



## JANUARY, 2013 BCAM MONTHLY REPORT

Tom Hursey – Executive Director

FROM THE EXECUTIVE DIRECTOR:

HAPPY NEW YEAR! As you head into 2013, please make sure you spend some quality time with some special people...no, not your players. Spend time with your spouse and kids.

### **BCAM IS CONCERNED ABOUT THE INCREASING NUMBER OF TRANSFERS BY HIGH SCHOOL ATHLETES:**

As a result, BCAM is working with the MHSAA and other sport associations to inform members of the possibility of suspensions and probations that could be given to athletes, coaches and schools. There are definite rules and regulations that must be followed if a student/athlete or parent approaches you about transferring to your school. Go to [www.bcam.org](http://www.bcam.org) and click on the carousel link that refers to "Recruiting in High School Sports".

*I have asked different BCAM members and coaches from other associations to write articles for the Monthly Reports. There are some great articles that follow. So I am just going to let you move ahead with those since they speak volumes.*

### **HOW TO DEAL WITH BLOWOUTS SO YOU AREN'T THE COACH WHO RAN UP THE SCORE:**

"We mercied 'em!"

Is this a pronouncement of your achievement or your failure?

Victories of 63-6, 72-0 or 54-4 accomplish what? When is enough, enough?

Coaches know that scouting an opponent, whether in a previous game or the pre-game warm-up, can often reveal your team's talent superiority. Most experienced coaches have a sense for how well their team matches up to their challenger before the contest begins.

Still, we have a game plan for the evening's contest and our own team concepts and techniques to develop. We never want to be caught underestimating our opponent.

So the game begins and our team executes the plan.

After the first quarter the scoreboard reads 24-0. Is the game over? If this was a game where the Detroit Lions had this lead, the answer would be a resounding, "NO! The game isn't over!" But if this was a Middle School, Freshman, JV or even Varsity basketball score, we may conclude otherwise.

The game is well on its way to a "mercy rule" conclusion. What can the winning coach do to demonstrate sportsmanship while still developing the skills of his players? Or should he symbolically throw up his hands and say that the game got out of hand and he can do nothing about it?

Here are some suggestions on how to deal with such a predicament:

- Call time out and tell your players that the game plan has changed. "Our effort for the game will not change; you are still expected to play as hard as you can. We are going to spend the rest of the night working on ways for us to improve individually as well as working on specific parts of our team approach. For the rest of the game we are preparing to beat the best team on our schedule."
- Take off the press and trap. Even though this may be "the way we play," it isn't the way that you are going to beat the best team on your schedule. You have already determined that tonight's opponent cannot handle on-ball pressure. Should the score creep back to an uncomfortable margin, you always have the press and trap in your back pocket.
- "For tonight, the last three quarters are going to be half court basketball. You will not be taking any break away lay-ups." Instead, you can instruct your team to run completely through the offense before attempting a shot. This tactic gives you the chance to point out the various options from your base offensive patterns.



- Substitute often, keeping in mind that the last player on your bench doesn't want running time during the mercy rule. She wants to play and views this as her chance to acquire minutes of playing time. This player has given you great effort in practice. This is her night. This is her turn. Why not run your offense but only have the last two players off your bench be the shooters.
- An effective way to develop team chemistry is to have players play out of position. Have your post players run the point and the wings and points play the post. Doing this will show each player that there are unique characteristics for each position. This approach can help give them an appreciation for what their teammates have to do in order for your team to succeed. Additionally, this will teach them your team's plays from all perspectives.
- For the rest of the night, bounce passes only.
- Run your defense inside the arc so that the opponent can run a semblance of their offense. "We are still working at full speed on off-ball position and boxing out. Our effort and execution have not changed, our strategy has changed."
- Alert your captain(s) that they will be conducting the next time out. The best way to develop leadership is to put players in positions where they can lead.



Of course these alterations in your normal approach will result in a less efficient offense and defense. You will score less often and your opponent may score more. Winning and losing was decided after the first quarter. Efficiency isn't the point in this game; player development is the point.

The overriding principal for this philosophy is to manage the game in such a way so as to make the evening productive for all the participants. Knowledgeable spectators will applaud your efforts and your players will respect your sportsmanship and compassion. This type of game provides you with an incredibly powerful teaching opportunity. What lessons will you teach?

**ALL-STAR FESTIVAL** – With the Detroit Pistons backing out of their sponsorship and with new owners and administration, the Palace will not be hosting the All-Star Festival this year. The BCAM Board of Directors discussed the future of these all-star games. Because of scheduling concerns (when is the best time to play the games?), indifference by players and availability of players (due to college commitments) the Board has decided to not play the all-star games this summer. BCAM All-Star players will not be named this year.



**OPEN YOUR MINDS AND HEARTS ABOUT AAU** - (Written for the NABC Timeout Magazine - Rich Czeslawski – NHSBCA Board of Directors)

For many high school coaches, this article may feel like an ice cold bucket of water being poured over your head. As unpleasant as that sounds on the surface, try to remember that this is also an action associated with achieving a major triumph (particularly for our football coaching brethren). For the sake of improving the state of the game in our country, please keep an open mind as you read on.

Last summer, the NHSBCA Board of Directors was visited by an unlikely messenger for change. The late Louis Stout, then President of the Amateur Athletic Union, spoke to a room full of admitted skeptics about the need for a bridge to be built between high school coaches and their perceived enemy, the "AAU" coach. The quotations being placed around their organization's acronym in that last sentence is very intentional, and speaks to a major point that our Board of Directors was educated on during Mr. Stout's passionate, powerful address.

In less than an hour, most of us changed our way of thinking as the difference between "AAU" (the label) and AAU (the organization), were illustrated. The Amateur Athletic Union (the "Real AAU") is a governing body with a rules handbook, an infractions committee, an eligibility committee, authorized events, and a

chain of command. This organization has taken a beating in the media and amongst high school coaches who tend to label all that is bad in club basketball as "AAU". In truth, very few of the incidents that receive attention nationally or locally can actually be attributed to registered AAU teams and coaches. In some cases, the AAU has disciplined and even informed the NCAA about misconduct of coaches, only to have those coaches leave the AAU and continue the misconduct without rebuke.

There are club teams and coaches out there who still don't answer to anyone and are still cause for concern, but they are not registered with the AAU. All registered AAU coaches are now background checked before being approved, and teams must follow the AAU Handbook in order to participate in authorized AAU events. With that being the case, the NHSBCA feels compelled to build a relationship with the AAU, and our organizations have agreed to place delegates on each other's administrative councils. In an effort to foster this relationship, I recently attended both an AAU Boys Basketball National Committee Meeting and the AAU National Convention.

I found their National Office staff and committee members to be professional, passionate and thoughtful about basketball, with a strong desire to improve the state of the game. In that regard, our organizations have a great deal in common.

## **BOCCC (BASKETBALL OFFICIALS & COACHES COMMUNICATION COMMITTEE) REPORT:**

*Randy Hutton (MHSAA Basketball Official and Member of the BOCCC)*

As I brooded over writing an article for the BCAM January Newsletter, I came across this article while scouring the internet looking for thought starters. And I thought that this article was just too good not to share. After all, this is the season of giving isn't it? So I submit this in lieu of creating my own article this time. I hope everyone enjoys it as much as I did.

### **Good Communication Between Basketball Officials and Coaches Is Key**

**Four rules for helping the game flow and increase enjoyment:** *By Barbara Bleiweis*

Frank Sinatra's hit song, "I've Got You Under My Skin," describes perfectly the conflicted feelings officials and coaches have towards each other. Their mutual passion for the game is rivaled only by their intense wariness towards each other. While they may not see eye to eye very often, and have different goals - the coach in winning the game, and officials in managing it - they should be able to agree on at least one thing: that those goals can best be achieved by creating and maintaining the flow of the game.



### **Four Rules**

Game flow, or the fluid physical and psychic movement of the game, involves a degree of concentration and communication between all stakeholders, including officials and coaches. In my experience, there are four rules of official-coach communication and expectations that both should follow to achieve game flow:

1. *Keep a respectful tone.* As simple as this sounds, some coaches and officials find this challenging. Speaking to each other in a professional and respectful tone, instead of yelling, sarcasm, or condescension, can go a long way in keeping heads cool and reducing the chances of flare ups by coaches, which often result in technical fouls. Officials need to take the initiative and set the tenor of communication before the game when they greet the coaches before tip.
2. *Officials explain calls, not rules.* Even the most experienced officials and coaches will often disagree on calls. The rules are, well, the rules. Officials should not be asked to explain a rule, nor should the coach expect them to. Explaining a rule takes attention away from the players on the court, which is the priority for both

parties. Coaches should, however, expect officials to acknowledge their question or comment about a particular call and address it at the appropriate time, usually during a dead ball.

3. *Officials' calls are final (at least most of the time).* When an official calls a foul and report it to the scorers' table, the call is final and cannot be overturned. No official has the authority to overrule another official. If a crew has a double whistle, where two or more officials see a foul or violation or both, they will come together to discuss and agree on the call before anything is reported to the table. One of the few situations where call intervention might be appropriate is on an out-of-bounds. A crew member may have a different, and perhaps better, angle to see which team last touched the ball before it went out of bounds than the calling official who "owns" (i.e. is responsible for) that boundary line. In some cases, the calling official may ask his partners for the point of view. Crews should discuss how to handle these situations during their pre-game meeting before they even come on to the court in order to ensure that when they arise, their response is fluid and keeps the game flowing.
4. *The timer and scorekeepers are officials, too.* Very often, the home team assigns a student or parent to operate the scoreboard clock and keep the master scorebook. Even though they are from the home team, during the game they become part of the officiating crew. Coaches should remind the table volunteers that inappropriate cheering or jeering of a team may result in their removal from the table. The person operating the clock, in particular, is even more important to the officials than the scorer, because starting and stopping the clock actually affects the flow of the game and may affect its outcome. As a result, many schools request that the official's association provide a timer who is also an official.

These are guidelines for better communication for coaches, officials, parents, and anyone who loves the game of basketball. Understanding and following these rules can help alleviate some of the friction coaches and officials naturally experience and increase the enjoyment of everyone involved in the game of basketball, from coach to player, official to fan, at any level, from youth league to the pros, deserves.

**A FULL LENGTH FEATURE FILM** (that's right, the real deal) **on Legendary record holding coach, DON MEYER, is in the works.** Don spent a majority of his time at Lipscomb University in Nashville, Tennessee, where he was 665-179 on his way to amassing 923 wins in his career. Meyer was awarded the Jimmy V ESPY Award for Perseverance in 2009, and has had a book written about his life and career by ESPN writer Buster Olney entitled *How Lucky You Can Be*. Much buzz has already spread in the basketball community about this project as expected, due not only to Coach's historic career, but also his passion and love for other coaches, players, and individuals he so often comes into contact with.

## Collegiate Scoring Record Sparks Debate

November 26, 2012 Go to: <http://josephsoninstitute.org/> for more information on Sportsmanship.



Records, they say, are made to be broken. But with a little help and manipulation, some are more easily broken than others.

Such is the case with Grinnell College basketball player Jack Taylor, who [scored a collegiate record 138 points](#) last week against Faith Baptist Bible College. On the surface, it seems an incredible feat of athletic ability. Dig a little deeper, however, and you strike controversy.

As [Deadspin.com](#) reported last week, this isn't the first time Grinnell's basketball team has tried to break records against inferior opponents in order to gain media attention. There's really nothing wrong with a Division III college program trying to gain some notoriety. But let's look at how Taylor was able to break the scoring record last week.



For starters, Taylor rarely crossed half-court to play defense. Instead, he stayed on the offensive end of the court where he could basket-hang and launch three-point attempts at will (he attempted 71 3-pointers and 108 shots in all). According to Deadspin, his teammates would forgo open shots (even layups) in order to feed him the ball so he could boost his point total. Taylor didn't record a single assist in the game and played virtually every minute of a blowout game.

Blowout is perhaps an understatement. Grinnell led 85-46 at the half and won 179-104. While this game counted on Grinnell's overall record, it did not count for Faith Baptist, which has 330 students and is not an NCAA school. Clearly, Grinnell was taking advantage of an opportunity to trounce a tiny school that was basically playing a scrimmage.

At some point, do records lose their value when they are attained in this fashion?

**A mistake is valuable if you do four things with it: recognize it, admit it, learn from it, forget it.**  
**John Wooden**

**Recognize It:** *Failure is not fatal, but failure to change might be.*

**Admit it:** *You may make mistakes, but you are not a failure until you start blaming someone else.*

**Learn from it:** *It's always about focusing not on the mistakes but on the lessons learned from them. Never require repeated criticism for the same mistake.*

**Forget it:** *Don't let yesterday take up too much of today. Don't make a second mistake because you're thinking about the first.*

### **COACH JOHN WOODEN REVISITED:**

Coach Wooden described the importance of giving his players the ability to take initiative this way:

*Do not tie them down so rigidly that you take away their initiative. They must have some freedom of movement, but must react to the initiative of a teammate in order to keep floor balance.*

*Give players the opportunity to achieve without the fear of failure.*

The communication style of the leader will either encourage or discourage initiative by the people he or she supervises.

In the book *How to Be Like Coach Wooden* by Pat Williams, Coach Wooden described his method this way:

*I never wanted to teach through fear, punishment or intimidation. Pride is a better motivator than fear.*

*Fear may work in the short term to get people to do something, but over the long run I believe personal pride is a much greater motivator. It produces far better results that last for a much longer time.*



The leader encourages initiative when he holds people accountable and corrects rather than criticizes.

In his book with Jay Carty, *Coach Wooden One-on-One* Coach Wooden describes the difference this way:

*Criticism and correction differ especially when it comes to methods and motives. Criticism puts someone down. Correction means I want to help.*

*Be slow to correct and quick to commend. No one likes correction, but we learn from it. If we commend before we correct, the person will accept the correction better. But we must listen before we correct. There is usually another side to every story. If we listen to others they will be more apt to listen to us.*

*It is very important how correction is given. We must be careful how we do it. We don't want those being corrected to lose face. Here are some good tips: make it meaningful, but use judgment. Don't fly off the handle and be quick to correct. Do it with tact. If we just let it fly, it is more likely to be viewed as criticism than as correction.*

*Approval is a greater motivator than disapproval, but we have to disapprove on occasion when we correct. It's necessary. I only make corrections after I have proved to the individual that I highly value them. If they know we care for them, our correction won't be seen as judgmental. I also tried to never make it personal.*

For more information, visit [www.WoodenCourse.com](http://www.WoodenCourse.com)

### **Real happiness begins where selfishness ends.**

Many of *Coach's* favorite maxims reflected his keen appreciation of unselfishness:

*You cannot live a perfect day without doing something for someone without a thought of repayment.*

*Be as enthusiastic about the success of others as you are about your own.*

Coach Wooden considered the ability of an individual to be a team player an essential character trait in selecting the players he chose to recruit at UCLA.

One of my favorite stories that Coach told regarding unselfishness is from his book *They Call Me Coach*, which he wrote with Jack Tobin, describing an incident after the 1964 championship game victory over Duke:

*As I turned away from the post game press conference and headed down that long corridor in Kansas City towards the dressing room, my feet and spirits dragged. For while I looked forward to congratulating the team on their victory, my thoughts were also on Fred Slaughter. What was he feeling at this moment?*

*Throughout the entire season, Fred had started every game. He had a brilliant year. Fred was a totally unselfish player with great team devotion and was frequently asked to do things for which a player receives little public attention. Even though he was short for a college center, barely 6'5" tall, Fred was the blocker, screener, and rebounder – things seldom seen and appreciated by the crowd. But in this final game for the championship with Duke he had gotten off to a bad start. As the game moved along, it got worse instead of better. Finally, a change had to be made, so I pulled Fred and put in Doug McIntosh. And Doug did such a fine job that I left him in until the game was ours.*

*While I walked along toward the dressing room, George Moriarty's words were ringing in my mind, "Who could ask more of a man than giving all within his span? Giving all, it seems to me, is not so far from victory." And yet I knew that Fred was not alone in his disappointment. Having grown up not too far away in Topeka, Kansas, where he had attended high school, he was well aware that the crowd had been pretty well sprinkled with Slaughter relatives and fans.*

*Pushing open the dressing room door, I ran right into Fred. He had evidently been waiting for me. "Coach," he said, "before someone gets the wrong impression, I want you know that I understand. You had to leave*



*Doug in there because he played so well, and I didn't. I wanted to play in the worst way, but I do understand, and if anyone says I was upset, it's not true. Disappointed, yes, but upset no, and I was very happy for Doug."*

Coach also described another compelling incident following UCLA's victory over Michigan in the 1965 national championship game:

*Doug McIntosh, whose spectacular substitution for Slaughter in the 1964 championship game contributed so much to that win, was our regular starting center. He had a good year, but he didn't get off to a good start in this decisive Michigan game. And just as with Slaughter the year before, I had to pull Doug and substitute Michael Lynn, a sophomore. Mike did well and I played him almost all the rest of the game.*

*And so, as I headed toward the dressing room, my feelings matched those of 1964. But, like Fred, Doug understood and told me that I had no choice. There wasn't even a hint of resentment, and Doug was happy that the team had done so well.*

Fred Slaughter went on to become a Dean at the UCLA Law School, highly successful attorney and member of the UCLA Hall of Fame.

Following his college career, Doug McIntosh attended seminary at Dallas Theological Seminary and later co-founded the Cornerstone Bible Church in Liburn, Georgia.

As Coach liked to say: *It's amazing how much can be accomplished if no one is concerned with who gets the credit.*

Yours in coaching, Craig Impelman [www.woodencourse.com](http://www.woodencourse.com)

## **COACHING AND STRATEGY TIPS**

...Shared by Coach Glenn Wilkes, Basketballs Best

**Point guards should not give up their dribble when the defense switches.**

**"Your best player has to be your best listener. He has to lead by listening." ....Chuck Daly**

**"Your second unit is extremely important...they may not win a championship, but they can keep you from winning one." ....Kevin Eastman**

**"Don't run plays that have the potential for turnovers." ...Doc Rivers**

**Every player should have a pre-shot free-throw routine....both physical and mental. The player determines the routine, not the coach.**

**It is more important to lead your conference in free throws attempted than in free throws made.**

**One of the absolute coaching essentials...Defining Players' Roles.**

**"A bad shot gives your opponent a lay-up." ... Blaine Taylor**

**"I've always hired coaches who value teaching and communication." ...Tony Dungy**

**"I don't think you can have a great team unless your best players are your hardest workers." ... Kelvin Sampson**

**Team offensive tips:**

**(1) Control who shoots;**

**(2) Teach the Drive to all players; and**

**(3) Emphasize offensive rebounding (If you don't emphasize it, you won't get it).**

# Habits

***Champions do not become champions on the court. They become recognized on the court. They become champions because of their daily routine and daily commitment to excellence. Players do not decide their future; they decide their habits and their habits decide their future!***

***All of this starts with how you think and what you think.***

***Your thoughts become your words.***

***Your words become your actions.***

***Your actions become your habits.***

***Your habits become your character.***

***Your character becomes your destiny.***

***Therefore, being successful at anything is determined by your daily choices and habits.***

**Shared by Alan Stein**

Working With Parents *From the Center for Ethical Youth Coaching* [www.ethicalyouthcoaching.org](http://www.ethicalyouthcoaching.org)

Your relationship with the parents of the players on your team is one of the most challenging aspects of coaching young people. Quite frankly, how you relate to parents can make or break your success as a coach. And we're not just talking here about peewees. You will encounter strenuous challenges from the parents of players at all levels of sports participation, even through to the ranks of professional athletes.

There are a wide variety of parent types that you will encounter in your coaching career, no matter how short or long that career lasts. The range of these types of parents spans from those who are totally uninvolved to the point that you never see them, to those who are so over-involved and controlling that they believe they know how to coach better than you, and they constantly remind you of this. These parents will communicate their purportedly superior knowledge in direct and indirect (behind your back) ways.

Let's address these two extreme groups of parents first. The **absentee parents** may appear at first to be every coach's dream, but there are many pitfalls to working with the children of these parents. The younger the player, the more you will need contact with the player's parents to enable the child's participation in the sport. Most sports leagues will require parents to at least register the player, pay for registration and participate in fundraising for the team and/or league, as well as take a turn performing certain duties with other parents on the team such as providing refreshments, cleaning the playing field or court, taking care of team equipment and so forth. Absentee parents obviously undermine the spirit of the team by not doing their share of these duties. Parents who do participate may complain at home about the parents who do not pull their weight. The effects on team unity can be poisonous. Retribution against the player for the actions of their parents may be meted out on the playing field, and bullying and teasing may occur. These scenarios undermine everything you are trying to accomplish as a coach, and you may have no idea why team chemistry is falling apart. It is all happening out of range of your eyes and ears. Teamwork is compromised and your success is lost.

On one team we were involved with, one of the players had skills far and above the rest of the players. This player had absentee parents. At the beginning of the season this player's exceptional skills were embraced by his teammates and team unity was high. However, the player's parents were never seen and their turns at cleaning uniforms, providing snacks and other shared duties went unattended. As the season went on the players gradually distanced themselves from the exceptional player. He wasn't invited to get-togethers the other teammates held and he was isolated in practices. Eventually the other players started not to feed him the ball at games and the team began to lose. Moreover, the whole team looked depressed, like they weren't having fun. Only near the end of the season did the coach overhear some parents gossiping about the exceptional player's home life, with snide remarks like

“there must be something wrong with that kid.” The coach realized that his star player was being ostracized because his parents never participated. The season was a disappointment. Later we heard that the player had quit the sport because he was so disenchanted.

Parents who are over-involved can sabotage the team just as much as absentee parents. It is tempting to view these parents positively, seeing them as exceptionally helpful, generous people whose aim is to help the team with everything they have. However, their generosity has to be considered in light of what the other parents are capable of giving as well. Coaches commonly take such generous parents to be a dream come true, but there are negatives. The parents who cannot help the team with the same resources as the overly generous parents may become jealous and vent their feelings on the players or the team. Again, team harmony is compromised and your success is diminished.

Next consider the **over-involved parents** who meddle with your coaching decisions, try to exert their knowledge or influence over you, are loud and abusive to you, and inevitably break the rules you set down for the team. These parents certainly don't act from a place of heartfelt generosity as above, and typically have their own unresolved issues with sports, or coaches or the school or league you are coaching in. They are negative, and their effect on the players and the success of the team is poisonous. Some coaches believe that the solution to handling these overly involved parents follows the old axiom, *hold your friends close and your enemies closer*. These coaches try to befriend the negative parents and even give them important roles on the team. The coach may even make them assistant coaches. All of these maneuvers are attempts to quell these parents' negativity. These techniques may seem to work in the short term, but over the course of the season they will fail for a number of reasons. The most common reason is that these people can never be satisfied and their negativity will show up somehow in their involvement with the team.

The most successful way to handle both extremes of parents is by insisting on the same winning formula for all the parents of the players on your team. It is important that you establish strong and frequent communication with all parents, orientating them to your coaching style, expectations, rules and techniques early and often. Keep consistent with your team rules, and establish that all parent participation should be equal and balanced, with no parent doing more or less than any other (to the extent that it's within your power to exercise such control over these fellow adults). If one adult does more for the team than the others, they must be stopped, and any resource they provide returned. Do this consistently and demonstratively so the rest of the parents get the message that they are all equal on the team. If you follow these principles, you will be able to handle most parent situations – the two extremes mentioned above and everything in between.