

In prosperity, our friends know us; in **adversity**, we know our friends.
- John Churton Collins

"Success is the progressive realization of a worthy ideal."
--Earl Nightingale

Reaping a Multiple Reward by Jim Rohn

For every disciplined effort, there are multiple rewards. That's one of life's great arrangements. In fact, it's an extension of the Biblical law that says that if you sow well, you will reap well.

Here's a unique part of the Law of Sowing and Reaping. Not only does it suggest that we'll all reap what we've sown, it also suggests that we'll reap much more. Life is full of laws that both govern and explain behaviors, but this may well be the major law we need to understand: for every disciplined effort, there are multiple rewards.

What a concept! If you render unique service, your reward will be multiplied. If you're fair and honest and patient with others, your reward will be multiplied. If you give more than you expect to receive, your reward is more than you expect. But remember: the key word here, as you might well imagine, is discipline.

Everything of value requires care, attention, and discipline. Our thoughts require discipline. We must consistently determine our inner boundaries and our codes of conduct, or our thoughts will be confused. And if our thoughts are confused, we will become hopelessly lost in the maze of life. Confused thoughts produce confused results.

Remember the law: "For every disciplined effort, there are multiple rewards." Learn the discipline of writing a card or a letter to a friend. Learn the discipline of paying your bills on time, arriving to appointments on time, or using your time more effectively. Learn the discipline of paying attention, or paying your taxes or paying yourself. Learn the discipline of having regular meetings with your associates, or your spouse, or your child, or your parent. Learn the discipline of learning all you can learn, of teaching all you can teach, of reading all you can read.

For each discipline, multiple rewards. For each book, new knowledge. For each success, new ambition. For each challenge, new understanding. For each failure, new determination. Life is like that. Even the bad experiences of life provide their own special contribution. But a word of caution here for those who neglect the need for care and attention to life's disciplines: everything has its price. Everything affects everything else. Neglect discipline, and there will be a price to pay. All things of value can be taken for granted with the passing of time.

That's what we call the Law of Familiarity. Without the discipline of paying constant, daily attention, we take things for granted. Be serious. Life's not a practice session.

If you're often inclined to toss your clothes onto the chair rather than hanging them in the closet, be careful. It could suggest a lack of discipline. And remember, **a lack of discipline in the small areas of life can cost you heavily in the more important areas of life.** You cannot clean up your company until you learn the discipline of cleaning your own garage. You cannot be impatient with your children and be patient with your distributors or your employees. You cannot inspire others to sell more when that goal is inconsistent with your own conduct. You cannot admonish others to read good books when you don't have a library card.

Think about your life at this moment. What areas need attention right now? Perhaps you've had a disagreement with someone you love or someone who loves you, and your anger won't allow you to speak to that person. Wouldn't this be an ideal time to examine your need for a new discipline? Perhaps you're on the brink of giving up, or starting over, or starting out. And the only missing ingredient to your incredible success story in the future is a new and self-imposed discipline that will make you try harder and work more intensely than you ever thought you could.

The most valuable form of discipline is the one that you impose upon yourself. Don't wait for things to deteriorate so drastically that someone else must impose discipline in your life. Wouldn't that be tragic? How could you possibly explain the fact that someone else thought more of you than you thought of yourself? That they forced you to get up early and get out into the marketplace when you would have been content to let success go to someone else who cared more about themselves.

Your life, my life, the life of each one of us is going to serve as either a warning or an example. A warning of the consequences of neglect, self-pity, lack of direction and ambition ... or an example of talent put to use, of discipline self-imposed, and of objectives clearly perceived and intensely pursued.

Example is not the main thing in influencing others. It is the only thing. – Albert Schweitzer

Do not follow where the path may lead. Go instead where there is no path and leave a trail.
– Ralph Waldo Emerson

The person who says it cannot be done should not interrupt the person doing it. - Chinese Proverb

Let us all be able to lose gracefully and win courteously; to accept criticism as well as praise; and last of all, to appreciate the other person's attitude at all times. - James Naismith

My Secrets to NBA head Coaching Success By Dr. Jack Ramsay

1. Know the NBA game.

This characteristic sounds as if it should be a given, but the NBA game is different from that played anywhere else. Its rules, number of games (and travel involved), limited practice time, officiating and the ability level of its players all combine to offer a unique perspective to coaching. The successful NBA coach understands those differences thoroughly and uses them to his advantage.

Let's start with the basic NBA rules. The court dimensions (94 by 50 feet with 16-foot-wide lane), the length of the game (48 minutes), the game's division into four 12-minute periods, the 24-second shot clock (and the conditions for resetting it), personal-foul penalty situations, number of personal and technical fouls necessary for ejection from the game, the 3-second lane restrictions on offense and defense, double-teaming tactics permitted on players with and without the ball and rules governing timeouts -- regular, 20-second and mandatory -- are all different rules and require keen awareness by the coach. They also make for a difficult adjustment for those coming from outside the NBA. College coaches and former players who jump immediately into head coaching positions are often dazed by the demands of the job.

Last season, the NBA did away with its confusing illegal defense restrictions and gave teams increased latitude to play any kind of defense. For the first time since 1947, teams could play zone defenses. The only restriction on that tactic was to limit the time in the lane to less than three seconds for players not actively guarding an opponent.

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It will be interesting to see what coaches do to adapt to those rules this season. They've had a year to get acclimated to the new freedoms, determine how they can benefit defensively and discover how they can maximize their own offensive opportunities. The NBA game is tough and physical, and the travel, even in these days of charter flights, can be exhausting. The coach must work out an effective rotation of players into and out of the game. He must get meaningful practices in short segments of time, while being aware of the fatigue factor with players who are playing big minutes every game. He must adjust to officiating that is generally consistent but renders bad decisions on occasion.

The coaches who know the game thoroughly and have their teams playing their best possible game within the rules will have the best team results. It comes from knowing the game.

2. Develop an effective game plan.

A successful coach must have a game plan that gives his team its best chance to win. A sound game on both offense and defense is mandatory. This requires careful analysis of team personnel to ascertain the best ways for that team to score enough points to win while limiting opponents to low-percentage scoring opportunities and denying them second-chance points.

Although defense is the strongest factor in team success, most coaches think of their offensive capabilities first. If you ask NBA coaches what they want to do on offense, they invariably say that the fast break is their first priority.

That's understandable because fast-break opportunities are high percentage, and it's generally conceded that a team needs those kinds of "easy scores" to win consistently. But the fact is that most team offense is played in half court.

I coached two excellent running teams in the NBA -- one at Buffalo and the other at Portland. I found that those teams seldom got more than 30 to 35 fast-break chances per game, but if we got that many opportunities we usually won easily. In those days, running teams got about 100 possessions a game. So, even when we ran at optimum level and got 35 fast breaks, we were in the half-court game for about twice as many possessions.

So, while fast-break basketball is fun to play, exciting to watch and helpful in the overall game plan, an effective half-court offense is more essential to winning. Every coach has his own style of half-court basketball.

The Lakers use the same triangle offense with Shaquille O'Neal and Kobe Bryant that was successful at Chicago with Michael Jordan and Scottie Pippen. Phil Jackson has won six championships with it, but no one else can make it work. Utah makes maximum use of high-post and sideline screens to get the best from John Stockton and Karl Malone. It is simple and fundamental ... and very efficient. Boston's Jim O'Brien focused on his only viable scorers at Boston, Paul Pierce and Antoine Walker, and managed to win a lot of games.

The kind of offense a coach uses may vary, but every scheme will work if the concept is sound and executed with a high level of efficiency.

Strong team defense must be of the highest priority with the successful coach. It is the difference between success and failure. Because of the high level of offensive skills of NBA players, effective defense must be organized on a team, man-to-man basis. There must be an interdependence among the players. ***Pat Riley calls it "helping the helper."*** The implication here is that ***there is always an off-the-ball defender ready to help the player defending the ball and another helper ready to help the first helper. When that kind of teamwork is in place, the basis of a sound team defense is there.***

The winning coach must also have his team prepared to employ trapping defenses and double-team schemes for special situations, but the basis of his defensive game must be a sound, integrated man-to-man with excellent principles for providing weak-side help. In essence, the winning coach needs to have a sound game plan at both ends of the floor.

3. Teach your game.

Another vital area for coaching success is one's ability to teach his game plan to his staff and players. Assistants must be as well-versed and confident in the plan as the head coach. It's also extremely important for the coach to have his best player(s) buy into that game plan. When I first took over the Trail Blazers, I met with Bill Walton to explain the game I wanted to play and his role in it. He seemed pleased with the theory and yet I remember his comment as we finished our meeting. ***"Coach, one last thing ... don't assume we know anything." What he was telling me was that the Blazers -- including himself -- needed a lot of fundamental teaching. I knew we were going to have a great team after I heard him say that.***

I found ***the best teaching was done on a whole-part-whole method -- that is, give the players an overall view of what the end product looks like, break it down into its essential parts, then put all the parts together.*** This requires the use of ***visual perceptions, verbal descriptions and physically experiencing the whole game; then breaking that game into its most fundamental segments and drilling them repeatedly on the practice floor.*** Gradually, the parts are united into the whole game, and then the rough edges are smoothed off.

Yes, pro players -- even the best of them -- need teaching and are receptive to it. I found that if players feel that you can help them improve their skills and help the team win, they'll do whatever work you ask of them. Coordinated team play doesn't just happen. It is the result of endless hours of teaching the individual aspects of the game, then combining those into smooth-functioning team play.

There's an old coaching adage that says, *"Don't expect something to happen in the game if it hasn't taken place already on the practice floor."* Good coaches use all the tools at their disposal to teach their game -- hands on, one-on-one teaching on the court; chalk and magnetic boards, video tapes, computer printouts, team meetings, written tests, one-on-one sessions with players, motivational techniques in the meeting rooms; practice walk-throughs, half-court and full-court scrimmages, simulated end-of-game situations ... whatever it takes to teach the game.

Good teaching requires open communication between the coach and his players. Players must know what the coach wants from them and the roles each plays in the team game. The smart coach knows how his players are responding to the game plan and invites responses from them. A successful coach also learns from his players.

4. Coach the game.

Some coaches are described as good "bench" coaches. That kind of coach has gone over the game plan with his players and has simulated at practice the game he expects them to play. The coach has also anticipated and practiced his players on adjustments they may need to make in the game plan. So, if the actual game takes a different turn from what was anticipated, his players are ready. The good bench coach appears confident in himself and in his team. He instills the feeling among his players that, if they follow his lead, they will win.

Then, at the opening toss, these coaches focus on all the important aspects of the game being played. *They're aware of the game clock, shot clock, foul situations, timeouts available and the flow of the game. They make player substitutions, alter strategy, note how officials are calling the game, notice how the game plan is working and check out opponents' strengths, weaknesses and tendencies. They seem poised and in control of the game regardless of the score and time remaining.*

Game coaching is the defining moment for a coach. He must make appropriate preparations for the game. He may know the game inside out, have a great game plan, and teach it well, but if he can't coach the game effectively, he'll never have great success. And in the NBA, there are a lot of games ... as many as eight preseason, 82 regular season and a possible 26 more in the playoffs!

Before beginning a new season with a good team, I remember thinking that we'd probably win about 15 games somewhat easily, that we might end up losing 10 badly, and the rest -- all 57 of them -- would go down to the wire. Those were the ones I felt we had to win. Setting 50 wins as something of a regular-season standard meant that we'd have to win about 35 of the close games to have the kind of team record that I wanted. That put a premium on getting my players to be mentally tough, so that they'd respond with poise and efficiency in the closing minutes of games. Once the team game was in place, *I spent a lot of practice time working on end-of-the-game situations. I had to discover who my best clutch players were on both offense and defense and to make necessary plans to have them involved in the critical plays that win games.*

When things are going well, success feeds upon itself and engenders more of the same. Players who make big plays grow more confident in themselves with each success. Winning a close game is a moment of exaltation for players and coach. It has a great bonding effect on the team with its coach.

Repeated failure in close games requires changes in plans, adjustments of personnel or strategy and the practice of the revised plan until success is achieved. Successful coaches get that part of the job done, too.

5. Obtain quality personnel.

The saying that "*you can't make a silk purse out of a sow's ear*" applies well to coaching in the NBA. A good coach makes maximum use of the talent that he has, but if he has less than standard quality players, he can't win in the NBA. In today's era of the salary cap and luxury tax, it's becoming increasingly difficult for a coach to acquire the kind of personnel he needs to become a winner. Many teams in the league will simply not spend money for players if it puts them over the salary cap. And, in some cases, the coach may not have the authority to make changes that he feels necessary. In those situations, the coach is destined to have only mediocre-level teams.

Three of the four teams that I coached in the NBA -- Buffalo, Portland and Indiana -- had records well below .500 the year before I joined them. Buffalo was an expansion team beginning its third year of existence. The team's general manager, Eddie Donovan, thought some of the young players might develop into quality NBA talent and wanted to stay with the previous year's roster. I agreed to try it, but our record didn't improve. Before my second season began, we kept only three players -- Bob McAdoo, Randy Smith and Bob Kauffman -- brought in nine new players, and the team record improved from 21 wins to 42 and a playoff berth.

At Portland, the Blazers were entering their seventh season without ever reaching .500. We acquired seven new players, went from 37 wins the previous year to 49 and, with a team built around Walton and Maurice Lucas and an excellent group of team-first players, won the NBA championship. We added four new players to the team at Indiana and went from 26 to 41 wins and a spot in the playoffs.

I was the same coach at each location. I simply had better players to work with when those teams improved like they did. Talent is the coach's lifeblood. Sometimes a team needs a transfusion of new blood so that it can live a productive life. It's incumbent upon the coach to have as strong an influence as possible in the acquisition of talent. If he can't have that kind of authority, it's better not to take a job where the future is bleak or uncertain.

Not that good talent is all that is needed. Good talent has to be well-coached, too. And there is such a thing as having too much talent -- wherein every player thinks the game should be played through him and the result is chaos. But that's all part of the job of coaching. It's better to have quality talent that can be molded into a contending team than mediocre talent that can't be developed into winners.

In summary, it takes all five of those characteristics to be a successful coach in the NBA. Even having four out of the five won't get you there.

Good-The Enemy of Great

The biggest gap and the hardest jump is going from good to great. Your responsibility is to decide whether you like being good...or whether you can not live without being great.

*At first glance, we all say we want to be great, yet only the select few truly understand that
“good is the enemy of great.”*

Only a select few are unable to sleep at night when they put forth a good effort and not a great one.

Good is easy. Great is the hardest thing you will ever attempt in your life. Good is rewarding...great is everlasting. The transition requires more than hard work; it requires working hard on the right things; it requires working hard and working smart. You've got to practice with purpose.

Playing time can best be explained by a quote from Bobby Knight. I'm paraphrasing here:

"COACHES DO NOT DETERMINE WHO PLAY, PLAYERS DO. THROUGH THEIR PERFORMANCE AND EFFORT IN PRACTICE AND GAMES."

The best players play. I do not show favoritism when it comes to playing time.

Coach Jerry Krause made a key point in regards to leadership. He stated, **“Lead and serve your team with confidence and humility. It is important to lead with a positive attitude and to do it with courage.”**

Coach Don Meyer discussed communication with your players. Coach Meyer states **“get out of the office, away from the desk and take a walk with them. That way you have no distractions and both of you can focus on the conversation. This works very well when dealing with important topics or when cutting a player.”**

Life is the sum of your choices. — *Albert Camus*

The question for each man to settle is not what he would do if he had the means, time, influence and educational advantages, but what he will do with the things he has. — Hamilton Wright Mabee

There are two levers for moving people — interest and fear. — *Napoleon Bonaparte*

There are three qualities that one must possess to win and that is **definiteness of purpose, knowledge of what one wants and the burning desire to achieve it.** — Napoleon Hill

Whatever talent an individual possesses, **character** helps that person use his or her ability to serve the team. — John Wooden

Something to Share With Your Players

Get outside your comfort zone - it is the only way to improve.

The approach you need to take to off-season workouts

*One of the keys to getting the most out of your training program is to work outside of your comfort zone. The old saying "**If you do what you've always done, you'll get the results you've always gotten**" is largely true.*

So you've got to change the way you approach your workouts. You've got to do more than the next guy, but you've also got to push yourself past what you usually do, and get out of your comfort zone. It's not easy, but it's a key to really moving your game up to the next level. Say, for example, that part of your normal off-season routine is to shoot around for half an hour and jog a few laps at the track a few days a week. I can't argue that you're doing something to stay in shape and work on your game. But you're not really pushing yourself, and you shouldn't really expect those types of workouts to pay huge dividends.

*Change your approach. **Push yourself harder than you normally do, and you'll start to see results.** Instead of shooting 30 or 40 random, lazy jump shots, create a plan for yourself. Shoot from 4 or 5 spots on the floor until you've made 30 or 40 shots from each spot (or some number that you set as a goal for yourself). Get in the triple-threat position, head-fake, take a quick dribble to one side or the other, get good lift on your shot (really getting off the ground), and concentrate on your follow-through. **Push yourself to move quicker than you normally do, and to jump higher than you normally do.** This is just an example of a possible workout routine. You have to decide which parts of your game to work on. The important thing is to take a rather normal, un-challenging workout routine and turn it up a notch so that's it tough and will deliver results.*

Or when you go to the track, create a plan to really work on your stamina and quickness. Run 2 laps at a good pace to warm up. Then do some interval training where you sprint at top speed for 40 or 50 yards, then walk for 30 or 45 seconds to get your wind back. When you first start doing interval training, you'll probably only be able to do 4 or 5 repetitions, but you'll get in better shape over time and the numbers will increase. As you get into better shape, you'll work your way up to longer distances, shorter breaks in between sprints, and more repetitions. Follow-up your sprints with 4 or 5 hard minutes of jumping rope. Mix in some longer distance training during the week and you're on your way to really improving your stamina and quickness.

Working outside of your comfort zone is tough, and you'll want to lapse back into your normal, comfortable routine that's not too strenuous or tiring. But that's what average players do. Don't let yourself be average.

THE THREE BASICS

"If a guy cannot pass, the ball stops moving. If he cannot shoot, he will always be open. If he cannot dribble, the defense will attack him." -Pete Carril, *The Smart Take From The Strong*

Pre-Season Tips

by Brian Huber

Need some tips to help you make your Hoops team this Fall?

1) Get in shape! – You can have a poor shooting day, but there is no excuse for running out of steam during tryouts. This is where the coach smells weakness and can easily tell who is ready and who gets crossed off the list. Prepare by the following:

a. Jump rope – Heavy rope is preferred. Jump on one leg and go hard!

b. Train anerobically not aerobically - You are not trying out for Cross Country, so save the elliptical machine, mile run, and jogging for after retirement. Sprint while dribbling – If you are going to run, then run with the ball. ALWAYS get in shape while working on your skills!

c. Do wall sits – (See how long you can sit on the wall to strengthen your thighs)

Why not do this while watching your favorite TV Show or talking on the phone???

2) Get your weak hand in order! – This is a must in order to get to the next level.

a. Dribble with 2 balls – must pound the ball. Only have 1 ball? Then go to K mart and buy a rubber one for 5 bucks.

b. Must be able to **hit simple lay-ups on both sides.** (No excuses!)

c. Eat with your weak hand

d. Brush your teeth with your weak hand

e. Carry your school bag with your weak hand. (I think you get the picture)

3) Check your Attitude ! – This is everything and these simple tips can get you on the team:

a. Get to practice early and start sweating through your jersey before practice or tryouts even start. Your coach will notice and your peers will notice.

b. Be the last one to leave practice – Enough said

c. TALK, TALK, TALK – Positive communication and being loud and confident on the court takes no talent and shows leadership and passion.

d. HUSTLE – This also takes no talent. Skin grows back so dive for the ball! Always run off the court.

e. Help your teammates – If someone messes up, pick them up and keep them going. Help people up when they fall down and ALWAYS BE POSITIVE.

Attitude is contagious -- NEVER forget that!

I truly think that if you keep these 3 major tips in mind, then that is half the battle for making your team and making an immediate positive impression with your coaching staff and teammates. Perception is reality and people must perceive you as a leader and confident individual in ANYTHING you do in life. Now get off on the right foot and good luck!

Quick phrases for coaches are an invaluable tool. It saves teaching time on the court when you can communicate in a succinct manner. Also, the mind slows the feet. So bogging the kids down with instructions stalls our progress as a team.

This sums up our approach for this season.

AWARE. TOGETHER. NOW.

Teams beat individuals every time.

By Dave Bollwinkel, Scout Boston Celtics

Far too often, high school guards believe that what college coaches are looking for is someone to light up the scoreboard. While scoring is certainly an advantage, you can make it as a college guard if you understand and master all nine points listed below, even if you are not a great scorer.

Good guards...

1. Get their team into offense by:

- Developing a good handle
- Including the retreat dribble

2. Know how to attack pressure.

- Always looking up the floor-
- Looping the lag guard to create an open side of the floor.
- Using the retreat dribble to back out of traps, stay out of trouble, and to space the floor.
 - Avoid dead mans corner

3. Know when and how to feed the post.

4. Creating through dribble penetration.

- Both for the post and the perimeter
 - Deliver the pass into the shooting pocket
- Make use of on ball screens to assist in penetration and to create your own scoring opportunities

5. Make good decisions

- Know their teammates
- Take reasonable risks, think running the break
- Know game situations (clock, score, possession arrow, etc.)

6. Knock down the open jump shot

7. Doing their homework early when it comes to foot organization.

- By one-twoing into all 3 point shots

8. Defend the dribble

- Can pick up fullcourt and work the dribbler
- Can flatten out dribble penetration in the half court

9. Run the show

- Recognize the importance of good guard leadership
 - Are self-authorized leaders
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ACCEPTING YOUR ROLE

The most important part of teamwork is having individual players accepting their roles. Playing hard in practice does not necessarily equal playing time. Remember two things: 1. The game of basketball does not owe you a thing 2. When you think you are unhappy with your role, remember someone is willing to figuratively run through the wall to take your place. Ask kids who did not make the team if they would take your place? Accept being a part of a team, play your part on the team. You should not be satisfied with your playing time. Every player should want to play 32 minutes a game, however, remember there are only 160 minutes in a basketball game. $11 \times 32 = 352$. If anyone can tell me how to recover those extra 192 minutes give me a call.

Teams that have special seasons forge a bond, a bond that lasts a lifetime. The members of that team, coaches, players, managers, and trainers all will have been a part of something bigger than themselves. They will build friendships that last their entire lives. We have a chance to have a special year if we remember all the things that make us a TEAM. Why do people try to sabotage it with selfishness? I would love to have every kid play 32 minutes, but that is not possible.

Players determine who plays. Not coaches. Players determine who play by the hard work, execution, and skill they show every practice.

SELFISHNESS GETS YOU BEAT

By far the biggest cancer on a basketball team is selfishness. I stole this from Coach K; **"in order to be a part of something special, you have to be a part of something bigger than yourself."** He sold this to the NBA superstars on our National team; LeBron, Carmelo, Wade. Today's "look at me" AAU culture makes this a very difficult job for high school coaches. In the summer, high school players jump from team to team and they never learn to overcome adversity. They want basketball to be easy. The more talented the kid, the easier they want it!

The toughest part of teaching and coaching high school kids is just that, they are kids. They do not know any better. Basketball should be hard, and when it is some kids can not handle it, they become problems. I addressed this to my team after our scrimmage. Hopefully they listen and take it to heart. The second hardest part about being a kid is, all too often, they learn when it is too late.

Point guards must know who, how, and when to pass to each individual player on the team. What is a good pass to one guy, can be a terrible pass to another.

I love competition for playing time. A coach has no better tool at his disposal. Players can not get comfortable in their roles when competition for spots is fierce.

"Good the enemy of great!"

HANDLING ADVERSITY

We must learn to control ourselves during the ups and downs of a basketball season. When things are going well we are tough to beat (just like many other good, but not great teams). As soon as the game gets difficult however, we lose focus. We become anxious and start to blame each other. We want it to be easy. Kids today can handle success, but make excuses and play the blame game when it becomes hard. This is because, for the most part, I'm the only one who holds them accountable for their actions. I try to get them to see that for us to be truly great, we must see that we make mistakes. Instead of making excuses, or blaming someone else, acknowledge your mistake, and learn from it. You can't take credit for the wins, and blame others for the losses. It is too bad that I have to teach this...*If you never take ownership of your life, if you always feel the need to blame all your failures on someone else, then you will never be a success. Life is 5% what happens to you, and 95% how you respond. I see greatness in several of my players if they applied this adage to not only basketball, but the rest of their lives. Accept criticism and get better.*

Take what you can use and let the rest go by — Ken Kesey

"The greatest of faults, I should say, is to be conscious of none." — Thomas Carlyle

The **pessimist** sees difficulty in every opportunity. The **optimist** sees opportunity in every difficulty. —Winston Churchill

"Rise above principle and **do what is right.**" — Walter Heller

"The way to be safe is never to be secure." — *Benjamin Franklin*

Phil Homeratha, *the Women's Basketball Coach at Haskell Indian Nations University in Lawrence, KS* stressed three important points when asked on what advice he would give to coaches from a coaching career that spans over 40 years. **1) Define a goal.** What do you want to accomplish as a coach and how you are going to achieve it? **2) Make a commitment.** Once you have defined your goal, make time and really commitment to being a coach. Student-athletes need coaches and want to be coached. **3) Study the game.** Be educated on what it takes to be successful. Learn how to teach a skill and know how to implement the appropriate game plan.

Billy Gillespie, Kentucky Defensive Philosophy

Gillespie had largest turnarounds in college basketball
No one is stupid enough to take a team that needs that much fixing
50% of practice needs to be dedicated to defense
Get hands active on closeouts

- Shell Drill (4 v. 4)

Learn how to compete

Starts in the backcourt to make more realistic

Have guard to guard X-Cut and Wings Cross

Makes defense think about not worrying about chasing their man but rather sticking to the midline

Don't lose vision of ball- stay on midline

1 pass away: Hand in passing lane; ready to help

2 passes away: Centerline

When coach yells "drive" watch for help jumping to ball

Don't let cutter cross your face

- Add 5th player to shell drill (post player)

When ball goes into post, help defense needs to be able to deflect it if big puts on the ground

Run 5 offense vs. 4 defense

5 guys talking

Not natural, takes practice

You can clap, you can talk, or you can run!

Try to slide through gaps on defense

Cuts down size of target for screener

Defensive transition:

Assign get back guys and rebounders

Make sure they know their role

- 4 man full court shell

Starts by 4 guys running offense-breakdown drill

Once shot goes up, the 4 players just on offense need to run back and get on defense

4 players who were off the court take the rebound and are now on offense going against the other 4 in a live shell drill

Three qualities to develop habits of focus and concentration are **1) Decision, 2) Discipline, and 3) Determination.** Taken from the book EAT THAT FROG by Brian Tracy

John Wooden writes in his book titled, MY PERSONAL BEST, Life lessons in an All-American Journey, that **self-control and poise are fundamental to achieving success.** He states, without it, how do we resist the temptations that pull us off course?

THE POWER OF A LEADER- **True Leaders are not those who strive to be first, but those who are first to strive and who give their all for the success of the team. True Leaders are first to see the need, envision the plan, and empower the team for action. By the strength of the leader's commitment, the power of the team is unleashed.** Courtesy of Northern State University Men's Basketball Coach Don Meyer

Leaders are visionaries with a poorly developed sense of fear and no concept of the odds against them. They make the impossible happen. — *Dr. Robert Jarvik*

“**Life** is a place of service, and in that service one has to suffer a great deal that is hard to bear, but more often to experience a great deal of joy. But that joy can be real only if people look upon their lives as a service and have a definite object in life outside themselves and their personal happiness.” — *Count Leo Tolstoy*

It is good to have an end to journey toward; but it is the journey that matters in the end. — Ursula K. LeGuin

Good character is more to be praised than outstanding talent. Most talents are, to some extent, a gift. Good character, by contrast, is not given to us. We have to build it, piece by piece--by thought, choice, courage and determination. — H. Jackson Brown

Of what qualities does character consist of? This is one question posed in the book Titled, SPORT PLAY and ETHICAL REFLECTION by Ralph Feezell. One of the responses to this question in the book, states; **Character requires avoiding the impulse to succeed by cheating.** A person of character is just or fair, in more than one sense. He is unwilling to take unfair advantage of another in order to gain his own advantage, and he is attuned to merit. He comes to see the way in which things are done, justly to persons. Also **a person of character develops some sense of good judgment about what matters in life.** In fact, it is this sense of good judgment that is ground for resisting immediate impulses.

Do what you can, with what you have, where you are. —*Theodore Roosevelt*

Lives of great people all remind us we can make our lives sublime; and, departing, leave behind us footprints in the sand of time. —*Henry Wadsworth Longfellow*

A nation, as a society, forms a moral person, and every member of it is personally responsible for his society. — *Thomas Jefferson*

JON LAMB, the Assistant Boy's Basketball Coach at Plainview High School in Plainview, TX, shares **EIGHT HABITS OF THE TEAM**. A team building philosophy he picked-up from his previous position at Stony Point High School in Austin, TX. **The eight habits include; 1) Nurturing Attitude – a nurturing attitude is characterized by unselfish caring, supportiveness and a willingness to share time. 2) Responsibility – showing and encouraging a commitment to each task. 3) Dependability, 4) Friendship, 5) Brotherhood, 6) High Expectations, 7) Courage, and 8) Hope.**

Basketball → Dribble & Juggle / Two-Ball Dribbling

Ball-handling drills: Before our guys begin to work on shooting and game moves, we always want them to start their workout with a variety of ball-handling drills. Here are two of our favorites:

1. **Dribble & Juggle:** The player will use one of his / her hands (preferably the weak hand) to dribble a basketball, while at the same time using the other hand to juggle a tennis ball. This drill emphasizes learning how to handle the basketball without looking at it. The player must keep eye contact on the tennis ball and learn how to “feel” the basketball.
 - a. **Key Points:**
 - i. Be ball quick: Pound the basketball and keep the ball low. The player must sit into his / her stance.
 - ii. Eyes up, see the tennis ball.
 - iii. If you drop the tennis ball, you are not allowed to pick up the basketball to run to the tennis ball (this would result in a travel call in a real game), but instead, you must keep dribbling the basketball.
 - b. **Variations / Additions to the drill:** Once the player gets the basketball fundamental down, he can then try to throw the tennis ball progressively higher and higher towards the ceiling, and while the tennis ball is in flight, try to make some moves with the basketball (between the legs, behind the back, etc.). The player can also try the “knee catch” variation, which is where after throwing the tennis ball in the air, he lets it hit the ground and then try to catch it on the bounce before it gets above knee height.
2. **Two Ball Dribbling - Basic Sequence:** The basic sequence consists of six different parts in a stationary mode, and also while moving with the basketball.
 - a. **Key Points:**
 - i. Eyes on the opposite net → See the entire floor.
 - ii. Be ball-quick → Pound the basketballs
 - iii. Sit into an athletic stance → Be low and wide, not narrow and hunched over.

- b. **Stationary Moves:**
- i. **Low Rhythm** – The player is sitting into an athletic stance, looking straight ahead (at the opposite net), and is dribbling both basketballs as quickly as possible no higher than knee level at the same time (in rhythm).
 - ii. **Low Non-Rhythm** – Same as Low Rhythm, but now as the player dribbles the two basketballs no higher than knee level, he / she must alternate the two basketballs (one basketball should be at knee level while the other is hitting the floor).
 - iii. **High Rhythm** – Player stays seated, but now brings the basketballs to shoulder-height at the same time. The basketballs should be in front of the player, not out to the sides, and should go at least to the top of the shoulders, if not higher.
 - iv. **High Non-Rhythm** – Same as High Rhythm but now the basketballs alternate (as one is at the shoulder, the other should be near the floor).
 - v. **One High, One Low** – The most difficult of the sequence. The player must stay sitting into an athletic stance, and dribble one basketball as high as possible, and the other as low as possible to the ground. The player must work to pound both basketballs as quickly as possible (Be ball quick).
 - vi. **Switch – One High, One Low** – Same as above, but now the player switches which basketball is high, and which is low.
- c. **Moving with the Basketball:** The player will walk out to half court (slowly) and must make the six above changes all before getting to half court. This is not a race! We want the player to get many repetitions of each of the six changes by the time he / she gets to half court. When the player gets to half court, he then turns around and on the way back, must make at least 3-4 ball changes. A ball change usually involves switching the basketballs with hands, and a couple examples would be doing a crossover with the two basketballs, using a crossover with one basketball while moving the other behind the back, and so forth. The player makes the ball changes at their pace (can be slow, can be fast).
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