

# Dynamic Leadership Academy Notes

## Rhode Island College – June 10<sup>th</sup>, 2013

Bob Walsh – Head Men’s Basketball Coach, Rhode Island College  
“Building a Championship Culture”

### Objectives

- Develop or adjust your own independent leadership philosophy (*doesn't lend us to be good leaders*)
- Embrace an uncommon approach to team building and championship culture
- Challenge conventional basketball strategy and theory – Why sit player with 2 fouls at the end of the half? Isn't halftime an arbitrary stoppage point? Why start at beginning of 2<sup>nd</sup> half if sit at the end of the 1<sup>st</sup> half?
- Share best practices through active discussion and debate
- Increase your basketball network and develop personal and career game plan

### Leave with...

Leadership → Better Coach  
Basketball Ideas → Better Leader  
Confidence to be a creative thinker

### Building a Championship Culture

- I. High Performance/High Values Aligned Culture
- II. Leadership Approach
- III. Mental Side of the Game

- 
- I. High Performance/High Values Aligned Culture
    - a. Clarify performance expectations
      - i. Simple, direct, concise message (What is expected of them?)
      - ii. RIC: Process based over results based [ALWAYS]
      - iii. Jack Welsh – Performance Values Matrix

### PERFORMANCE VALUES MATRIX

High	Quadrant I: High Performance Low Values	Quadrant II: High Performance High Values
Performance	Quadrant III: Low Performance Low Values	Quadrant IV: Low Performance High Values
Low	Low-----Values-----	
High		

- Quad I: i.e. Athletic, solid player but no buy in
- Quad II: i.e. Leader, total buy in, excellent play
- Quad III: i.e. Recruiting mistake, no values and cannot play
- Quad IV: Project, but will continue to develop in program

\*\*According to business philosophy, Quad I should be terminated immediately

- b. Define values in behavioral terms
  - i. Compete
    - Preparation, focus, effort (example: film)
  - ii. Mental/physical toughness
  - iii. Good teammate
    - Point it out/show them behavior
- c. Hold leaders and staff accountable
  - i. RIC: Everyone is a leader (*don't need to be a captain to be a leader*)

## RIC Basketball Culture

- ❖ Process over results
  - Hard in a result based business – Very uncommon; fight it as a coach
  - Observe, value and reward the process consistency (what do you emphasize)
  - Long term over short term
  - Constantly saying results are how everyone else defines us
    - RIC does not talk about winning
- ❖ Compete
  - How we attack the process – How we define us
  - Everything we do
    - Values in behavioral terms
      - On time for class, first on floor, don't get screened, no fly-bys, etc.
- ❖ Accountability
  - Responsibility of every team member, not just the leaders
    - “Don't accept bad behavior and admit when you make a mistake”
- ❖ Trust
  - Essential to be a part of the team
- ❖ Good Habits
  - “Practice Good Habits” – We are what we repeatedly do (Same action → Same results)
    - i.e., Can't yell at team for something in February that you have been allowing since October
- ❖ Commitment
  - School, program, team, you (You are 4<sup>th</sup> on the list)
- ❖ Talent
  - Talent matters – Surround yourself with it – Develop it
    - i.e. – “Walk-ons” – Explain their role – Production factor, o.k. to say it
  - Ascending people with a growth mindset
    - Not regressing, not flatliners, but climbers
- ❖ Leadership
  - Defined and required of everyone
    - What is leadership to RIC?
      - \*\*Make the people around you better/hold people accountable\*\*

## Team Building and Creating the Culture

- ❖ Consistent Reinforcement of Values and Approach
- ❖ Appreciate and reward simple behaviors that reflect what you value
  - Daily verbal appreciation

- Playing time effect of practice approach
- ❖ Everything Matters
  - Accountable for everything
  - Excellence is expected – Create the atmosphere
    - ‘Broken Window Theory’ – Dr. James Q. Watson and George Kelling
      - Small crimes (vandalism, loitering, etc. will lead to bigger crimes)
      - i.e. academic accountability – Your 8 o’clock class – class isn’t result based, have to get to class too. Not just final grade that matters!
  - Makes me a better coach
- ❖ Grateful for everything; Entitled to nothing
  - Embrace the culture of your environment
    - Low budget, lack of resources, blue collar, earn it
    - Who goes to RIC? Recruit types of players to fit culture
- ❖ Win Anyway
  - No excuses
- ❖ It’s Not For Everyone
  - Gives student-athletes a certain status
  - Sacrifice to be a part of something bigger than yourself

### Leadership Approach

#### Head Coach

- Great leader or great coach? (Would rather be a good leader)
- Starts in the mirror
  - Hold yourself accountable first and always
- Always be honest and direct
  - Always...they will see right through you
    - Smart/dumb it doesn’t matter
  - Program homicide – say one thing, do another (Can change mind/strategy, but not too much)
  - Clear and concise message
- Listen
  - Huge aspect of leadership
  - What they are thinking is very important
  - Do not dismiss it, encourage it
    - Conventional approach is to dismiss - Set negative tone, attacking gesture
  - Your players are your best resource
    - Great resource for young assistant coaches
    - i.e. Coach Walsh and Providence chair

- Give them Freedom
  - o In command without control
- Develop trust
  - o Essential to a great culture
    - Makes so much of this stuff, easier to implement

Ask your players two questions: Do you trust me? Do you want to be great?

### **Leadership Approach: How do you define leadership for your players?**

- ❖ If I asked them what would they say?
- ❖ RIC: Make the people around you better and more productive
- ❖ Require of everyone
  - Different approach for each player/personality
- ❖ Captains
  - Who are they? How do you choose them?
  - Usually they are your Seniors, best player(s), loudest player(s)? Does this make sense? NO...not always best leaders. Reconsider this.
  - RIC: Captains only have technical responsibilities

This approach values what everyone thinks, says and does

“If your team doesn’t have leadership, it’s a indictment on you as a coach” – Bob Walsh

### **The Mental Side**

- ❖ Big part of leadership approach
  - 75% of game huddles are mental
- ❖ Overlooked and under-coached
  - Why? Hard, complicated
  - The “Shut up and play” approach is much easier to implement from a coaching perspective
- ❖ What your players think and how they feel is important
  - Phil Jackson – “Meet the team at the door”
- ❖ Encourage honest feedback
  - If it’s affecting them, I want to know about it
    - General questions
    - 5 minute meetings at lifting, before practice (*BE A REAL PERSON!*)
    - Don’t react to what they say when talking to them, you do not want them to not be able to talk to you because of an instant negative reaction

## Conclusion

- ❖ Your culture is always evolving
- ❖ Atmosphere where excellence is expected
- ❖ Define who you want to be/what you stand for
  - Stan Van Gundy sent RIC email after watching Elite 8 game – “know you are a good coach if I can watch your team play for 5 minutes and I know what you are trying to accomplish”
- ❖ Simple and concise – Show them the behaviors
- ❖ Accountability starts with you, responsibility of ALL of your leaders
- ❖ Leadership – Define it for them
- ❖ Embrace the mental side of the game
  - Empowers them (*leaves them will less confusion too*)

Phil O'Brien – York Consulting Group, LLC  
"Effective Change Management: A Formula for Career Longevity and  
Program Success"

Today's Plan

1. Terms (According to Webster's Dictionary)
  2. Change Basics
  3. Obstacles and Barriers
  4. Making Change Happen
  5. Hearts and Minds
  6. Final Thoughts
- 

**1. Terms**

- Coaching: The act of instructing or training, directing, teaching
- Change Management: Structured approach to transitioning individuals, teams and organizations from a current state to a desired future state
- Point: COACHING = CHANGE MANAGEMENT (coaches do Change Management, coaching is Change Management)

**2. Change Basics**

- The challenge of what/why/how (3 thoughts NOT mutually exclusive – Need all 3 to make change)
- What needs to change? Why we need to change it? How do we change it?
- If you take right approach to change you can effectively change culture/habits
- "Change talk vs. Change do"
- No "Magic Pills" – Put in work (i.e. diet, studies)...same with change

**3. Obstacles and Barriers**

Note: Must address obstacles and barriers up front! Don't wait!

**Smallest Number/Biggest Issue Dilemma**

- (0.0001% is difference between humans in genetic code...big difference though)
- Have to get past mindset of "I/We don't need to change because I/We are different" – Have to get away from "I am different so I don't have to change" school of thought off the table

**Competing Influences**

- Academic Perfection vs. Real World Applicability
- Structure (Robots) vs. Flexibility (Confusion)
- Team "Consistency" vs. Individual "Autonomy"
- Strive for balance...don't get hung up on it

- Recognize it, accept it (*will never achieve perfection*)

HOW DOES THIS APPLY TO MY BASEKTBALL PHILOSOPHY OF INCORPORATING INDIVIDUAL IMPROVEMENT/SKILL DEVELOPMENT → TEAM CONCEPT?

#### **4. Making Change Happen**

- Do your homework –quantitative vs. qualitative analysis
  - What are the numbers? What is the story of the numbers?
  - Don't stop there...What do people tell them if they are asked the right questions?
  - Story of people (qualitative) will give depth to story of the numbers (quantitative)
  - These will provide clarity, focus, confidence and lessen confusion which equals CHANGE
  - Gives credibility (listen to them, this is what they said) – Have proof
- Create urgency...
  - **\*\*IMPORTANT\*\*** Increase the “dissatisfaction” level – People have to reach conclusion that where they are is not good enough!!! Get their attention. Have evidence (Qualitative/Quantitative) → change can happen
- Identify and pick the team
  - Leaders/influencers/followers/obstructors – Roles can change/will vary
    - i.e.: second person in huddle who players turn to when talking has to be on board (Asst, top players, etc.)
  - Avoid the “kool-ade” -- 10/80/10 – 1<sup>st</sup> 10 buy in/80 are followers/2<sup>nd</sup> 10 don't buy in – We focus too much on 10/10 and forget to bring the 80 along with the group
- Making Change Happen...decide what/why/how
  - If done homework, pick team
  - Paint the picture of the change you seek
    - Details, depth → Vision (vision is the change glue – hold it together)
  - VISON: us, if we do = HARD to do
  - DECREE: you, if you don't = EASY to do
  - Great example of this is “HAVOC” – If someone says “HAVOC” what do you think of? VCU, Shaka Smart, Relentless Pressure, uncomfortable...Tells you where, what and how it makes you feel...this is a powerful message
- Making Change Happen...the hard work
  - Communication...understanding and buy-in
    - How do you get this? Vary the audience and vary the medium (same message in different ways – push buttons to bring the 80 of the 10/80/10 along)
    - Can't under communicate this
  - Empowerment...”Inside out” approach to eliminate barriers and excuses
    - i.e.: Want to be a rock in the pond (throw rock in waves in all directions--- in the middle of it) vs. moving chess pieces (outside looking in)



- People will look for barriers:
  1. Structural (physical barriers – buildings, land, gym space, basketballs, etc.)
  2. People (ignorant/devious/personal agendas)

**\*\*\*Roadblocks are not going away and must confront it. If you care about change, confront it. Don't run away from it.**

- Seek and celebrate short term wins...quickly. Positive reinforcement (short term wins)
- Relentless push...Newton's Law applies here
  - Every reaction has an equal and opposite reaction (i.e.: if you are working on changing something, will get equal push of resistance, backlash, etc.)
- Making Change Happen...new replaces old
  - Drive and embed the culture
    - Graft new on to the old
  - New reality = new culture. CHANGE PRECEEDS CULTURE.

## **5. The Role of Hearts and Minds**

- Sustain the change – Be weary because of outside forces (Newton's Law)
- Impacts recruits
  - Left to our own devices, we skew minds and don't take advantage of opportunity
  - Thinking vs. Feeling
    - Thinking – Data drives decision making – Can change behavior
    - Feeling – Provoke emotion/experiences – Can change behavior more
- Use Aristotle...ethos/pathos/logos – Cite a powerful source
- Physical experience vs. Emotional experience
  - Example: How do you like your steak?
    - Customer/fan/coaching/playing experience
      - What? Function of physical (price, location, gym, etc.)
      - Feeling? Emotional (how do you feel about it?)

**\*\*It is about it makes you feel, not necessarily what it is\*\***

- For instance, in recruiting, the what is the program, school, location, etc. Don't just sell that, ASK the recruit what is important, then ask the next question! "How does it make you feel...?"

Coach: "What is important to you?"

Recruit: "Parents watching my game"

Coach: "How does it make you feel?"

Recruit: "Have always watched me and makes me feel special"

Coach: “Based upon our location, that is something that can happen here”

➤ Cultural and Change...Performance and Values

PERFORMANCE VALUES MATRIX

High	Quadrant I:	Quadrant II:
-	High Performance	High Performance
-	Low Values	High Values
Performance	Quadrant III:	Quadrant IV:
-	Low Performance	Low Performance
-	Low Values	High Values
-		
Low		
Low-----Values-----		
High		

- Values – What are they?
- Have to know or there is no differentiation
- Quadrant I = corrosive, high maintenance, high time investment (suck all of your energy)
- Everyone knows who Quadrant I is
  - Quantitative measurement of a qualitative measure
    - Charts – Emphasis – Measure what is important to you, values will be embraced by players

Quad I: i.e. Athletic, solid player but no buy in  
 Quad II: i.e. Leader, total buy in, excellent play  
 Quad III: i.e. Recruiting mistake, no values and cannot play  
 Quad IV: Project, but will continue to develop in program

REMINDER: Don't lump Quadrant III and IV together  
 QUESTION: How to connect Quadrant I to team?

O'Brien's suggestion: One on one meeting – Private conversation – Have pride so don't embarrass, but set expectations and be firm. NO ONE IS BIGGER THAN THE TEAM

- Hope is not a strategy – Be positive, but not a strategy for success
- See reality as it is and respond accordingly, even if it hurts/is the tough thing to do
- Make something happen
- Dare to be different (*OTB Thinking*)
  - Avoiding the cure of preconceived notions
    - Deny yourself all possibilities by not seeing things from different perspective
    - See potential in all things

---

*Aside: Jack Welch – Speed, Simplicity, Self-Confidence → No Office Space (TPS Reports) don't make it tough when it doesn't have to be. Slows down speed, simplicity and creates frustration and hassle.*

## Bob Walsh – Head Men’s Basketball Coach, Rhode Island College “What Can You Learn From Your Players?”

*NUGGETS from open discussion forum with Ryan Gomes (NBA), John Linehan (Pro, Providence College), Donnie McGrath (Pro, Providence College), Joey Accaoui (Pro, Uni of Vermont), Antone Grey (RIC)*

- Players may be the most valuable and under utilized resource in coaching
- Moneyball – Michael Lewis – Different way of doing things – The Oakland Athletics ownership gave questionnaires to players and coaches. Questionnaires asked how each group helps the other group. Coaches said give technical support/coaching. Players wanted mental support.
- When Coach Walsh was a Providence College as an Assistant, he had a chair outside the Head Coach’s office. Players would come up and gave him the opportunity to listen to the players.
- Listening is not always agreeing with players, but it gives them a forum to express themselves and feel like they are being heard.
- 2007 RIC – Kinsey Durgin Story – Called Coach Walsh, told him team loved playing for him, but hated going to practice because coaching staff had made it not fun. Coach Walsh then opened up offense, but continued to work them on defense.
- Italy trip in 2013 – Coach Walsh had the opportunity to speak with players from other programs – Good insights and different perspectives.
- Find time for daily, short conversations, individual meetings (pre-season, mid-season, post-season..at least), academic questions and follow-ups. “Always feel better about how to coach my team after meetings with my players” ...”It’s a game to them, it’s our life” – Have perspective.
- Atmosphere of trust – encourage, demand honest – How do you talk to them? What is your approach? Don’t be defensive

Question to players: What are the characteristics of a good coach?

Answer by players: Honesty, accountability, composure, communication and defined roles (may change) – There was an emphasis on communication (McGrath) and accountability (all)

In regards to defined roles: “Defining roles limits your play” – Bob Walsh

- Players will police roles themselves – Expectations?
- Defining roles vs. limiting players

-What is expected vs. what not to do

In regards to compassion: "Will go through a wall for my coach" – John Linehan

## Vin Parise, NBC Sports Network, WFAN New York “Your Networking Game Plan – In Position to Lead”

“It’s about networking, not interviewing” - People hire who they know, like or recommendations by people who they know or like

### Three Stages of Networking

1. “Ball is in your court” – These are situations such as dinner, Final Four, golf outings, clinics
  - a. What do you do in these situations? Fine line between being persistent vs. being crazy
  - b. “Always have to be on” – Never know who is watching (i.e. recruiting events)
2. “Ball is in your hands” – Set up a system for staying connected – Reach out 4x/year (i.e. X-Mas cards)
  - a. “Go from rolodex to relationship”
3. “Ball is not in your court”
  - a. What do people say about you when you are not around? 75% of the time it is different

### How to build your brand online

1. Give back and sharing
    - a. Kevin Eastman – online presence – Twitter has given him clout
    - b. When people are unselfish, it comes back ten-fold
  2. Form your identity online
    - a. “Switch Chairs Theory” – Get to know person
    - b. People will find out how to find out about you on short notice
      - i. Richard Pitino Story – How we was hired at Uni of Minnesota in 48 hours
    - c. “20/20 Rule” – One day spend 20 minutes on your brand, next day spend 20 minutes on your networking
      - i. Jerry Colangelo Story – Autobiography “How You Play The Game”  
Called business card when he was broke, cleaning out his wallet → Successful partnership → Rest is history--- Lesson is “Reach out, you never know”
- “Go out for a tough cup of coffee” – Honest conversation, what do they think of you as a coach. Want person to be bluntly honest.
  - Expand your world, Expand your network – Get to know SID’s, GA’s, DOBO’s
  - FYI to coaches: “Players will talk to media about coach, AD’s too”

- Because of this Vin Parise does not believe in “fresh legs theory” – It’s more mental burnout than legs – As season progresses, Brad Stevens will only practice 70-75 minutes to keep minds right

- Have to back up your threats – Rick Pitino has the energy and resume to be great coach – Horror story practices after losses – three-a-days when necessary

- “If you don’t have a bond, you have no shot” (fear or like)

#### Athletic Director’s Side When Making a Hire

1. “Show me how, don’t tell me” i.e.: Academics, up-temp – Have a plan
2. “Accountability! Not just for kids, but for you!”
  - a. Coaches promise community, landing top recruits, high academics...what if you don’t? AD’s want to know this – **\*\*BE READY FOR THE FOLLOW UP QUESTION\*\***
3. Has to be personality bond between you and person hiring
  - a. Nurture this relationship – cultivate it (i.e. President, admissions, etc. ) (T-shirts, tix, etc.)

# Dynamic Leadership Academy Notes

## Rhode Island College – June 11<sup>th</sup>, 2013

Bob Walsh – Head Men’s Basketball Coach, Rhode Island College  
“The Value of a Defined Defensive System”

- Consistent, does not change (system based, not scout based)
- Looked at Little East Conference – teams regularly scoring 80-85 ppg – Had to combat that
- “They (players) give me defense, I’ll give them offense” (Give and take, balance)

### **Benefits of Defined Defensive System (DDS)**

1. Create culture built on toughness, heart, competition, accountability
2. Way to get players to love it
  - a. Associate defense with winning → Gives them good feeling (after wins)

(Aside – If I only had 20 minutes of practice, I would do 10 minutes of shell and 10 minutes of situations [time and score])

### **Values of DDS**

1. Consistency on defensive end – Eliminates grey areas
  - a. In eight years, have not changed anything of DDS...EVER
2. Simplicity – Based on ball, not your man
3. Accountability
  - a. Own their mistakes
  - b. No grey area
  - c. Have responsibilities
4. Confidence – HUGE! Confidence on defensive end is just as important as offensive end...not discussed as much
  - a. Understand it → leads to confidence
  - b. Not yelling at players → leads to confidence
  - c. Play with instincts → Quicker → No thinking → leads to confidence

(Aside – Uncommon to get kids to buy-in defensively. Can separate yourself from other teams – Higher ceiling)

5. Gives more of your players value – Creates depth – Less skilled players have value – Go 11 deep because defensive pressure demands high intensity
6. Creates a tough mentality

Defensive Philosophy: Team defense – Not “you let your guy score” but rather “we let him score” – TEAM APPROACH



## Defined Defensive System - Breakdown

### General Rules

- Start with full court ball pressure – Trying to turn ballhandler 2-3x ideally
- Once ball crosses half court → keep to sideline → No middle philosophy
- Rule for on ball defender: “Active hands. Don’t be on defense...**PLAY** defense”
- No straight line drives – Takes time to work on angle – Force to baseline (*top foot on top foot is too much*)
- “Run to guard the ball” – Mark Turgeon, Uni. Of Maryland – RIC takes same approach, run when guarding the ball
- Weak side → Sprint middle → In lane
- See ball and man
- Always on the line, up the line. Helps with not getting screened off and deters easy reversal passes.
- Front the post...always. Work on forcing baseline, weakside will have to rotate.
- If allow teams to move the ball → Chasing the ball...in trouble. Can beat us from perimeter.
- Philosophy on Screens: Play ball, not the screen. Weak side defender
- \*\*As ball moves, closeout on the line, up the line. Not at man (*different than my approach*)

### Down Screens

-Can’t be in great help and trail screens, so DDS goes up inside all screens

**DRILL:** 2 v 2 – “2 Down” Drill (w/ coach at top passing)

-Screeners defender up the line

-Defender getting screened – “Beat the screen” – get low, get skinny, foot is ball side up to help get skinny

-When getting screened – Fake at screen, get screener to change angle and run thru it. Don’t stop your feet.

[Aside: “Talking makes you quicker” – Shaka Smart, VCU --- Develop a terminology that is short and concise (“screen”, “help”, etc.)]

### Cross Screens

“Lob” (weak side defender says) – “Lane Rule” (defender getting screened says)

-Great help so can beat screen over the top, so defender can once again front the post. Defender playing cross screener does not leave until defender getting screened is set.

\*\*Ball dictates how you play the screen\*\*

Backscreens/Flares – Help side: Sit soft on backscreen or Flare(Be late until screener has recovered)

Flares – Over the top for defender being screened

If screener adjusts screening angle, make the right play → Read it and adjust. May not be coming up the middle. Take shortest route. May have to go thru downscreen or under flare.

Ball Screen – Defend two ways (Side Ball Screen)

1. Show & beat over the top
2. Blitz (trap)

**DRILL:** 4 v 4 Shell (no coach)

Work on downscreen, add downscreen with one dribble (works on help side [attacks dribbler], rotations

Rotation: Leave the fastest guy open → Sprint out of traps and fix it on the run! (Scramble)

In regards to closing out after help/scramble situations: “More important to be decisive than to be right”

If on-ball defender gets beat, help side has to leave their defender and rotate [leave screening action to help, work on not getting caught with weak side action as a distraction]

[Aside - \*\* RIC keeps drills going. Managers/coaches with basketballs on the sideline and baseline. If there is a steal or deflection, inbound the ball quickly or defense hands the ball back to the offense. Continue action.]

**Jeff Van Gundy Rebounding Drill** (similar to “Knick Drill”)

- Except on shot both teams try to offensive rebound and score – Everything is 1 point
  - Constant 4 min drill (instead of 2 mins, 2 mins)
  - Both teams rotating to baseline or elbows after they get out of the drill
- 

“Mismatches aren’t going to beat us, open shots will beat us” – Ed Cooley

“If you are doing a great job on the ball, we shouldn’t have to help” – Bob Walsh

REMINDER: Get ball out of the channel...

“Can’t establish help side if ball is in the middle” – Bob Walsh

## Ed Cooley – Head Men’s Basketball Coach, Providence College “Recruiting and Talent Evaluation”

How do you recruit? System/Talent/Values (i.e. toughness, etc.)

Recruiting is life’s blood of the program; Must be a great evaluator of talent to maximize your recruiting → What do you see beyond athleticism? Student? Good or bad leader?

Tons of intangibles to look at → Do your homework

As an assistant, must be loyal to the head coach → What does Head Coach like/want/need? →  
As assistant, you have to recruit in the Head Coaches eyes

Intangibles – Jared Dudley → intangibles, ultimate “it”, around the rim, loose balls

Who has the ultimate “it”? Edgy, attitude but a great leader, not afraid to make a mistake, winning traits, wants to get to FT line, not afraid of contact

Don’t have to be the most talented to win – Need committed coaches, program, team

Comes down to personnel – “Shot clock” player

Would you rather have two great plays or two great players?

What relationship have you built in recruiting?

- 90% of kids have someone pushing them to you or someone else
- You want others pushing kids to you
- Who do you trust?

Think you should always hold a scholarship

Freshmen need to be educated. Play them right away? Scary...allow them to grow and earn trust

By profession, coaches are hired liars...really good at it though → Need to get closer to the truth

Go to home, janitors, secretaries, food line, neighbors, high school coaches, AAU coaches, etc.  
→ Do your homework → How do they get along and treat people

Ask tough questions to recruits → Do you smoke? Drink? Have a girlfriend?

Find person who is player in decision making process. Mom, grandmother, girlfriend.

“I want to hire an unbelievable educator”

“Don’t be afraid to be different”

“Don’t be afraid to introduce yourself” (at recruiting events, amongst other coaches, etc.)

Be authentic in your recruiting

1. Be Honest
2. Ask player to come create a program – Don’t be afraid to ask for help, even from recruit

Ed Cooley’s personal experience: “Only know how to build a program. Don’t know what it is like to be at an established brand.”

Have recruits and their families meet with wife, kids of everyone on coaching staff → sense of family

Know who you work for and what they like (reiterated again)...What can they coach/tolerate? I.e. don’t bring in a athletic kid, who is loose with the ball, if the Head Coach is a control freak and can’t handle some turnovers

---

“Don’t impress me, impress your team” – On high school coaches trying to impress college coaches when they attend high school practices to evaluate a player

Advice: High school coaches should give college coaches a practice plan so college coach can follow along

High school coaches/AAU coaches – send a short personal email about a player you may have – Bob Walsh’s advice

---

Campus visit ideas – Meet with President, keep it simple, be yourself – HC spends time with recruit...Bob Walsh has players spend time more with kids (they recruit his program)...Have to have great championship culture to do this

“I only know how to work as an assistant coach” – Ed Cooley

Show them clips of how fit system

\*\*Try to recruit a leader → Need confrontation → Get resolutions\*\*

Leadership – Help people grow, be an active listener (willing), accept criticize, direct, open and honest

Comes down to who will you hire? The more future head coaches, the better you are

Find strengths on your coaching staff – Personality, organizational/paperwork skills

Cooley: Will change offensive philosophy to fit kids (not a system person) – Will not do it defensively

---

### Captains

PC had no captains last few years – Cooley picked captains

- As culture grows, kids will pick
- Want a player who is not afraid to confront teammates in the locker room

Ideal for best player to be a captain, but not always the case

RIC – How Coach Walsh chooses captains – Open forum/full disclosure in front of entire team

Use chalkboard for this exercise:

1. Players who want to be captain are allowed to write their names on the board
2. Players are then allowed to nominate a teammate who they feel is qualified
3. Players are then allowed to erase their name on the board if nominated
4. Vote on board in front of everyone else

**\*\*Confrontation\*\*** (Cooley likes this system as well)

---

On AAU Events: Communicate with AAU coach – Prioritize, top of list and who you can also get to

Regarding High Performance Value Matrix – “We all think we are evangelists. Can’t help all kids. Some don’t want to be helped” – Ed Cooley

Regarding transfers: Mike Brey said “stay old” – evaluate transfers different than incoming freshmen – higher expectations

## Bob Walsh – Head Men’s Basketball Coach, Rhode Island College “Coaching a Confident Team”

### Defined Defensive System:

- ❖ We don’t think about confidence on defense (we should as coaches)
- ❖ Define it for them – no grey area
  - Coaches are insecure → insecure players/team
  - Don’t define it so they always have an out (can point the finger)
- ❖ Inconsistent accountability = tentative
  - Yelled and they don’t know why
  - At PC: Can’t deny and be in great help – Sending a mixed message
- ❖ Cannot play on instinct if they are unsure
- ❖ Defending the scout
  - Believe in something each time?
  - How do you practice it? Mixed message?
  - Games on short rest...how you do approach this?
- ❖ Ballscreen defense
  - Defense should be instinctive – is that possible with 8 different ways to defend a ball screen?
  - Location x personnel x time – how much thinking does this involve?
- ❖ Post defense based on personnel
  - Who is allowed to catch it and exactly where?
- ❖ No Catch guys
  - Help side? Lowers confidence because there is not help behind you if you get beat

---

### Regarding Cross screen/down screen action (triangle action)

--How PC plays this: Switch weak side wing with shooter coming off the pin down, because help side is late on the cross screen action

-- Coach Walsh thinks “Switching creates confusion” i.e. Spurs vs. Golden State in Game 1 WCSF, AZ vs. Ohio State in 2013 NCAA Tournament

Question: Do you have to be more scout based if talent is higher? (D1 vs. D3)

“If a guy hits contested shots, he is going to be hard to guard anyway” – Bob Walsh

---

### Good Shot/Bad Shot:

- ❖ Don’t coach it – let players figure it out

- We don't talk about shot selection
- Never substituted due to a bad shot or any mistake
  - Avoid "Get him out of there" reaction subs
  - Establishes control/power – kills confidence
  - Makes you feel better, not what team needs
- ❖ In command without control
- ❖ Offense is players', defense is mine
  - "Get back on defense"
- ❖ Players know it (through pick up games, etc.)
  - The ones that don't are bad players
  - High volume/low percentage guy – Chris Thomas
- ❖ Let players figure it out
  - Doesn't mean there aren't good shots/bad shots
  - Accountable to each other
- ❖ Taking bad shots
  - Play someone else
    - i.e. bad shot on time/score – don't talk about the shot, focus/discuss time/score – Maybe ask the player "what did you see?", more non-threatening

#### Conditioning:

- ❖ Emphasize it
  - Why don't more coaches? Tough to coach...?
- ❖ Great physical shape
  - Fatigue leads to mental to mistakes
  - Doing things other teams refuse to do
- ❖ Mental toughness
  - Come through in tough situations in practice
    - Feel great about themselves
- ❖ We know we are prepared to win
- ❖ Wearing down your opponents
  - Feeds confidence – Can see it
- ❖ Late game success (time/score)
- ❖ "The best way to get in shape is to play"
  - Bob Walsh isn't a believer in just playing to get in shape
  - Doesn't address mental/physical toughness
  - RIC: Running is part of winning = Huge part of confidence

#### "8-6-4-2" Conditioning Drill – Have 9:45 to complete

- Groups of two on the baseline
- Each run individually and partner can't go until teammate is done
- 1 set of 8, 2 sets of 6, 4 sets of 4, 6 sets of 2)
- Partner running – Team concept – Team bonding
- Run at end of practice and/or early in the year

RIC Lifting – No strength and conditioning coach – Preseason lift 3x/week, during season 2x/week

### How You Feel vs. What Players Need:

- ❖ Rookie Pitcher – Four pitch walk
  - Manger lights pitcher up on the mound, then walks back to dugout leaving pitcher there...?? What is pitcher thinking now?
- ❖ Control how you feel, think about what they need
  - Missed dunk/layup
  - Bad turnover
  - Forced shot
  - Beat backdoor
    - Head Coaches really seem to hate this...does it make you look dumb?
  - Technical foul
    - Best player – 4:00 to go, tie game
      - ❖ Do you have a rule? What if official is wrong
    - Handle during practice instead
- ❖ Reaction substitutions
  - Ego – Shows everyone you are the boss
  - Affects the entire team – no just the players – they all see it

### *WHAT IS IMPORTANT IS WHAT YOUR TEAM NEEDS, NOT HOW YOU FEEL*

### Time and Score:

- ❖ How often do you do it?
  - Everyday
- ❖ Last 5:00 minutes when games are decided
  - True or false? It's what they believe
- ❖ Know you are the most prepared team late
  - Say it during games
    - "We do this everyday"
- ❖ Give them ownership
  - Decision making in key situations
  - You can't control late game situations
  - They must perform under pressure
- ❖ Do not ask them to do things/understand you have not practiced
  - i.e. foul, missed FT, switch, etc.
- ❖ "Why would you do that? We have to foul!"
  - Don't expect them to know this. Have to show them, make them comfortable.
- ❖ They enjoy it
  - Fun and serious at the same time
- ❖ When do you practice it?
  - 80% of time at the end of practice
  - Make sure they are tired

### Let Them Be Themselves:

- ❖ Learn who they are and expect it
  - What type of player
  - What do they like to do



- How will they react to pressure
  - Hungry shooter “That’s what I do”
- ❖ Develop trust
  - In the system – Practice everyday
  - In each other
- ❖ Do not define roles
  - Doesn’t help them
  - Limits them

*Coach Walsh has same role for each of his players... “help this team win”*

#### Mistakes:

- ❖ Do not react
  - Body language
  - Watch what you say to the bench
  - Mistake substitutions
    - Instead try:
      - ❖ Bad outlet...Great pass
      - ❖ Quick shot...Be confident shooter
      - ❖ Forced play...could have led to great play

#### Appreciate the Positive:

- ❖ Sounds simple – Think about it
  - Track time you spend on the positive – Have an assistant do this
  - 75% of negative – work on reversing this

#### Listen to Them:

- ❖ Amazing how much more confident they are if they know they are being heard
- ❖ Encourage feedback constantly
  - Must be done right way
- ❖ Ask general questions
  - How do you think the year went
    - Don’t ask questions that are too specific – You want honest answers not crafted answers because of poor questioning
  - Don’t react to their responses – Be careful of getting too emotional

#### Play a Lot of Players:

- ❖ Keeps players invested
- ❖ Makes practice better
- ❖ Meritocracy
  - Playing time is earned – Hard to argue with
  - They feel good about themselves – Breeds confidence
- ❖ Gives confidence in each other
  - Starters will have confidence in bench
- ❖ Good enough to handle any situation
- ❖ In Coach Walsh’s eight years at RIC
  - 32 mpg – No one
  - 30+ mpg – 2 players

- This season 11 players played 10+ mpg
- ❖ Don't have many difficult conversations about playing time
- ❖ Encourages team chemistry
  - Not the same combinations/subs nor at the same times in games – Keeps them engaged

# Kyle Smith – Head Men’s Basketball Coach, Columbia University

## “Advanced Statistics and Your Ability to Lead”

### Thoughts/Topics on Leadership:

- ❖ Better yourself to better others
- ❖ Leadership is not part of your program, it IS your program!
- ❖ Leadership starts from the top – Set and example
  - “Didn’t have a good season because no senior leadership” – Be careful, look in the mirror – Starts with you
  - Reaction to bad shots on the bench – Pushes blame to players – Be accountable
- ❖ Leadership is about relationships (with admin, staff, players, boosters, alumni, etc.)
- ❖ How do handle disappointment as a leader?

### At Columbia:

- ❖ All coaching staff discusses is:
  1. Great attitude
  2. Great work ethic
  3. What players want to be there

“Worry about who you have, not who (recruits) you do not have”

Also be careful of saying “we don’t work hard enough” – Ivy League = no scholarships, players may have to work, study...Have to watch out when you accuse players of not “being committed enough”

Can motivate through fear (like Jim Calhoun) but tough to do when you do not have as many exceptional players

Are you a giver (fountain) or taker (drain)?

Aside: “It’s not about who you meet, it’s how you meet them”

Great basketball people. Go see them if you are in the area

- St. Mary’s, Randy Bennett
- Cal Baptist, Rick Croy [rcroy@calbaptist.edu](mailto:rcroy@calbaptist.edu)

### Statistics Approach to Basketball:

- ❖ Way to quantify this?
  - Columbia tracks 38 statistics each and every practice/game
- ❖ Efficiency ratings for each player (Total Pts/possession = efficiency rating) – HUGE time commitment
- ❖ Helps to hold coaches and players accountable – Numbers don’t lie
  - Builds leadership on both end – Players who are playing are ones who buy in
  - Don’t have to worry about playing time – Numbers dictate

- ❖ Same coaches/managers have to track this for consistency purposes
- ❖ Post results daily for players – Full disclosure so players know where they stand – Players know who should be playing anyways

Types of stats charted:

**Shooting** - 2FG, FGM, 3FG, 3FGM, Fouls drawn, FTA, FTM, PTS, 2P%, 3P%

**Ballhandling** – Assists, Hockey assists, Poor offensive rotations/spacing, outlets, penetrate and pitch, Turnovers, Bad turnovers, Bobbles, no-go (not going to offensive glass)

**Rebounding** – Offensive, Defensive, Offensive allowed, 2<sup>nd</sup> chance points, etc.

**Defense** – Charges, deflections, bad fouls, good fouls, etc.

“Can’t be chicken little” – If you do this, have to use it correctly – If have stats and post stats, there is no wiggle room

**\*\*IMPORTANT\*\*** Change points of stat you value the most. Can change year to year.

There can be outliers, but numbers tend to even out

Use in practice too – Builds everyday

**\*\***Have to play in practice so accumulate stats. Can’t do without competitive drills or play.

Numbers based approach:

- 2x/year leadership survey – Fill in the blank survey
- Helps to pick captains (can ask leadership questions to find out who is respected)