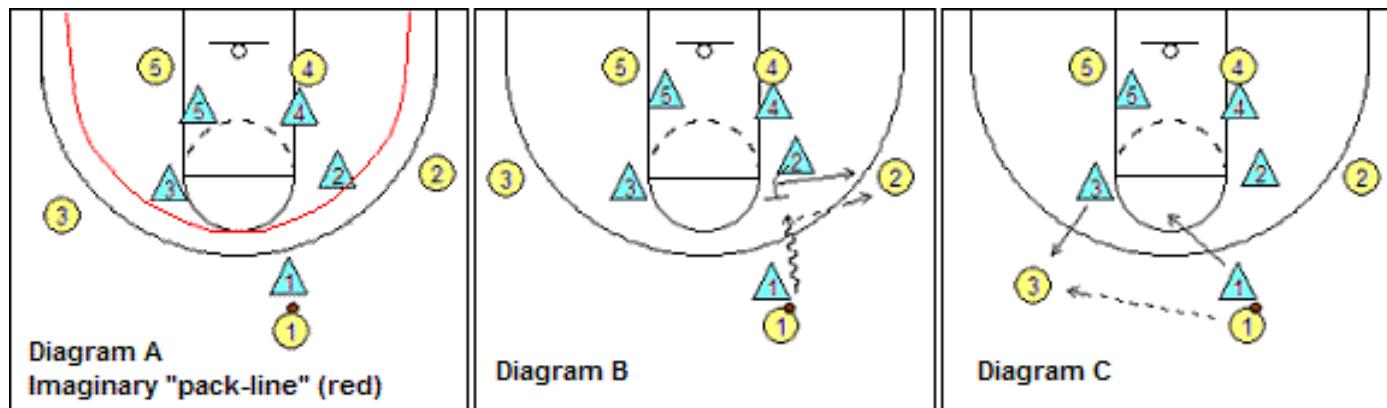


1 PACK LINE DEFENSE –Dick Bennett, Kevin McGuff, Sean Miller, Tom Izzo

The Pack Line defense was developed by Dick Bennett and utilized at Wisconsin-Stevens Point, Wisconsin-Green Bay, Univ. of Wisconsin, and Washington State. It is popularly used by some of today's top collegiate coaches Tom Izzo, Sean Miller, Tony Bennett, Steve Alford, and John Calipari.

Kevin McGuff , head coach at Xavier, has employed the Pack Line Defense as well. With this as our defensive base, we were **#1 in NCAA Division I** last season in FG% defense at 33.2%, **#3** in rebounding margin at +11.2, and **#9** in scoring defense at 53.8.

- ++++ By employing our theory of defense play, we will **lower our opponent's field goal percentage**, we will improve our **rebounding**, and we will **reduce their opportunities for lay-ups and easy baskets rather off dribble penetration or transition**.
- - - - The greatest negative of our system; and it is a system of play, is that it can have a tendency to allow lesser talented programs to compete. We can not beat them on the advantage we hold due to our talent level or athleticism, our system is built upon execution – therefore, we have to out execute our opponent. It also produces very few turnovers leading to easy scoring transition opportunities... **We were #314 in NCAA's**



KEY TERMINOLOGY: The Pack line, close out with high hands, GAPS, There on the catch, get to the screen and create space, WALL-UP!!, Early help, jab/recover, no straight line drives, face contest, Don't get beat outside, take dribblers into ball screens, trace the Ball, 1 and a half back, Half way and dig on dribbler, no two feet in the paint catches, No angles on post catch, Crowd in the Post, Ball pressure, Point and talk, no help when being screened, caboose screens and there on catch.



THE SHOOTING SYSTEM –Rick Barry, Wendi Willits, Allison Curtin

Game shot...game spots...game speed

1) We always want **GAME SHOTS** from **GAME SPOTS** at **GAME SPEED**. *regardless of drill, these three things will always be emphasized*

2) Emphasis/Expectations

each shooting drill will have a specific emphasis. It is key that each player realize what the purpose of the drill is and the expectations it carries. For example, when we are shooting moons, we are trying to emphasize good footwork, good positioning, and knocking down the open shot. We expect a high number of makes in this drill. In contrast, when we work drills like SIXER SHOOTING or 32's, where the player is constantly moving and may have simulated defense, we are emphasizing more game like situations and can expect a lower number of makes as a result.

3) S-I-M-U-L-A-T-E

sometimes when working one on one, a player must simulate a defense, a screen, setting a screen, pressure, time/score, etc. A players ability to do this is directly proportional to the amount they get out of a drilled situation.

4) Chart and Record

this is the only way you can determine progress (or regress). Players like to have personal records and the competitive aspect charting and recording creates.

5) Variation of skills and drills

with the number of hours student/athletes are spending these days working out, it is important to provide them with a variety of drills to help keep the intensity level high at all times. Many drills are designed to work the same fundamental, but can be easily varied to provide a freshness to player and coach alike.

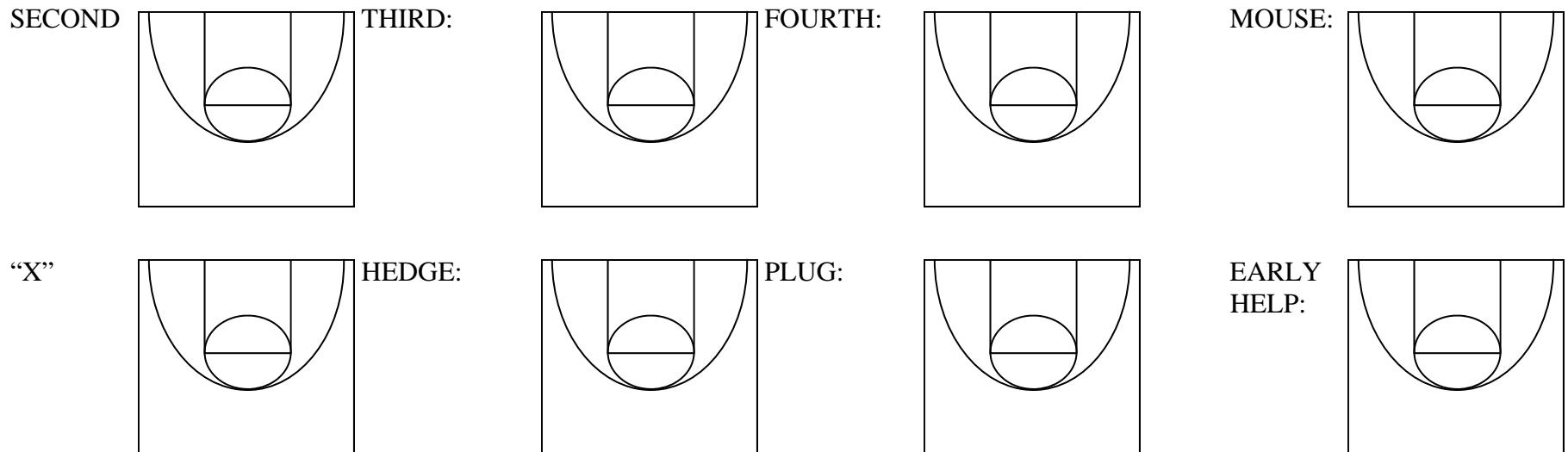


3 DEFENDING SCREENS –Kevin McGuff, Kathy Miller, Sean Miller, Vic Schaefer

“Great defenders don’t allow themselves to be screened”

If you can instill this from Day One, the method and techniques which you choose to employ will all work. It’s an accurate and true statement and one that motivates even your best players to play hard every possession.

SECOND, THIRD, FOURTH are our three basic terms used when talking about defending screens. They signify the position that “WE” are going to place our body in relation to the ball and the basket.

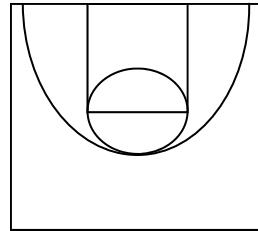
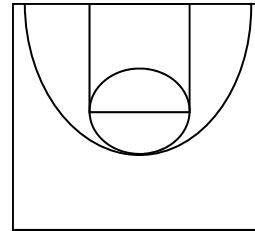
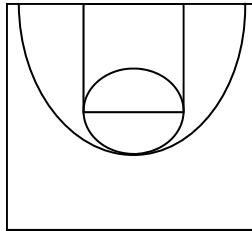


WALL UP –Dick Bennett, Kevin McGuff, Sean Miller

Of all the techniques we teach on defense, WALLING UP is probably the single best thing we do as a program. It is drilled every day in some shape form or fashion, it is emphasized in every live ball situation, and it's something you hear at least one player or coach from the bench yell when the situation arises in a game.

We believe by WALLING UP we save ourselves 3 to 5% points of defense and 3 to 5 fouls per games on our players. That keeps our posts out of foul trouble, it helps our rebounding, it keeps our opponents off the free throw line (where we can't defend), and provides a mind set that builds the rest of our defense. WALLING UP most often occurs in the paint when an opponent is trying to score. Statistically speaking even the very best players in the game don't make a very high percentage of contested shots. We WALL UP in the post to force players to score over the top of us rather than around us. We WALL UP on the perimeter to take away vision of a shot or a pass.

The basic technique is to keep your body “straight up” without bringing your hands/arms down. In practice we force players to over exaggerate our angles knowing that in game situation it's naturally tendency to reach a little.



Teaching point: Hardest thing to teach is to keep feet moving and lower body moving to take up opponents space before they have terminated dribble or pivot.



Turnover Practice Cards – Charlie Berry, Sean Miller

Charlie Berry told me after we lost to him at team camp one time that HIS best player that game was MY point guard... and he was right!!!!

Sean Miller was the first coach I've seen use Turnover Cards in practice to emphasize the importance of valuing the basketball. Each practice starts with ten 8X10 laminated cards taped to the scorers table. They are numbered 1 through 9.



Each time a turnover is committed in practice someone rips one of them off. This is repeated until there are no cards left on the scorers table. At that point there is some sort of "reminder" imposed.

Turnovers in ANY drill count. Two line lay-ups, shooting drills, rebounding drills, live scrimmage.

Some days practice would begin with only 7 numbers taped up... some days 5... sometimes the #'s re-set during practice...

Another Visual Aid that I have heard of is placing 15 balls on the ball rack. Anytime there is a turnover that ball is taken out of play (heard of a coach who once punted them into the bleachers each time). Once the rack is empty, there is no ball left to complete practice with so it's time to condition!!

Thoughts on Turnovers:

We all know turnovers are a source of frustration for coaches because they usually occur before we have even attempted a Field Goal. That is compounded even more when you are a great rebounding team and have cost your team an opportunity at an offensive rebound.

We chart TURNOVERS FOR TOUCHDOWNS... turnovers that lead to an opponents score with us having no chance to defend in half court

Lack of concentration turnovers are usually a reason for us to substitute... Lane violations on FT's, running the baseline on spot bounds play, hitting back board on a inbounds pass, lobbing to a post from anywhere other than high post, etc.

Hit and Git –Tom Izzo

We have replaced BOXING BOX technique with HIT AND GIT... actually HIT AND GET but my players in Ohio make fun of my accent so much that the drill is GIT forever now.

Athleticism has reached such a high level that it is virtually impossible to put someone on your back and hold them there without fouling. The only time we teach and try to block out is on the FREE THROW line situations. In all other rebounding situations we teach HIT and GIT.

HIT: Make contact with all players except the shooter. Hit is a quick forearm shiver designed to be physical and to knock your opponent off their initial line of attack. As we are HITTING with forearm we KICKSTAND IN with our legs. Don't worry too much about the over aggressive HIT... in five years we have been called for exactly zero fouls on HITS.

GIT: As soon as we HIT, we immediately go to GIT mode and its very simply GIT THE BALL!!! The desire to GIT far outweighs the HIT part. If you get five players who are relentless in their desire to GIT, you will have a great rebounding team.

DRILLS:

- Crash
- High/Low Rebounding
- 2 on 2 GIT
- 3 on 3 HIT/GIT
- KICKSTAND Rebounding
- 3 in a row
- STOPS



CLOSE OUTS –Dick Bennett, Kevin McGuff



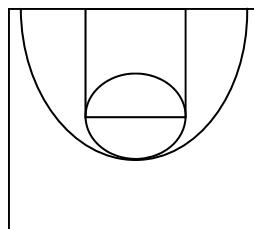
The most basic fundamental of Pack Line defense is our defenders ability to recover from the PACK LINE to a ball handler with a controlled CLOSE OUT. With our positioning in GAPS on defense this is a skill that every player must possess and must be committed to getting right every time. This is an effective skill to have regardless of your defensive scheme.

Key Elements to a great close out:

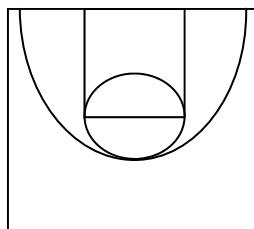
- 1) Move on the Air Time of the ball: a great defender moves from position to position while the ball is in the air
- 2) Start with sprint end with a chop: the first two steps are a dead sprint while the ball is in the air and ends with feet chopping as they approach the offense player
- 3) High Hands/Low Shoulders: as the feet are chopping, the hips/butt go down as the hands go high. The low hips/butt defend against the drive and the high hands take away vision for pass or shot.

The ability of each offense player effects each defenders close out. If we are closing out to a player who can stroke the 3 but can't score off the bounce, we will close out a little tighter. If the opposite is true, the hands will still be high to take away a quick post pass but the close out with shorter to take away catch and go drives.

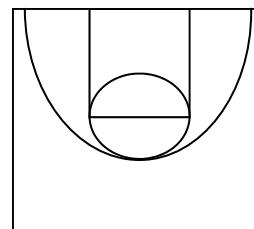
Chair Closeouts:



Vegas:



Partner Drive:



1-2 Step Shooting – Muffett McGraw/Kevin McGuff

Teaching proper footwork and early shot preparation are just as much a personal preference as is playing man or zone. It has to be something you believe in as a coach and can in turn teach your players to believe in. I was taught from Day 1 in a gym to square up on my “inside” foot. It was what Coach HB Stewart believed in and therefore I believed it was THE ONLY WAY TO DO IT!!! It was successful because we believed in it.

In time I have become a student of the 1-2 Step, LEFT foot pivot. This applies to right handed players (for lefties it's RIGHT foot pivot but with same principles).

1-2 Step refers to our footwork as we are preparing to receive any pass in a face-up situation. We believe that by 1-2 stepping to our LEFT foot we have negated numerous traveling violations, increased our efficiency at feeding the post, and quickened every players shot release by a significant factor.

If you were to chart through video a year's worth of traveling violations your team committed you would find that a very high percentage of them occurred as a result of right handed players trying to create off of a right foot pivot. It's an anatomical thing between the body and the brain that I am not smart enough to explain or understand. But I do very well understand that if it results in fewer turnovers, quicker shots therefore less contested, and better post entries... I am all for it!!!

We first teach 1-2 step in kick out situations... It's a rhythmic timing of the hands and feet to get the ball quickly into shooting pocket. We teach the left foot on the floor as you are receiving pass with right foot in motion to form triple threat position if shot is not taken.

After that is comfortable we teach establishing our LEFT foot pivot coming off screens. It's more challenging because it's new to most players. We simply use move/catch drills to reinforce the steps. You can spend way, way too much time on the techniques. If you tell them you want them to catch it with a LEFT foot pivot every time, they'll figure it out. It requires hip rotation and repetition but if you introduce it during your first workouts then focus on it throughout the first few weeks of development it will become instinctual. If you teach it at a young age, you won't have to teach it to jr. high and high school players.

Again, this is one of those things that I would teach at a young age. It might not be worth “changing someone's habits” at a certain level. But I do believe if it's taught and mastered your players will have quicker shot release, be better post entry passers, and have fewer turnovers.

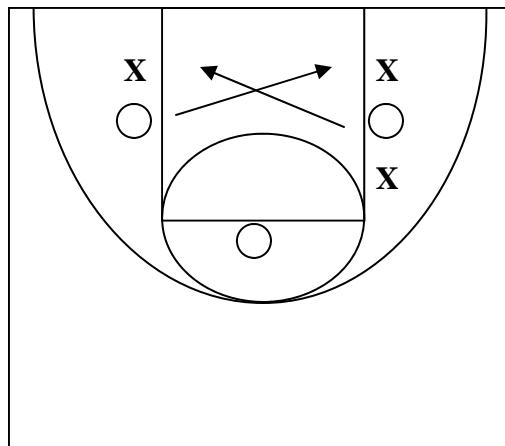


FREE THROW OFFENSE – Bill Self/Billy Gillespie

Even the best FT shooting teams in America miss 3 out of 10 foul shots in game situations. This creates an outstanding offensive rebounding opportunity for your team. This is one aspect of basketball that does not work every time you execute it perfectly. But I can assure you that if you have FT offense on every time your team attempts a FT next year, there will be numerous Big Boards that could in turn mean extra possessions and extra wins as a result. It's also just another thing your opponents must focus on even if they have you scouted!!!

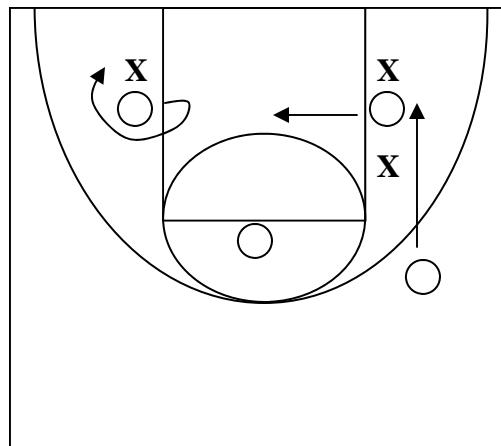


We defend any FT offense by teaching the top foot block out technique. Have your player begin with feet together as close to their opponent as possible, then on release step with their top foot to initiate the contact and get that player under control more quickly. Too many players begin in a bad position on FT defense!!!



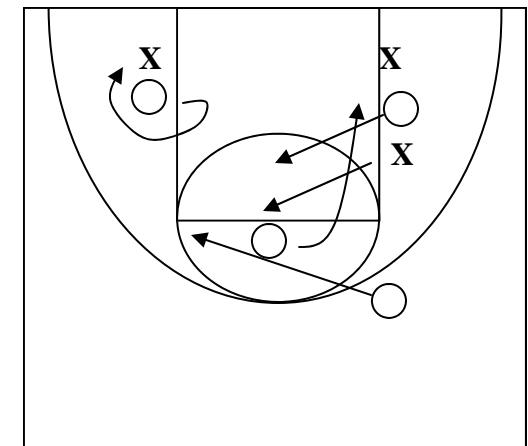
Cross:

Have your best of the two rebounders sprint to the opposite block on first cut, then have your most athletic player be the second person. She will break free around the rim line as the block defensive players become confused as who they should be rebounding against. The second player will get the most but the first person will even get some. We have a highlight video of rebounds our 2nd cutter have gotten over the past five seasons.



Circle:

Have your best rebounder step into lane as they have been doing all game, except this time they circle around to weakside block. Best athlete goes to rim line. Your “safety” rebounder waits for the ball to hit the rim then sprints to block area just vacated by your best athlete. Even though they have to wait until ball hits the rim, you’ll be shocked at how many rebounds this player will get.



FLOOD:

This is our Miss FT play as well as 3rd option of FT Offense. Good to teach your worst FT shooters!!!

Best rebounder runs circle. Best athlete comes higher than normal and draws the person who “has the shooter”. The shooter waits for ball to hit then releases and gets running start at rebounder. Again you’ll be surprised how many times the shooter gets it!

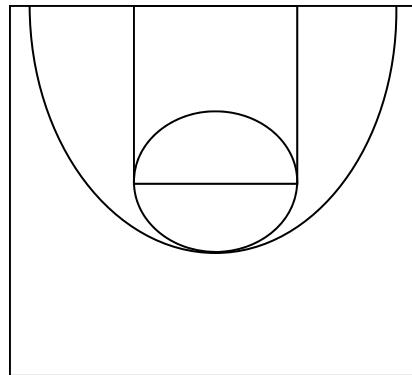
Turn and Run in Backcourt –Vic Schaefer

If you have ever watched a Vic Schaefer coached defense at Sam Houston State, the University of Arkansas, or Texas A&M University you have most likely walked away impressed with their tenacious on-ball, full-court defense. If you have ever played against them you probably walked away with a loss, some gray hair, and a sore throat. They get after you from the second you step off the bus.

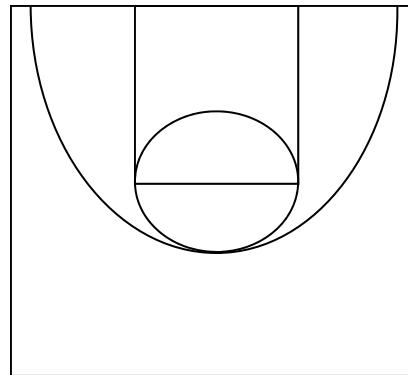
Vic will tell you it's more about HOW THEY DO it than WHAT THEY DO. What he means is how he teaches and emphasizes the things that make their defense what it is. They use many of the same techniques we all use in pressure/denial defenses. It's how he goes about teaching it in practice every day that makes it special. I recommend anyone who wants to play pressure, on-ball defense to contact VIC or plan to attend one of his practices.

There is one technique however that he teaches that I had never seen before watching him work. In the defensive back-court he teaches a shoulder-to-shoulder, turn and sprint method of defending a dribbler. Rather than trying to slide with the ballhandler the shoulder to shoulder turn allows the defender to better “influence” where the ball is being dribbled. The athleticism level and ball handling skills of players in today’s game is too good to expect even your best athletes to slide laterally or backwards at the same speed as someone going forward!!!

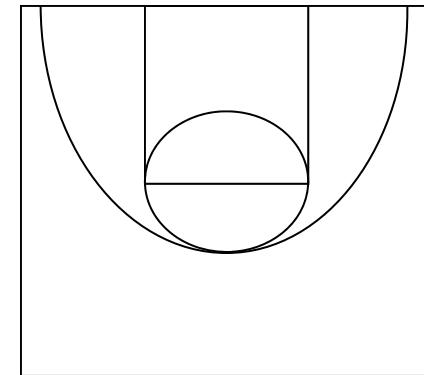
SHADOW STEP:



TURN THE FLOOR DRILL:



ZIG ZAG:

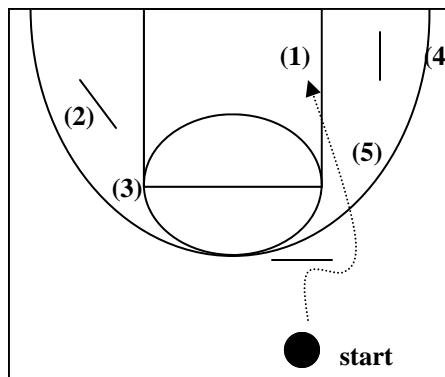


Get 5 – Chance Johnson

You will be surprised how far a simple, cheap reward will go with some players. I have seen players literally fight over a sticker for their locker from one of these drills. We have 3 drills which our players can win something for their lockers. Star Shooting earns them a wooden star painted in our school colors with their name written on it in Sharpie. Moon Shooting earns them the same thing in a star shape. Chance Johnson (Pottsville) gave us this one which our players called GET 5. After a trip to Hobby Lobby, we now reward them with a number 5 painted in our school colors and this has quickly replaced Star and Moon Shooting. Our players have even come in with their own GET 5 patterns. When that starts happening you know it's a good drill.

We have designed our patterns to get Game Shots from Game Spots at Game Speed. You can draw up an endless number of patterns that fit your system. We name the patterns after our plays so we can get some transfer of knowledge!!!

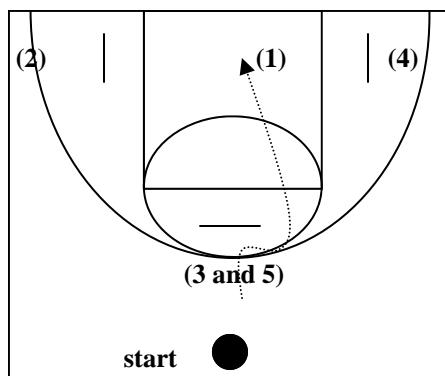
Each pattern should include a drive for a lay-up to begin or finish, at least 1 three point, 1 catch and shoot situation, and 1 off the dribble for pull up jumper... The 5th shot should be one that challenges the level of the player you are working with. We have also had to develop some that incorporate post moves for our post players instead of 3 point shots. Use chairs, trash cans, ball racks, to simulate screens if you have them available



PHOENIX:

- (1) Player drives it from half court, makes change of speed move at arc, then shoots a lay-up
- (2) As soon as feet hit ground from lay-up, explode off screen for catch and shoot 15 footer
- (3) As soon as shot 2 is attempted, coach passes ball to where they landed, use that screen as on-ball to get elbow pull
- (4) As soon feet hit floor, sprint off baseline screen for a 3 point shot in the corner
- (5) As soon as shot is away, coach passes for another drive and pull-up/ step back 3/ or whatever shot you want to end

The keys are to make sure they are in constant motion and always have a ball in their hands to score. This sounds easy but you will be surprised how rarely GET 5 happens



PHOENIX:

- (1) Player drives it off middle flat screen for a lay-up
- (2) As soon as feet hit ground from lay-up, explode off screen for catch and shoot 3 pointer
- (3) As soon as shot is away, sprint through the paint off the middle screen for another 3 pointer
- (4) As soon as shot is away, sprint off baseline screen for a mid-range catch and shoot
- (5) Finish coming back off the middle screen, this time for a catch-move to elbow pull-up jumper

Vary the 2s and 3s

Vary 1st shot by beginning going left which changes angles on all the other shots.

BE CREATIVE to fit your system or your plays

STOP/SCORE/STOP – Bill Self/Kathy McConnell-Miller

One of the best game situation drills I've ever seen is STOP-SCORE-STOP. Bill Self introduced it to us at the University of Tulsa and Coach Miller made some modifications to fit our needs. Without a doubt our players favorite competitive drill.

For a team to earn a point, they must successfully have a defensive stop, followed by an offensive score, and finish with another defensive stop. That three-play sequence is the only way to earn a point. Any interruption in that sequence puts one team onto their sequence of a stop-score-stop.

For example: Blue starts on defense (the desired starting position) vs. white. White shoots but misses and Blue rebounds = STOP. With Blue on offense they execute a great back door cut for a made lay-up= SCORE. Blue again on defense has the opportunity to earn a point. They jump into a passing lane and steal a pass =STOP... 1 Point for BLUE

Since BLUE earned a point they get to start on defense again so that they can begin a sequence. This time White executes a post feed and move for an easy bucket. This = nothing, but does put WHITE on their sequence of STOP-SCORE-STOP if they can come up with a stop. It is of great benefit in this drill to have the players , a manager, or a coach yelling out where the Sequence is at all times.

It is a great game situation teacher for shot selection, defensive rebounding, player recognition, and great for intensity. Just wait until a team needs a big stop and someone gives up an offensive rebound. Or when you need a SCORE to keep a team from earning a point and the “wrong” person takes a poorly selected shot.

You better have some rules for fouling in place. This gets competitive in a hurry. We say that if a team draws two fouls in the same sequence they are given a SCORE. Any offensive foul = STOP. We also say all tie-ball situations go to the defense. It's up to you whether you play with boundaries. Sometimes it's nice to not be bend by sidelines and end line to enhance going for loose balls but it can get a little OOC.

I believe it is at its best introduced as a half court 4-on-4 situation with two teams rotating players when a “sequence” is interrupted. From there you can progress to 3 teams and play on the full-court.

Most importantly is how you emphasize the shot selection, the value of the ball, and competitive spirit in the drill.

Once you have utilized this drill in practice for a period of time, you can introduce the concept into an actual game. If you are down five points with 3:00 to play, remind your team of a STOP-SCORE-STOP situation in practice that led to a momentum swing and a victory in the drill. Coach Miller said that very thing in a game at SMU when our Tulsa team was down 12 points with 3:31 to play. She said “Hey, we are just a couple of STOP-SCORE-STOPS away from being right back in this thing. Kara Ponganis (Springdale’s own) stole the inbounds pass (stop), hit a 3 (score) then took a charge in our press (Stop)... She hit a 3 on BOB play and the next thing you know it’s down to 6 and we go on to win that game in regulation by 8!!! A 20-point swing in less than 4 minutes and we ALL agreed it was our STOP-SCORE-STOP mentality in practice that led us to that win. We have used it every year at one time or another to win a game!!

MOVE SHOOTING – Kim Mulkey (with our players variations)

We borrowed the basis of this drill from Coach Kim Mulkey at Baylor University. During their team shoot-around I noticed their players were communicating with each other, encouraging every shot, getting up a ton of shots, and seemingly having fun!!! That's a good drill...

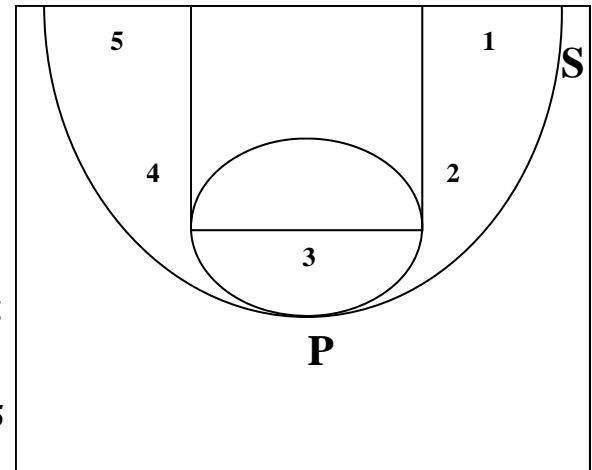
Over the years our players have made some enhancements that have made it our favorite drill and one that never gets old. And we all know how rare that is. It can also be adapted to fit any number of players and goals. This is the drill that best reinforces the 1-2 Step Shooting technique as well.

The Base Drill: MOVE

Begin with a shooting line and a passing line. Each passer has a ball. We start in the corner and will progress throughout the drill to 5 spots... corner, wing, top, wing, corner

The passing line must always remain 1 “spot empty” from the shooting line to maintain passing lanes and create proper spacing/rotation.

The goal is to score 8 points from Spot 1 before moving to Spot 2. The shooter can attempt a 15 footer worth 2 points or a shot from beyond the arc worth 3 points. Shooter rebounds shot and goes to the passing line. Passer goes to back of shooting line. Next shooter attempts shot. A running score is kept aloud so that everyone “knows the situation”. You continue attempting 2's and 3's. If the team reaches a score that puts them 1 point away from the goal, the shooter can drive it for a lay-up. Once the goal is achieved the team moves to Spot 2. This is repeated until a desired goal is reached or your time allotment expires.



Variations: Start on odd numbers to present different scenarios.

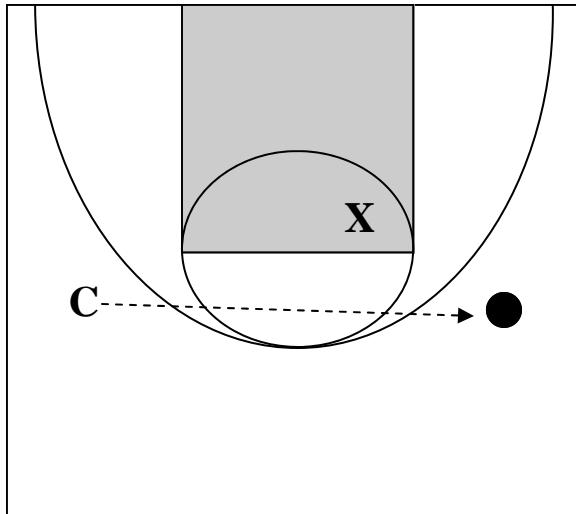
Each team must make two drive for lay-ups at each spot before they begin their goal. This incorporates scoring off bounce. Change the goal at each spot to force players to adjust to situations

All 2s or all 3s

Passers must drive and kick rather than stationary pass

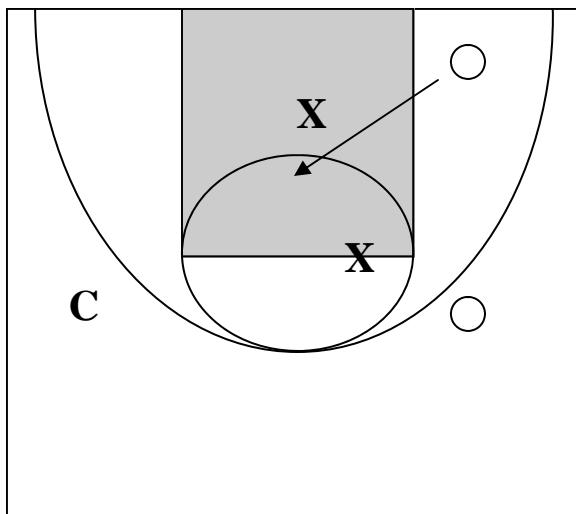
Shooters have to pop off a screen rather than 1-2 Step

'N the Paint – Nolan Richardson



Regardless of your defensive philosophy on man vs zone, pressure vs contain, or full vs half-court... I think we can all agree that bad things happen when the ball is dribbled or passed into the paint. A study was done a few years ago that stated the team that gets the ball into the paint the most in a game wins 75% of the time!!! Easy to see why it's a good thing to be able to keep your opponents from getting the ball there and a good thing to be able to get your team to get the ball there.

This is the basic drill we use to work on both. Divide team into two groups. Put a set amount of time on the clock. Coach begins drill by passing ball to offensive player. X closes out on the air time of the pass. The offensive player now has three dribbles to get the ball into the paint. If successful that is 1 point for her team and she passes the ball back to the coach. She then sprints anywhere outside the arc and repeats drill until time expires. After one team completes their turn, flip it over and go again. This can progress to 2-on-2 and so on.



Same principles but now we begin with an offensive player flash cutting into the lane. Coach can pass to cutter if not defended or to offensive player beyond the arc who can then feed the post sealing defender or drive it into the paint. This allows you to work guards and posts in game like positions.

You can vary the situations as needed to effectively simulate your offense or your opponents defense.

This action can also be built up into a 4-on-4 Shell situation with the coach acting as an outlet and passer.

Our best defense teams WANT to do this drill everyday... Our worst defense teams NEVER want to do this drill. It exposes weakness of technique and weakness of effort!!!!

75% of the Time

There On the Catch – Kevin McGuff/Sean Miller



This is another repetitive term that you would hear throughout the course of our practices, film sessions, and games from the PACK LINE DEFENSE.

I believe it can also be used in other defensive philosophies as well.

It is our term to encourage our defenders to be in a certain spot whenever an opponent receives a pass. THERE ON THE CATCH helps us communicate that regardless of an individual players position in help, need to get through a screen, be back in transition, etc that they me BE THERE ON THE CATCH. It eliminates all excuses/reasons. It is a consistent term.

Key Elements in Being There on the Catch:

- 1) Be in the proper position to begin with:
 - too high on floor or too low on floor makes it impossible
 - not in GAP makes it impossible
- 2) Show and Recover:
 - ability to make a dribbler pick up dribble then recover
- 3) Move on the air-time of pass:
 - once ball is forced to be picked up, your ability to move to the next position while the ball is being passed
- 4) Being physical through screens so that you can be in proper position
- 5) Anticipation:
 - whether from scouting or good basketball instincts, a players ability to sense where the next action is going to occur

EARLY HELP: Many times there is even a third defender involved who can provide early help onto offensive player

TWO ON THE BALL: When we early help onto a great shooter!!

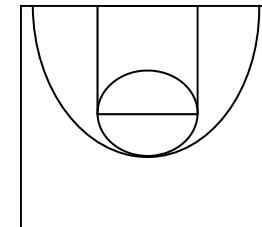
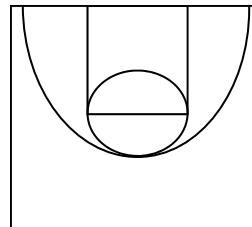
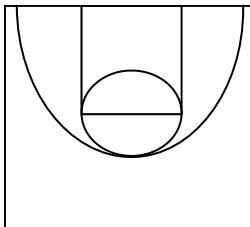
CUT WHEN THEY CUT – Dick Bennett, Kevin McGuff, Sean Miller

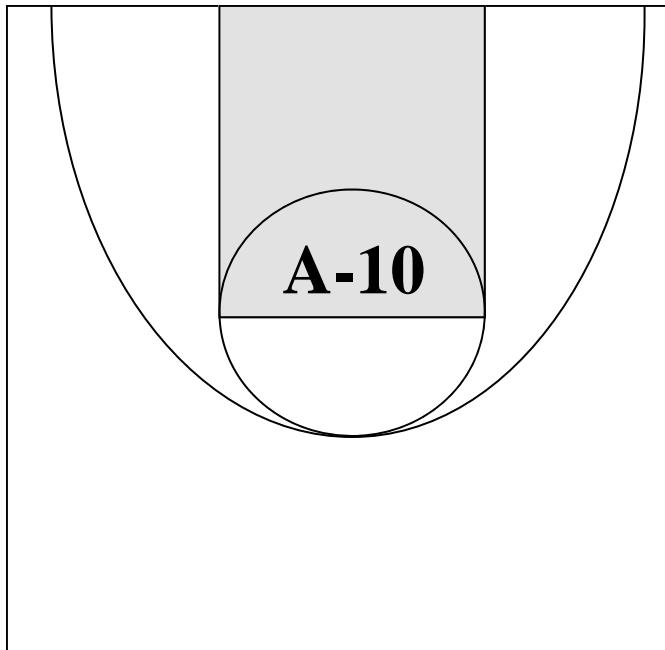
Another Pack-Line defensive term you will hear in every practice, every film session, and every scouting report is **CUT WHEN THEY CUT**. It is our terminology to reinforce to our defenders the importance of cutting when the playing they are guarding cuts. If a defender is late cutting there are no techniques in the game of basketball that you can teach to allow them to catch up.

It begins with a defender aware of where their assignment is on the floor. That recognition is often taken for granted and something else we stress in every practice. Once they are located, next a defender must be “down and ready”... For us DOWN means our shoulders are always lower than our opponents. READY means we are actively aware of where our player and of where the ball is. This helps us anticipate somewhat as to where our opponent may be about to cut. If we are DOWN and READY, we can now CUT WHEN THEY CUT. This allows us to play defense without needing HELP and with the confidence that we can focus on guarding our assigned player.

When we successfully CUT WHEN THEY CUT our opponents have a very difficult time running any of their set plays or set actions in a motion. Over 90% of our defensive breakdowns are a direct result of one of our players NOT cutting when they cut or not being down/ready.

DRILLS: Advantage/Disadvantage Fastbreak, Progressive Fastbreak , Shell Defense, ‘N the Paint, 3 Stops/5 Stops, 12 point Deny





One of the best video people in basketball is Michael Fischer at the University of Minnesota. He was also an advance scout and film guru for the Houston Comets during their 4 WNBA Championships.

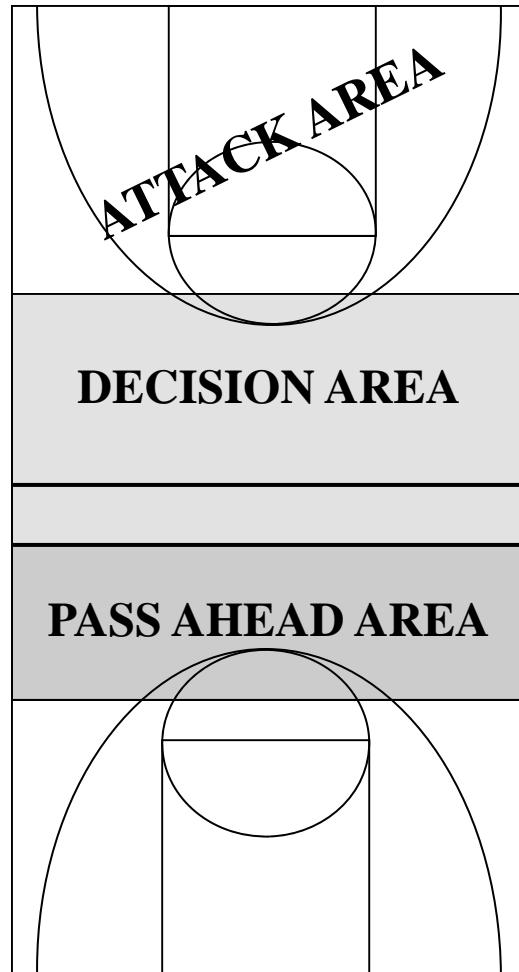
He began to notice in his film breakdowns that a high percentage of rebounds carom into the area of the three second lane that most courts have a logo painted. The more we talked about it the more I began to notice he was correct. A large percentage of missed shots are going to be rebounded by people who are in the correct spots. So we began to send our point guard to this area EVERY time that she could possibly get there. It seemed most logical for it to be her since most teams didn't rebound with their point guard. As a result, our point guard became our third leading defensive rebounder that season.

This is also an area where “tipped” balls tend to land when post players are fighting over the ball.

QUICK OUTLETS – Jay Wright, Todd Schaefer, and Avery Johnson

This will be our first season of charting “QUICK OUTLETS”...

We feel by emphasizing QUICK OUTLETS we will have improved our transition scoring and our early offense efficiency. It will become a sense of pride in our players to work together to create QUICK OUTLETS situations. By definition a QUICK OUTLET is anytime that we are successful at getting more Xavier players into the transition areas than our opponents. This can be accomplished with a quick outlet pass, a blow out dribble, or a combination of the two.



Per Possession Ratings

Boyd Shelton told me once the stats are like Bikini's.... They'll show you some things but they won't show you everything. That stuck with me and over the years I have strived to determine exactly which statistics "show you the most" when it comes down to winning and losing. I believe that we as coaches have to individually determine which stat line is most important to our own philosophy and style of play. But one thing I have become a firm believer in is using PPS to determine efficiency rather than raw numbers from a box score. It became of personal relevance the season that one coach decided that TURNOVERS PER GAME were going to be a point of emphasis. A good stat. One that we could all agree is very important. My dilemma was that we set the number of turnovers we could still have and win a game at 14. And for every TO over 14 we would run a gasser. My first problem was that 14 turnovers per game would have ranked in the NCAA TOP 10 the previous season (and we didn't have Top 10 talent). Second problem was that we had also just established we were going to be a early offensive team. So, we were now going to speed up the pace of play yet expect fewer mistakes. They didn't seem to go hand in hand. After some discussion we agreed to use the PER POSSESSION RATINGS. We would aim to have a Turnover % of 20%. Therefore allowing us 1 turnover for every five possession in a game. That would account for games with a faster pace and also not allow our offensive efficiency to be disguised if we played a team with a slow pace resulting in fewer possessions.

Definition of a Possession

We defined a possession simply as the time we gained possession until we lost possession. On average that season we found each game to have around 80 possessions. There were some in the 90's and some in the 70's. But on average you could be pretty much assured of 80 possession. That allowed for us to have 16 Turnovers per game.

Applicability

By Christmas we were using PPS in every category. We learned quickly that players began to value every single possession. We found our team understanding the importance of managing each possession to it's fullest. In turn, we found our team winning games that we had no business winning.

Guidelines

Again these will vary for you individually. We aimed for .90 points per possession. $80 \text{ possession} \times .90 \text{ points} = 72 \text{ points per game}$. We felt coupled with our great team defense that 72 points a night would win. Turnover % around 20%. Steals at 15-17%. Assists between 13-15%

The next season we also applied PPS to our defensive goals and found vast improvement in each area .

Discussion

Points per possession is the best way available to measure the quality of offenses and defenses. The method takes into account points scored, field goal percentage, turnovers, offensive rebounds, and free throw percentage - everything (except for assists and, maybe, fouls) that can justifiably be looked at in measuring offensive or defensive quality. Possessions, as they were defined previously, make such a complete measurement possible. Repeating what is so important: When a team has the ball, its whole purpose is to score as many points as possible before it becomes the defense. If it were easily accomplished, teams would try to get fouled every time, miss the last free throw, get the offensive rebound, try to get fouled, miss the last free throw, etc., never having to play defense.



Possession over Position – Eddie Sutton

A terminology we use to reinforce to our players in certain situations we want POSSESSION of the ball rather than having them try to improve their POSITION on the floor. I stole it from watching Eddie Sutton do a situational period at the ends of his practices in Barnhill Arena.

- 1) The most common instance is when players are fighting for a loose ball and someone tries to dribble the ball up at full speed in an attempt to go score. We all have certain players who can make this play and certain players who have NO CHANCE of making that play. Those are the players you must teach the value of Possession over Position
- 2) Saving a ball that is going out of bounds back into play. We've all seen the Texas Tech Bobby Knight coached player attempt to save a ball back inbounds into the hands of an opponent who hit a game winning shot with under a second to play. While they aren't always game winning plays they can be a single play that later changes the outcome. You must drill and teach your players when it's better just to let the ball go out of bounds and when/where to save a ball if needed. Do you have it toward your own goal? Do you only save it at certain times of a game?
- 3) Loose ball situations. When a player scrambles to dive on a loose ball and no one else is around. We drill our players to deny the pass out at certain times rather than try to force a held-ball call. This works in shot clock situations a lot but can also be the end of quarter or end of half. This also brings up a players ability to remember who has the possession arrow in their direction.
- 4) How early in a game do you want a player to call a timeout to save possession of a ball?

There are countless instances of teams winning/losing games at the buzzer as a result of these situations. It's important that you be prepared for as many as possible and hope your players make the proper decision when the time arises.

It's also important to instill in players that it could also be the first possession of the game which is of equal point value to your team at the end of the game. It might not seem as urgent, but it is of equal importance!!!

FOUL OR NOT TO FOUL?? – Jeff Judkins

When talking “situational basketball” the decision to foul an opponent when ahead by 3 points late in a game is one of the most debated. Do you play solid defense and defend the three point line? There are obviously lots of factors to consider but when it comes right down to making the decision you must have a philosophy to best give your team a chance to win the game. I was on both sides of this argument until I heard BYU Coach Jeff Judkins in a post game interview talking about his decision to foul with a three point lead. His team won a close game as a result in the NCAA Tournament. His comment was this: If you don’t foul, your opponent only needs to execute one thing... make a 3. If you foul they must execute four things successfully... make the first FT, miss the second FT, obtain the offensive rebound, make another basket or draw a foul. I also understand that this brings into play the slight possibility that you COULD lose the game in regulation, but to me if you can’t successfully manage to keep one of those four things from happening then you don’t deserve to win!!!

That further led me to look a little deeper. I searched for evidence of a team who lost a game as a result of fouling. I googled. I talked to coaches. I looked in video libraries. I found two. I then researched teams who didn’t foul. I found 200 in about ten minutes, not too mention the three instances that have directly determined the outcome of one of my games. I can show you 100’s of youtube.com videos of game tying 3’s but can’t find a single missed FT tap out to tie!!!

It’s a mathematical thing to me. If you are an instinct (gut feeling) coach, the math might not mean as much to you.

Regardless of which side of the argument you rest on, your team needs to understand, believe in, and be capable of executing your philosophy.

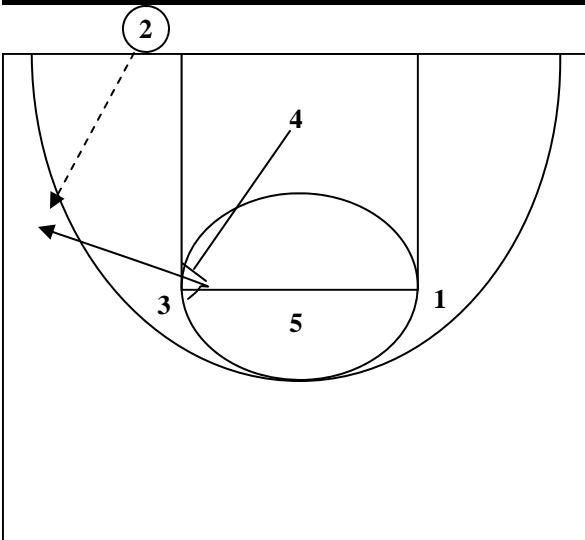
Your team should work both sides of the situation.

Can your players effectively foul on the floor before a player has a chance to attempt a shot. Can your players “sell” being fouled “on the shot” if someone tries to foul you?

Can your players effectively miss a FT to give your team a chance to rebound or tap out for a 3 if needed? Can you defend it?



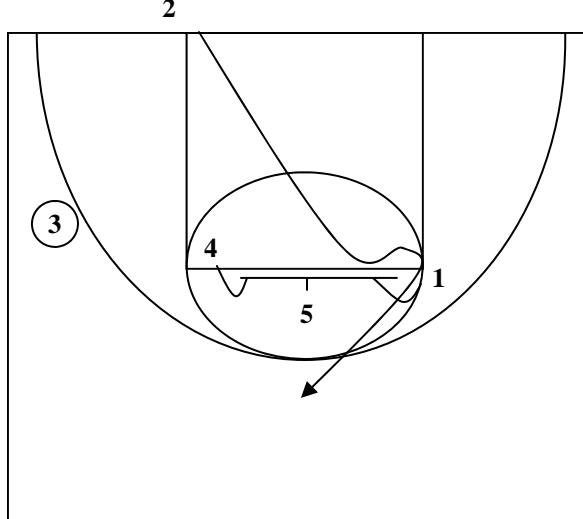
BOB PLAY – Kevin McGuff



2 needs to be your best three point threat
3 needs to be your best player

4 up screens for the 3 who is just trying to get defender to respect the screen so she can get open on the wing...

4 is not screening to get 3 open to the bucket but the better she sells the initial screen the more catch-up the defense will be playing the rest of the play

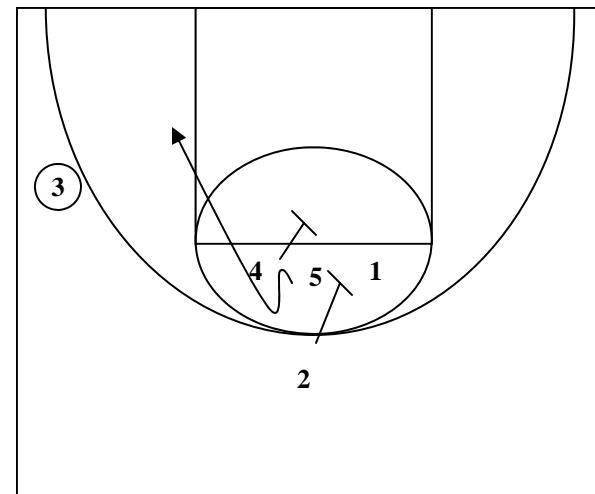


As soon as 2 inbounds to 3, she sprints in-bounds off the forming triple screen...

3 can throw it to 2 if she is wide open and time/score dictate, but the real action is for her to drive it!!!!

Help is occupied in defending your best shooter coming off a triple screen.

We have either scored or drawn a foul on this set 95% of the times we run it... It's by far the most efficient play in our playbook



As a safety if something bad happens and 3 can't drive it...

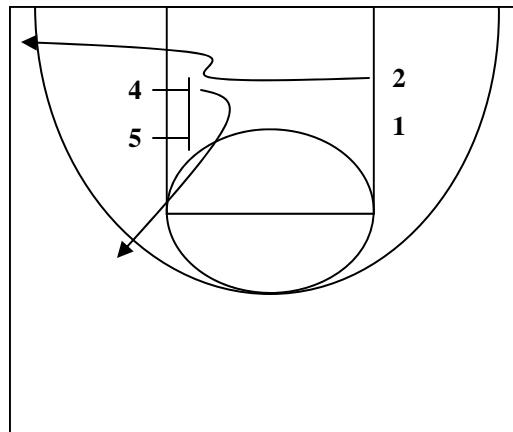
4 screen for 3 who rolls hard to the mid-post

2 also screens down for 1...

1 is using the 4 and 2 screen as a stagger for shot back at the top...

We end this set with 2 getting to the wing and 4 peeling back to set on-ball for point guard and we work the high screen...

SLOB PLAY – David Todd



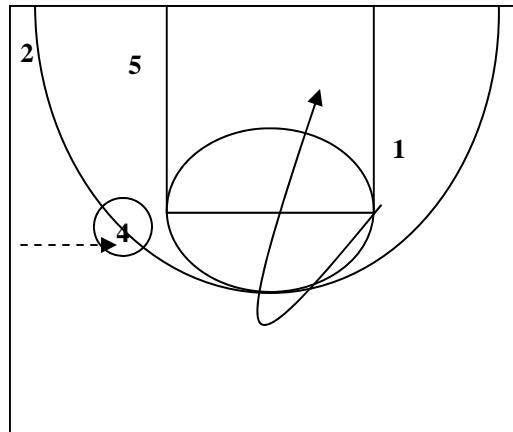
2 sprints off the 4/5 double screen on the block

As soon as 2 clears the shoulder of 4 she sprints to the ball

5 pins defender/seals defender

3 has the read options of 2 open for an uncontested 3pointer, direct entry to 5 player posting

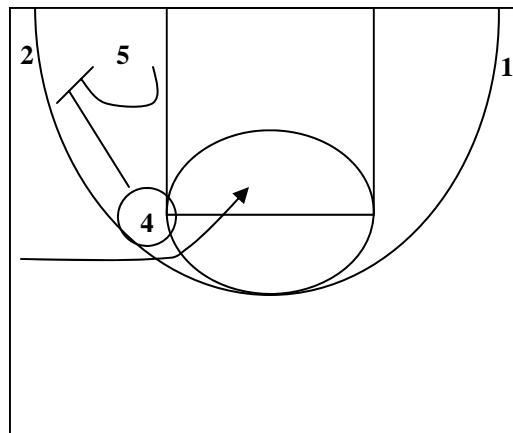
These are really early in the game options to set up game winner at in the end...



On the air time of the pass from 3 to 4, 1 sprints high calling for ball, then plant and pushes hard to the back door...

If timed correctly 1 will be as open on a backdoor cut as you have ever seen...

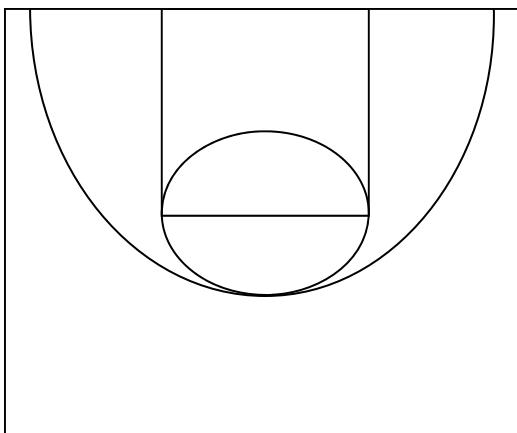
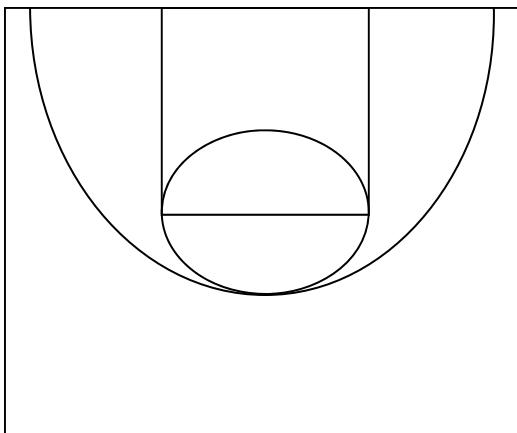
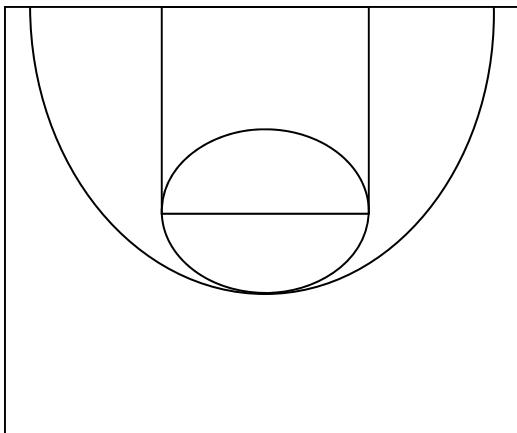
1 will have an open lay-up or quick dump to 5 if X5 helps over



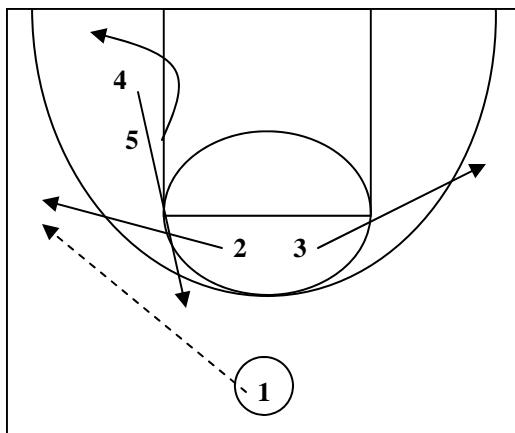
The beauty of this set is in that if you still haven't gotten a clean look, the defense still has about three other things to take away from you...

3 sprints off for a hand-off (which is very difficult to defend) for 3 to take to score, dump to 5, or kick to 1 spotting up...

After the hand-off, 4 and 5 double down for the 2 player in the corner...



ZONE BUSTER TO WIN –



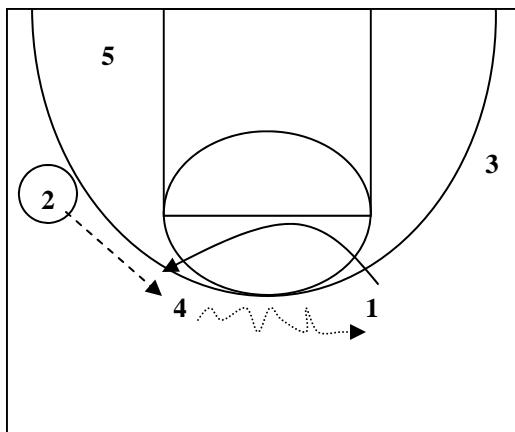
Stacks 2:

2 and 3 sprint from FT line area to opposite wings

1 enters ball to 2 on the wing

5 peels to short corner

4 flashes high

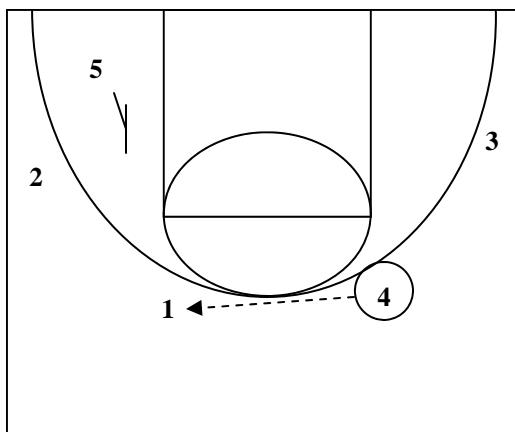


Stacks 2:

2 quickly passes to 4 flashing high

4 then dribbles at 1

1 makes a shallow cut through the key



Stacks 2:

4 quickly swings the ball back to 1

5 screens the back side of the zone and 2 slides into the gap on the wing

This action forces the single defender to make a choice:

1 can feed 2 for a wide open 3 or hit 5 player if defender fights the screen to get to the shooter 2

1 How Much You Know vs. How Much You Care– Betty Burge, John C. Maxwell

“PEOPLE DON’T CARE HOW MUCH YOU KNOW UNTIL THEY TRULY KNOW HOW MUCH YOU CARE”

John C. Maxwell may have been the one to write a book about it and earn millions and millions of \$\$\$\$ but Coach Betty Burge is the one that did it for years before my very eyes and taught me how true this statement is.

I trust we have all found ourselves in this situation during our coaching careers and if you haven’t yet, you will. You will have that one player who makes you realize this. The earlier the younger coaches can learn this principle and implement it the more lives you can touch in your coaching profession. I estimated I cost myself at least five years of opportunity to reach my players because I had yet to learn this nugget of gold.



This NOT true in every profession. I don’t care how much my heart surgeon cares about me, or auto mechanic or computer tech guy... but in COACHING it is very, very true.

Your players want to know that you care about them. They want to feel secure and confident. They want to feel that you care more about them than the outcome of the game/season/career. You want to feel the same way about your “coaches” don’t you? Don’t you want your administrators to be supportive of you when you make your mistakes?

Once your players believe this, then your knowledge of the game matters. Your great “strategery” will make a difference. Your stories will have meaning. The play you draw up to win a game will work. The discipline you give a player for breaking a rule will be done and forgotten. Your mistakes and errors will be understood.

Once your players believe this they will “pour gas on themselves for you”, they will “believe the sun comes up green tomorrow”, they will “run through walls” for you.

Once your players believe this they will have your back when their parents question your motives, they will send you cards when you are sick, they will invite you to be on their facebook when they are grown and have kids.

It’s your job to determine how you can go about letting them know how much you care. In today’s society of coaching scandals it’s a delicate balance but it’s a MUST!!!

DON'T TAKE DUCKS TO EAGLE SCHOOL – Scottie Nolan, Jim Rohn

We as coaches are faced with one of the hardest tasks in life every single season... TEAM CUTS... We are asked to tell someone who is “trying out” for something they love and obviously “want to do” that they can not be a part of it. We are asked to tell them they aren’t good enough to be a part. They are not as good as someone else at something. That they have failed in their attempt to be a part of what we are doing. That’s hard!!!

Sometimes it’s not actually Team Cuts... it’s separating the varsity from JV, the starters from non-starters, the back-up from the person who only plays in blowouts, picking a team captain(s), etc. That’s hard too!!!

Every time you are faced with any of these situations read the passage DON'T TAKE DUCKS TO EAGLE SCHOOL from Jim Rohn and then also John C. Maxwell's viewpoints on the subject.

It's a common sense approach that speaks about the trials we cause ourselves and our teams when we ask/allow/expect someone to do something they are not capable of doing. A DUCK can't be an EAGLE (and vice versa)!!!

When we take DUCKS TO EAGLE SCHOOL we:



- 1) Frustrate the DUCKS
- 2) Frustrate the EAGLES
- 3) Frustrate YOURSELF

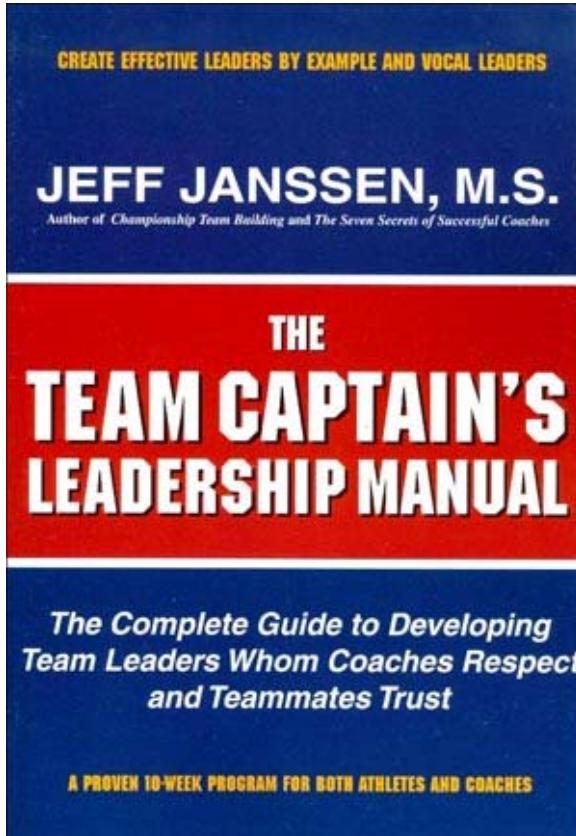
DUCKS can't be Eagles... and Eagles can't be DUCKS

Translate: Don't ask “Sally Beth” to be your go-to player in crunch time.... Don't ask “Sarah Baller” to sit on the end of the bench and cheer for Sally

This is the best link for reading the entire DON'T TAKE DUCKS TO EAGLE SCHOOL excerpt from various books and authors:

<http://graceattitude.wordpress.com/2009/03/16/don%E2%80%99t-send-your-duck-to-eagle-school/> or just do a google search for Don't Take Ducks to Eagle School

85% Rule –Ronnie Tollet, Jeff Janssen



Jeff Janssen is widely considered the world's top expert on sports leadership. He helps coaches and athletes become world class leaders in athletics, academics, and life. He is the chief architect and lead instructor for cutting edge Leadership Academies at North Carolina, Stanford, Yale, and PITT. As the founder of Janssen Sports Leadership Center, Janssen and his associates are highly sought after speakers at many of the nation's top athletic departments including UCLA, Michigan, Florida, Texas, Tennessee, Florida State, LSU, Arizona, and Xavier.

Jeff has lots of great thoughts, ideas, and exercises on developing leadership. In his travels he gets to visit face-to-face with the winningest coaches in sports. He is afforded the opportunity to pick the brains of the coaches and the players. His research is cutting edge. His access to these programs has produced some of the most useable data in existence.

His COMMITMENT CONTINUUM is the one that struck home the hardest with me because of an exercise he did with all of our programs. He asked each coach to list their team roster. Beside each player we were asked to label each player in one of the following categories:

Resistant: complain about coaches, teammates, workouts, conditioning team rules, pull against the goals of team
 Reluctant: half effort, wait and see attitude, skeptical, hesitantly do what is asked, not bought in totally

Existant: are there in body but not in mind or spirit, show up but give little, apathetic toward team, go through motions

Compliant: will do what is asked by coaches and leaders, do just enough to get by, have to be pushed to start

Committed: go the extra mile, self motivated, take initiative, will do right even when you aren't watching

Compelled: higher standard people, no matter the adversity they are there 100%, prepare, train and compete at highest level

After we labeled each player, we were asked to determine what % of our team were on the proper side of the continuum. He then walked around the room looking at the results and correctly predicted every team's season results. He could tell so many things from this one exercise. But the main thing that stuck with me was that in all of his research NO TEAM HAS EVER WON A CHAMPIONSHIP WITHOUT 85% of the players being Compliant, Committed or Compelled.

Never!!! That's some useable stuff. His book speaks of how to move players from level to level and strategies for dealing with situations that really effect your team and your efforts.

Commitment Continuum

Resistant - Reluctant - Existant - Compliant - Committed - Compelled

MENTAL GAME – H.B. Stewart, Yogi Berra, “Little Giants”



“Baseball is 90% mental and the other half is physical”

Yogi Berra’s famous quote is one of the best known from his 1000’s of sayings. While his math may have been just a little off, his idea was not. And it perfectly illustrates an idea that Coach HB Stewart instilled in every Greenwood Bulldog he ever coached. We spent as much (if not more some days) talking and learning about the mental side of basketball and of life. It was a rare day of practice that didn’t begin with a quote and a life lesson that at the time to me seemed to be keeping me from shooting and dribbling. Little did I know at 15 that those lessons would in time not only make me a better basketball player but also a better father, friend, and coach.

While the movie the LITTLE GIANTS wasn’t nominated for any Academy Awards, it does contain one of the greatest on screen coaches speech of All-Time. And if you can get past the fact it is Rick Moranis delivering it, you’ll agree with me I think.

Here’s the point to all of this. What % of the game do you believe is mental?

- A) 25%
- B) 50%
- C) 75%
- D) 90%

Next question. Whatever your answer was, Do you spend that much time of your practice on mental aspects that affect your team?

My guess is probably not even close.

There are numerous things you can do... Situation Cards were our best use of time. We developed a “deck” of 52 cards. Each card was printed with a time/score situation. At some point in each practice, a player would draw a card, read it everyone else, then we would divide into teams with one team executing from the offensive prospective and the other from the defensive prospective.



5 ATTITUDE IS THE DIFFERENCE MAKER – Janet Wood, John C. Maxwell

ATTITUDE is NOT everything. A great ATTITUDE does NOT mean we will be successful at whatever we dream.

Maxwell wrote in one of his first books “*Your attitude is the only difference between success and failure. You’re only a dream away from success!*”

In THE DIFFERENCE MAKER, Maxwell admits he was wrong to say that. He tells us that there are things our ATTITUDE can do and things it can not do.

CANNOT DO:

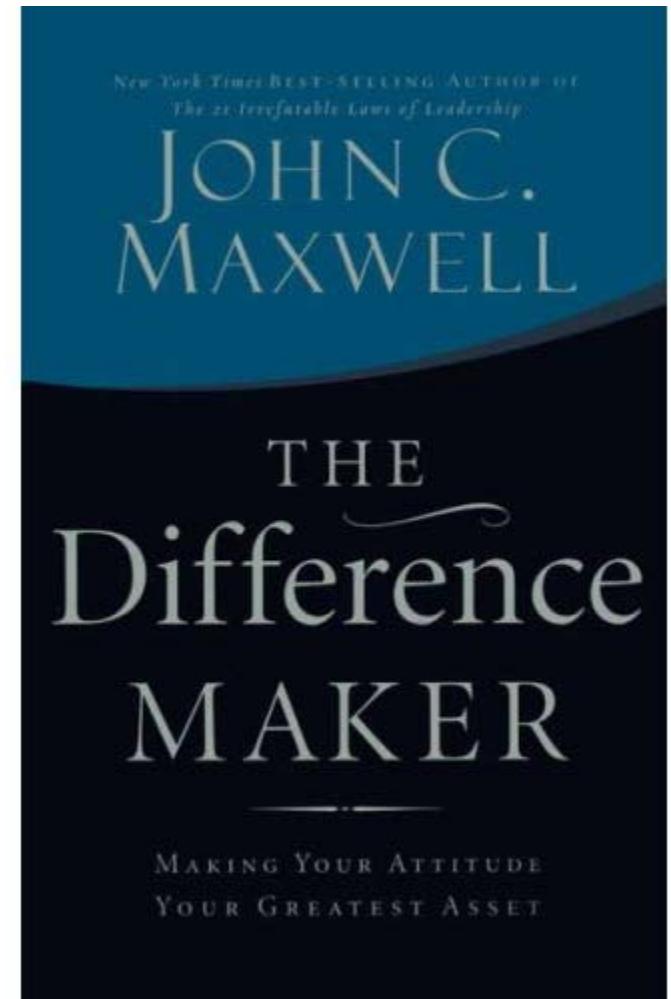
- 1) Your attitude cannot substitute for competence
- 2) Your attitude cannot substitute for experience
- 3) Your attitude cannot change the facts
- 4) Your attitude cannot substitute for personal growth
- 5) Your attitude will not stay good automatically

CAN DO:

- 1) Your attitude can make a difference in your approach to life
- 2) Your attitude can make a difference in your relationships with people
- 3) Your attitude can make a difference in how you face challenges
- 4) Your attitude can make a difference

THE BIG 5 ATTITUDE OBSTACLES:

1. Discouragement: Are you a splatter or a bouncer?
2. Change: AM/FM, cassette deck, cd player, IPOD jack
3. Problems: flee it, forget it, fight it, face it
4. Fear: breeds fear, causes inaction, weakens us, wastes energy, inhibits potential
5. Failure: wills/wonts/cants,



“*Attitude is inward feelings being expressed in an outward behavior*”

5 LANGUAGES OF COACHING – Gary Chapman

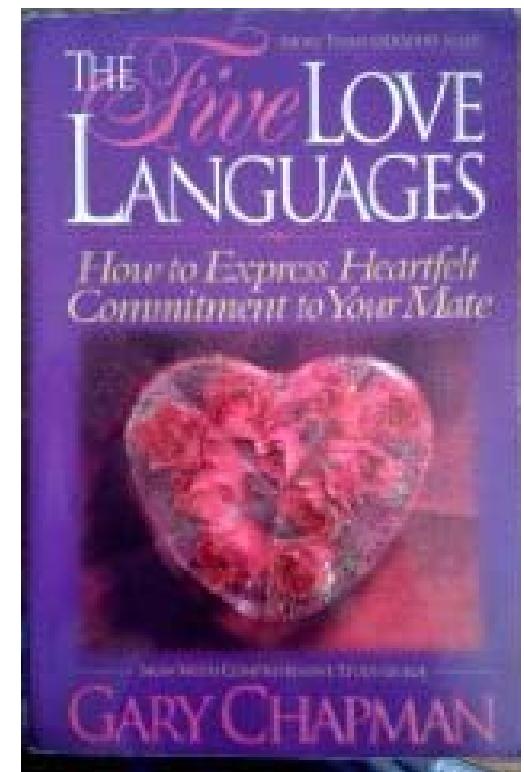
Gary Chapman's THE FIVE LOVE LANGUAGES was a best seller and a book I highly recommend for anyone in a relationship or ever wanting to be in a relationship. Top shelf stuff!

In his book he identifies Five "Languages" that people speak to let them know they are loved. Every member of our coaching staff read this book for our own personal relationships and on a bus trip began discussing that those languages could be associated to our players and how each of them have a different "LANGUAGE" that let them know they are appreciated.

As coaches we all have learned that each player is motivated by different things. One player reacts differently than another when given the same praise, the same criticism. You have to yell at some players while you can't say a word to another without them shutting you out. These are their LOVE LANGUAGES...

Chapman's Five Languages are:

- 1) Gifts
- 2) Words of Affirmation
- 3) Physical Touch
- 4) Acts of Service
- 5) Quality Time



We felt like these could be directly related to basketball with a minor modification to the PHYSICAL TOUCH language!!!

Gifts- Awards, rewards, Player of the Week in newspapers, tee shirts

Words of Affirmation- vocal praise in media, in front of team, in practice settings, to them personally, to their parents

Physical Touch- high fives, visual acknowledgement, pats on the back,

Acts of Service- going out of way to recognize their efforts, helping them with their shot,

Quality Time- visiting with them on bus rides, stopping by talking in the hallway, time with their family

These are all touchy, feely subjects that must be handled with care, but if everything else is order in your program these can help immensely... if not maybe the book can help you off the court!!!



It takes about three minutes and 45 cents to make a life long impression on a person with a simple thank you card!!!

Coach Gary Blair and Betty Burge are the two best I have ever seen. Coach Blair and Betty can in a single page brighten up a cloudy day or motivate someone to overcome an obstacle they might not even have attempted.

Gary Blair told me to start a file in 1999 labeled PAYCHECKS. In that file went notes from players, coaches, parents, or fans that made me realize how lucky I was to be doing what I was doing. It was labeled PAYCHECKS to remind me that it wasn't about the low pay or the long hours that coaching requires. It is great for those days when something doesn't go right and you need a pick me up.

I have also personally gotten two job interviews as a result of a Thank You Note. Kathy McConnell Miller was the head coach at the University of Tulsa and had just played in our Special Olympics Golf Tournament at Arkansas. I sent her a simple Thank You Note. She told me it was sitting on her desk the day her assistant coach resigned. She remembered my handwriting and the small gesture. That turned out to be my foot in the door opportunity. In today's world of text messaging and emails, it's still a nice touch to get a hand written, heart felt note from someone. To me there is no better use of your time and effort than a Thank You Card.

Go to the dollar store. Start an address book. Work on your penmanship. Start a file!!!!

K-I-S-S – Louis Whorton

It's hard to believe that you could just find one Louis Whorton saying to use as a staple in your basketball philosophy... but the Keep It Simple Stupid system is a hard one to argue with.

When I told him I had a 41-page handout he told me he could put everything he knows about basketball on 4 pages... and we all know that he has forgotten more about basketball than most of us will ever know.

His point...

Keep what YOU do simple

The point of a 41 page handout is for each coach to find 1 or 2 things that work in their system not to implement a comprehensive 100 point system of “STRATEGERY”!!!

DO WHAT YOU DO... and do it well!!!





If you figure this one out, you need to write a book and do a clinic. Let me know and I'll be there. I believe this is one thing we all fall victim to in sports. We all seem to remember the tough losses more than the great wins. We tend to beat ourselves up over a 1-point loss but still don't reward ourselves with equally as strong of feelings when we win a 1-point game.

Are you the same in the locker room? Do you watch film as much with players? Do you go back and critique your players and yourself equally? Do players have the same sense of excitement about the next practice after a close win as they have dread when they lose a game?

DON'T GET IN HANDSHAKE LINE – Merrill Mankin, Geno Auriemma

It's one of the first thing we learn in sports. When the game is over, everyone get in a line and tell the other team "GOOD GAME". Over the years the high fives have become "fist dabs", elbow bashes, low fives, chest bumps, or head pats but the ritual still endures.

Over the years I have lost more respect for opposing coaches and players in the "handshake" line than any other ways combined. We have all seen things and heard things said in these lines that you just can't believe you saw or heard. "We got robbed", "How much you pay those refs", "Don't forget to give those refs a letter jacket at the end of the season".

The latest in women's basketball happened last season when Syracuse player tried to trip Geno Auriemma in the handshake line following the game. That created a lot of controversy of course. It also created a great quote from Geno... "Hey, if you don't want to shake hands, Don't get in the handshake line"



That makes so much sense to me. The end of a game often times is very emotional. Having to gain your composure and immediately shake hands is tough. You are sad/mad/frowning and you are EXPECTED to shake hands with someone who is elated/happy/smiling!!! Easy to see why from time to time people make poor decisions and say or do things they later are not proud of.

My personal experience happened when our Bentonville team beat Southside in a one-point game. I looked like Jimmy Valvano running around the court trying to find someone to hug while Coach Mankin and the entire Southside team stood there in the handshake line wondering why we were celebrating a 41-40 win in January!?!?!!?!!? Coach Mankin in his infinite wisdom and experience knew that I was a young, stupid coach. He waited with his team patiently then shook everyone of our hands and congratulated us on a great victory. It wasn't until later during the boys game that he shared with me the importance of ACTING LIKE YOU'VE BEEN THERE BEFORE!!!

What great advice. I tired to justify our celebration by saying to myself that it happened because of the respect we had for their program and how important of a win it was to our team. But imagine the impact it could have had if we shook hands and then celebrated in the locker room!!!

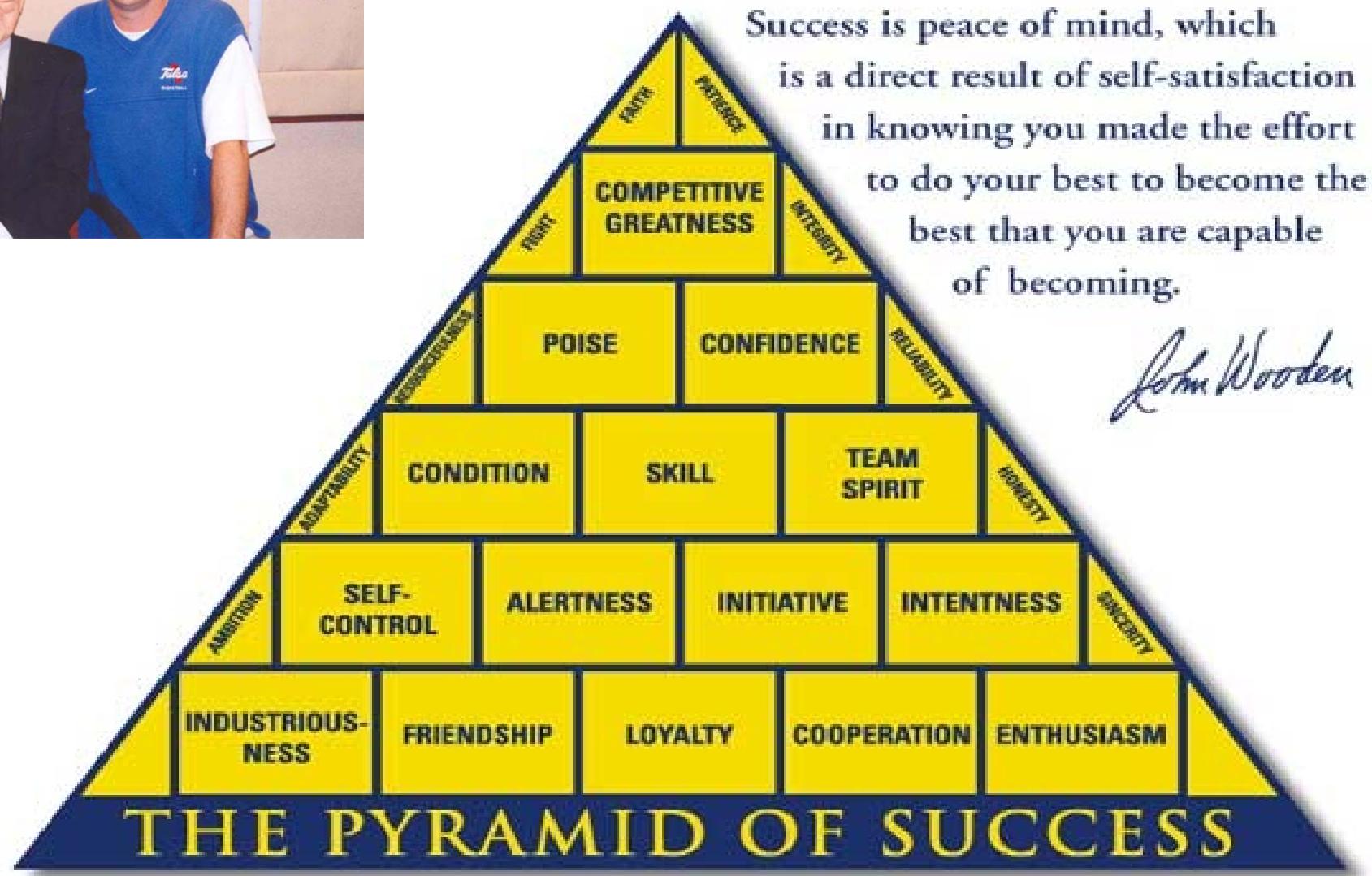
Since that game our teams have suffered some crushing defeats and pulled off some great upsets. But I can assure you WHEN/IF I get in the handshake line, I will be there for the right reasons.

PYRAMID OF SUCCESS – John Wooden



John Wooden... Enough said!!!

You might change one of these blocks to fit your own style of play, but one can win lots of games and produce productive student/athletes with these cornerstones for as long as the game of basketball is played. Time will not change these traits of CHAMPIONS...



TOUGHNESS – Jay Bilas

Jay Bilas was never one of my favorite players or commentators until I read his ESPN.COM on TOUGHNESS. I think it's one of the best pieces written on basketball in years. Throughout his many experiences he made a list of qualities that exemplify "toughness". Until this piece we all used the term TOUGH and TOUGHNESS with our teams and players but if you are like me you never really defined to them what it meant. Below is the link to the article. It's long to type so I recommend just doing a Google search for "JAY BILAS TOUGHNESS" and it should be the first link.

http://insider.espn.go.com/ncb/insider/columns/story?columnist=bilas_jay&id=3868904&action=login&appRedirect=http%3a%2f%2finsider.espn.go.com%2fnccb%2finsider%2fcolumns%2fstory%3fcolumnist%3dbilas_jay%26id%3d3868904 link to the ESPN.COM article.

Some that he mentioned that really struck home for me were:

Set a good screen, set up a cut, don't get screened, talk on defense, play the ball see your man, post your man not a spot, fight for space, play in a stance, be the first to a teammate, show strength in your body language, FINISH, It's Not your shot it's OUR shot, look teammates and coaches in the eye, NEXT play, every possession is important, get on the floor, AND 1's



IDENTIFIABLE STYLE OF PLAY – Gary Blair



Approach every practice schedule with this thought in mind...

"If _____ (insert your favorite coach of all-time) were to walk into my practice today, could he/she determine my style of play based on the drills that I am running and the skills that I am teaching"

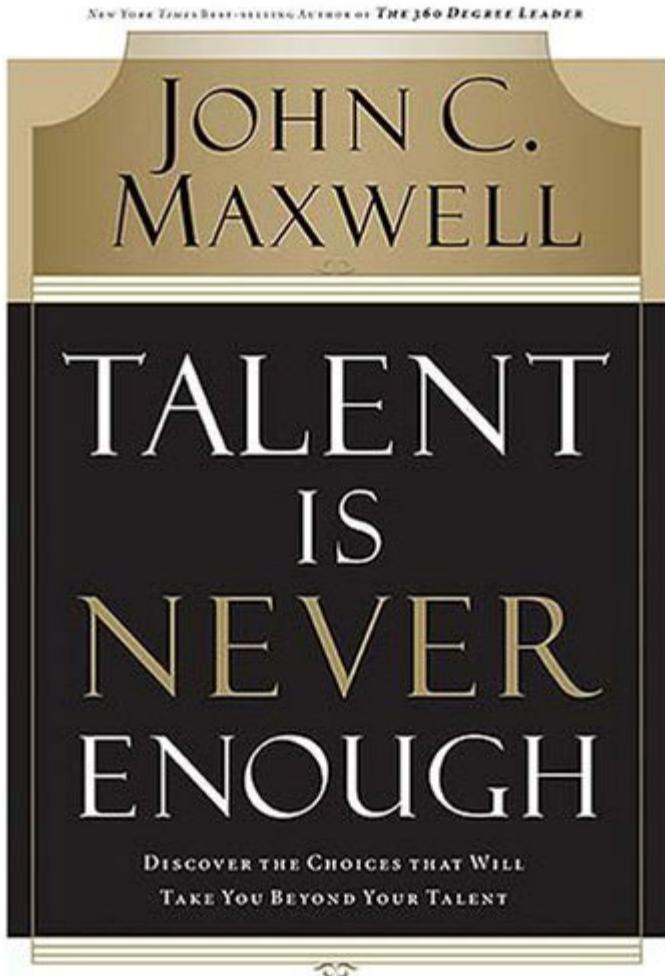
Are you working to deny the ball to the wing, then telling that defender to keep from getting beat to the baseline? (my personal favorite)

Are you shooting 10 minutes of lay-ups and transition shots, then working on a straight 2-3 zone without a press?

Do your guards work a great off the dribble series then run and offense that creates little or no driving angles?

Do your posts work their tails off fronting the post and your guards not work on applying ball pressure?

Do you allow your players to take shots in games they haven't worked on in practice?



Did you realize:

- * More than 50 percent of all CEOs of Fortune 500 companies had a C or C– average in college.
- * 65% of all US senators came from the bottom half of their classes
- * 75% of US Presidents were in the Lower half in school
- * 50% of millionaire entrepreneurs never finished college

Maxwell writes in TALENT IS NEVER ENOUGH what we as coaches experience every single day of our professional life... The most talented players don't always achieve the most!!!

It can also be said the most TALENTED coaches don't produce the most TALENTED teams.

It can also be said that TALENTED players don't automatically become TALENTED coaches.

This book can help you reach your own personal potential while also helping your players do the same thing.

We all know that TALENT is the starting point... Great Lou Holtz quote...

"I've coached teams with good players and I've coached teams with bad players. I'm a better coach when I have good players."

Making the MOST of our TALENT is our charge as coaches. It's what we are paid to

Maxwell's 13 Key Choices to maximize any person's TALENT:

1. Belief lifts your talent
2. Passion energizes your talent
3. Initiative activates your talent
4. Focus directs your talent
5. Preparation positions your talent
6. Practice sharpens your talent
7. Perseverance sustains your talent
8. Courage tests your talent
9. Teachability expands your talent
10. Character protects your talent
11. Relationships influence your talent
12. Responsibility strengthens your talent
13. Teamwork multiples your talent

Another thought from the nation's leading Teamwork developer and researcher...

Jeff has spent time with the most successful coaches at all levels or various sports and these are the Seven Secrets he has seen in each of them.

1. Character Based
2. Competent
3. Caring
4. Confidence Builder
5. Communicator
6. Consistent

Credible Coaches are people with great character
know the strategies and skills of their sport
real passion for players and coaching
their athletes feel good about themselves
talk and listen well
consistent philosophies and moods

All the great coaches I know have these qualities. Some coaches have some of them. Some great coaches have some of them some of the time.

We all know some coaches who have 6 of them, but are so drastically missing that all important seventh that their teams, programs, and life suffer.

How many do you have?

