

Mike Neighbors | Assistant Coach

University of Washington

| W-Basketball, Box 354070 Seattle, WA 98195-4070

| Office: 206-616-8323

| Cell: 206-619-4157

| Fax: 206-616-8906

nabes22@uw.edu

@coachneighbors

W SKILL DEVELOPMENT

There are 3 things you need to know about me before we spend the next 2 hours together.

1) I AM OBSESSED WITH SIMPLICITY

I read more about Bruce Lee than I read about Bruce Pearl or Bruce Weber combined. I read as much about Steve Jobs as I do John Wooden, Mike Krzyzewski, Pat Summit, or Geno Auriemma combined.

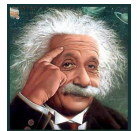
I believe that breaking something down to it's simplest form is a MUST in connecting with the players that we coach in 2012 and beyond. They are of the IY Generation and have grown up in the world where you have 140 characters to catch their attention before they move on to the next big thing.

It takes time on your part. It takes research on your part. It takes effort on your part.

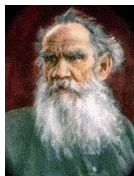
Breaking skill development down to it's simplest form is the only way you can effectively connect with your players and in turn get them to reach their goals and then take them to places they never even dreamed possible.

Making things SIMPLE is very, very HARD...

"If you can't explain it to a 6 year-old, you don't understand it yourself" - Albert Einstein



"Simplicity is the ultimate sophistication" — Leonardo Da Vinci



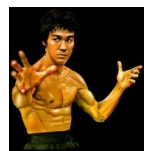
"There is no greatness where there is not simplicity, goodness and truth."

—Leo Tolstoy

"Nature is pleased by simplicity. And nature is no dummy" -



"It's not a daily increase, it's a daily decrease. Hack away at the essentials." - Bruce Lee



"Simple can be harder than complex. You have to work hard to get your thinking Clean to make it simple. But it's worth it in the end because once you get there you can move mountains." - Steve Jobs

2) I AM NUMBERS/RESEARCH GUY

I was the oldest of 8 first-cousins growing up in rural Arkansas. As it would turn out, I would be the only one of us NOT to score over 30 on the ACT test. (Fact is I didn't make that combined the first two times I took it). But I knew long before the standardized test proved it, that I was not blessed with the smarts that they were. So as a survival mechanism, I armed myself with information from research and study. With more information on subjects than they had, I was able to hold my own. As a result, I have carried that over into my coaching career because I assume I am the dumbest one in the gym every time I walk in.

STATISTICS: Baseball may be the only sport more obsessed with stats than basketball. We pour over stat sheets like they have all the answers. We come up with complicated efficiency formulas to determine if our players or our teams are performing. We throw out numerical values to justify our philosophy. My Papa Neighbors always warned me that "stats are like bikini's... they show you some things but not everything." And as usual with his advice, he was right.

I did a research project of the last 160 teams to advance to the Sweet 16 of the NCAA Tournament to determine what STATS win at the highest level. That information helped us to forge a style of play that would allow us to reach that level. That plan then determined the skills we needed to develop in our players to give us the best chance of reaching that level.

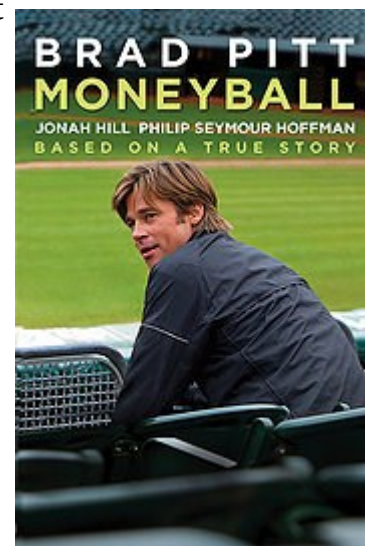
I don't expect they will be contacting Brad Pitt anytime soon to play me in a sequel of Moneyball, but I fully believe it has helped us win a bunch of games with players that no body else really wanted on their teams.

BOOKS/BLOGS/TWITTER: Perhaps part of the reason I was the runt of the litter with my cousins, was that I read exactly one book prior to the age of 21 that didn't have a picture on every page. Any guesses?

In contrast, I read 4 last week and plan on finishing #5 on the drive back to Seattle.

Mark Twain once said "A person who won't read has no advantage over the person who can't read." Charlie Tremendous Jones then said "You're the same today as you will be in five years except for the people you meet and the books you read."

If you aren't reading, you aren't improving. And if you expect your players to be improving, shouldn't you be??



2) I AM A HUGE MOVIE/MUSIC BUFF

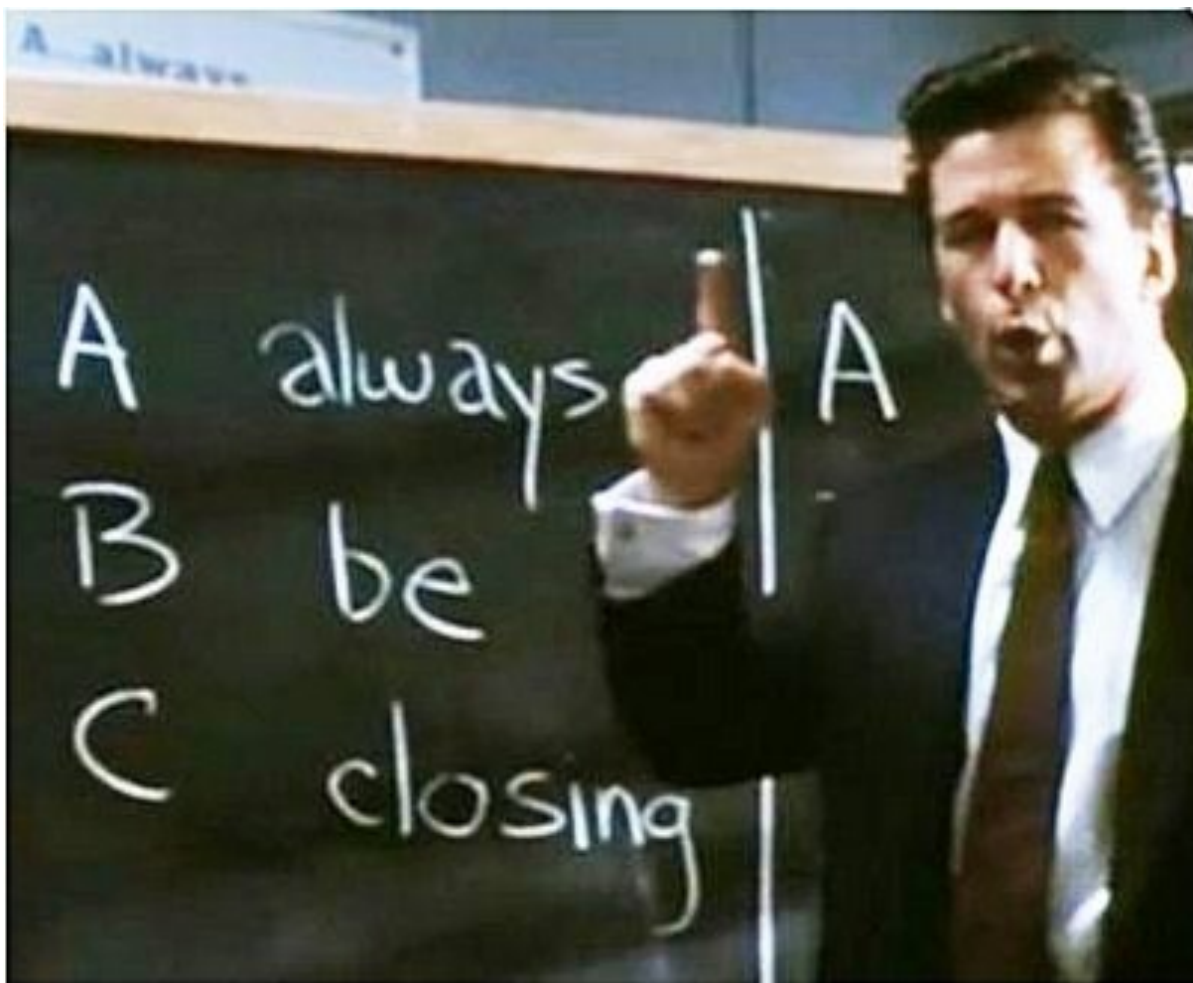
As coaches we all need something to balance us off the court. For me it's movies and music. Again maybe another reason I didn't crack 30 on my ACT, but I am not sure I would trade the value and enjoyment music and movies have brought to my life for a 33 on my ACT. I have even ranked my top 1000 movies of All-Time for Imdb. You can find the list here...

<http://www.imdb.com/list/V1swWb2l6Ao/>

I am currently working on ordering my Top 1000 songs of All-Time, which is much more difficult by the way...

Not saying you need to have 10,000 songs on your itunes or a personal library of 2,500 DVD's to be a good coach (although you do need something to balance you)...

Telling you this one because I make lots of music/movie references when I am connecting with our players to help build relationships and I will use a lot of them in our clinic today...



W SKILL DEVELOPMENT

Skill Development is not a few magical drills or some mystical Yoda-like training session. It's a constant, consistent relationship between coach and player where the player is taken out of their comfort zone to a place they never knew they could go. It's a relationship built around trust. It's a relationship that requires as much of the coach as it does of the player.

Today I hope to give you some thoughts on how to make the map, plan the path, and then execute.

STEP BY STEP PROCESS OF DEVELOPING A SKILL DEVELOPMENT PLAN

- 1) Identify and state the end objective for each individual
- 2) Determine manageable and measureable criteria for determining success
- 3) Set sequence of steps necessary to reach the objective
- 4) Determine tactics and situations that will motivate each individual to reach the objective
- 5) Get to practice

Throughout the clinic today, I will reference two actual situations from last season's skill development sessions as we were transitioning from Xavier University to the University of Washington. Regina Rogers will be our example for post players. Jaz Davis will be our example for perimeter players.





Random Thoughts on Skill Development

- 1) You must have core skills in place and mastered to reach the next level but not why you think.
 - when do you do your best thinking?
- 2) We try to be 5% better at 10 things rather than being THE BEST at one thing.
 - choose wisely and focus. You will get what you tolerate.
- 3) Spend 80% of our time on the most important 20%.
 - Pete Carril “Be good at things you have to do a lot”
- 4) Activity is often mistaken for productivity.
 - an hour practicing something that doesn't help meet objective is an hour wasted
- 5) Drill for mastery.
 - fill time in a workout is a cardinal sin of coaching
- 6) HARD WORK is the most over evaluated attribute in skill development.
 - as coaches we tend to give too much credit to a hard worker who doesn't produce and give too much scrutiny to players who make things look easy. Hard worker can be disguised as poor practice habits if you examine closely
- 7) A talented player is often mistaken for a player with good practice habits.
 - the Amber Harris syndrome...
- 8) Beware of the skill development coach... there are GREAT ones and there are BAD ones
 - anyone with cool gear and Photoshop can charge 75.00 an hour and someone will pay
- 9) Have a 5 to 1 Practice to Play ratio
 - very hard with the above mentioned skill coaches and 100 game summer schedule
- 10) 7 Laws of Learning all mention a “willing participant as a LAW”
 - there are 100's of different LAWS but this one is common to almost every one you find
- 11) If you are a feeder program or have control of yours:
 - don't let players shoot on a 8 ft goal until they can shoot with proper form on a 7 foot goal
 - use the smallest ball available until hands are big enough to handle it
 - don't keep score (at least traditional ways) until they can pass, dribble, AND shoot
 - cover up the three point line until half the league can shoot with proper form
 - make sure you and your players are visible



**The Glengarry Glen Ross Method
Of Skill Development**

Always Be Credible

Always Be Challenging

Always Be Confident

Always Be Creative

Always Be Charting



“PLAN LIKE A GARDENER BUT WORK LIKE A CARPENTER”- PAPA NEIGHBORS

Research tells us that your player decides in the first two minutes of their very first workout if they trust you or if they think you are “like every other coach” that they have had. If you are “like every other coach they have had” then you are in for a long 4 years (or more).

Too many coaches expect players to be in awe of them because of prior success. Too many coaches expect to be respected because they have the title COACH. Too many coaches assume their players look up to them. All mistakes in 2012. Might have been the case in 1982, but not today.

I have a wall full of jersey’s from players who have been drafted in the WNBA (3 WNBA Championship winners and one playing for #4 right now). 52 playing professionally overseas. I have rings for every finger. But **NONE** of that matters to the player who has a workout at 10:00 am on Monday morning. Players only care about their situation. They don’t care and quite frankly don’t want to hear about what you did with someone else. They care about themselves and that’s okay when it comes to skill development.

Your first workout with a player must always be a 1-on-1 workout

- this allows you to make it personal to their objective
- allows them to make mistakes without peer pressure
- players are more open to critique
- 100% of the attention is on them
- begins to demonstrate you care about them

Open the gym

- if you want them to get better you have to give them the opportunity
- there are courts all over your town but they want you to know they are working

Name things after players they know

- the players we coach have never heard of MIKAN or SIKMA, have never seen Jordan or Olajuwon live, but follow Dwight Howard and Chris Paul on twitter. Respect who they are watching. You can always give them history lessons after they have become a good player.

W Always Be CREDIBLE

Speak in images

- Attack the pits, butt to gut, clip the hip, Hit/Peel, our numbering screen system

Work on their strengths

- Too many coaches think skill development is teaching skill the players are deficient in. That is only part of the formula, but staying good at what they are already good at is too. Research has shown our greatest capacity for improvement comes in areas we already possess a high level of skill in.

It's a medical fact the brain slows in function as fatigue sets in

- plan your workouts to coincide with fatigue. Don't introduce new ideas when fatigued.

Early in the process make out your workout and then cut it in half. Late in the process make out your workout then double it

- more attention to detail early, more attention on mastery late

Consistent language

- don't call it the short corner one workout then the soft spot the next then off the block...

Defensive improvement is just as important as offensive

- and will certain players situations it may be a faster path to more playing time

Reality World

- don't give unwarranted praise or unearned criticism. Shout praise, whisper criticism

Don't confuse being in control with having their respect/trust

- vice versa is true as well...



Always Be CHALLENGING

“THERE IS NO FINISH LINE”— plaque I once saw on Phil Knight’s desk at Nike

The first encounter your player has with you on the court must be challenging. The entire atmosphere must be on a higher level than anything they have experienced prior. Your initial workout with each player must SCREAM to them that you have a plan for them. That it is NOT going to be the same old things they have been working on in the past. They must feel BIG TIME.

That does not mean simply being more physically demanding or yelling more/harder at them. The player has to sense that you are different and can take them to places no other coach ever has.

Create desirable difficulty

- You can do this with intensity of the work. You can do this by placing a time/score on the work. You can do this by using props or other distractors. You can do this with mainly by illustrating on a daily basis that you have a plan for them that is about them!!

Do things correctly twice for every time it’s done incorrectly

- The brain does not have the capability of separating sequence in which skills are performed. So if a player does something incorrectly, most coaches make them do it again... and again... and again... then when they get it correctly praise them and let them go to the front of the line. The brain actually remembers that it did something wrong 4 times but only correctly once even though they did it correctly the last time. So much for “end on a make”!!

So, when you have players in a line... if they do it incorrectly they go to front of the line. Do it correctly, they go the back of the line...

- a good practice habit to get the most of your time and the most of each player. Don’t you want your players who need the most work getting the most work?

As players succeed add complexity... as they struggle reduce it

- resist the urge to keep pushing and pushing and pushing and pushing

Players need to feel worked out after a work out

- your plan and your tactics have to leave them pushed when they are walking off the court. We all want to feel like our time is/was valuable. If your players don’t leave a workout tired but wanting more then your plan isn't good enough.

W Always Be CHALLENGING

Feedback must be Speedy

-One of our greatest tools as a skill developer is feedback. The words we choose and the tone with which we deliver them are important. But research has show that to be ultimately effective it must be almost immediate. BUY A FLIP CAMERA and use it!! If you wait two days to edit some video and then bring them into your office to show it to the player you have reduced your effectiveness.

Give feedback in solution sentences and pictures/images



- Don't provide feedback with instructions that begin with "don't". It would have been better to say, provide feedback with instructions that give visualization to the solutions. So, don't say... Don't close out like that Moe... say instead. You need both hands high on the close out to take away the shot AND the quick post entry pass. Don't say... Don't stop moving your feet Tashia... say instead... keep your feet active then wall-up after she terminates her dribble.

Feedback during a game is different than feedback during skill development

- First I would say, we try to coach during games and teach during practice. But IF you are going to provide feedback during games it needs to be short and quick. In practice you can expand that explanation to teach.



Always Be CONFIDENT

“YOU CAN’T SELL WHAT ISN’T YOURS”- PAPA NEIGHBORS

You must ooze confidence when you are working on skill development. From your appearance to your words to your plan to your execution, you must be 100% convinced that what you doing for this player will help them. If you are 95% sure, you will get about 50% improvement. If you are 90% sure, you will get about 0% improvement. Your players will sense it in a heartbeat if you aren’t prepared the second you step between the lines of the court and for every % point you aren’t sure you will 10% of your effectiveness.

To be confident you must be convicted in your plan, your methods, and your execution. Like with simplicity, that is very hard to have. You can’t just pull out a workout from a file you did with a player two years ago or last week. You can’t come to a clinic like this and copy drill for drill something I say.

You have to make it YOURS to sell it.

(This “always” is very similar to Credible so the points could overlap)

Basketball Development requires two types of skills:

PRECISION SKILLS: these are skills of technique, form, and repetition

Shooting, passing, catching, dribbling, etc

We want zero errors, we want no variation, we give lots of correction

DECISION SKILLS: reading, recognizing, reacting

Shot selection, pass/shoot decisions, reading screens/defenses

We expect errors and learn from them, we want as may variations as possible, we provide little correction but lots of coaching

If you try to teach these different skills in the same manner, you will fail. You will lose your confidence and in turn players will lose their confidence in you. If a player doesn’t trust the moves you are teaching them to score because they aren’t effective come game time, why do expect them to trust you when you tell them conditioning is an important part of the game.

Confidence takes weeks, months, years to develop and one second to lose.

W Always Be CONFIDENT

What percentage of the game do you believe is “Mental”?

___ 70% or higher ___ 50-70% ___ 30-50% ___ 30% or lower

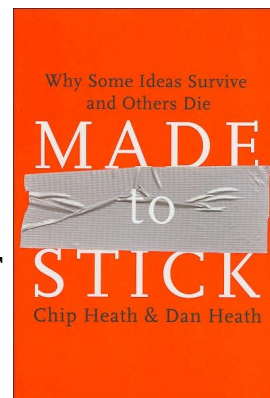
Regardless of which answer you choose, do you allot that much time in your skill development for mental things? If you don't, I wouldn't trust you either.

Failure is NOT a lack of skill

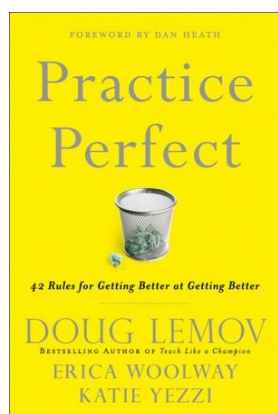
- Wayne Gretsky always said if he didn't fall in practice every once in a while, then he was skating fast enough. The guy we nicknamed the GREATEST said that. Looking stupid at times is a must to develop a skill. As mentioned earlier it's why we often introduce new things in 1-on-1 situations or at the very least in small groups. Celebrate them even!!

Curse of Knowledge

- This is a biggie. I could do 2 hours on this one point alone. Read the book MADE TO STICK by Chip and Dan Heath for more on this topic. The very, very short version goes like this... Some of the very best doers of all time are the absolute worst teachers of all time. Sure you can readily think of examples without me putting people on blast. The reason is the CURSE of KNOWLEDGE. Once you learn something you can't unlearn it. And when you have this knowledge it's challenging to teach it without frustration setting in and remembering what it was like to NOT know something.



Use the least invasive form of correction as possible



Another book every coach/teacher needs on their desk. Sorry to all the Bobby Knight emulators, but you can't develop skill through fear and intimidation with the IY Generation. It's a proven fact. You can still COACH that way with levels of success but you can't develop skill.

W Always Be CREATIVE

“GOOD ARTISTS BORROW. GREAT ARTISTS STEAL”– Pablo Picasso

Creative doesn't mean you have to come up with new things on your own... it's a bonus if you can and do... but using a drill that your players haven't seen before is the same thing as making it up. You don't have to tell them where it came from. Always give credit where credit is due among peers, but it's okay to let your players believe you are a genius!!

Vary the drill not the skill

- if I could have one skill as a development coach it would be this. If you can continually find ways to work on the same skills in different ways you will be able to instill deep muscle memory on precision skills and long lasting instincts on decision skills. It can simply be changing the way you time or score a drill. Can be moving to a different spot on the court. Can be introducing obstacles or disrupters (chairs, blocking dummies, use a dribble limit)

GAMES

- we all like games. Make your drills into games. Beat the Pro. Hubies. Celtic Shooting. Games create a competitive environment for your workouts. They make a player want to “beat the drill” and as we will discuss (in CHARTING next) later, games will get them in the gym!

Bring on the Beats

- your players love music. They might like different music than you but that's probably a good thing. Music during certain parts of our workouts enhance the atmosphere. We use it to determine start and stop times in some shooting drills. Anything where we are working on rhythm or repetition. It can be used as a reward too. As long as they are focused there are beats. If focus drops, music stops!! (hey I just wrote a rap)

The more people enjoy practice, the more they will do it

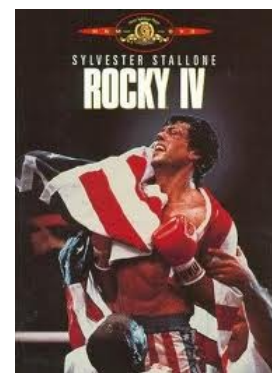
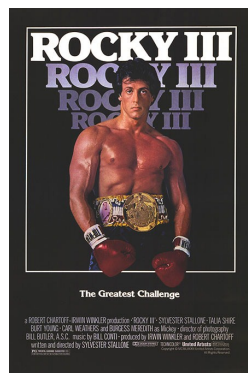
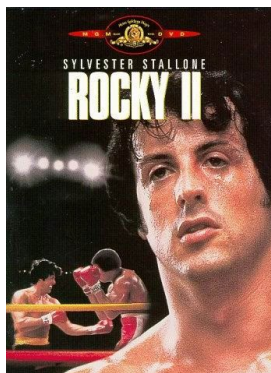
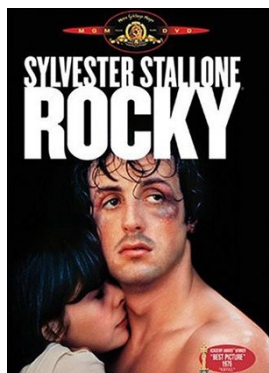
- as an adult what do you practice?

Shrink the space

- play drills in the paint when working with posts. Play games on one side of court with your perimeters. Play on shortened courts to exaggerate transition defense.

W Always Be CREATIVE

What is your favorite Rocky Movie?



- my bet is it was 3 or 4... why? Because in both of those had moments when Rocky was living high on life and had to go back to his roots to refocus. We wouldn't have the "Eye of the Tiger" without Rocky getting too big for his own self so it's not all bad. Point here is that when you hit a rut or your players are stumped, don't be afraid to take it to the playground!!

Take them to watch someone they idolize

- if you are close enough to take them to see them in person do it. If you have to make a video of them do it. If you have to use YouTube clips do it. Modeling is one of the greatest tools we have at our disposal as skill developers. The days of me being able to demonstrate are long, long gone. Was great when I had it, but gotta know when to hang 'em up.

Have you ever coached a set of siblings? Bet the youngest or next youngest was the best!?!

It's a common phenomenon but the reason makes perfect sense. They have had great models to watch as they grew up. They learn from the triumphs and their defeats. They are pushed and they are coached every step of the way.

W Always Be CHARTING

“YOU ARE WHAT YOU COUNT”

So you better be careful what you count.

I love going to high school practices and watching teams chart deflections in practice and then have the coach totally lose their mind on a kid who is out of position for a help rotation or gets beat on a back door cut. I mean YOU are emphasizing and rewarding an aggressive play, YOU can't then yell at a kid for doing exactly what you are asking for!!

Once you determine what is important, CHART it every way possible. Charting over time is one way you can determine developmental success. Of course the best way is when the skills are beneficial when the stakes are the highest, but charting is a close second.

From charting you can see progress/regress. Patterns will develop. Highs, lows, and plateaus. Consistency and one-hit wonders will separate themselves. But if you aren't charting it, all you are doing is giving them an opinion. May be good enough for some, but the best will be continually motivated when they have something measureable to examine and study.

Games!! As mentioned in the Always be Creative section. Games are addicting and fun. We chart all our games on Record Boards



**JAZMINE
DAVIS
#32**

**KRISTI
KINGMA
#10**

30



2.	Kristi Kingma	29
3.	Jazmine Davis	28
	Talia Walton	28
	Kassia Fortier	28
5.	Jeneva Anderson	27
	Jazmine Davis (2)	27
	Kristi Kingma (2)	27
	Kellie McCann-Smith	27
	Talia Walton	27

32 HIGH SCORE

(FRONT OF POSTER)






31

**30- Kara Pongonis (2), Katie Rutan
Wendi Willits, KRISTI KINGMA (2),
JAZMINE DAVIS**

**29- Megan Moody, Brittany Spears
Amber Harris, Special Jennings
Tyeasha Moss, India Lewis,
Whitney Law, KRISTI KINGMA**

**28- TALIA WALTON, JAZMINE DAVIS, KASSIA FORTIER
Alison Carney, Jerri Taylor, Shameka Christon,
Carla Morrow**

(BACK OF POSTER)

W

Always Be CHARTING

STARS, MOONs,BIG 6s

- Go to Hobby Lobby (of some other craft store) and spend 20 bucks out of your own pocket if you have to, to buy a bunch of star and moon shaped pieces of wood. Paint them your school colors then get ready for your players to fight over them. Anytime a player makes 10 shots on Star or Moon Shooting they get one for their locker. Do the same thing with the #6. Trust me, the first time you are late delivering one, that player will track you down like you owe gambling debts!!! (will show these simple drills in next session)

The SKILL ZONE

- when you are charting, you must make sure everyone has equal opportunity if you are comparing players from separate workouts. You must also keep in mind the purpose of the drill when you are setting goals for success. The following chart might be helpful:

Skill Zone	Heart Rate	Success Rate
Comfort zone	Player is working but not struggling	80-100%
Sweet Spot	Player is struggling but achieving	50-80%
Survival Mode	Player is struggling but surviving	0=50%

Useable Data

W

KRISTI

KINGMA

SKILL / DRILL	SCORE	RANK
TOP DAWG	2,370	1/8
32 HIGH SCORE	30	1/160
LOW SCORE	17	112/160
AVERAGE	23.5	1/8
CELTIC TOTAL MAKES	213	1/8
HIGH ROUND	39	1/48
LOW ROUND	31	8/48
3-6-9-12-15 TOTAL MAKES	186	1/8
HIGH ROUND	38	1/48
LOW ROUND	26	22/48
10-15-20 TOTAL MAKES	157	1/8
HIGH ROUND	34	1/48
LOW ROUND	27	12/48
SWISH TOTAL SCORE	+157	2/8
HIGH SCORE	+17	1/128
LOW SCORE	+3	81/128
HUBIE 2'S HIGH	16	1/48
LOW	12	5/48
HUBIE 3S HIGH	21	1/48
LOW	14	6/48
STAR SHOOTING TOTAL MAKES	67	2/8
BEAT THE PRO	23-2	1/8

W

JAZMINE

DAVIS

SKILL / DRILL	SCORE	RANK
TOP DAWG	1941	2/8
32 HIGH SCORE	30	1/160
LOW SCORE	14	137/160
AVERAGE	20.5	2/8
CELTIC TOTAL MAKES	173	3/8
HIGH ROUND	33	6/48
LOW ROUND	24	35/48
3-6-9-12-15 TOTAL MAKES	166	2/8
HIGH ROUND	34	3/48
LOW ROUND	23	32/48
10-15-20 TOTAL MAKES	151	2/8
HIGH ROUND	29	8/48
LOW ROUND	23	29/48
SWISH TOTAL SCORE	+118	3/8
HIGH SCORE	+14	6/128
LOW SCORE	-6	121/128
HUBIE 2'S HIGH	13	3/48
LOW	5	38/48
HUBIE 3S HIGH	14	6/48
LOW	11	18/48
STAR SHOOTING TOTAL MAKES	61	5/8
BEAT THE PRO	10-15	2/8

W Always Be CHARTING

Goal Boards



W POST PLAYER DEVELOPMENT

The simple version:

- 1. Play**
- 2. Possession**
- 3. Position**
- 4. Physicality**
- 5. Presentation**

This is what everything we do with post play can be traced back to. One of the five things above encompasses everything we expect and everything we do. This is the simplest formula and what we want implanted in every player occupying a post spot.

The are listed in the exact order that we want them to remember them. If they remember only 1 thing... it's PLAY. If they remember two things... it's PLAY and POSSESSION... and so on.

Then we work on them in reverse order as we begin to develop their skills.

Obviously there is a lot more that goes into developing good post players than having them remember these five things, but as we have mentioned this is the simplest form and enough for them to perform with in practice and games.

PLAY- remember why you are in the game

POSSESSION– you want the ball (rebound, post-up, loose balls, tipped balls)

POSITION– be in the right spots at the right time/ get open and stay open

PHYSICALITY– be punishing and cause dread in those playing against you

PRESENTATION– look the part

A little more detailed description but still not the whole picture. We continue introducing in phases as the players are capable of grasping them. Each player advances at a different rate. Some based on prior experience. Some based on years in our program. Some based on time spent with coaches on development.

W POST PLAYER DEVELOPMENT

PLAY:

This is the easiest of the 5 to remember and sell to the players. When all else breaks down... when you are out of position, when you are scrambling to maintain a grip on the ball, when nothing is going right... MAKE A PLAY!! BE A PLAYER!!

Use the things you were blessed with to the very best of your ability.

What is the most important physical tool for posts?

We have identified 6 things we ask of our post players on offense:

- 1) Establish Tempo– it's not guards who make you a running team, it's the posts**
- 2) Score Easy-we want posts with a small repertoire of undefendable moves**
- 3) Draw Fouls– easy points and puts opponents at disadvantage late in games**
- 4) Rebound– no one has ever been too good at rebounding**
- 5) Be Punishing-we want people sending us graduation cards**
- 6) Screen- part of our attack**

We have identified 5 things we ask of our post players on defense:

- 1) Protect the Post– fight for space and wall up**
- 2) Effect Shots– make players score over us not around us**
- 3) Rebound-every single time**
- 4) Defend screens– technique must be flawless**
- 5) Talk– your voice is important to our Team**

W POST PLAYER DEVELOPMENT

In the area of PLAY with Post Players it basically boils down to the fact that you need to give them skills to:

- (A) Play with angles**
- (B) Play without angles**

This accounts for everything we ask of our posts on offense/defense and for every way that a team could possibly defend us (which we have no control over btw).

On offense, a post needs a move on the block, a move at the midline, a move at the elbow, a move in the short corner, and a move in trail. We want them to start with one good move in each of those spots. It may be a power drop set for one or a midline spin back for another. Regardless, it has to work for them and they have to be able to execute it.

After they have one in each of those spots, let them work on a counter move.

That gives them two. IF and I really mean IF, they need and can develop a third then they are very, very special.

It may take showing them every move in the book to determine the one they can execute in crunch time, but I think it is a mistake to work every move, every day, with every player.

Working with each player to determine their arsenal of moves is an important part of your job as a skill developer. Their input helps you in holding them accountable for how they utilize them come performance time. We have a rule that if you attempt a shot in a game that we don't work on in practice, that it is a BAD shot for our team. And our players know we define that as being selfish.

W POST PLAYER DEVELOPMENT

When we teach post PLAY we start with no defense, then position defense, then live vs. peer, then live vs. someone bigger/better, then introduce disadvantages.

This is a slow, steady maturation process but helps us have mastery and limits game slippage.

POSSESSION

The easiest way for a post player to gain possession for our team is through rebounding. Due to a perceived advantage of size, most people expect the tallest, strongest person to get the most rebounds. In my 30 years of experience, that is rarely the case... it's usually the person who goes after the most plain and simple.

Tashia Phillips was a four year starter for us at Xavier University and I can count on one hand the number of times she didn't crash the boards. As a result she is #6 on the all-time NCAA rebounding chart. Sure she got some because of her size, but she got most of them as a result of a relentless pursuit to possess the ball for her team.



Other ways to possess the ball from the post:

- Catch the passes thrown in their direction
- Use strength to win 50/50 balls
- Don't allow smaller players to strip ball

One of our favorite sayings... Possession over Position...

A post player who can get the ball valuable to any team playing any style.

W POST PLAYER DEVELOPMENT

POSITION:

This is pretty much exactly what it sounds like.

Being in the right spot at the right time.

This involves the ability to get open and stay open.

This is where they learn to:

Seal up, seal down, seal out

Pin, duck in, spin/spin

Hold for a lob, bury someone deep

Have chin on shoulder on defense

How to pop back on post entry

How to hedge, plug, trap, jam ball screens

How to use a kick-stand around the basket

How to post on a body rather than an area

How to read defender in transition

How to attempt shots on our terms

How to post when the ball can find you

How to use the three pivots (front, inside, dropstep)



W POST PLAYER DEVELOPMENT

PHYSICALITY

We want our post players to be punishing. We want them to leave a mark. We want them to be talked about by other teams.

How do they accomplish that:

Run the floor in both directions- 100% based on effort and concentration. We will control their minutes based on whether they run the court. Poor post players HATE to do this... GREAT post players love to do this

Crash the boards every time– be that person the other team is spends time on in walk thru talking about effort

HIT cutters (legally) every chance you get... and if you can get near half without being in the bonus or in foul trouble maybe even once to send a message.

SCREEN offense and defense is a time to make legal contact. Do it every time.

Effect every shot around the basket without fouling– nothing is more frustrating to finesse post players than to be bodied by a physical post player



W POST PLAYER DEVELOPMENT

PRESENTATION

The fifth in order we want them to think about the 5 things, but the first one we work on. In short, PRESENTATION is how we want our post players to “look”.

We stop film at random points and “look” for presentation.

Things we work on:

RUN the court- easy to see on film whether they haven chosen to do this

POST when the ball can find you- if the ball is in position to find us, are we posting for it

When POSTED:

- Do we have maneuverable balance
- Are we “H”ed up
- Can we see the back of our hands
- Are our knees under our shoulders
- Are we using our leverage points
Numbers, triceps, hips
- Do we appear to want the ball

*** In every drill we do with post players, if we don’t have good presentation, we teach our passers not to feed them the ball. It’s amazing how quickly players will do it right if they never get to shoot at the end of long, hard drill. It’s also amazing how hard they will be on each other when it comes to this. To me, when you can get their teammates to do your coaching, that is a sign you have a good culture.

On Defense:

- Do we have chin on shoulder
- Do we hit cutters
- Do we talk on defense
- Do we sprint the floor

W POST DEVELOPMENT DRILLS

Although we listed 5 things we look for in order, when we drill, each of them are critiqued and corrected. We all have said many times in coaching that “you get what you tolerate” so we don’t tolerate any deviation from our expectations in any drill.

PHINISHES

- No move moves: Rack Series, Superman Series, Kickstands, Tower of Power, Crash, FT Rebounding, Seal Up/Seal Down/ Seal Out
- Mid line moves: Chair Series, Position Post Up, Pivot Posting
- Elbow moves: Garnett Shooting, High Low/Duck In, DUBS Shooting
- Trail series: PITS attack, Dive series, On-Ball Series

PAWS

Catch, Z rebound, Bad Pass Drill, Crab Dribble, Passing out of Post

PHYSICALITY

Trips, Wall-Up, Closeouts, Pop Backs, Close and Contest

P’s of Post Play

You probably noticed we try to use as many “P” words when talking “**P**ost **P**lay” as possible... Play, Possession, Position, Physicality, Presentation... Here are a few more:

Press and Peak-replaces Chin/Check

Paws= Hands Ped=Feet

Pause for Poise

Phight

Patience

Pasta for Posts

Let me know if you can think of more _____

W REGINA ROGERS

The day we stepped onto the UW campus, we knew that if we were going to send the Class of 2012 out in style, a large part of that would be determined by senior Regina Rogers. Regina was a Seattle native who had transferred back home after attending UCLA for two seasons. The season prior to our arrival, she played in 18 games (not starting any). She averaged 10.5 pts and 5.4 rebs in only 17 minutes of play.

It didn't take a "scientific rocket" to deduce that we needed her on the court more than 17 minutes a game. Her 6-3, 2__ frame was imposing and physically strong. Blessed with genes from a two-sport professional athlete she was nimble and had a strong competitive spirit.



Finding her motivation and developing a plan to help her finish her career on a high note was going to take some planning. She desperately wanted to lead our team of seniors (who had never won more than 11 games in a season) to any post season play.

After talking with Regina, her teammates, former coaches, strength coaches, and trainers we devised a plan together.

The objective: **Regina will average 28 minutes per game in 2011-2012**

Nothing about points per game. Nothing about rebounds per game. Nothing about shooting %. Straight forward. Manageable and Measureable! We knew that if she reached this goal it would mean she was disciplined with her foul prone tendencies. It would mean she had eaten right and rested right to be ready to play. It would mean that she was attentive to her rehab to be able to perform. And if she was on the court for that many minutes the points, rebounds, and wins would work out.

So, what do you think her first work out looked like?

End of the movie: Regina Rogers averages 30 minutes per game (33 games). She has a career year with 16.8 pts/8.6 rebs per game. She leads team to WNIT where the Huskies advance to the third round (they liked to call it Elite 8)... The seniors graduate with a 20-14 season and she is named 1st Team All Pac 12.



PERIMETER PLAYER DEVELOPMENT

The simple version:

- 1. Play**
- 2. Possession**
- 3. Position**
- 4. Psychology**
- 5. Presentation**

If you were awake during the first session, this will look familiar with the exception of #4... we have replaced Psychology with Physicality... why we still want toughness from our perimeters, we want them to be on the smarter side of things too!!

We have identified 4 things we ask of our perimeter players on offense:

- 1) Have a transition a game**
- 2) Have an arc game**
- 3) Have a paint game**
- 4) Think the game**

We have identified 4 things we ask of our perimeter players on defense:

- 1) Talk in transition**
- 2) Guard their yard**
- 3) Rebound**
- 4) Think the game**

Again, these are the things we want running through their mind. They are simple but we feel they are inclusive of sooooo many other things that we can worry about preparing them for as coaches.



PERIMETER PLAYER DEVELOPMENT

Where we said post players basically play with or without angles...

The same is true for guards but in that they either play with or without space. So, we try to give them skills to operate under both conditions come game time.

Some random thoughts on Perimeters that pertain to all areas of play:

Paint Game- Dribble it in there or pass it in there

Short violent fakes- stop teaching the big exaggerated fakes the more your players develop

Catch without dribbling- Pivot for poise

Draw 2 and Play 2- if they can draw 2 defenders on offense and can guard 2 players on defense

Be great at something- everyone needs a specialty then good at everything else

Separation moves are different in back court, mid court, and half court- need them all

Think and Talk- two things most of today's youth struggle to do

Game shots, from Game spots, at Game Speed- all drills have one of these, some have all 3

Like with post players and their one move/counter move plan, we want perimeters to have a move and a counter:

- at the arc
- off a screen
- off a ball screen
- at the rim
- from the FT line (or a move to get there rather)

Like with post peer passing drills, we do the same with guards. In that if they don't make a proper cut or a proper fake before the attack, they don't get to shoot...

W PERIMETER PLAYER DRILLS

Like with posts, we try to incorporate every emphasis to as many drills as possible...

Ball Management— Nash Drill (Chill Drill), Chair Drill, 1 Trip, 2 Trips, Gauntlet, Herd-Em
Youtube videos... Jeremy Russotti, Gannon Baker, Dre Baldwin, Jason Wright

Shooting Series- ahead series, On-ball series, Drive-Drift-Next Pass, DUBS

Shooting Games— 32, Hubies, Celtics, Beat the Pro, 3-6-9-12-15, 10-15-20, Big 6, Stars, Moons,
Big Shot, Around the World, Strings and Streaks, Swish,

Defense- guard your yard, HIT/GIT Crash Logo, 4 Stops,

Passing- fake one make one, X-box, lane, Harvard Series



W JAZMINE DAVIS



When Coach McGuff accepted the job at The University of Washington one of the first things we did was look at the roster and their incoming signees. We recognized all of the names except one... incoming signee JAZMINE DAVIS from San Jose, California. I scoured the 20-30 recruiting service rankings... not a single one had Jaz Davis listed... and some of them add 250-300 kids ranked. So we started calling our colleagues. Let's just say the reviews were "mixed"... The overwhelming consensus was that she was a good kid but NOT a PAC 12 player. That might explain the one PAC 12 scholarship offer and the fact that Washington had really only beaten one other university out for her services (and they weren't even in California)... When there is a coaching change, most signees can be released from their scholarship papers and attend another school without penalty. If we would have followed the advice of many "experts" that would have been Jaz Davis... but Coach McGuff never considered it so we brought her to campus.

When I met with Jaz to determine her goals for the season, the very first words out of her mouth in the most nonchalant manner were "I want to be PAC 12 Freshmen of the Year"... I wrote those words down on the notecard and said "okay, we are done" and let her go back to her dorm.

So, what do you think her first workout looked like?

End of the movie: Jaz Davis was named PAC 12 Freshmen of the Year



WASHINGTON



HUSKIES