



## Grow Our Great Game

### Better Coaching Always Matters

The Basketball Coaches Association of Michigan (BCAM) is committed to improving our game by assisting new coaches. This program: *Grow Our Great Game, Better Coaching Always Matters*, is based on the idea that first year coaches would benefit from knowledge shared by veteran coaches gleaned from years of experience. Our program is designed to introduce you, the first year coach, to the fundamental steps necessary for you to join the ranks of sound basketball coaches.

#### **Let's presume that...**

- You have a basic understanding of the rules and the fundamental skills of basketball.
- You are motivated by a sincere desire to assist in the positive development of young people.
- You understand and embody the basic principles of leadership and are of high character.

#### **You Don't Need to Reinvent the Game**

Your first step toward becoming an effective basketball coach has been taken, you have received this brochure.

We will discuss a variety of topics that you need to consider as you undertake the challenge of coaching basketball. Topics that cover more than just offensive plays and defenses. They include ideas and philosophical questions such as: team building, parental involvement, time commitment, family considerations, practice planning and much more. In short, these themes deal with the key components to assist you in becoming the best coach that you can become.

So often it is assumed that new coaches understand topics such as: talent evaluation, footwork, player eligibility, game and season management, conditioning options, appropriate communication with game officials and literally dozens of other issues that encompass the job of coaching a basketball team. We make no such assumptions here. This program attempts to assist you in as many ways possible for you to achieve your goals.

#### **Moving On...**

BCAM also offers a list of mentors for those starting out in coaching. These mentors are veteran coaches with vast experience and are willing to assist. The list can be found at [www.bcam.org](http://www.bcam.org).

Another valuable resource to consider is offered through the Michigan High School Athletic Association (MHSAA) at: [www.mhsaa.com](http://www.mhsaa.com) There you will find a formalized instruction program called the Coaches Advancement Program (CAP). Also at the MHSAA website you will find opportunities to become a registered basketball referee.

# Better Coaching Always Matters

The purpose of this booklet is to acquaint the first year coach with many of the issues related to coaching basketball. We have intentionally omitted references to plays and drills as they can be found on any number of other websites.

Furthermore, it is not our mission to prescribe any particular style of play or any one “correct” way to approach the game. This should be left to the varsity head coach of the high school program in which you are involved. Our goal here is to get you to examine the various topics that you need to consider while coaching younger players:

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## TRYOUTS

Tryouts are set to begin. How do you (preferably along with input from the head coach) determine who will make the team and who will be cut? Here are some of the criteria that you may wish to consider as your group of coaches make these important decisions.

It is essential for all the people involved (players, parents and coaches) to understand that there will be some kids who will be told that they did not make the team. Therefore it is important that a season-long practice and game schedule be distributed as tryouts **begin**. It is unfair to those who will be cut to keep a player on the squad who will not be able to make the time commitment to the team.

The players also need to know that they will be evaluated in the two general areas of **effort and execution**. Simply put: how hard they play and how well they play. If players don't put forth great effort during the try-out phase of the season, then it is unlikely that they will improve in this area once they have secured a position on the team. Similarly, if they don't demonstrate the necessary skills to play basketball, then they are at risk of not making the team.

Additionally, you will have to determine the extent to which you evaluate their **behavior and attitude**. Obviously these are subjective areas for analysis. You will have to determine how much you are willing to tolerate and accept. For this reason it may be useful to point out to the candidates trying out for your team that your criteria for participating in basketball this year extends to the end of the season. The coach reserves the right, at any point during the season, to remove a player whose behavior or attitude becomes disruptive to the team.

As you assess the effort that they put forth, pay close attention to how they play "off the ball." Are they attuned to the offense when the player that they are guarding doesn't have the ball? Do they sprint back on defense? Do they make a concerted effort to rebound? One of your greatest challenges as a coach is to develop the habit of looking away from the ball. Learn to pay close attention to the eight other players not directly engaged with the ball.

You can also get an appreciation for their **competitive effort** by using relay races with the ball. Pay close attention to how hard they work when their team is way behind in a race.

While observing skill execution, note if they can dribble with their head up and how well they catch the ball. Players with difficulties in these two areas will take much longer to develop. It will be your job to determine if their efforts in other areas warrant the gamble of keeping them on the team.

Beware of the player who is more physically developed than his/her peers. They may have an advantage in strength and size right now that casts them in a better light than the smaller and weaker candidates. As the coach of younger, physically immature players, you have to try to gauge how they will develop in the future. The little skinny-armed kid at 12, the one who you are having to kick out of the gym all the time, the one who is always paying attention to everything that you say, the kid who knows the names of the local college and high school players, the gym rat--they deserve your attention. This girl or boy may not impress you with their physical skills right now but they should impress you with their desire to one day be great.

## COMMUNICATION

In today's world, communication can take many forms. You will need to decide which of these forms to use in communicating with parents and players--whether they be written documents (either handouts or mailed), phone calls, text messages, e-mail, facebook or whatever the latest teenage fad happens to be at the time. Choose just one or two that you feel most comfortable using. Keep in mind that if you elect to communicate to parents only through the players, you are running the risk of having your message forgotten or inaccurately stated.

It is also wise for you to continue to play and officiate the game as long as time permits. Playing and refereeing will give you empathy for how difficult it is to fill these roles. This in turn will help with your communication skills as you interact with both groups.

Give strong consideration to holding a parent meeting (with players in attendance) right after tryouts conclude. This may be your only opportunity to directly communicate, **face to face**, with the entire group being present to hear the same message.

The meeting can follow a practice or be incorporated into the last 30 minutes of a practice. Give the meeting the same weight as a game--attendance is mandatory. Soliciting the support of the parents begins with you showing respect for their time. Distribute an agenda at the outset along with a season-long practice and game schedule.

Meeting agenda items should include:

- Introduction of Coach(es) with a Brief Biography
- Primary Goals and Philosophy for the Season
- Team Rules
- Attendance Rules
- Safety Issues Relating to Injuries and Sickness
- Coaches, Player and Parents Code of Conduct
- Academic Eligibility
- Any Transportation Issues
- Method(s) for Parent/Coach Contact
- Questions and Answers

This meeting gives you an excellent chance to explain your vision of the season in a positive professional atmosphere. Use it wisely.

## **MOTIVATIONS FOR COACHING**

As we age we often look back at our lives and reflect on those people who have made a difference in helping us become who we are. These people include parents, grandparents, teachers, clergy and coaches. It has been said that athletics doesn't build character--it reveals it. Because of the competitive nature of sports, it is frequently the coach who can shape how young people deal with adversity, pressure, winning and losing. The coach has an opportunity to shape character in a way that others do not.

What are *your* motivations for becoming such an influential participant in the life of a young athlete?

There are advantages to entering this profession. They include:

- Becoming a positive influence in a young person's life
- The satisfaction in forming a plan and watching it come together
- The fulfillment of observing individual's and a team's growth and improvement
- The comradery of joining the ranks of fellow coaches and educators

There are also disadvantages of entering this profession. They include:

- Thanksgiving and Christmas vacations are reduced
- Many people think that they understand your job and can do it better than you
- The financial reward does not reflect the time put forth
- Players and parents can be challenging at times

Keep in mind that nothing worthwhile is easy. If coaching was easy, then anyone could do it. Not just anyone can do this job.

Most importantly, stay mindful of the fact that as a lower level coach you are not defined by your win-loss record. No coach should be so defined. Rarely are entry level coaches fired for losing games. They are fired for losing players. **Your job is player development.** Your task is to prepare players for success beyond the season that you spend with them.

## TEAM BUILDING

One of the great lessons that basketball can teach young players is the lesson of selflessness. The fact is that every player has certain strengths and weaknesses. It is true that the ball favors those with more skill but every player who has made the team should have something to offer the group.

Parents and players need to understand that players may need to sacrifice their individual statistics for the betterment of the team. Not everyone is going to get the same number of "touches." The goal of their participation is not to secure a college scholarship. (Make clear to them that no one can hide a good player, college scouts will always find them.) The goal of their participation is to give them a vehicle through which they can improve their skills within the framework of what is best for the team. Point out to them that a good coach will play their best defender, their best rebounder and their best shooter...in that order.

You are charged with teaching team concepts such as:

- Sharing the ball
- Sharing defensive responsibilities
- Screening
- Assists
- Accountability
- Team rebounding
- Scoring
- Coaching each other
- Trust
- Shared time commitment
- Playing time
- Individual contributions that serve the team
- Maximum team effort
- Collective responsibility after victory and defeat.

It is vital to the mental health of the team that you recognise contributions in games and practice that are not obvious to the casual observer. Contributions such as:

- The great outlet pass
- Your lockdown defender
- Your assist leader
- The most reliable inbound passer
- An extraordinary display of hustle
- Your most effective screener
- A relentless offensive rebounder
- Any academic achievement
- Any notable improvement from week to week
- Your most helpful teammate

Comments that you may view as minor compliments can go a long way toward improving team morale and may make the difference in a player deciding that they want to continue to play basketball. **Team building is not the players' responsibility, it is yours.** Your leadership in this area is essential.

## PRESEASON CHECKLIST

Organization is a key to success. "Winging it" never works. Be prepared for the season by taking care of details early in the process. The following items are to be completed before the season begins or directly after tryouts.

- Physicals on file (keep these, as well as parent phone numbers, with you at all practices and games should an emergency arise)
- Equipment ordered and processed
- Appropriate keys secured
- Practice and game schedules finalized
- Preseason player meeting held
- School and state eligibility forms filled out
- Coaches meeting agenda
- Parent meeting agenda

## FUNDAMENTALS

As an interesting and thought provoking exercise, rank the following list of basketball fundamentals. As you proceed, ask yourself which of these are essential for a team to be successful.

Passing  
Ball Handling  
Unselfishness  
Rebounding  
Listening

Knowledge of Rules  
Shooting  
Physical Fitness  
Defense  
Knowledge of Your System  
Understanding Game Situations

## PRACTICE PLANNING

The purpose of practice is to prepare your players to excel in games. Accordingly, every part of practice should have a direct bearing on **player improvement** and achieving the goal of excellence. You will need to examine every drill with this primary thought in mind: **how will this activity help to prepare players to maximize their game performance.**

The main principles to consider when selecting practice drills are: What are the areas that you have determined need improvement? How will this drill fit into our overall plan of attack? And what is the drill teaching?

We all accept the premise that repetition is a cornerstone of skill development. So the drills that you employ have the effect of cementing behavior into the way that your players perform in games. Keep consideration of this when selecting your drills.

For example: How do traditional lay-up lines fit into your offense? How many uncontested half speed lay-ups do you get each game? Do the lay-ups that flow from your fast break or half court offense primarily come from the wings?

What do lay-up lines teach? Do they teach proper rebounding technique or do they teach players to run under the basket to retrieve the ball? If you plan on using lay-up lines for ten minutes each practice, calculate the number of shots that the individual player gets in that timeframe. You will note that in ten minutes they get approximately one shot per minute. After that ten minutes has concluded has their cardiovascular conditioning improved?

Often lower level teams are limited in practice time and space. You must be efficient in how you use both. Players get bored to death when they have to stand in line for more than 20 seconds.

There is nothing wrong with the player at the end of the line dribbling a ball (or two) with their head up while waiting their turn. When the next player comes to the end of the line, they hand off the ball(s) to the next player in line. Be creative with your use of time and space.

Here are some guidelines that may be helpful as you plan practices:

- Use the “Part to Whole” teaching philosophy. Break down the specific parts of your team concepts into individual drills. These are drills that you can make up yourself. Then incorporate them into team scrimmages.

- Spread your shooting drills throughout practice. Emphasize early in the season that form matters more than actually making the shot. Practice “form shooting” off a wall as this gets them away from the idea of making the shot. *Be mindful however that their physical strength effects how they may be able to shoot the ball.*
- Teach new drills and concepts early in practice; even before practice if possible. Review these at the end of the day.
- Work on shooting drills without the ball. This is a great way to emphasize footwork.
- Let players know that if they have put forth a maximum effort during practice there should be no need for conditioning drills at the end.
- Keep **your** enthusiasm at a consistently high level throughout practice. You are the most significant leader in this area. Don’t rely on players to determine the pace of practice. They will play as hard as you demand and no harder.
- No line should be more than three players deep. If this means that you need to separate players into two or more groups, by all means do so. **Keep them active.** (Think of that poor outfielder who stands out in the grass waiting for five balls to be hit to them in 30 minutes of batting practice.)
- Gymtime is precious, use it wisely.

## GAME STRATEGIES

At some point you have to decide whether the strategies that you employ are going to be based on the ideas of **complexity** or **simplicity**. If you are a part of a high school program, then the decision will most likely come from the varsity head coach. But if you receive no direction from the high school program, then the decision is yours to make.

The “complex” philosophy involves teaching multiple defenses, traps and/or zones designed to confuse your opponent. The objective here is to create turnovers resulting in more offensive opportunities for your team. On the offensive end it involves employing various offensive plays and formations with the intent of taking advantage of the offensive skills of one or two of your better players.

The upside of the “complex” approach is that multiple defenses can disrupt and confuse your opponent. The downside is that it requires a great deal of practice time, often at the expense of fundamental skill development.

The “simple” philosophy is based on the idea that we are going to develop players, not plays. It involves teaching basic Man defense, a fast break and one or two offensive plays. It is built on the concept that the purpose of defense is to force our opponent to take bad shots and the purpose of offense is to provide organization in order that we can get good shots.

The advantage of this approach is that you have more practice time to devote to fundamentals and player development. The drawback is that you will be easier to scout and that your opponent may be able to exploit mismatches in your Man defense.

Either way, keep in mind that as a coach of younger players it is far more likely that you will be fired for losing player growth than losing games.

## PLAYING TIME

There are several ways to allocate playing time. But first let's look at the arithmetic.

$$\begin{array}{l} 32 \text{ minutes/game} \\ \times 5 \text{ players} \\ \hline 160 \text{ player minutes/game} \\ \times 20 \text{ games/season} \\ \hline 3200 \text{ player minutes/season} \end{array}$$

Where? How? and On Whom? are you going to "spend" your 3200 minutes? It would be prudent for you to discuss these questions with the varsity head coach. If this is not practical, then the decision is up to you. Here are some options:

### Equal Distribution

Equal distribution can be accomplished in pre-set groups of five. Or, you can number (not rank) the players 1-12. In the first quarter (or whatever segment of time you choose), players 1-5 participate; in the second segment, players 6-10 participate; in the third segment, players 11-3 participate; in the fourth segment, players 4-8 participate, etc. Once the game has ended players 9-1 can begin the next contest. (Make certain that you have an even distribution of guards and post players throughout your sequence.)

### First Half-Second Half

Players are given equal playing time in the first half of the contest by whatever format that you choose and then the coach decides who plays in the second half. Playing time in the second half is earned by the first half performance.

### Style of Play

If you are playing against an opponent that presents specific challenges, then you choose those players who can be most successful in meeting that challenge. Example: your opponent is employing a trapping defense thereby promoting a fast paced game. Playing time for that contest will favor your quicker ball handlers. Your next opponent may use a tight zone defense which would favor you using your bigger power players.

### Better Players Play Until the Outcome is Decided

You will distribute the majority of minutes to your most skilled players. Once you have concluded that the outcome has been decided, you may play the remainder of the squad.

Whichever system of allocating playing time you arrive at, *keep in mind your role as a coach of younger players*. It is always always advisable to play every player in every game. It is also highly insulting to first put a player in a game with 0:14 remaining.

## HANDLING CRITICISM

One of the problems with coaching basketball is that virtually everyone thinks that they know the game. ("Yeah, I played a little ball back in high school.") This attitude, combined with watching a few games on TV emboldens the average fan with the notion that they know your job and could probably do it better than you.

You will need to separate these people from the legitimate critics of your coaching. Cultivate peers who can honestly evaluate your ability to coach and trust their criticism. Start with the person who hired you. They **want** you to succeed. They **need** you to succeed. Through self examination and reflection from criticism offered by trusted peers, you will grow as a coach and as a person.

As for the criticism of others (fans, media, parents and wannabes on sports talk radio) don't respond. There is nothing to be gained from you addressing their comments. You will only come off as defensive and they will know that they have your ear. A thick skin is useful.

However, criticism coming from team members needs to be dealt with. You first need to determine the true nature of the issue. Is the criticism the product of selfishness or does it originate from a sincere concern for the team? Determining which of these is the actual motivation will help to point you in the direction most suited to resolving the problem.

## ABSOLUTES OF COACHING

For the purpose of this program it is assumed that you are coaching players ranging in age from 8-15 (roughly 3rd - 9th grade). Therefore, there are certain absolutes of coaching of which you need to be aware.

**Rules.** You will need to know and understand the basic rules of basketball, including "special rules" specific to your age group or league. Don't assume that a nine-year-old will know the "3 second rule" or what constitutes "over and back".

**Safety.** Your most important responsibility is the safety of your players. For this reason you need to consider the risk/reward aspect of every drill that you use. An example would be the "take the charge drill" which offers little benefit to your player's skill development, while putting them at high risk for injury. Similarly, when introducing a passing drill, using the bounce pass at first is an easier and safer pass to catch.

**Ethics.** Treat each player like you would want your son or daughter treated and behave accordingly. Smart players will know when you are violating the rules. They will figure out when you are playing an ineligible player. They will know when you are running up the score on an opponent. They are constantly attuned to the differences between what you say and what you do. If you want to earn and maintain their respect and that of their parents, you will always act ethically. Ask yourself: "Fundamentally what do I want my players to learn about me and our sport?"

**Conduct.** You will never earn the respect of a player by swearing at them or placing your hands on them in anger. This type of behavior has been the reason for coaches being fired. Don't look for support from your varsity head coach or school administration if you engage in this type of conduct.

## **FAMILY CONSIDERATIONS/TIME COMMITMENT**

Let there be no misunderstanding: coaching requires a significant commitment of time. The typical middle school and freshman coach's weekly time commitment involves three, 2-hour practices and two games lasting approximately 1-2 hours.

Most coaches (like teachers) devote one half hour of planning for every hour of instruction. This pre-practice or pre-game time is often dedicated to assessing individual players and team strengths and weaknesses, game planning specific to your next opponent, composing a practice plan, and video evaluation of previous game(s), as well as how and when you plan to introduce new team concepts and drills.

Generally speaking, the weekly time engagement runs between 12-15 hours during the season. It is important that you figure out a way to balance your personal time with the demands of basketball. It is only fair to the other people in your life that they are aware of and are on board with your decision to pursue coaching. If you don't confront this issue it will probably be the players who end up suffering.

You are arriving in the profession at an entry level position. Be aware that as you advance, the time commitment escalates accordingly.

## **PLAYER MOTIVATIONS**

Many surveys have been conducted over the past several years examining the reasons that young girls and boys cite for playing basketball.

Common among these is the clear message that kids are electing to play basketball because they want to have fun. Other top priorities include: improving skills, staying in shape, the excitement of competition, the opportunity to make new friends and the chance to be a part of a team. Equally consistent among these results is the low ranking of winning, trophies and scholarships.

Any fair treatment of the topic of motivation should also include the coach examining why they want to coach. Your honest response to this question will assist you in determining how enjoyable and rewarding the experience becomes. Know thyself.

## **PLAYER/COACH PRIORITIES**

**PRIORITIES:** A player or coach must set his/her priorities and if or when they get out of order, there will be a problem. Here are suggested priorities:

1. FAITH
2. FAMILY
3. ACADEMICS
4. ATHLETICS
5. EVERYTHING ELSE

If ATHLETICS become more important than ACADEMICS or FAMILY, the player will have problems. Any time SOCIAL MEDIA or SOCIAL LIFE jumps ahead of ATHLETICS or any of the other priorities, the player will have problems.

Keep your priorities in line for your entire life and you will have a happy and productive life.

## CONDITIONING OPTIONS

Due to the precious nature of gym time, you will have to consider what conditioning philosophy to pursue. As you arrive at your conclusion, give some consideration to the idea that if you have conducted a fast paced, constantly active practice, then there may be little (if any) need for further conditioning. Short lines, constant movement, varied full court drills and play within the practice should be sufficient to physically condition your players for a game.

If however, you arrive at the conclusion that separate conditioning sprints or other exercise is required, figure out a way to incorporate a ball into such activities.

## TEAM RULES

It is impossible to write a list of **enforceable** rules that cover the various events and situations which could unfold during the course of a basketball season. The potential transgressions that an 8-15 year old can become involved in staggers the imagination. (Consider for a moment all the possible rules you can think of just relating to uniforms.)

Therefore give consideration to hard and fast rules on paper that relate only to attendance. Concern yourself with rules as they relate to excused and unexcused reasons for missing practices and games, as well as the consequences for each.

As for all other situations, give thought to the idea of having only one other rule. That rule has two parts. Part 1: Do nothing that would bring disgrace to our team, our program or our community. Part 2: The coaching staff will interpret and provide consequences for violations of Part 1.

This rule needs to be clearly discussed at the parent meeting so that everyone understands its intent. There are already dozens of other areas relating to the team for which you are charged with the responsibility of making judgement calls--from style of play to strategies to playing time to scheduling, etc., etc., etc. Similarly, at some point the players and parents are going to have to trust your judgement in the area of team rules and their just and impartial enforcement.

## SPORTSMANSHIP

There are some philosophical bridges that you need to cross as you begin this journey into coaching. The first is to confront the real reason(s) that you want to coach. Secondly, how committed are you to teaching and exemplifying sportsmanship?

Sportsmanship reflects your respect for our great game. Berating game officials, running up the score, begging for a call that you know to be incorrect, and harassing opposing players all reflect poorly on you, your community and the program that you represent. Just as importantly it is an insult to basketball.

Remember that every second some, if not all, of the players are watching you. What do you want them to see?

## **BENCH DECORUM**

There is no other coaching position in sports that is more visible to the public than that of a basketball coach. Because of this fact, your behavior and that of your team is under constant scrutiny by all in attendance. Television directors have all but trained spectators to look for the coach's reaction (in fact they are called "reaction shots") following every controversial call made during a game. Consequently, the way that you conduct yourself under the spotlight of the game defines who people think you are. What do you want them to see?

As one of the adults responsible for the positive educational value of the game, you and the referees should conduct yourselves with professional civility and maturity.

During the course of a game view your bench as a teaching station. It is likely that there are more players on the bench with *you* than are on the floor. Work with them. Sitting on the bench, talking with players, and pointing out things that they can use when they enter the contest is far more effective than prancing from the scorers table to the baseline, yelling plays and corrections to those on the court. (Most of the players on the floor are not listening to you anyway...they are trying to concentrate on the challenge of playing the game itself.)

Like the conductor of an orchestra, if you have done an effective job in practice, your role during the performance should be reduced to fine tuning how they play. "Calm" is almost always more useful to players than "frantic."

## **POST SEASON EVALUATION**

After the final game there needs to be time set aside for reflection. It is wise to evaluate all aspects of your season. Individuals that you may wish to consider for this process include the head coach, athletic director, fellow coaches (both in and out of the basketball program) and your spouse.

Hopefully you have earned the trust of players (and perhaps some parents) to whom you can turn for honest evaluation of you and your season.

## FINAL THOUGHTS

1. It will benefit you in many ways to write down your philosophy of coaching. From offense, defense, drills, discipline, conditioning, roles, goals, “good shots”, leadership, off season, practices, etc., there is much to consider. If your goal is to one day be a varsity head coach, then the first step in that process is to develop a philosophy for how the game should be taught and played. As an assistant coach you are responsible for executing the philosophy of your current varsity head coach. By writing down your own philosophy you are beginning to codify your own ideas. Be flexible as you proceed and open to change.

### 2. NEVER:

- Put your hands on a player in anger
- Curse at a player
- Criticize your players in public
- Subvert the rules of basketball
- Go behind the back of the head coach or athletic director
- Make basketball more important than your family
- Ignore the mental health of your players
- Disregard the directions of a trainer or doctor
- Discuss with parents, issues related to other players
- Engage players in an inappropriate social context

3. Continue to educate yourself. Access the internet for articles, especially about subjects where your knowledge is weak. Join the Basketball Coaches Association of Michigan (BCAM) and attend clinics. You don't need to re-invent the game. BCAM also offers a mentoring program staffed by veteran knowledgeable coaches who are willing to help you.

4. Stay in good physical condition. This will keep your mind sharp and (just as you tell your players) keep you in the game longer.

5. As an educator, you need to monitor the academic progress of your players. This is not just selfishly done to make sure that they are eligible to play *for you*. This endeavor of coaching the team isn't about you, it's about the players. Taking an interest in a player's academics (and other extracurricular activities) demonstrates that you care about them as people.

6. Make certain that you give as great an effort to your actual job as you do to coaching.

7. The time honored axiom of never being able to increase discipline is true. If you start out soft, then it is difficult to become strong. Keep in mind that **equal** and **fair** are not always the same.

8. Make time for your family and friends. Involving them in your coaching is one way to do this. But even if you do this, it is still *your* coaching. Make sure that you also engage these most important people in your life in a meaningful way outside the gym.

## COACHING RESOURCES

The following is a short list of organizations who will assist you in your coaching.

The Basketball Coaches Association of Michigan, BCAM [www.bcam.org](http://www.bcam.org)

USA Basketball [www.usab.com](http://www.usab.com)

The National Association of Basketball Coaches, NABC [www.nabc.com](http://www.nabc.com)

The Michigan High School Athletic Association, MHSAA [www.mhsaa.com](http://www.mhsaa.com)

The Women's Basketball Coaches Association, WBCA [www.wbca.org](http://www.wbca.org)

The National High School Basketball Coaches Association, NHSBCA [www.nhsbca.org](http://www.nhsbca.org)

**BCAM Mission Statement: “As a united body, BCAM exists to represent and serve basketball coaches for the betterment of our great game!”**