

# Commitment Statement

Burton Uwarow



I am a caring leader. I prayerfully and humbly coach with grace and humor, unwavering in my commitment to excellence. Others can count on me to exude an unwavering *spirit* that inspires others. I can be counted on to *communicate* in a way that honors others. I can be counted on to demonstrate and expect uncommon *hustle*, to *approach* all facets of the program in a manner consistent with my value. All who are involved in the program can count on me to exemplify *precision* in how I plan and prepare. I can be trusted to *enhance* my ability to teach basketball and life lessons.

You can count on me to develop, engage and empower men of great influence. I expect greatness. You can count on me to hold myself, our staff, our team to a standard that is unmatched and taught with excellence. I will not only lead the way, I will build the way. I communicate to challenge and uplift. I will be well S.C.H.A.P.E.D, we will be well S.C.H.A.P.E.D. I will deposit all of my basketball energy into our team. Bad teammates, whining, pouting players, parents, and administrators will be forbidden from taking any of it. I value everyone more as a person than I do as a player. I will lead us in an unwavering pursuit of being school changers, game changers, and world changers. I will add value consistently to all endeavors and people that I encounter.

### Why is Burton Uwarow the right candidate for the job?

1. **Committed** I have shared the commitment to excellence in my personal teaching and coaching career as has my wife who is an excellent certified elementary teacher as well as a cross country and track and field coach. We are career educators and believe in seeing the athletes in our care grow as students and people.
2. **Student-Athletes are students** We have prided ourselves in providing the most opportunities for academic success for those in our program through consistently communicating with teachers and using basketball as a motivating tool for academic performance. I maintain an "Academic Scoreboard" that records each player's averages into a spreadsheet and we strive for a team G.P.A of 3.5. Those who are failing or performing below standard are accountable to their teammates and to the program. This provides peer pressure for achievement as well as alerts those players who may be strong in a teammate's area of weakness of opportunities to serve them through tutoring whenever possible. My three state championship teams have also attained a Team G.P.A. of 3.5
3. **Student-Athletes are future citizens.** We WILL NOT allow our athletes to represent their school in a way that embarrasses those they represent. This means we'll play hard, play smart, and play together. We will not talk trash or whine to officials. We will hustle on and off the court. We will not "show up" teammates when they make a mistake giving their best effort. In my coaching career, I have only received 1 technical. We also try to teach and reinforce all the lessons of character and perseverance the parents and school at large are trying to teach.
4. **I'm a worker** Basketball doesn't feel like work to me. I love it! I believe that our team will always be well-prepared to face anyone on our schedule.
5. **I'm a student of the game:** I am constantly studying the game of basketball. I've watched well over 100 videos and read over 60 books on leadership and basketball. (A sample of these is included). This commitment to continual learning helps me stay current with the best teaching techniques as well as understand the trends and patterns of modern basketball as well as gain wisdom from the years of experience and insights of others effectively multiplying my effectiveness. By having a vast amount of knowledge through study, I'm able to recognize what other teams are doing as well as adapt our system to our personnel to maximize their chances of success.
6. **It's my passion.** I don't dust off the gym shoes in October and put them up in March. I am constantly looking for ways to help those academically and athletically that are in the program, whether it be by monitoring tutoring responsibilities, individual workouts, or my own preparation and study, a day rarely goes by that I don't learn something about the game and the leadership/interpersonal skills it takes to build a successful organization.
7. **I've demonstrated the ability to generate resources and better the program.** In my first 7 years I've raised money through various activities to purchase the following:
  - a. Varsity uniforms-home and away
  - b. Middle School uniforms
  - c. Practice uniforms-when I came in they practiced in T-shirts.

- d. A DVD copier to make game films for players and highlight films to send to colleges.
  - e. Editing software that breaks down games by offense, defense, shot, result, turnovers, etc.
  - f. A Wilson game basketball for every player in the program to practice with.
  - g. I purchased a video scorer's table valued at \$12,000.
  - h. One "Gun" shooting machines that allow a player to get up 1,000 shots in 45 minutes with a % counter on the front. (\$5,000).
  - i. Training equipment like speed ladders, shooting aids.
8. **I'm an organizer.** Organization is part skill and part willingness to work. Many people do not organize because it is work, but it's never been something I've shied away from. One project I have organized is the Blue-Gold Camp for boys and girls ages 6 to 13 for the past 4 years with great success.

**Basketball Related Job Responsibilities Have Included:**

Scouting and Game  
Planning  
Practice Planning  
Individual and Team Instruction  
Game and Gym Management  
Recruitment and Planning for Cougar Camp  
In and Off-Season Conditioning  
Video Editing and Preparation for instruction  
Game Coaching  
In-Season Morning Fundamentals Program  
Parental Contact and Media  
Public Relations  
Record Keeping and Logistical Management  
Scheduling

## Background Information & Coaching Philosophy

### A little about me

I'm from the beautiful town of Greenville, SC. I attended Bob Jones Academy and Bob Jones University. I fell in love with the game of basketball in middle school and have been learning the game ever since. I believe that athletics provide student- athletes with invaluable life-long lessons that transfer from the court to life. I love teaching, both history and the game of basketball and take pleasure in seeing students grasp new ideas and concepts, whether they are in the classroom or on the court.

### Why I coach.

I was sitting in Mrs. Nicholas' 2<sup>nd</sup> Period American Government class as an 11<sup>th</sup> grader when I began to think about what I wanted to do in life as a career. I knew that chasing money wouldn't satisfy me so I wanted to do something I believed would allow me to make an impact in the lives of others for good as well as let me enjoy myself. I had a strong love of basketball since middle school at that point and my enjoyment of history was growing. I thought, "I could teach history and coach." A simple revelation, but this is a career I believe I've been gifted and blessed to do and one I've pursued since that date.

### Coaching philosophy and style.

My coaching philosophy has been greatly influenced by coaches I've played for and coached with. I played for 3 different coaches in high school while attending the same one. While at the time, I did not consider this a positive thing; I've come to understand that this allowed me to see a variety of coaching and playing styles in a short amount of time.

I've also had my philosophy shaped by my extensive reading of books, watching videos, and attending lectures by coaches who are successful. A few of my favorites are Mike Krzyzewski, John Wooden, Pat Summitt, Morgan Wootten, and Bob Hurley. I've also read extensively on leadership principles in my Secondary Education studies and on my own time. I believe I've taken what fits my personality and molded it into my ideas on how a program should be run. I believe that players work *with* a coach, not *for* them. People everywhere perform better when they know they are genuinely respected and cared for. I try to show players and students that I respect them through my words and actions at all times. Because I respect them, I will challenge them. Respecting them as athletes doesn't mean that you are always "nice". For people to achieve their best, they must be challenged beyond what is comfortable, beyond what even they, at times, believe they can do. I believe that my roles as a coach are to be a teacher, a friend, and finally, a disciplinarian. All three are essential and I believe that a coach can perform all three successfully. It's my goal to build relationships that will last beyond their playing days and will have added value to their lives.

As far as X's and O's go, I believe that simplicity and execution will usually beat gimmicks and complexity. Teach your players to do a few things very well, give them solid fundamentals, and a vision for how the team can win and what role each individual can play in it and you give them

a chance to be in every game. I believe that as John Wooden said, "All games are won and lost on the practice floor." I think that my skills in teaching and making the complex simple lets players learn while doing and reach their individual and team potential.

### **How can basketball positively affect the student athlete's academic performance?**

Some believe that students can't be successfully academically and athletically. One just takes too much time from the other. I believe this is false. I don't believe that students should have to choose between success on the court or success in the classroom. Many students who struggle balancing both are simply poor time managers. Even good time managers are challenged during the season to see that academics get the proper priority they need, but I believe that playing a sport teaches you the discipline and habits that can make you successful in any endeavor, academics included. You learn to prioritize, organize, and network with teammates who may be stronger in your weaker areas.

I take my own academic pursuits seriously as is indicated by my record (3.0 GPA Undergrad, 3.8 GPA in Grad School) and expect my players to do the same. Student-athletes should be leaders on the court, in the hallways, and in the classrooms. Study halls, inter-team tutoring, and biweekly or weekly check-ups with the players' teachers will help insure that this is the case. Positive relationships with fellow faculty are essential to the coach's success as an academic motivator. Some teachers also believe that sports and academics are in conflict, but by communicating that athletics can be instrumental in helping fellow educators produce the same sort of young people they are trying to produce can build powerful and effective partnerships that benefit all.

### **How can basketball positively affect the student athlete's moral development?**

We live in what some have called a "nation of victims". It has become increasingly easy for individuals in society to blame others for their own failures and shortcomings rather than to acknowledge them and work through them. Sports provide an arena where individual and group failings have almost immediate results. Videotapes don't lie and players quickly see that their ability or inability to perform their tasks with discipline and energy have a direct effect on their group and individual success. Basketball provides a great opportunity for young people to learn the value of teamwork, subjugating personal agendas for the good of the team, and overcoming individual and group adversity. Another powerful aspect of team sports is becoming part of something that is bigger than yourself and being made aware of how individual actions affect the whole. Personal discipline, time management, prioritization, honesty, sportsmanship, and respect for both teammates and opponents are lessons that will serve students well as husbands, wives, fathers, mothers, friends, and citizens. I will promote and demonstrate honesty, integrity, and responsibility to my players and demand the same from them. We will compete with honor and represent our schools, families, and communities well. This is a heavy burden for teenagers to bear, but by embracing it, they become better students, players, and people.

### **Player discipline**

It is my belief that a program functions best when there are high expectations, but few rules. If you build a culture of self-sacrifice, attendance, and hard work, you'll have a lot fewer reasons to discipline. The program will have one basic rule, "Conduct yourselves as ladies or gentlemen and do nothing to embarrass those you represent." Athletes should realize that were they just playground athletes, they'd represent no one but themselves, but if they put the school name across their chest, they represent their families, classmates, community, teammates, coaches, and everyone else involved with the school. This is too big a responsibility to take lightly and we won't. We will not showboat, talk trash, taunt crowds, or do anything else on or off the court that negatively represents the community we represent.

I won't trade in common sense for a list of rules that run my program. The coach retains the right to discipline as he sees fit as situations and circumstances vary. It's been my experience that playing time is the best motivator and will be used as a teaching tool when necessary. The good of the team will always take precedence over the good of the individual if the two are in conflict. Every attempt will be made to use discipline to teach rather than punish. If a player cannot or will not be taught, then they can't be effective teammates and will do more harm than good. For both teammates and opponents are lessons that will serve students well as husbands, wives, fathers, mothers, friends, and citizens. I will promote and demonstrate honesty, integrity, and responsibility to my players and demand the same from them. We will compete with honor and represent our schools, families, and communities well. This is a heavy burden for teenagers to bear, but by embracing it, they become better students, players, and people.

### **Parent-Coach relationships-**

Parents can and should be valuable parts of a basketball program's success. Parents perform many of the behind-the-scenes duties that allow the players and coaching staff to concentrate on preparing for and playing games. They help run concessions, raise funds for uniforms, trips, and equipment, and sometimes help keep books and the clock. The more parents can do, the more the coaches can concentrate on their primary responsibility of coaching. However, it is an old coaching expression that most parents would rather see their child make All-Region than see the team win the state title. It's human nature to want to see our children do well and sometimes parent's hopes and dreams are not met. When this happens, parents can turn from allies into adversaries. To help avoid this I will make clear that while their support and assistance is essential, invited and appreciated, it will not affect playing time. If a parent believes X amount of hours in the concession stand will translate into X amount of minutes on the court for their child, they will be disappointed.

Parents care more about the success of their children than a coach ever could, but the coach cares more about the success of the team than most parents. Decisions will be made that are for the greater benefit of the team. The coach is the most objective and qualified person to make these decisions and will have the sole responsibility for doing so. A few policies that I have practiced that I believe keep the doors of communication open without leading to unproductive

vent sessions include:

I will discuss academic difficulties and concerns with a parent any time I can be of service.

I will discuss how a player can improve their game with parents in a conference or any other pre-appointed time.

I will have an open door policy with players and can give them an explanation to any question the parent may want to ask. Many players don't want their parents crusading for them in the first place so allowing players this freedom will alleviate a lot of those situations.

I will not meet with parents directly following a game. Emotions here are often too high for anything good to happen.

I will not discuss the abilities, playing time, behavior of other player(s) on the team with a parent, this is unethical, disruptive to the team, and never has a good result.

Coaches coach, players play, and parents support. If we all perform our responsibilities to the best of our ability, we'll enhance the chance of success for us all.

<b>References:</b>	<b>Relationship</b>
<p>Clay Crump Harrison High School 325 Silverthorn Dr. Marietta, GA 30064 (770) 597-7834</p>	<p>Long time and highly successful coach of Eagle's Landing High School (AAAA Champion) and now Harrison High School. Friend and frequent advisor as a coach. Worked closely with applicant to organize and run the county Blue/Gold Basketball Camp.</p>
<p>Matt Chambless 4652 Ayers Rd, Macon, GA 3121 Cell: (478) 973-6923</p>	<p>Coach at rival Covenant Christian Academy</p>
<p>Jeremy Blackstock Creekside Christian Academy 501 Wyntuck Dr McDonough, GA 30253 Cell: (706) 871-0120</p>	<p>Former Head Football Coach and Athletic Director at Creekside Christian Academy. Jeremy is currently the High School Principal. Can speak to the candidate's administrative ability and relational skills.</p>
<p>Morgan Wootten 330 Ayr Hill Avenue NE Vienna, VA 22180-4725 Voice: (703)-867-2433</p>	<p>Directs the basketball camp where I have spent the past four summers. He is enshrined in the Naismith Basketball Hall of Fame and is on the Board of Directors for the McDonald's All-American Game. Former coach at legendary DeMatha with 1,274 wins.</p>
<p>Joe Wootten Bishop O' Connell 6600 Little Falls Road Arlington, VA 22213 (703) 237-1400</p>	<p>Joe is the director of Coach Wootten's basketball camp. He directs the famed McDonald's All-American game. He is Athletic Director and Head Basketball coach at Bishop O' Connell where they are routinely in the USA Today top 25. Joe can speak to the candidate's basketball knowledge and loyalty.</p>
<p>Daniel Youngblood 4052 Hiram Lithia Springs Rd SW, Powder Springs, GA 30127 (404) 895-8681</p>	<p>Rival basketball coach in Powder Springs, Georgia</p>

**Clinics/Camps Worked and Attended: Multiple camps and clinics have been attended to continue development in coaching knowledge and skills.**

Duke Basketball Clinic-Fall

2002-2008

Nike Basketball Clinic-Spring 2008 - 2017-Myrtle Beach, SC

Coach Wootten's Basketball Camp 2009-2016

PGC/Glazier Coaching Clinic 2014-2016

Coach K Coaching Clinic-Nov. 1-2, 2003-Clinic held by Mike Kryzewski of Duke on the campus in Durham. Features lectures as well as 3 Duke practices.

Team & Fundamentals Camp-5 summers where I've taken part in team coaching, individual and gym wide instruction in offensive and defensive fundamentals.

Cougar Camp-2 summers-Yearly camp for 8-14 year old girls and boys. I planned and participated in gym-wide and individual instruction in the fundamentals.

DC Coaches Clinic 2005 - 2007

TPG Masters in Coaching Clinic 2012, 2013

Coaching Basketball- Class taught by Bill Flora that featured philosophy and X's and O's instruction from various area coaches.

Additional Information

**Defenses I've run as a player or taught as a coach:**

**Man to man** (Primary Defensive philosophy) The level of athleticism determines its degree of pressure and helping principles incorporated. Allow wing entry and deny ball reversal. Switch if personnel allows. If your players become good person-to-person defenders, any zone or junk defense will work better. If they're not, nothing will work particularly well.

Box and 1	Triangle and 2-Box and 1	1-3-1 Half-Court Trap
2-2 Zone	"Blitz Trap and Blitz switch"	1-2-2 Half-Court Trap
2-3 Zone	1-2-1-1 Full, $\frac{3}{4}$ , $\frac{1}{2}$ , trap	2-3 Match-Up Zone
2-3 Zone w/ Corner Traps	1-2-2- Full, $\frac{3}{4}$ , $\frac{1}{2}$ , trap	Run and Jump 2-
Full Court Match Up Press	2-1-2 Half Court Trap	2-1 $\frac{3}{4}$ , $\frac{1}{2}$ trap

**Additional defenses with which I'm familiar and have studied in scouting, readings, videos, clinics, etc.**

2-3 Match Up, Point Zone Defense	1-1-3 Zone and Zone Match Up	1-3-1 Zone and Zone Match Up
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**Offenses I've run as a player or taught as a coach:**

**Man to Man**

1-4 Hi into continuity	1-4 Lo into continuity	Motion
3 Out/2 in Hi-Lo Motion	4 Out/1in Motion	Flex
Post Shuffle	1 Game Set	1 Game with interchanging posts
Spread	Hi-Pick n' Roll into Motion	Double Stack Low
Double Stack High	Various Box, Stack, 1-4 entries into Motion.	Open Post

**Zone Offenses**

Spread	3 Out/2 in Zone Buster	Zone Motion Indiana
13 Continuity (Screening Center of 2-3 Zone)	Iowa Tom Davis Zone Offense	1-3-1 Zone Attack
2-1-2 Trap Attack	Short Corner Guard Overload	Short Corner Post Overload
Duke's Motion Offense from various sets including: Double stacks high and low, staggered sets, spreads, 1-4 hi and low, 3 out 2 in, and 4 out 1 in.		

**Offenses with which I'm familiar and have studied in scouting, readings, videos, clinics, etc.**

**Man to Man**

Duke's Motion Offense from various sets including: Double stacks high and low, staggered sets, spreads, 1-4 hi and low. 3 out 2 in, and 4 out 1 in.		
Oklahoma 1-3-1 Continuity Offense	North Carolina 1-4 High Continuity	Bobby Knight-Passing Game
Oklahoma 1-4 High	Dean Smith-Passing Game	Shuffle-Post in or continuity
Triple Cut Motion	Triple Post-Tex Winter, Pat Summit	Princeton Offense- High Post Options, Shuffle Cut Series
North Carolina's T-Game and 4 Corners	UCLA High Post Offense	Swing Offense- Wisconsin

Morgan Wootyen's Dematha High School Motion Offense	Wedge motion	Hi Flex lob motion
Kansas-Primary and Secondary Break	Maryland's Man-to-Man Offense	Matt Gottfried-Balanced Court Offense
Vance Walberg's Dribble Drive Motion	Rick Torbett's Read & React Offense	Multiple quick hitters from assorted programs

### **Zone Offenses**

Zone Motion	Continuity 13	T-Game
Stanford's Short Corner attack	Morgan Wootten's Dematha Zone Attack	John Kresse 13 Continuity, 54, and Blue offenses
Tom Izzo's Quick hitters	Ernie Kent-Base offense & zone motion	Bruce Webber's Zone Motion
Iowa Offense-Continuity		

### **Videos Studied:**

1. Jamie Angeli-Primary/Secondary-Pass Option Fast Break
2. Steve Alford-How to Teach the 2 Out/3 In Motion Offense
3. Rick Barnes-Developing a Winning Basketball Program
4. Dick Bennet-Blocker/Mover Offense
5. Dick Bennet-Man to Man H.C. Defense
6. Mike Brey-3 Out-2 In Motion Offense
7. Mike Brey-Offensive Footwork
8. Bruce Brown-SIU Point Guard Fast Break
9. Hubie Brown-Offensive and Defensive Sets 1 & 2
10. Hubie Brown-Special Situations
11. Hubie Brown-Basketball Techniques and Strategies
12. Hubie Brown-Defense
13. Hubie Brown-Playbook for Success
14. Jim Calhoun-2-2-1 Press
15. Jim Calhoun-Zone Offense and Man Defense
16. Pete Carril: Princeton Offense
17. Pete Carril: Drills for Princeton Offense

18. Pete Carril: Princeton Offense-High Post Options
19. Pete Carril: Princeton Offense-Shuffle Cut Series
20. Tom Crean-Transition Defense
21. Tom Davis-The Flexible 3-2 Zone Defense
22. Tom Davis-The Triangle of Zone Offenses
23. Ed Dechillis-1-3-1-Wide Defense
24. Billy Donovan-10 Aggressive Transition Drills
25. Billy Donovan-Match-Up Press
26. Billy Donovan-Spread Pick & Roll
27. Homer Drew-2-2-1 Press
28. Homer Drew-Perfect a Trifecta-Shooting the e
29. Kevin Eastman-Chair Drills for Perimeter Players
30. Kevin Eastman-Chair Drills for Post Players
31. Cliff Ellis-From the Paint to the Pros-Post Play Development
32. Mark Few-Motion for Success
33. Billy Hahn- [Combination Pressure Defense: Full-Court, 3/4-Court, 1/2-Court](#)
34. Breakthrough Basketball Transition Offense
35. Bob Hurley-Transition Basketball
36. Bob Hurley-Up tempo Practice
37. Breakthrough Basketball Attack and Counter
38. Tom Izzo-The 1-3-1 Zone Offense
39. Tom Izzo-Defensive and Rebounding Drills
40. Tom Izzo-Smorgasboard of Basketball Knowledge
41. Rob Jeter-1-2-1-1 Full Court Press
42. Ernie Kent-Zone Offense and Entries
43. Steve Klaas-1-3-1 Zone Defense
44. Steve Klaas- [1-3-1 Zone Defense: Traps & Adjustments](#)
45. Bob Knight-Building Defense
46. Bob Knight-Building Man-to-Man Offense
47. John Kresse-3 pt. Plays-Hitting the Home Run
48. John Kresse-Multiple Trapping Defenses
49. John Kresse-Special Situations-Game Winners
50. John Kresse-Zone Attack
51. Mike Kryzewski-Duke Series-Transition Game
52. Mike Kryzewski-Duke Series-Team Defense
53. Mike Kryzewski-Duke Series-Championship Practices
54. Andy Landers-Pressure Defense
55. Steve Lappas- Villanova Motion Zone Motion
56. Kevin Lowry-Pressure Man to Man Defense
57. Bobby Lutz-Multiple Defenses
58. Don Meyer-coaching the match-up zone

59. Don Meyer-The Best Things I've Seen in Coaching
60. Don Meyer-The Point and Talk Defense
61. Don Meyer-Transition Basketball
62. Dave Odom-Beating Pressure
63. Dave Odom-The 1-4 High Offense
64. Kevin O'Neal-Zone Offense
65. Bobby Orr-High Post Offense
66. Pete Newell-The Art of Offensive Low Post Drills
67. Bruce Pearl- Encyclopedia of Pressure Defense
68. Bruce Pearl-The Numbered Fast Break
69. Harry Perretta-Unscoutable Zone Motion Offense
70. Harry Perretta-Unstoppable-5 Out Motion Offense
71. Jerry Pettigou-Dribble Drive Motion Offense
72. Jerry Pettigou-Triple Post Offense
73. Jerry Pettigou-Winning the Big Game-20 Set Plays
74. Skip Prosser-Competitive Rebounding Drills
75. Will Rey-Combination Defenses
76. Ron Righter-Winning with the Flex Offense
77. Bo Ryan-Applying and Attacking Pressure
78. Bo Ryan-Conducting a Pressure Practice
79. Bo Ryan-Defending Screens and Rebounding
80. Bo Ryan-Swing Offense
81. Bo Ryan-Specials for Swing Offense
82. Jim Sai-UCLA-1-4 Hi
83. Kelvin Sampson-1-4 High Offense
84. Kelvin Sampson-1-4 High Offense-Special Plays
85. Kelvin Sampson-2-2-1 Tempo Press
86. Kelvin Sampson-Sooner Intensity Drills
87. Kelvin Sampson-Sooner Intensity Drills-Defensive
88. John Scott-Zone Gap Offense
89. Bill Self-The Hi-Lo Motion Offense
90. Bill Self-Press Break/Press Offense
91. Tubby Smith-2-2-1-Full Court Match Up
92. Tubby Smith: Kentucky's Defensive Pressure
93. Tubby Smith-The Kentucky 1-4 High Offense
94. Pat Summit-5 Basics of a Great Program
95. Pat Summit-Triple Post Offense
96. Kevin Sutton: 30 Drills for Building a Complete Guard
97. Jerry Tarkanian-Amoeba Defense
98. Rick Torbett-The entire Better Basketball Series
99. Rick Torbett-The Read and React Basketball Offense

100. Billy Tubbs-1-3-1 Defense
101. Roy Williams-Carolina Defensive System
102. Vance Walberg-Pressure Defense
103. Vance Walberg-The Dribble Drive Offense
104. Bruce Weber-Competitive Practice Drills
105. Bruce Weber-Zone Motion Offense
106. Winning Hoops-50 Set Plays
107. Winning Hoops-70 Inbounds Plays
108. Jay Wright-Multiple Defensive System
109. Jay Wright-The 4 Out-1 In Offense
110. Tara VanDeever-The Stanford System
111. Winning Hoops- Inbounds Plays
112. Winning Hoops- Zone Entries

**Books in coaching library I've studied:**

1. Jim Afremow - *The Champion's Mind*
2. Jamie Angeli-*Pass Option Fast Break*
3. Larry Bird-*Bird on Basketball*
4. Larry Bird-*Drive*
5. James Brooks-*Building a Successful Basketball Program*
6. Dale Brown-*Don't Count Me Out*
7. Herb Brown-*Preparing for Special Situations*
8. Pete Carrill-*The Smart Take from the Strong*
9. Brian Curtis-*The Men of March*
10. Tom Davis-*The Triangle of Zone Offenses*
11. Dick Devenzio-*Running the Show*
12. Dick Devenzio-*Stuff Good Players Should Know*
13. Dick Devenzio-*Think Like a Champion*
14. Col. Larry R. Donnithorne-*The West Point Way of Leadership*
15. John Feinstein-*The Last Amateurs*
16. John Feinstein-*A Season Inside*
17. John Feinstein-*A Season on the Brink*
18. Bill Foster-*Upward Mobility In Coaching Basketball*
19. Stephanie Gailey -*5 Star-Basketball Drills for Women*
20. Andy Glockner - *Chasing Perfection*
21. Jon Gordon - *You Win in the Locker Room First*
22. Jon Gordon - *Training Camp: What the Best Do Better*
23. Jon Gordon - *No Complaining Rule*
24. Tim Grover - *From Good to Great to Unstoppable*
25. Mike Harkins-*The 1-4 Motion Offense for Men's and Women's Basketball*
26. Bob Hurley-*The Miracle of St. Anthony's*

27. Bob Huggins-*Building a Man-to-Man Defense*
28. Jill Hutchison-*Coaching Girls' Basketball Successfully*
29. Phil Jackson - *Eleven Rings: The Soul of Success*
30. Jeff Jansen-*Championship Team Building*
31. Matt Kramer - *The Best-Laid Plans of a High School Basketball CEO*
32. George Karl-*101 Rebounding Drills*
33. Bobby Knight-*Knight: My Story*
34. Jerry Krause-*Coaching Basketball*
35. Jerry Krause-*NABC Basketball Drill Book*
36. John Kresse-*Attacking Zone Defenses*
37. Bob Kloppenburg-*SOS Pressure Defense*
38. Mike Kryzewski-*A Season is a Lifetime*
39. Mike Kryzewski-*Duke's Motion Offense*
40. Mike Kryzewski-*Duke's Man to Man Defense*
41. Mike Kryzewski-*Five Point Play*
42. Mike Kryzewski-*Leading with the Heart*
43. Marcus-*Basketball Basics*
44. John Maxwell-*The 17 Indisputable Laws of Teamwork*
45. John Maxwell-*The 21 Irrefutable Laws of Leadership*
46. John Maxwell-*The 21 Most Powerful Minutes in a Leader's Day*
47. John Maxwell-*Thinking for a Change*
48. John Maxwell-*Today Matters*
49. John Maxwell-*Winning with People*
50. Brian Curtis -*The Men of March*
51. Sven Nater-*The Complete Handbook of Rebounding Fundamentals & Drills*
52. Billy Packer-*Why We Win: Great American Coaches Offer Their Strategies for Success in Sports and Life*
53. Rick Pitino-*Full Court Pressure*
54. Rick Pitino-*Success is a Choice*
55. Rick Pitino- *The One Day Contract*
56. George Raveling-*War on the Boards*
57. Idan Ravin-*The Hoops Whisperer*
58. Dean Smith-*A Coach's Life*
59. Dean Smith-*Multiple Offense and Defense*
60. Dean Smith-*The Carolina Way*
61. Pat Summit-*Reach for the Summit*
62. Adrian Wojnarowski-*The Miracle of St. Anthony*
63. John Wooden-*My Personal Best*
64. John Wooden-*Practical Modern Basketball*
65. Morgan Wooten-*Coaching Basketball Successfully*

## **Sample Practice**

01/01/13 Practice -We can have excuses or we can have results. We can't have both

### **Cougar of the Practice Yesterday??**

3. 3 Fire

4. 4 St. Anthony box with inside hand foul./Stationary

5. 5 5 on 5 half from Side and spread. 1st to 10

### **1 point for rebound/no check/turnover If your man doesn't go to the glass.**

4 Army-1st 3 steps-5 possessions a piece 2 Water 5 Guarding Cumberland-Man sets 2 Game Box-Lob Stack  
Lob-from Spurs set 4 Shell-Guarding drives-5 on 4-Gap wing-Pressure with help and without-Call "Open" if  
your man leaves.

2 Stops

Watch 2nd hand to the ball

6. 6 45 Hot

7. 7 Bird

2 Water

4 12 vs X/Wake

6 20 vs X-High (5 takes High post) 6 Zone scrimmage-Man off miss until we call 20. 3-2 movement 2  
Water 4

Guarding Cumberland's Zone sets

21 vs 2 game Gray vs 1 man front 5 Lob Flare

Black vs. 2 man front

**22 POINT AND TALK**

2 Water 6 20 20-stack

5. 5 Attacking 3-2-Quicks/Wake/2 game

6. 6 ODO zone-start with a play.