Coaches Conference, June 6\textsuperscript{th}-7\textsuperscript{th}, 2008 – Part 2
Hosted by Chris Oliver, Head Coach, University of Windsor Men’s Basketball

\textit{Coach – Don Meyer, Northern State University, South Dakota}

Books that coaches need to read:
\begin{itemize}
  \item “You haven’t taught until they have learned” written by Nater and Gallimore
  \item “Inch and Miles” by Coach John Wooden
  \item “The Last Lecture” by the late Carnegie Mellon Professor Randy Pausch
  \item “When the game is over, it all goes back in the box” by John Ortberg
  \item “Make the big time where you are” by Frosty Westering (phone is (253) 531-3672)
\end{itemize}

Clinic Package – available by emailing Scott Stevens at sastevens@wolves.northern.edu
Newsletters – available by emailing Steve Smiley at scsmiley@northern.edu (ask to be put on their list)
Website – www.coachmeyer.com, has coaches, parents, player corners, archived newsletters, resources
Contact – Coach Meyer available at meyerd@northern.edu

\textbullet It has been proven that successful people take very good notes
\textbullet Top 500 richest people in the U.S. all had ten common traits, one of which was taking good notes
\textbullet Notes are all about the “3 R’s” – RETRIEVE.....REVIEW.....REINFORCE
\textbullet Suggestion is storing coaching clinic and reading notes by last name of coach (if enough, make a book)
\textbullet Coaching philosophy – build it based on HOW you want your team to WIN, also HOW you will accept your team LOSING (players need to know what you want, what you will give up, and what’s important)
\textbullet In life, there is NO REWIND BUTTON – you don’t get a “do over”

Team rules at Northern State University:
\begin{enumerate}
  \item Everybody takes notes (not just on basketball, but on every aspect of life)
  \item Everybody is polite (“yes sir”, “no ma’am”, “please”, “thank you”, etc.)
  \item Everybody picks up trash (applies to wherever they are, very humbling)
\end{enumerate}

Life:
\begin{enumerate}
  \item No rewind button
  \item Is not always fair
  \item Is a team sport – you better learn to get along with others
\end{enumerate}

Northern State University team motto:

\textbf{Tough}
\textbf{Effort}
\textbf{Attitude}
\textbf{Motives}
\textbf{Serve others}

\textbullet People skills are critical – you need to study others and figure them out (gain an understanding)
\textbullet Points of contact – when you meet somebody, you need to start asking them what is important to them, who are their mentors, focus needs to be on the OTHER person (that’s how you grow)
\textbullet Coaches need to ask “Who is helping me when I’m not there?” – do they have loyal helpers?
• If a coach is not in the gym, are his players working or goofing?
• Ultimately, coaches are “Good Shepherds” – they guard the gate of their program, restrict the access, protect their sheep (players), and keep the wolves and predators away (players need care)
• Tony La Russa says “Every day I have to prove that I deserve to be a Major League manager”
• Coach La Russa tries to talk (with meaning) to at least 1/3 of his players every day (so he obviously rotates the third) – he is tireless and determined, nobody will out-work him (he refuses to let happen)
• Planning – go to www.plannerpads.com and learn how to use what they offer (“how it works”) – apply the concepts that they offer, adapt and use what works for you
• At NSU, they feel that their players and staff can never have enough water – therefore, the entire program has a rule that they are not allowed to pass a water fountain without taking a drink
• Coach Meyer has water jugs everywhere, even at the mail slots where players pick up info (they place a great deal of importance on players always being properly hydrated for top performance)
• With players, use the Socratic Method (Socrates) – ask questions, encourage thinking, engage their brains, don’t simply give answers (no mental work involved) – ask players “What do you see?” “What was your thought process?”, “What do we do in this situation?”, “What if…?”, “How do we…?”
• If your best player is not your hardest worker, then it will likely be a miserable season – that is regardless of your wins and losses, it will be tough on everyone
• As per the concept in the book “The Energy Bus” by Jon Gordon, coaches need to get everyone on their bus and sitting in the right seat – if somebody does not belong on the bus then they should get off ASAP
• Roles – 1) need to clearly define them, 2) people need to understand them, 3) everybody must accept them, 4) individuals must fulfill them – players and coaches need to do all four parts of their roles
• Warren Buffet’s hiring practice – look for people with 1) strong work ethic, 2) high level of intelligence, and 3) great personal character – if a person is hired and they have the first two but not the third then they will likely rip your organization apart (will be working hard against you)
• Coaches need to conduct a “needs assessment” of their program – determine difference between WHAT IS and WHAT SHOULD BE – that difference is your program’s NEED (apply to practice planning)
• Very important language – use phrases such as “you did that well and here is why” and “we can get better and here is how we can do that” – it is cooperative, shows walking “side by side” with players
• At NSU at the beginning of the season, each and every player receives a sheet that has three bold words written on it……PLAY……COACH……OFFICIATE……they must each circle one of the three words at the start of the year – reinforces that they need to be the players and leave the rest to others
• Likewise, coaches should not evaluate officials, they should instead focus on their team
• Also, coaches don’t pass the ball in practice – leave that to the players as they are the ones who need to practice that skill (plus coaches need to spend their time observing, evaluating, and correcting)
• Jeff Van Gundy – maintains that passing should be about being “on time” and “on target”
• Phrase is “every pass is a shot, and every shot is a pass”

Building a team:
1) Don’t dump hard rain on them, use a soft rain approach – a soft rain (drip method) is much more likely to soak in whereas a hard rain just hammers for the moment and goes away – coaches don’t have to be tough all of the time, be selective
2) Use informal learning – teach away from practice, have a team BBQ, watch a game together as a group
3) Have shared ownership – OUR, US, and WE are more effective words than I and MY – very difficult to build a team using singular language, instead look for cooperative words
4) Teams need to experience shared suffering – such as tough practices – concept of you learn more about a person by going to their funeral (about their life, what they meant to people, etc.) than their wedding (watching two people - one who you may hardly know – spend lots of money and exchange vows)
5) Individual responsibility – players need to be accountable for their own actions within the group
6) Collective pride – be happy for the overall group when success is experienced (by player or team)
Shot Selection Motto:
- 1 BAD SHOT = 1 BAD SHOT
- 2 BAD SHOTS = 1 BAD PLAYER
- 3 BAD SHOTS = 1 BAD COACH

NSU game sheet (refer to it for scouting and preparation):
- They put opposition numbers and profile, don’t focus on name of player (not concerned who they are)
- In practices before a game, they dress their own players wearing the numbers of key opponents (it is great for focus of the defender and opposition player recognition in the actual game)
- Shot selection – get the SHOTS that WE WANT, as opposed to the ones the defence gives us
- Very important to recognize that there is often a time in a game when a team is NOT looking for a shot that they CAN MAKE, instead they are more looking for a SHOT that they CAN’T MISS (never mind a 3-point shot with a 42% rate of success, must have a layup that has 95% certainty)
- “Dead 3 shooter” – a player that shoots more than 50% of their shots from beyond the 3 point line and makes 50% of them (a gun slinger that does not even need to find the line, the line is basically arbitrary, they can shoot from anywhere deep, they are smart, quick, and don’t get fouled in shooting) – MUST make them dribble (absolutely no standing 3’s), must closeout long, force to play from ball at floor
- Want players that are ubiquitous – concept of two places at the same time, players that move so much that defenders would swear they were in two places at once
- If a player is deemed as “no catch” then it means that they must never be allowed to catch the ball at any time (if they do happen to get any catch, the NSU team rule is defender will come off the floor)
- “Drivers” are players that require short closeouts with short, choppy steps – they can’t shoot so don’t require a long closeout – need to be able to change direction quickly if they put the ball on the floor and drive (Tony Parker of the Spurs is a great NBA example – can’t shoot but is deadly with dribble)
- POST – identify post players and their dominant shoulders (from what side of key do they like to work)
- MBO – Must Block Out – pass block (like football), scrap, fight, do whatever it takes to block them out
- Good Rebounders – their game begins when the ball goes up in the air (every shot)
- Double Gap – need to give twice as much space as a normal driver, they are that good off the dribble
- Conceptually, don’t complicate the game, keep all systems simple (if you figure out that sitting down to take a crap works just fine, then why would you want to try crapping while standing on your head?)
- Keys to defensive coverage – need to determine WHO, WHAT, HOW, and WHERE
- Shot pressure – must be applied, but in varying degrees (dependent upon the threat)
- BOPCRO – Body On Player, Chin the ball, see the Rim, Outlet the pass
- Sureness – be strong with the ball, make the “sure” play, possession more important than position
- Shot discipline – want better percentages, take better shots
- OBC, OBC, OBC – as a team, we must have Offensive Board Coverage (Gotta have it!!)

Transition Talk:
- Ask - how are we matching up while heading back on defence (on the ball, on shooters, cutters, etc.)?
- How do we go from offence to defence? What is our plan of attack?
  - Tailbacks – their job is to rebound offensively and then get their TAILS back to defend
  - Halfbacks – they rebound and then get to half court ASAP to defend against the break
  - Fullbacks – they must get all the way back, turn and see the floor, look to jump up and steal

Defensive Mindset:
- Want to pressure the ball as much as possible, as a team and in individual stance by A) front hand is out and looks to touch the ball, B) back hand is up and in protective position, looks to deflect the passes, C) when playing that way (as a guard or a big player) then you are a lethal defender
- How to stand, and then movement, on defence is to either be SQUARE (squared up to the defender), or STEER (1/4 turn and steer in one direction or another), or ZIPPER (flat out deny any direction)
If the court is divided into thirds lengthwise, the offence usually wants to try and play in the middle third (down the lane) of the floor, while the defence wants to keep opposition in one of the two outside thirds of the court (away from hoop, close to the sidelines in order to utilize the boundaries as extra defenders)

Must anticipate quick rotations – think ahead and react quickly with snappy footwork

Jump to the ball – have active feet, when the ball is moved on offence, jump to the new spot defensively

Travel during the air time of the ball – in order to defend, DON’T WAIT until the ball is caught, INSTEAD defenders need to ANTICIPATE and be on the move to the recipient and closeout

**KEEP IT OUT, KEEP IT OFF** – defenders need to keep the ball OUT of the lane (play hard in the post and win the battle), and keep the ball OFF of the top of the key area (want to force the ball to the sidelines – if in the middle, passes could go to either side which is much more work to defend)

Post defence – as a team, MUST decide how you plan to defend the post (front, high, low, etc.)

Philosophically, coaches must decide (based on personnel) how their team will play post defence well before the season begins

Rebounding – GUARDS MUST REBOUND (especially if the opposition has a habit of leaking a guard out in transition early in order to try and gain a running numbers advantage)

NCAA study – *30%* of a team’s first shots go in, if offensively rebounded then *60%* of a team’s second shots go in, and finally if offensively rebounded again then *80%* of a team’s third shots go in

Therefore, coaches must make sure their entire team attempts to **offensively rebound on EVERY shot**

Five Fast Break Fear Factors:

1. The speed with which teams transition from defence to offence
   - If your team is so quick in transition then opposition will not want to rebound offensively
   - Want to get the ball with a middle catch or at least on top twice on a break (either gain the middle of the court on your break, or get the ball up on top of the key twice in early offence)

2. The force with which the wings run the floor on each break (run wide, run hard)

3. How well the bigs get to the post (must run to the rim, run and seal, or run and cut, but MUST RUN)

4. A quick shot that is followed up with a quick rebound (players in transition must be in good spots to earn the rebound – on the weakside if shot from one side, or on a 45 degree angle if shot from the top)

5. Ball screens after ball reversal (take a defender out of the play and allows for a good roll – there needs to be replacement/fill by a perimeter player if a post screens and rolls from the wing, corner, or top)

Grade your team’s possessions (know what shot you want to get on any given trip):
- A 4 is an open layup (always want them)
- A 3 is an open jump shot (very desirable)
- A 2 is a jump shot under pressure by a good shooter (good option)
- A 1 is a bad shot
- A 0 is a turnover

Players need to have shot selection graded and know what shot team wants (based on time and score)

**Coach – David Arseneault, Grinnell College, Iowa**

Promotes a FAST BREAK style of coaching and playing, believes that coaches need to develop a system of play that is “player friendly”, that makes kids want to come back to the gym

Wants to have fun playing the game (even in a losing game), plays music in practice, uses a creative approach, has team design a routine to enter the gym and practice with energy (needs to be impressive)

Grinnell plays in packed gyms, draws a large crowd at road games, and can go to any tourney in the country (because they sell tickets, and therefore the hosting team/conference will make money)

He feels Grinnell has simply ‘unlocked a further 1% of their players’ minds”

They have been having fun for a long period of time – over the past ten seasons, within the last ten games of each season, they have won 85% (when it matters most, they win down the stretch)

**EVERY DRILL** that they run in practice during the season ENDS WITH A 3 POINT SHOT
• Their practices are never the same – NOT allowed to be BORING
• There must be energy, music must always be on, demand upbeat tempo in workouts
• Grinnell is on the “cutting edge” of sports psychology (Coach Arseneault feels that the next best coaches that are coming up will be those that “walk the line”, are on the edge, are willing to be different)
• At Grinnell, in games, whatever player has the ball after 12 seconds must shoot it (which means that the right player needs to have the ball coming up to the 12 second mark)
• Most people see a dunk as being worth 2 points, but it’s actually worth 5 (great joy, very uplifting)
• GREAT plays have the potential to be DEMORALIZING to the opposition
• Grinnell has a tendency to play each game in spurts, with four minutes of “the way they play” being better, more productive, and enough to outlast being outscored in the other 36 minutes of the game
• When Grinnell goes on a run they tend to take opposition out of their rhythm and put them into a state of panic and confusion (want the other team yelling at themselves and not playing as a group)
• DRILL – “100 shots”, partner with a rebounder and get a ball, shoot 100 three point shots (see diagram)
• At each Grinnell practice, each player shoots 100 three point shots after stretching, it usually takes 17 minutes to complete (as a team), and they chart their progress (individual and team) – ideally, they want to feel better about themselves (percentage of shots made) daily and as the season progresses
• Shooting 100 three point shots at the beginning of every practice is FUN, and engages the players
• As a team, they want to shoot 60 three point shots per game
• As players, they need to work on getting their shots off quickly (very little time vs. pressure defence)
• Importance of PASSERS – a good passer makes a good shooter 15% MORE EFFECTIVE when they deliver a crisp pass on TARGET (in shooters “pocket” of the shooting side of their chin) and don’t make the shooter even think about catching the ball (focus on the memory of shot routine)
• On catch, a shooter should never let the ball get closer to the floor (keep high, don’t bring it down)
• Shooters deal in “fractions of time” and need to not waste any fractions by bringing the ball down
• Catch a pass at the chin and then only take the ball higher (never lower)
• Shooters need to catch the ball using a pre-catch bunny hop (small, short, quick) which is on the exact same shooting spot and is straight up and down
• Coaches should emphasize shot quickness, not simply form and technique (remember Coach Oliver always says “don’t shoot quickly, instead you need to PREPARE to shoot quickly”)
• Need a quick release, a jump that is straight up and down, and NO LEAN FORWARD
• As age of player increases and ability improves, shooting quickness becomes even more critical
• DRILL – shooting five shots from elbows and corners with a rebounding partner (see diagram)

Traits of Shooters:
• GOOD shooters – can catch properly and shoot
• BETTER shooters – can catch properly on the move and then shoot
• BEST shooters – can catch properly in motion, then make an offensive move, and shoot
• Defensively, players should try and pressure a poor shooter to catch the ball in a position such that their shooting foot is behind their other foot (so they will catch and be forced to either dribble or pass but not shoot, and therefore not hurt you as much – effectively now only 2/3 of an offensive threat)

Games:
• For each game, Coach Arseneault has a plan of how to start (like football with scripted game plan)
• However, he has a rule of “15” – the first 15 shots taken by his team are at the discretion of the players
• Coach A believes in letting his players be creative and play (get feeling good about their shots early)
• Overall, Coach A cares more about the number of shots TAKEN each game, NOT MADE (as he really trusts and believes in his team’s winning formula)
• If Grinnell TAKES enough shots then they will be fine (based on not only their proven formula but also that their disciplined practice of shots will take care of the percentages made)
• Shooters don’t allow missing seven shots in a row to deter them from shooting number eight
• Shooters are indeed streaky at times but are even more streaky when they lack confidence
• Shooters need to keep on shooting and not shy away from any shot opportunities
• Defensively, Grinnell is not great – they give up shots, opposition typically shoots 62% against them
• Grinnell gives up so many points (almost on purpose) because they want so many trips down court
• However, they also force 32 turnovers per game, which is a definite key to their overall success (the early pressure uses energy but also creates energy, they set the pace of play for each game and it is their pace) – often described as frenetic, chaotic, hectic, generally uncomfortable for most opponents

Practices (average is 75 minutes):
• Grinnell begins each practice with their enthusiastic entrance into the gym (must impress coaching staff)
• They then run 10 minutes of dynamic stretching
• Next is 100 three point shots (which takes 17-18 minutes to complete), shooting 10 at a time
• That leaves approx. 45 minutes of teaching time (is when Coach A gets his work in – real practice)

Transition, system of play:
• Offensively, the most important play for Grinnell is their transition out of being scored upon
• Grinnell is certainly NOT a HALF COURT team
• Overall, they want the ball out of the mesh, out of bounds, back in play, up the floor into early offence
• In order to do so, the rebounder must RIP the ball through the mesh and then get clear of the backboard
• Out of bounds, the rebounder needs to be positioned like a quarterback with their arm cocked to throw the quick long pass (and needs to be sufficiently behind the end line in case they are leaning forward to pass the ball in, and then have to pull it back, pause, and fake a pass in order to not have it intercepted)
• The receiver (outlet) has to come from middle or weakside, curl hard on the ball side heading up floor, catch the ball on the run and push hard (inbounder must not lead pass into a charge for the outlet)
• The wing players need to run wide and hard, touch sideline at centre court, and then cut in hard
• Grinnell rips this type of break down court 130 times per game!! (see diagram of play)
• Objective is to get quick break out, use screens to clean up shooter, then get a knockdown three pointer

Smart Guards:
• Are committed to pushing the ball hard up the court (as fast as speed of running without the ball)
• Want to set a transition pace that is basically an EXPLOSION down the court
• Battle hard to gain position in the middle third of the court (where defenders don’t want them)
• Don’t jump to pass (unless they must absolutely compete versus a tall defender)
• Don’t turn their backs to the basket unless they have a play off of it (unless they want to draw a double team which unselfishly gets somebody open for a quick shot – high risk but also high reward)
• If they get to the rim, they use a JUMP STOP (strong, powerful move) as opposed to a two step move (that may lead to a charge against a help defender or a swat by a chasing big defender) – the two foot jump stop is a power move, enables a strong finish, provides the opportunity to pass, in better control

Grinnell’s screens in transition offence (see diagram):
• 1st screener is a massive screener, a “HEADHUNTER”, sets a screen that is hard and decisive
• 2nd screener is an “AREA” screener, sets it in good location and at angle that helps cutter to get open
• 3rd screener is a “CLEAN UP” screener that sets a smart screen in order to really get the shooter open
• All screeners must make a commitment to make life miserable for the cutter/shooter’s defender (ideally want the defender bouncing through screens like a ball in a pinball machine)
• DRILL – run through the transition of screens with number of defenders brought in gradually
Grinnell’s Running Game Concept:

• A steady dose of running in transition is FUN (much more enjoyable than gruelling drills) and is excellent conditioning (voluntary, and coaches usually don’t hear moans and groans)
• Running transition drills in “skeleton” form (just the 5 offensive players) reinforces that the players only see their own colour of jerseys (a definite subconscious benefit)
• Also, skeleton drills (or at most a 5 on 2) allow for better player preservation - the work gets done with fewer bumps and bruises (especially as compared to 5 on 5 scenarios)
• When your team runs (and is a constant threat) then you don’t need to scout the opposition as much (which frees up the coach’s time to do other things and makes other coaches spend their time on you)
• In practices, try and run the “game 5” as shifts in transition (familiarity is the obvious benefit)
• Coach A firmly believes in “thinking outside the box” when designing concepts of play
• If Grinnell plays a “tough, half court, pound it in side” type of team 10 teams, they may indeed lose 7 and win 3 of 10 BUT Coach Arseneault believes that his team will have more fun winning their 3 games than the opposition will (stressfully) have winning their 7 – furthermore, in all of the games (especially the Grinnell victories), the opposition would be very unhappy with Grinnell dictating the pace of play

Coach – Don Meyer, Northern State University, South Dakota

• Believes in the saying that “good is the enemy of great – if you accept good then you won’t get great”
• Intelligent coaches not only listen to other coaches, they watch them – listen to tone and inflection of their talk, but watch how they teach players during drills, observe their demeanor and body language, pay attention to how they are strong without yelling or being physical

Coaching your own son or daughter:

• Don’t coach your kid at home
• Be a coach in the gym, but be a Mom or Dad when at home
• Worst of all scenarios is 2 against 1 – situation of one parent is the coach and the other piles on, or even worse when two parents are both coaches

Addicts (high achievers and coaches):

• Are perfectionists – everything must be just right or it is no good at all, no “second best”
• Have high control needs – need to be in control of everything
• Gain self esteem by pleasing others and seeking approval – they spend so much time trying to make others happy that they miss out on making themselves happy (loss for the individual)

General thoughts about the game:

• If a guard penetrates down the lane, then the post needs to get to the ALLEY (area at the corner of the baseline and the lane line) on the low weakside
• If defender is pulled down low, it makes it harder for them to block a shot near the rim
• The post gets to the alley, which takes away the help defender, and then they come up hard from the weakside low with their hands up for a dish pass
• Action of “screening the screener” is very hard to defend (if a 5 screens for a 1, then a 3 screens for the 1, and finally the 5 screens the 3, the defence won’t know how to help defend – the 5 defender will be reluctant to help up so high away from the hoop, they won’t want to get up high and hedge the top of the screen as the 5 player will simply slip to the hoop and likely receive a lob across the key at the rim)
• Big players need to be “workout beasts” – they need to be like Karl Malone (when he ran a Utah practice, he would run guys up mountains) who pushed and pushed so hard that he could almost run the floor uncontested as a big player (because defenders would not want to run that much)
• Of every 10 missed shots, at least 8 will miss short at every level (players need to hold follow through)
• Power layups are considered “10 toes to the baseline” – guards, forwards, and bigs all need to take off of two feet when in close to the rim – the power move is the preferred finishing move

Shooting:
• Get knees bent, get low
• Get your butt into your shot (therefore need to work on butt strength)
• Get wide footwork, get into a powerful control stance
• FRAME the shot with the follow through and the guide hand (like a picture frame) – look through the frame and see the hoop
• Try and SWISH EVERY SHOT to end the practice (whether team practice or individual workout)

Tiger Woods Work Ethic:
• To end every workout, he puts 100 putts from 9 feet or less
• In his last tournament victory, he successfully putted 50 out of 51 putts that were within 12 feet of cup
• He is a living example of the principle that if you put the proper work in then it will pay off with physical competence and mental toughness (due to confidence from reliability of performance)

General Comments:
• GAME – shooter with a rebounder, how many shots can a player make (from a spot) without missing two in a row – can shoot from corners, 15-17 feet, elbows, foul lines, etc. – can then put in a slight variation of if missed 2 in a row, then player can shoot a “safety” shot of a swish in order to keep their streak going (if miss, then turn is over) – can either keep score as individuals or as pairs (of shooter and rebounder)
• GAME – “3’s and 4’s” – need three players per hoop, play with a time limit, can keep score as individuals or as small teams of three (depending on the focus), 3’s are worth 3 points and swishes are worth 4 points (or you can use 2’s, 3’s, and 4’s – FG are 2, swishes are 3, 3 pointers are 4, etc.), all three players always on the move and alternating between shooting, rebounding, and being the next shooter, use shooting areas of 3 point line, corners, elbows, blocks, or lane line extension out to the 3 point arc
• Spacing – conceptually, Coach Meyer believes that you can’t have four players out on the perimeter with enough spacing to be effective (especially if a pass goes inside out from the post) – he feels it is too crowded on the outside and more effective to dive worst shooter down inside from the top
• POST – players need to know their favourite side of the hoop and how to play from it, then they need to work twice as hard on their least favourite side so that they are a real threat and can’t be easily defended
• Post entry – is best made from below the foul line, from the 45 degree angle to the rim, especially in the case of a lob to the rim (if it goes long, the pass still takes the player to the rim – if a lob comes from the top, and then goes long, the pass takes the post player past the backboard and possibly out of bounds)
• DRILL – see diagram of movement of four players outside, with post entry and a top dive
• Shooting analogy – for guys, shooting is like using a stand-up urinal – you never want to miss short because you’ll end up with wet socks (very uncomfortable feeling, and embarrassing too!)
• Cut and Space – very much the same as concept of space/drift/fill, what you do when you can’t get your primary option of a post move, need to have penetrating drive from a 45 degree position, get the ballside post out of the way and up the lane (from the bottom), get a drift player away from the ball (for long skip pass on the opposite side), get a filling player in behind the departure point of the penetration, get a spacing player up top that is visible to the penetrator
• SWISHES – shots that are swished are shot into the back half of the mesh, so WHY aim at FRONT rim?
• NSU - when their players are shooting (especially in practice or individual workouts) they say “keep it straight” and “back half” as subtle reminders (proper alignment and back of the net)
• Ask – why risk missing short when you can simply aim at the back half?
• FRAMING – further to frame of shot with follow through and guide hand, have the bottoms of the fingers of the shooting hand (that followed through) be laying at the top of the backboard (based on the height of your follow through hand relative to your eyes)

• DRILL – need three people and two balls at each hoop, “3 in a row free throws”, shoot for 5 minutes, very efficient shooting, set up is a rebounder along with person at an elbow (to hand off next ball to shooter) and shooter at the foul line, want to get lots of shots, if players make three in a row from the line then they yell out their name for the coach to write down, players shoot on their turn until they either miss or get three in a row, need to rotate spots quickly, shooter becomes rebounder becomes passer becomes shooter – when shooting many free throws in a short time, players need to forget their pre-shot dribble and just accept the ball in their shot pocket and shoot (requires good handoff from the foul line in order to get straight into the shot and get lots of reps) – NSU can usually get 77 names written down if set up at 6 hoops with 15 players for period of 5 minutes (makes for a loud gym!!)

• Reduced Rims – at NSU, they use them all the time – makes shooters concentrate more – rims are 2 inches higher and 2 inches smaller diameter (which makes each shot come in at a better arc and closer to the centre of the hoop) – if you have them in place and tell your players to split up and take some shots, the GOOD shooters will choose the smaller rims (a great test to see which players welcome the challenge and want to get better) – they are available at many equipment outlets

• DRILL – “Consecutive Free Throws” – need two players and a ball at each rim, take turns shooting, the test is how many each player can make in a row, if they miss one then they can pause their streak and shoot a “survival” shot – if they swish their survival shot then they can resume their streak with their next shot – reward the longest streak (or three longest) each time the drill is done (i.e. 3 longest streaks get to keep shooting while others run two down and backs in 20 seconds) – track the high scores (and who had them) over the season and look for the growth – goal is to aim for swishes in practice then, at worst, good rolls and “shooter’s bounces” should happen in the games

• Practices – in the workouts at NSU, they want to simulate tougher than game situations (before they play in games that matter, they want to have already played in their toughest tests)

• Game SHOTS from game SPOTS at game SPEED – this is what NSU strives for in practice

• Early WORK ETHIC – at NSU, the first two weeks of daily practices begin at 5:30am and last for two hours (selected to provide adversity and thus build character), then they settle into schedule of 75-90 minute workouts for the rest of the season (works for most of the NCAA)

• GAME – “Bubba Free Throws”, which is much like “Beat the Pro” but uses the foul line – scoring system is player versus imaginary opponent, game is up to 10 (first to 10 wins), points are 1 for player on a made free throw, Bubba gets two on missed free throws (can do with rebounder or on your own), can have team competitions of combined score of pair of players (shooters points) which works well for promoting team work and good passing or have individual player competition (either way, the winners should continue to shoot while the others condition in some way)

• GAME – “Rally Free Throws”, this is great for the end of practices, have players assemble around key and one at the foul line, count number of players, calculate the desired number of made free throws (based on total number of players), set imaginary score (i.e. there are 14 shooters, want to make at least 10 of 14, so set a score where 10th make is a winning hoop such as down 45-36 with everyone getting a shot) – also is another excellent test in order to determine who has the confidence to shoot when it matters as players will either migrate to the early or late spots in the shooting order around the key (coach can also determine who shoots early and late to test mettle of certain players) – have a penalty

• ADAPT don’t ADOPT – use the new knowledge gained from reading books, watching dvd’s, and attending clinics but DON’T throw out everything else that you’re doing (integrate learned concepts INTO your existing system – don’t start from scratch every time you hear something new)
**GAME – “Plus 2, Minus 2”** – Coach Meyer learned this free throw game from Coach Rick Pitino, very similar to a “Beat the Pro” scenario except utilizes a different point system, each player starts at the foul line with a score of zero, if shot hits the rim and goes in then it’s scored as a “push” with no change, if it’s a SWISH then player gets +1, if it’s a miss then player scores –1, players need to get to +2 before they reach –2 (can have winners keep shooting while others condition, or can have winners rebound for partners that are shooting next, while losers condition and their respective partners shoot on their own)

**GAME – “3 Shots”**, which sets up as three people with a ball at a hoop, each player gets one shot from the free throw line, as a team of three people they need to score 5 points to win their game, scoring system is –1 for a miss, +1 for a make, +2 for a swish – if, as a team, they score 5 points overall then they get to shoot in the next round, if not then they condition (pushups, burpees, etc.), good for ending practices, coach can allow players to select their teams of three or coach can determine the groups based on achieving certain goals (or concentrating on certain better players pulling up weaker ones)

**A DIAMOND IS A HUNK OF COAL THAT IS FORMED UNDER GREAT PRESSURE**

**Rituals and traditions** – ask what does your team do and why? Make your team different, have it’s own ceremonies that are important (i.e. jersey presentation ceremony) – know your routine, have your players provide input, take pride in what your program does and means

**GAME – “Stop and Score”**, very good as a game simulation exercise, have teams of 4-on-4 or 5-on-5, start with either a jump ball at centre or give the ball to the team that has a perceived disadvantage, the scoring system is that each team needs to have a defensive stop (missed shot that is rebounded, turnover, etc.) followed immediately by an offensive score in order to win (if other team gains possession for any reason then it is considered an offensive miss and a defensive stop for the opposition) – variation is to allow for a point after a “score and stop” and a “stop and score”, and then make the game as the first team to reach 3 points is the winner (good for splitting entire team into three teams, playing game whereby the winner goes off as their reward and the loser stays on to battle some more – OR, can have two teams and the winners shoot free throws while the other players condition)

**GOOD TEAMS** – they excite their offence by doing something positive on OFFENCE

**GREAT TEAMS** – they ignite their offence by doing something positive on DEFENCE (as they derive tremendous energy from a defensive stop)

**BOOK – read “.07 Seconds or Less” by Jack McCallum about Mike D’Antoni’s Phoenix Suns team (essentially their concept is to use their conditioning and depth to their advantage in order to get their opponent in early and consistent foul trouble)**

**When driving to the hoop** – players should not only want to draw contact, they should pull the defender to them in order to get their own body into their drive (get some contact and play off of it) – if there is space between them and rim defender then they risk defender getting long and blocking shot – get up close to the guarding defender out on perimeter, then get up close on finishing move to the help defender (usually a big) at the rim (Tony Parker of the San Antonio Spurs does this very well – not a great shooter, but deadly on attack, especially using his right hand while driving from the left side of the floor)

**Free Throws** – overall, objective is to get to the line as much as possible – as a team, you want more MADE free throws than your opposition’s free throw ATTEMPTS – it is a real key to winning basketball games as it usually means that good things are happening overall (other team is having foul trouble as a team, or individual players are experiencing foul problems) in order to get that result

**Levels of Coaching Energy:**

- **PASSION** – always want to do it, does NOT seem like WORK, lots of fun, want to be at the gym
- **DUTY** – getting tired, doing tasks because you HAVE TO do them, enthusiasm is much lower
- **BURDEN** – beyond being tired, FAR FROM FUN, avoiding responsibilities, don’t let it get to this level