

# BCAM November 2018 Monthly Report



## FROM THE EXECUTIVE DIRECTOR: *Tom Hursey*

For those of you who attended the BCAM/Rawlings Fall Clinic, you should know that you were one of almost 800 coaches who paid to attend. It was a great success because we had the best speaker line-up in the country. The Oakland University facilities were first class. And our clinic directors, Dennis Hopkins, Kevin Richards and Dan Young, worked hard to put on a top-notch clinic. As always, Amy Heydenburg, daughter Tina and MaryBeth Brown, had registration organized. A special thanks to Coach Greg Kampe and the Oakland staff for making this clinic one of the best in recent years. We are planning on returning to Oakland for a third year in 2019. Mark the second weekend in October on your calendar.

The Hall of Fame Banquet held on Saturday night of the clinic was at capacity. 450 tickets were sold to see BCAM coaches receive Coach of the Year awards, Century Club awards, the Distinguished Service award and Hall of Honor awards. Four deserving coaches went into our BCAM Hall of Fame. The attendance might have been the largest ever.

My observations of the weekend were: 1) Even though the clinic was a week earlier than we like, coaches came through by getting their registration returned on time (most coaches). 2) The second year at the same venue usually goes better than the first year and this proved true this year. 3) The speakers did a great job on court and Rochester College supplied the players for demonstration which is not an easy job. 4) One speaker dropped out early and his replacement (Tim Miles – Nebraska) was a great substitution. 5) The attendance at the Hall of Fame banquet was unexpected, but appreciated by all the award winners. 6) Our clinic directors are already planning on 2019. They will continue to tweak areas that need improvement. I was super impressed with the hours of effort that Dennis and Kevin put into this event. 6) I was taken back by the recognition video that my wife, Tina, and board members put together. A lot of good memories flowed back to me as I watched the video.

As many of you know, I will be stepping down as Executive Director on January 1. After 42 years of directing BCAM, it is time to bring in new blood. It has [been](#) a labor of love. I have to thank all those coaches who assisted throughout the years. They were the movers and shakers who helped make BCAM what it is today...one of the best basketball associations in the country. If I tried to name all those people, it would take pages and I would definitely leave some off. So just let me say – THANK YOU! Dan Young has been assisting me for almost 8 years. He will step into the Executive Director's role January 1. You should see a smooth transition. Dan will bring new enthusiasm to BCAM. I am sure BCAM members will support Dan in his efforts just as you have supported me.



**NEW BCAM HOTLINE NUMBER:** This new HOTLINE number replaces the old one. This will give you direct contact with Amy Heydenburg (Administrative Assistant) who can answer most of your BCAM questions. The new HOTLINE will also allow you to contact the new Executive Director, Dan Young. Make note of this new number: 989-486-3625.

**MESSAGE FROM DAN YOUNG: Congratulations to Tom Hursey! The best in the business! It has been my pleasure working alongside him for the past 8 years. We will all continue to lean on his experience and his expertise for years to come. Tom will remain on our board as an emeritus member.**

**I am excited to continue to serve BCAM in a new role as Executive Director. Look for a short survey in November on how we deliver information (emails, newsletter, social media, website, State Champs show, State Champs podcast, etc.). In the next year, we will be looking at updating our website, but also looking for new ways to improve. We look forward to your thoughts and input.**

#### **HOW DO YOU DETERMINE A "GOOD" OFFICIAL? *Mike Conlin, BOCCC Member***

Would you sign up for a job that expected you to start out perfect and then get better? Of course you wouldn't, who would?

So, let's say I show up to officiate your team's game. Not knowing anything about me, what's your expectation of me from an officiating standpoint? Can I miss some calls? If I can, which ones can I miss? If you're honest, I'm probably not allowed to miss any calls or get any plays wrong. Sounds a bit unrealistic doesn't it?

As a person who has managed officials from the middle school level to the Division I level and most levels in between, there is an expectation that both you, as the coach, and I, as the one who assigned them, should have of the officials who work your games.

For a game to be considered "well officiated", the official's "call accuracy" should be 80% or higher. For comparison, the best NCAA Men's Division I officials grade out between 85-95%. What is included in the "call accuracy"? Every whistle is graded, except obvious out of bounds plays--those don't count. Correct judgment by not blowing a whistle, though harder to grade, should also be included. Keep in mind that the grading is done by a knowledgeable, unbiased evaluator.

Here are the categories used when "grading" an official's performance:

Correct Call (CC)- whistle blown and call is correct for foul or violation.

Incorrect Call (IC)- whistle blown and call is incorrectly called a foul or violation.

Correct No Call (CNC)- Correct judgment by not blowing a whistle for a foul or violation.

Incorrect No Call (INC)- Foul or violation present, no whistle blown.

In a game, using three (3) officials, each official will have an average of 20-25 plays to make a judgment and be graded on. Of those 20-25 plays, each official should be expected/allowed to miss four (4) to five (5) plays per game.

The next time you're trying to decide if the officials in your game did a "good job", remember they should be expected/allowed to miss some plays/calls and still be considered good.

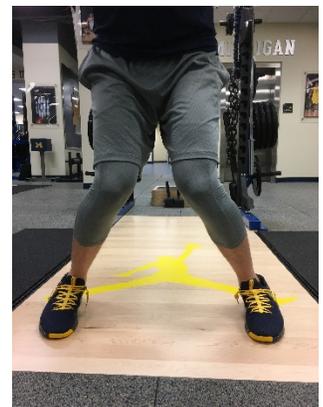
## **Do your basketball players have Valgus Knees?**

What is a valgus knee?

A valgus knee position is when the femur internally rotates and collapses inward. It is also commonly referred to as knock knees.

Why is this a concern?

Studies show there is a link between athletes that exhibit valgus tendencies and knee injuries, specifically ACL tears. Also, athletes that have Valgus knees are typically less efficient in movement skills



Who is at risk?

There are more than 120,000 ACL injuries in high school and college athletes per year. Research shows that females are 4-8 times more likely to tear an ACL than their male counterparts. However, this does not exclude male athletes. They too are susceptible to this injury.

Below are a few exercises that are recommended to improve Valgus Knee dysfunction:



### RFE Split Squat w/ Band RNT

Elevate the back leg and descend down into a squat. A coach or partner should be pulling the band so the knee is being pulled inward. The goal is to resist the inward movement and maintain a neutral knee while executing each rep.

### Band Defensive Slide

With the Band around the knees slide in a defensive position, typically 10 yds down and back would equal a set.



### Goblet Squat w/ band around knees

With a band placed around the knees execute the goblet squat emphasizing a neutral knee (don't let the band pull your knees inward)



### Manual Clams

Assume the clam position, laying on your side. Have a partner apply steady pressure downward as the hips open and close.



If interested in the Camp Sanderson S&C program powered by Blueprint Athletes App

Apple Phones <https://apple.co/2FYcJ00>

Android Phones <https://play.google.com/store/apps/details?id=com.blueprintathletes.android>

### Jon Sanderson

HEAD STRENGTH & CONDITIONING COACH | Strength & Conditioning Olympic Sports  
University of Michigan Athletic Department | Stephen M. Ross Athletic Campus



## 10 COMMANDMENTS OF COACHING BASKETBALL

by Ken George - 24 years as head boys coach at Forest Hills Central, More than 350 career wins, Nine league, 4 district, 3 regional championships, past BCAM president, MLive coach of the year, WMOA Coach of the year, Camp Director - West Michigan Guard Academy, HoopSmart Basketball Camp, West Michigan College Basketball Academy, HoopSmart Coaching Academy

### 10 Commandments:

1. Identity - Have a consistent plan and sell that vision
2. Delegate - Give up power to your assistants and leaders
3. Brevity - Say less, but say it more often
4. Outwork - Do extra and then talk about it
5. Consistency - Control and minimize slippage
6. Inclusion - Coach everybody
7. Timing - Pick your spots
8. Communication - Communicate openly and honestly
9. Reliability - Eliminate excuses and poor body language
10. Balance - Give positive and negative feedback

To buy his book online for \$10, search Amazon.com for "The 10 Commandments of Coaching Basketball":

**ARE YOU CONCERNED ABOUT NCAA REGULATIONS FOR FANS, FRIENDS, BOOSTERS AND ALUMNI:** Go to the following link to see a publication that explains all the rules. (This publication was put out by Central Michigan University. (Substitute any D1 college for CMU.) - <http://cmuchippewas.cstv.com/compliance/cmu-compliance.html#alums>

————— *chocolate* —————  
**MILK MEANS MORE**  
—————  
United Dairy Industry of Michigan



These are some of the notes presented by Tyler Coston at this past spring's PGC/Glazier Basketball coaching Clinic in Chicago:

## **PRACTICE WHAT WINS:**

- With limited practice time and resources, there is no excuse not to examine every aspect of your practice and why you do what you do.
- Transition and change is the thing that happens most in games. Not just transition from offense to defense and defense to offense, but from ball side to help-side, during an offensive possession, a player is a cutter, a screener, a. Basketball is a game where the players current responsibilities are changing.
- Most games are won in transition.
- That is why Tyler believes in ending everything in practice with a transition
- Pick 3 things that you want your team to be great at to develop a clear and narrow focus.
- For Tyler's teams his three things are toughness, shot selection, and hard to score on rebounder
- The three things are not the same for every team. Each team's system of play is unique. Pat Riley did closeouts every practice. The Seattle Storm does not help or rotate on defense, they stunt.
- Technique on closeouts—lean in the direction of the drive you want to take away, hands up and form a diamond with index fingers and thumbs. Take away 2 of 3 things (drive left, drive right, shot) and battle to take away the 3rd. He works on angles of closeouts and technique at least 2 or 3 minutes each practice.
- The three games within the game, offense, defense, rebounding
- He believes that everyone has the same chance for every rebound
- One season, he had a team that needed to become a better rebounding team.
- He instituted a rule in every practice and every skills training session. If the ball hit the ground on a missed shot, they ran. Someone had to rebound it before it hit the ground.
- He did a survey and found that 72% of the rebounds in his team's games were 2nd touch rebounds. He used that to instill not giving up on the rebounds. Even if the percentage isn't that high in your team's games, why wouldn't you use that to motivate players to be tenacious rebounders?
- Tyler assigns rebounding roles to his players:
  - Chaser—They don't block out, they just go after the ball. These are players who are guarding the players on the other team who get back to defend transition when the shot is taken and don't look to offensive rebound
  - Eraser—They block out, but hold their block-out and don't pursue the basketball
  - Spacer—They use the chuck and go (get the ball) rebounding technique
- They wedge under the basket rather than blocking out right at the basket
- It is not only what you do in practice, but more importantly, how you do it.
- Their motto is that they are going to do everything with more energy and higher standards
- Coaches must constantly be asking themselves, what can I do to create a competitive advantage for my team?
- Here is an example from Carlton University in Canada
- They play "Lock Left" defense
- They force the opponent to enter the ball to the left on every possession
- The player guarding the dribbler forces the ball to be dribbled to the left side
- They guard in an open pack line stance to force left dribbles
- All defenders to the right of the ball deny one pass away so that they don't allow the ball to be reversed.
- They full front on ball side post ups
- That idea might not work for your team, here are some ideas that you might use to find your way to give your team a competitive advantage:
  - What do most of the teams in your league do? Can you do the opposite of that?
  - Can you do intentional cross matching with who your players guard to give you a window of opportunity for an advantage in transition as your opponent scramble to find their matchup?
  - Can you find ways to win the foul game? Stan Van Gundy practices getting fouled on drives, ball screens, rebounding, and by taking charges.
  - Can you double team bad post players and create turnovers?
  - Basketball is often beautiful chaos, good looking layups never won a game, practice layups the way your players will shoot them in games.
  - Most of the game is played in chaos, so find ways to practice that so your players are ready
  - Most players make between 20 and 30 "mistakes" per game including turnovers, missed shots, errors in judgment, etc... (Maybe you can come up with a description other than mistake) Elite athletes take 7 to 10 seconds to return to their concentration and flow after each mistake. Your athletes probably take longer. If you can get them to recover much quicker than your opponents recover from theirs, that gives you a competitive advantage.

## **LOSING WITH DIGNITY - A lesson in leadership to help coaches guide their players**

*by Joshua Hills (from Winning Hoops magazine)*

A universal truth in the world of coaching is that nobody likes to lose. But how coaches handle losing says a lot about their program, their culture and their core philosophy.

You hear the clichés all the time, but it's not rare to see upsets in sports. We have all been on the winning and losing side, and we've all repeated phrases like "they were the better team today." The fact is, epic wins and epic losses happen in the same game.

When the University of Virginia men's basketball team lost to UMBC in this year's NCAA Tournament -- the first No. 1 seed to fall in the opening round -- the historic win and historic loss were one in the same. When Virginia coach Tony Bennett took to the postgame press conference, he was magnificent in the manner and tone in which he handled the disappointment. His interview and comments are the template for how coaches at any level should handle the burden of such a significant loss.

If you look at how Bennett handled himself as a leader, coach and, more importantly, as a teacher, you see that the values and core beliefs of his coaching shined through. We can all learn a lot from Bennett, and here's a blueprint for how to teach our athletes about life, sports, winning and losing.

**1. Acknowledge your opponents and give credit.** This sounds simple, but it's not uncommon to hear coaches make excuses for their play -- "the officiating was terrible," "we were shorthanded due to injuries." If we make excuses rather than crediting our opponent, we teach our athletes to deflect responsibility for the loss. We teach them that you don't have to take ownership of your own performance. As coaches, we are charged with teaching like lessons. One of those core life lessons and skills is to teach humility and dignity when times are tough.

**2. Maintain proper perspective.** In a loss where a favored team doesn't rise to the occasion, it's not a representation of the team or individual players. Bennett was crystal clear in his message to players.

"This is life," he said. "It can't define you. You enjoyed the good times and you have to be able to take the bad times. When you step into the arena...the consequences can be historic losses, tough losses, great win and you have to deal with it. And that's the job."

Our ability to clarify the values of winning and losing is vital to the social, mental and emotional development of our athletes. We have to be able to frame the message of how competition challenges us, not just in our physical and mental preparation, but also how it challenges us emotionally.

**3. Be dignified in your body language and presence.** Body language is everything as a leader. Our athletes look to us to be the stability and foundation of the program. How we carry and present ourselves speaks louder than our words ever will.

If we have an athlete who jogs at 75 percent to our huddle, slouches on the bench or projects frustration and disappointment, we lose faith in their ability to be invested in the team or game. We are no different in the eyes of our athletes. If we allow frustration, disappointment or a bad attitude to be visible to our players, we allow them to adopt the same demeanor. We have all done it from time to time -- argued with officials, allowed a play or call to direct us into a mindset of blame. It's natural to feel that way. However, as a leader, we have to be cognizant that our approach toward adversity guides our players in how they develop emotional and mental resiliency.

From time to time, we all get frustrated and want to deflect a lack of success away from ourselves. However, we can never allow it to rise to the top and be a distraction from the real reason we might be on the losing end. Credit an opponent for beating you, even if you know you could have done better. Keep it in perspective and maintain a healthy philosophy about competition. Above all, maintain your integrity and lose with dignity.

## **DEVELOPING A DAILY PRACTICE PLAN - by Marty Gaughan (Winning Hoops)**

A major part of coaching is the ability to prepare your players and your team. That process takes place on the practice floor. Here are some things that all coaches should consider when developing a quality practice plan.

1. Develop time frames for each segment lasting no more than 10 minutes.
2. Stick to the time frame, which means avoiding interruptions in your drills or exercises.
3. Try to mix up the time frames. For example, alternate individual and team drills or switch between offense and defense. Keep players engaged.
4. Start possessions in your practices the way you start them in games. Don't start possessions with the guard on top, where you give them the ball and play begins. Possessions should start with out-of-bounds plays, or they can start with a free throw. This allows you to work on more than one skill with each possession.
5. Every practice must incorporate individual skills. If your players can't shoot, dribble, pass or catch, it doesn't matter what play you run.
6. Footwork is the most underappreciated and neglected part of the game. Make sure you're committing practice time to footwork.
7. Implement advantage and disadvantage drills into your practices. Making practices more difficult than the games helps players thrive in live action. Put restrictions on your offense, making it more difficult to score. Or create mismatches by putting one more offensive player on the floor to make you defense work harder.
8. Create competition in your practices. Develop point system in scrimmage. Make it easier for your second team to win. For example, if the second team gets an offensive rebound, it automatically wins. This makes players work harder to box out and fight for boards.
9. Use point systems in scrimmages to emphasize where you need improvement. If you turn over the ball too much, tell players that all turnovers will reset their team's score back to zero.
10. Try to create as many full-court drills as possible. Make sure these drills are active and challenging.
11. Make sure your players either love or hate each of drills. If they love it, they will automatically work hard. If they hate it, it will be good for them,
12. Make sure that you implement at least one time/score situation into each practice. You cannot expect your players to perform something that they don't practice. For example, set a scrimmage with one team up four points and one-minute left on the clock.
13. Always end practice on a positive note. Let your players leave the floor feeling good about themselves and the team. This gives them confidence heading in the next practice or game.
14. *Editor's Note: Your duty as a coach is to prepare your team for any situation that they will face in a game. You cannot expect your players to be successful against something that you did not prepare them for. Don't blame a loss on your players if they face a game situation that you did practice against sometime earlier.*





“The most important thing is this: to be able at any moment - to sacrifice what you are, for what you will become!” – **Eric Thomas**

“I am only one, but I am one. I cannot do everything, but I can do something. And because I cannot do everything, I will not refuse to do the something that I can do.” – **Edward Everett Hale**

“Teamwork is so important that it is virtually impossible for you to reach the heights of your capabilities or make the money that you want without becoming very good at it.” – **Brian Tracy**

“I firmly believe that any man's finest hour, the greatest fulfillment of all that he holds dear, is that moment when he has worked his heart out in a good cause and lies exhausted on the field of battle - victorious.” – **Vince Lombardi**

