



FOOTBALL

PARENTS' MANUAL

DO RIGHT

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OUR COACHING MISSION

is to

Develop men of character

**(men that stand up and speak out for what is right and help to defend the
defenseless)**

**through
championship caliber
football.**

DO RIGHT!

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Philosophy

The purpose of high school football (and high school sports overall) is to assist the school system in the educating of young men and women. If it were not for the high school educational system there would be no high school football teams. We are an extension of the educational process. It is with this concept in mind that we need to approach our job as coaches with the highest ideals and character.

There are only so many things that can be taught in the classroom and laboratory setting, thus extracurricular activities were added to the educational process. We are very fortunate that football is one of those extracurricular activities that schools choose to do.

To have the opportunity to coach the greatest game ever invented and to do it with fine young men that attend our school is truly a privilege that we should not take lightly. We are given a great opportunity to do our job, but with that opportunity comes great responsibility. While coaching football is rarely a life and death situation (as is leading men in a military conflict), the duty we have to our young men is still high. It is this duty that calls us to perform our jobs at the highest level.

Thus we have our mission, as coaches, to help our school and to help the parents of our players develop our players into men of character. We are to do this through coaching our players to play championship caliber football. Our job is to be championship caliber coaches.

We believe that a man of character is not easy to define. But we believe that being a man of character begins with a man who is willing to stand up and speak out for what is right. Even if that means the man must stand alone. That is a tough thing for many adults, let alone an adolescent to do.

Character in a man also includes having the passion to defend the defenseless. What we mean by this is a man must fight for those who are not able to fight for themselves. A person in this world should not have to go through life trying to prove themselves as worthy of deserving respect and fair treatment from others. Those who treat others unfairly and with disrespect we call bullies. We will expect our players to not bully anyone and to stand up against those who do bully others.

Football is a fantastic vehicle to learn these and many other character-building lessons. It is both our duty and privilege to join in the educational process and to give it our best shot to help our young men to become the young men our society, their parents, and our program can be proud of.

3 MUSTS CONCEPT – Where did it come from?

I was attending a coaching clinic several years ago when a speaker began his talk explaining his program's use of the KISS (keep it simple stupid) principle. This coach elaborated for several minutes about how important it was to keep things simple for the players so the players could play faster and smarter.

Once this coach finished his KISS explanation he began his talk on his primary topic of secondary play and coverages. This coach who just talked about being simple went into his team's nine different coverages and the various adjustments to those coverage depending on the run or pass play, formation, motion, and personnel match-ups. I actually stopped writing note from this speaker when he mentioned they ran 9 coverages. I was actually angry. I cannot fathom how someone can call nine coverages simple, let alone when you add adjustments for the pass play, formation, motion, etc. That is not simple at all.

I am a firm believer that you can learn something from just about anyone that can help you become better at something in your life. So when I attend a clinic I take a lot of notes thinking that something the speaker says will help me and our program. But I was doubtful in hearing this speaker. I guess the one things I learned was I had to define simple.

That is what started me down the road to making our program centered on the concept of simplicity. When you put that together with the concept of learning/teaching in threes I heard Coach Jeff Gafford speak on a mini-clinic many years ago we developed our Three Musts concept. Coach Gafford explained how brain research shows that people remember better when they are taught things in groups of three. That is why we call the alphabet our ABCs, and our numbers 1-2-3s. That is why our phone numbers begin with three numbers and our area codes are three numbers.

After hearing this speaker I told myself we are going to simplify our system and we are going to put our philosophy and organization into groups of threes.

The following several pages (should be three pages) will show how we groups the threes from coaches, to players to technique. I challenge you to teach no more than three things per day maximum and to organize them in groups and subgroups of threes so it is easy for you to teach and easy for our players to learn.

3 MUSTS

As a Team

1. WIN
 - A. That is why we put the pads on, train, and practice.
 - B. That is how we become champions and gain our platform.
2. DO RIGHT
 - A. That is our ultimate goal to learn to do better and more frequently.
 - B. That is why we want our championship platform.
3. DO FOR OTHERS
 - A. This is what a leader does, he helps others get what they want.
 - B. You cannot live a perfect day until you help someone who cannot repay you.

In Our Games (The Fundamentals)

1. BLOCK (offense & offensive special units, only one player as the ball)
 - A. correct man (men)
 - B. till whistle
 - C. hands inside
2. IMPEDE PROGRESS (defense & defensive special units, all 11 players to the ball)
 - A. get off blocks
 - B. cover receivers
 - C. pursue
 - a. tackle
 - b. PBU
 - c. INT
3. SCORE (or set up a score)(all units)
 - A. secure the football
 - B. get a first down
 - a. make the block
 - b. make the throw/catch
 - c. make the run
 - C. create a turnover
 - a. get the turnover

In The Off season

1. Get Faster
 - A. Pure speed (40, 20 yard dash)
 - B. Agility (shuttle, L drill)
 - C. Backpedal (with a break)
2. Get Stronger
 - A. Pure strength (bench, squat, row)
 - B. Functional strength (dumbbell, band work)
 - C. Explosive strength (cleans, power shrugs)
3. Get Bigger
 - A. muscle
 - B. without supplements.

Head Coach

1. Keep it Simple
2. Stand for something more than just winning
3. Tell the players you love them

Assistant Coaches

1. Be loyal to the program
2. Know your job and do your job
3. Care about your players

A TEAM PLAYER'S 3 MUSTS

Adapted and compiled from Lou Holtz (A Championship Season) and John Maxwell (17 Laws of Teamwork).

TEAM	PLAYERS	MUSTS
<p>Do what you are supposed to do, when you are supposed to do it.</p>	<p>Do your best.</p>	<p>Treat others how you want to be treated.</p>
<p>Disciplined <i>Where there's a will, there's a win.</i></p>	<p>Committed <i>There are no halfhearted champions.</i></p>	<p>Caring <i>Family atmosphere.</i></p>
<p>Adaptable: If you won't change for the team, the team may change you.</p>	<p>Competent: If you can't, your team won't.</p>	<p>Collaborative: Working together precedes winning together.</p>
<p>Dependable: Teams go to go-to players.</p>	<p>Intentional: Make every action count.</p>	<p>Communicative: A team is many voices with a single heart.</p>
<p>Prepared: Preparation can mean the difference between winning and losing.</p>	<p>Mission Conscious: The (Big) picture is coming loud and clear.</p>	<p>Enlarging: Adding value to teammates is invaluable.</p>
<p>Selfless: There is no I in team.</p>	<p>Self-improving: To improve the team, improve yourself.</p>	<p>Enthusiastic: Your heart is the source of energy for the team.</p>
<p>Tenacious: Never, never, never quit.</p>	<p>Solution oriented: Make a resolution to find the solution.</p>	<p>Relational: If you get along, others will go along.</p>
	<p>Our mission is to develop men of character (men that stand up and speak out for what is right and help to defend the defenseless) through championship caliber football.</p>	<p>Protective/Safeguarding: Defend the defenseless.</p>

A COACHES 3 MUSTS

I call these things the “3 Musts.” There are certain things we “must” do to be successful at anything, but we have a tendency to make “things” more difficult and complicated than they need to be.

The great things about this philosophy is you can plug-in your own “3 Musts.” I will share with you my “3 Musts” as a head coach.

1. Keep It Simple
2. Stand For Something... More Than Just the winning
3. Tell Your Players/Staff “I Love You” (& Show it)

These are my three musts as a head coach. If I do these three things, I truly believe we will be successful as a team.

KEEP IT SIMPLE

Many coaches say it, how many do it? We often hear coaches at clinics give this advice. Then the coach gets into his clinic topic and shows 13 different coverages, or 15 blocking schemes for one play, a simple route tree with too many tags to make an adjustment of the route. They talk “keep it simple” and then go and make it complicated.

My job as the head coach is to make sure our assistant coaches “keep it simple.” We make our coaches come up with their own three musts for their position. What three things must the player(s) master for us to be successful?

Once the coach has their three musts, they must show our staff how they plan on teaching these three musts. Lastly they must show how they are going to drill these three musts.

These three musts are what I want our coaches coaching. This is what I want our coaches drilling. These are the fundamentals we expect taught and mastered. Once they are mastered we allow the coach to teach other skills (we call them Championship Additions). (That will have to be another article.)

STAND FOR SOMETHING - MORE THAN JUST WINNING FOOTBALL GAMES

To repeat myself, you can choose your “something” to stand for. I personally stand for Jesus Christ. I believe very strongly in God, Family, Football. I do not always do a very good job of living that order, but I do work hard to get that priority in my life.

I would like to quote from two of my favorite authors/coaches:

“When we read about the crucifixion of Jesus, we learn that he was placed between two thieves. All three men ended up dying that day. Two of them died because they fell below the standards of the community. One of them died for rising above it. Society couldn’t tolerate either end of the moral spectrum. That tells us a lot about the power of mediocrity. It’s difficult to stand for something important”

Bobby Bowden, [The Bowden Way](#)

“The last myth that needs to be trashed is one that says that life is all there is. You only go around once, so grab all the gusto you can.

I wondered about that for a long time. What was the alternative to all this

struggling for success and happiness and things? I found the answer. It lies in having a personal relationship with Christ. God sent Him to live a perfect life and die for our sins. He came back to life and through him we have the path to God. All you have to do is believe in Him and receive Him into your life.

The decision is yours. I know that by saying this... I open myself to criticism. There will be reviewers... that will say that all this religious talk has no place in (football). But it's my story. It's my life. It's what really matters to me. So even if your offended by it, I couldn't have left it out."

Joe Gibbs, Fourth And One

If all we do as coaches is coach the players to win games, of all men we must be most miserable. There has got to be more to our coaching, more to the game of football and more to our life than winning games.

I, just as you, want to win. I not only want to win, I want to win convincingly. I believe God put that in me. The competitive nature of the game calls for us to be this way. But to take the game of football down to the level of winning and losing only, diminishes the greatness of the game of football and what it can do for young men.

Working in a public school ties our hands as to what we can say and do with our players. We need to abide by those laws and policies. But our players (at out school) know what drives our philosophy, our morals, and our ethics. They know what guides our thoughts. I pray often they get knowledge and with all their getting, get understanding.

TELL YOUR PLAYERS YOU LOVE THEM

I am fortunate to work in a school that most of the players have two parents at home, most have a very good income, and a stable family life, but they still need to know I love them. They need to hear me say it. They need to see me live it.

The old coaching cliché goes, "They don't care how much you know until they know how much you care." (Lee Tressel) This is true. Our players need to know we care for them.

Of all of the coaches I have had over the years, of all of the assistant and head coaches I have worked with, the one's I remember and go to the most are the one's who showed me love. And the best of that group told me they loved me.

Tell them of your love for them and show your love to them.

CONCLUSION:

In keeping with the simplicity concept, allow me to summarize simply:

1. Keep It Simple
2. Stand For Something More Than Just Winning
3. Tell Your Players You Love Them

May God bless your coaching so you: win games, win championships and win the hearts of your players.

Mark S. Hundley

Assistant Coach's Three Musts

Be Loyal (to the program philosophy)

You do not have to be loyal to the head coach any more than you need to be loyal to one another with the philosophy leading us all. The head coach should be nothing more than the person who is in charge of making sure the program is loyal to the philosophy. The philosophy of the program must be foremost in the minds of the staff, players and parents. We must know what we stand for and work ferociously to get that accomplished. Here is our mission statement:

Our mission is to develop men of character (men that stand up and speak out for what is right and help to defend the defenseless) through championship caliber football. DO RIGHT!

Notice the key verbiage in the mission statement: develop (this is why we have a job, our players need development), character (what you are when no one is looking), championship (we are going to play to win, not at all costs, but to win), stand up and speak out for right (being courageous for what is right even if we must stand alone), defend (standing in the gap when someone else cannot).

Do your job/role

In order to do your job/role you must first know your job/role. Once you know the philosophy and have bought into that philosophy, make sure you know what your job and role is within that philosophy. Each person has a role and that role is vital to our success. No role is unimportant. We must admit that each role may have varying degrees of importance, but each role has a purpose or we should not have that role. *What if the hand said it did not want to be part of the body, does that not make it part of the body? And what if the hand thought it should be the eye?* Each role is important and each importance is important.

Knowledge of your role is vital, but knowledge without use of that knowledge is virtually useless. You must know how to utilize your knowledge and talents for the greater good of the team. You must know how to teach (or transfer) your knowledge to a player so he can play his role for the greater good of the team. It is not what you know, but what your players know that is important.

Care about our players

(especially your position players)

In order to do this well, you must first know your players. You must know their goals, dreams, likes and dislikes and etc. The only way to know these things is to spend time with the players and/or to ask them.

We are all busy. We all have families of our own to love and care for, but our players need to know we care about them. They need to know you think more of them than just how they can tackle, block, run and catch; that you care about them as young men.

If a young man knows that you care, he will "run through a wall" for you and for his teammates.

Your players do not care how much you know, until they know how much you care.

TEAM

A team is a group of people who come together temporarily to achieve a purpose. There is no magic formula for “building a team”. Teams are organic - they grow and change - but you can study how teams work and this affords you greater capability in helping a team learn how to work effectively.

All of you are busy. Your families are busy. You play other sports. You have academic work to do. Some of you have jobs to work. All of this is good stuff. But while we are here together (temporarily) we must be a team. We must work together as a team. We must like each other, a little, as a team. You do not have to be best buddies off the field. But you do need to be great buddies while you are together temporarily here as a team. (Now if you are best buddies off the field, that is good. If you like going out to eat with each other, awesome; but while here, it is a must.)

Animals and plants gather together in groups and work together in order to help each other (and ultimately themselves) to reach goals that would have been out of reach for a single individual.

Humans, in this sense, are no different. We are gregarious (social) creatures and many of our goals and motivations require us to work closely together with other people.

The word ‘team’ derives from the use of oxen or bullocks shackled together to create a focused, shared force for transporting heavy materials.

A team is a group of people who come together temporarily to achieve a purpose.

There is no magic formula for “building a team”.

Teams are organic and involve chemistry - they grow and change - so you need to make use of the opportunities that change offers when it comes to facilitating team development.

Team building is tied to personal development—team development requires individual team members to grow and develop—as an individual’s personal growth unfolds, so too does their capacity to participate in and thrive in group situations.

The closer the correspondence between team goals and individual goals, the greater the sum of individual motivations for succeeding together.

Group dynamics are the unseen psycho-social forces that operate amongst groups of people. Team dynamics are the cocktail of interpersonal chemistry which, if effectively harnessed, can provide considerable power for reaching collective goals.

Stages of group development

Bruce Tuckman (1965) developed a 4-stage model of group development. He labeled the stages, Dr Suess-style:

1. Forming: The group comes together and gets to initially know one other and form as a group.
2. Storming: A chaotic vying for leadership and trialing of group processes
3. Norming: Eventually agreement is reached on how the group operates (norming)
4. Performing: The group practices its craft and becomes effective in meeting its objectives.

Tuckman added a 5th stage 10 years later:

5. Adjourning: The process of “unforming” the group, that is, letting go of the group structure and moving on.

Stages of Group Development

Often quoted, often misunderstood. Bruce Tuckman’s classic description of the stages of group development is easy to understand and remember, but it helps to go back and look at what’s behind each stage.

Bruce W Tuckman is a respected educational psychologist who first described the (then) four stages of group development in 1965, soon after leaving Princeton. Looking at the behaviour of small groups in a variety of environments, he recognised the distinct phases they go through, and suggested they need to experience all four stages before they achieve maximum effectiveness. He refined and developed the model in 1977 (in conjunction with Mary Ann Jensen) with the addition of a fifth stage. Since then, others have attempted to adapt and extend the model - although sometimes with more of an eye on rhyme than reason.

FOUR STAGES OF GROUP DEVELOPMENT

Tuckman described the four distinct stages that a group can as it comes together and starts to operate. This process can be subconscious, although an understanding of the stages can help a group reach effectiveness more quickly and less painfully.

Stage 1: Forming

Individual behavior is driven by a desire to be accepted by the others, and avoid controversy or conflict. Serious issues and feelings are avoided, and people focus on being busy with routines,

such as team organization, who does what, when to meet, etc. But individuals are also gathering information and impressions - about each other, and about the scope of the task and how to approach it. This is a comfortable stage to be in, but the avoidance of conflict and threat means that not much actually gets done.

Stage 2: Storming

Individuals in the group can only remain nice to each other for so long, as important issues start to be addressed. Some people's patience will break early, and minor confrontations will arise that are quickly dealt with or glossed over. These may relate to the work of the group itself, or to roles and responsibilities within the group. Some will observe that it's good to be getting into the real issues, while others will wish to remain in the comfort and security of stage one. Depending on the culture of the organization and individuals, the conflict will be more or less suppressed, but it'll be there, under the surface. To deal with the conflict, individuals may feel they are winning or losing battles, and will look for structural clarity and rules to prevent the conflict persisting.

Stage 3: Norming

As Stage 2 evolves, the "rules of engagement" for the group become established, and the scope of the group's tasks or responsibilities are clear and agreed. Having had their arguments, they now understand each other better, and can appreciate each other's skills and experience. Individuals listen to each other, appreciate and support each other, and are prepared to change pre-conceived views: they feel they're part of a cohesive, effective group. However, individuals have had to work hard to attain this stage, and may resist any pressure to change - especially from the outside - for fear that the group will break up, or revert to a storm.

Stage 4: Performing

Not all groups reach this stage, characterized by a state of interdependence and flexibility. Everyone knows each other well enough to be able to work together, and trusts each other enough to allow independent activity. Roles and responsibilities change according to need in an almost seamless way. Group identity, loyalty and morale are all high, and everyone is equally task-orientated and people-orientated. This high degree of comfort means that all the energy of the group can be directed towards the task(s) in hand.

Ten years after first describing the four stages, Bruce Tuckman revisited his original work and described another, final, stage:

Stage 5: Adjourning

This is about completion and disengagement, both from the tasks and the group members. Individuals will be proud of having achieved much and glad to have been part of such an enjoyable group. They need to recognize what they've done, and consciously move on. Some authors describe stage 5 as "Defining and Mourning", recognizing the sense of loss felt by group members.

Tuckman's original work simply described the way he had observed groups evolve, whether they were conscious of it or not. But for us the real value is in recognizing where a group is in the process, and helping it to move to the Perform stage. In the real world, groups are often forming and changing, and each time that happens, they can move to a different Tuckman Stage. A group might be happily Norming or Performing, but a new member might force them back into Storming. Seasoned leaders will be ready for this, and will help the group get back to Performing as quickly as possible.

Many work groups live in the comfort of Norming, and are fearful of moving back into Storming, or forward into Performing. This will govern their behavior towards each other, and especially their reaction to change.

Tuckman, Bruce (1965). "Developmental sequence in small groups". *Psychological Bulletin* 63 (6): 384-99.

"Be Nice to All Creatures" **A story of Bear Bryant.**

At a TD Club meeting many years before his death, Coach Paul "Bear" Bryant told the following story, which was typical of the way he operated.

I had just been named the new head coach at Alabama and was off in my old car down in South Alabama recruiting a prospect who was supposed to have been a pretty good player and I was 'havin' trouble finding the place. Getting hungry I spied an old cinder block building with a small sign out front that simply said "Restaurant." I pull up, go in and every head in the place turns to stare at me.

Seems I'm the only white 'fella' in the place. But the food smelled good so I skip a table and go up to a cement bar and sit. A big ole man in a tee shirt and cap comes over and says, "What do you need?" I told him I needed lunch and what did they have today?

He says, "You probably won't like it here. Today we're having chitlins, collared greens and black eyed peas with cornbread. I'll bet you don't even know what chitlins are, do you?" I looked him square in the eye and said, "I'm from Arkansas, I've probably eaten a mile of them. Sounds like I'm in the right place." They all smiled as he left to serve me up a big plate.

When he comes back he says, "You ain't from around here then?" And I explain I'm the new football coach up in Tuscaloosa at the University and I'm here to find whatever that boy's name was and he says, yeah I've heard of him, he's supposed to be pretty good. And he gives me directions to the school so I can meet him and his coach. As I'm paying up to leave, I remember my manners and leave a tip, not too big to be flashy, but a good one and he told me lunch was on him, but I told him for a lunch that good, I felt I should pay.

The big man asked me if I had a photograph or something he could hang up to show I'd been there. I was so new that I didn't have any yet. It really wasn't that big a thing back then to be asked for, but I took a napkin and wrote his name and address on it and told him I'd get him one.

I met the kid I was 'lookin' for later that afternoon and I don't remember his name, but do remember I didn't think much of him when I met him. I had wasted a day, or so I thought.

When I got back to Tuscaloosa late that night, I took that napkin from my shirt pocket and put it under my keys so I wouldn't forget it. Heck, back then I was excited that anybody would want a picture of me. And the next day we found a picture and I wrote, Thanks for the best lunch I've ever had, Paul Bear Bryant.

Now let's go a whole 'buncha' years down the road. Now we have black players at Alabama and I'm back down in that part of the country scouting an offensive lineman we sure needed. Y'all remember, (and I forget the name, but it's not important to the story), well anyway, he's got two friends going to Auburn and he

tells me he's got his heart set on Auburn too, so I leave empty handed and go on see some others while I'm down there.

Two days later, I'm in my office in Tuscaloosa and the phone rings and it's this kid who just turned me down, and he says, "Coach, do you still want me at Alabama?" And I said, "Yes I sure do." And he says o.k. He'll come. And I say, "Well son, what changed your mind?" And he said, "When my grandpa found out that I had a chance to play for you and said no, he pitched a fit and told me I wasn't going nowhere but Alabama, and wasn't playing for nobody but you. He thinks a lot of you and has ever since y'all met."

Well, I didn't know his granddad from Adam's housecat so I asked him who his granddaddy was and he said, "You probly don't remember him, but you ate in his restaurant your first year at Alabama and you sent him a picture that he's had hung in that place ever since. That picture's his pride and joy and he still tells everybody about the day that Bear Bryant came in and had chitlins with him. My grandpa said that when you left there, he never expected you to remember him or to send him that picture, but you kept your word to him and to Grandpa, that's everything. He said you could teach me more than football and I had to play for a man like you, so I guess I'm going to."

I was floored. But I learned that the lessons my mama taught me were always right. It don't cost nuthin' to be nice. It don't cost 'nuthin' to do the right thing most of the time, and it costs a lot to lose your good name by breakin' your word to someone. When I went back to sign that boy, I looked up his Grandpa and he's still running that place, but it looks a lot better now; and he didn't have chitlins that day, but he had some ribs that 'woulda' made Dreamland proud and I made sure I posed for a lot of pictures; and don't think I didn't leave some new ones for him, too, along with a signed football. I made it clear to all my assistants to keep this story and these lessons in mind when they're out on the road. And if you remember anything else from me, remember this – It really doesn't cost anything to be nice, and the rewards are unimaginable.

Coach Bryant was in the presence of these few gentlemen for only minutes, and he defined himself for life, to these gentlemen, as a nice man.

Regardless of our profession, we do define ourselves by how we treat others, and how we behave in the presence of others, and most of the time, we have only minutes or seconds to leave a lasting impression – we can be rude, crude, arrogant, cantankerous, or we can be nice. Nice is always a better choice.

I like what Stephen Grellet, French/American religious leader (1773-1855) said, "I expect to pass through the world but once. Any good therefore that I can do, or any kindness I can show to any "creature", let me do it now. Let me not defer it, for I shall not pass this way again."

TEACHING IS COACHING

All of you have giftedness in the area of coaching (or you would not be on the staff here), but with that being said, we can all improve. I hope you have heard the phrase/cliché that coaching is teaching. I firmly believe this. If we can teach our players what they are to do and how they are to do it, they will become better players and the Celts a better team. Teaching is the most vital thing we do. Each day we take the field (practice & game) we need to be totally prepared. There are three areas we can improve: vocabulary we use, consistency in what we are teaching, and coaching (teaching) on the run.

Vocabulary:

When teaching anything, the proper use of vocabulary is crucial. This is how we communicate in teaching and correction. If we are not consistent in the use of vocabulary, the players will not get the message. They need to hear the same cue words every day. This is one of the main reason for the “Three Musts” I require you to put together each year. This should focus you on the primary things your position must do for us to succeed. Your three musts should determine your vocabulary. Your use of this vocabulary should be consistent, simple and easily understandable (this means you may have to become more detailed on what you mean by the words you use). Let me give you an example. For the QB’s throwing mechanics, in order to throw a ball that is quick and sharp, the QB’s must finish the motion fast. So the vocabulary I use often is “finish fast.” Back in camp I explained what I meant by finish fast: arm extended, follow through high, thumb snapped down, roll over front foot. So by my use of the vocabulary “finish fast” I am able (hopefully) to communicate the idea of the end of our throwing mechanics. Since we are so young and inexperienced at so many positions we must be simple, consistent with our technique and scheme and the teaching (vocabulary) of that technique and scheme.

Consistency:

When we say the same vocabulary, practice the same drills and techniques, it has to sink in some time. (Once it does sink in, we can now move on to other drills and techniques.) Coaches far too often make the game of football harder than it really is. It is blocking, tackling, and running. These are the things we need to consistently teach, coach and correct. The game of football is tough enough to play, we do not need to make it tougher by how we teach and coach.

Coaching on the run:

One of the core principles of education is repetition. Spaced repetition is a fundamental technique of teaching anything. The more reps we can get, the greater the opportunity for learning and improvement. If we are doing the same or similar drills, using the same vocabulary and focusing on the three fundamental musts for each position we can do nothing but improve and thus increase our chances to win games.

Be prepared each day. Be consistent, know what you are teaching and drilling and why, and coach on the run.

COACH'S GOALS

Be prepared and organized. Be prepared at meetings, practices, and games

Be efficient. No down time (unless down time is the necessity/purpose). Make every minute count.

Win, lose or draw, our team will play as hard as they can. Prepare them for every time they step on the field.

Win, lose or draw, our team will play as a team. Linemen helping running backs up. Backs praising linemen for outstanding blocks.

Win, lose or draw, our team will treat opponent and officials with respect. Pick-up the opponent(s) you just knocked down. Do not celebrate when your opponent makes a mistake.

Thank officials at some point in the game. Do not throw the flag for the officials.

Be consistent. Let our players know what to expect. Let them know we will always be there for them.

Create a positive relationship between coaches and parents. Create open dialogue through our series of meetings. Make sure parents know that we want what is best for their son. Stick strictly to our schedule/times. Invite parents to watch practices.

Make it a positive experience for everyone. Trainers, managers, student coaches, water boys, ball boys, etc.

30-40 players on each team (freshmen, JV, varsity). Keep out the players from last years team. Recruit new players.

Instill our attitude into the players. "Winning isn't everything, but trying to win is."

You are a member of this team (family). Everyone here has value, no one is permitted to put the team or member down.

Teach the players the system. Teach in the classroom/meetings. Teach and apply on the field.

Develop TEAM. Be in the weight room. Preseason camp activities.

DEFENSIVE PHILOSOPHY

We employ a multiple scheme based in the 4-4 defense with Robber coverage as our base coverage. We are able to easily and simply go from 4 man front to a 3 man front or a 5 man front. We can also play man to man coverage and 2, 3, and 4 deep coverage schemes.

We like to have a nice mix of reading defense and pressure defense but we will allow our players and their abilities to dictate what we do.

We will work our players hard to create turnovers and score whenever possible. Every tackler should try to get the ball out once the ball carrier is secured. Every loose ball (fumble or pass) must have all of our players going for it. If the ball is loose, it is our's. Go get it.

Our defense is a spill defense. This means that our defensive players as they "FIT" in our called scheme must "spill" the ball outside whether a run or pass. We do have force players, but only one and a half on each side. If the ball is spilled, the force players must make the play. If the ball stays inside a force player, we'd better have several other players making the play.

Our personnel alignments are field based. This means our stronger defensive players are going to be to the field (or wide) side. If the ball is in the middle of the field we will put the field players to the offenses strength.

The things our defensive players must be able to do are:

- 1. TACKLE (be physical, but clean)**
- 2. RUN (pursue)**
- 3. PLAY SMART FOOTBALL (do your job)**

Our defensive goals each week will be to:

- 1. Stop our opponents from scoring**
- 2. Force turnovers**
- 3. Score**

Offensive Philosophy

We employ an offensive system based on simplicity up front and takes advantage of the 'skilled' personnel we have for that season and their back-ups. This means we give the appearance of being a multiple and complex offensive team, when in reality we are very simple.

We will work very hard to keep our blocking schemes limited to no more than ten. We may use more or less than ten as our situation dictates. The 'skilled' personnel will be deployed behind and around those ten schemes as their ability allows. We will take advantage of what our 'skilled' players can do well. If we have great runners we will run, if we have great passers/receivers we will pass. Optimally we are able to do both equally well, but again the ability of the players will dictate this.

Our base scheme up front is based off of the counter gap scheme. We will work very hard to get as many double teams as we can. We believe that any two of our front 5-7 players can beat any one of our opponent's players. Taking advantage of our two to their one is our number one objective.

We will also take advantage of our quick passing game. We believe we can coach (and the players can learn) the quick passing game even if the passing/receiving abilities of our players is not exceptionally high.

We will work to have the ability to throw a vertical passing game. This vertical passing game may be based off of play-action passing, but we need to make the defense defend the width and breadth of the field while we are applying our power (and other) blocking schemes.

If executed well, our offense will spread the defense and allow for us to have a numbers advantage or a personnel match-up advantage that we can take advantage of to move the football and ultimately score.

Our offensive personnel must do the following:

1. **SECURE THE FOOTBALL** (includes- snap, handoff or throw, catch, run)
2. **BE PHYSICAL** (blocking and running)
3. **PLAY SMART FOOTBALL** (do your job)

Our offensive goals each week will be to:

1. score
2. advance the football to gain first downs
3. win the field position battle

SPECIAL TEAMS PHILOSOPHY

We will employ our special units based on the abilities of our players. If we have players to attack a team and use our special teams as a weapon we will attack. If our players are not 'skilled' enough to attack we will play smart ball control special teams.

We will use our season's offensive philosophy to help to dictate our offensive special teams. If we have offensive players who are explosive playmakers we will try to have our offensive special teams be explosive and put those playmakers in a position to make plays.

We will use our season's defensive philosophy in the same way to dictate our defensive specials teams. If our defensive players are great at pressuring we will pressure. If they are good at keeping everything in front of them, we will play our defensive special teams accordingly.

Our special teams units must do the following:

- 1. play smart alignment- know where you are supposed to be and why you are supposed to be there.**
- 2. play to make a difference in your assignment- know what you are supposed to do and ready to do it.**
- 3. play with excitement and enthusiasm- we will finish with hustle, blocking and tackling, scoring and stripping.**

Each of our special units will have goals for each week:

Offensive Units (punt return, kickoff return, PAT/FG, hands team, onside kick)

- 1. score**
- 2. secure the football**
- 3. advance the football according to the unit's intended objective**

Defensive Units (punt, kickoff return, PAT/FG block,)

- 1. tackle**
- 2. cover**
- 3. impede progress**

We want to totally dominate the game with superior special teams play. Special teams dominate a game by scoring, changing field position so the offense can score and so the other team cannot score, and intimidating our opponent with hustle and execution. We will be so prepared with our special teams that if our offense and defense are struggling, we will still have a chance to win the game with our special teams.

Parent's Role in Youth Athletics

By Tom Doyle, Athletic Director at Seattle Prep

Do you ever wonder what athletes think when their parents scream at officials, get kicked out of contests or taunt other players? Do you ever wonder how your sons or daughters would like you to act in the stands? I recently asked our fall-sport athletes what goes through their minds at those times and was surprised by their passionate reactions.

We know that the goals of high-school sports programs include providing students with healthy activities, teaching them skills, helping them to be better citizens, teammates and communicators.

Nowhere is there mention of an athletic program existing for the parents.

The parents' role is that of a spectator. Too many parents become over-involved in their child's athletic experience.

Nationwide, the incidences of abuse toward officials, coaches and other parents are rising dramatically. Last year, a hockey parent was convicted and sentenced to a long prison term for killing a coach after an argument. Officials are leaving the profession in large numbers because they no longer want to face the anger and negative remarks they hear at every contest.

More and more coaches cite parent conflicts as reasons for taking time off, changing jobs or giving up on coaching altogether. More and more kids are choosing to play only one sport, or dropping out of sports completely, because of the pressure they feel from their parents.

What will our programs be like five years from now if this continues? We are at a crisis point and must make efforts today to bring sanity back to our programs.

Our sons and daughters who play high-school sports seem to have a grasp of the gravity of the situation. They instinctively know how their parents ought to behave at contests.

The players asked me to plead with their parents to refrain from:

- Trying to teach them how to do something "correctly" after a game.
- Coaching during games when they aren't the coach.
- Being asked to leave a field by an official.
- Taunting other players, opponents, refs.
- Yelling things at coaches.
- Coming to a game drunk or after drinking.
- Acting disappointed with what the athletes are doing instead of reassuring them that they will do better next time.

Our athletes asked me to encourage their parents:

- To come to their contests and cheer for the team.
- To not get frustrated if their kid isn't playing well or the team is losing.
- To not become too involved in their kids' sports lives.
- To stay in the stands and know their role.
- To encourage regardless of performance.
- To not be angry at the player or the coach if their son/daughter doesn't play.
- To relax and let kids have fun
- To not make a scene.
- To remember it is their child's team.
- To understand that it is not a life-or-death situation; it is just a game.

Your sons and daughters hope to see you on the sideline, along the course, or in the bleachers often this fall. Nothing is quite as entertaining as high-school sports. Make a difference by taking to heart our student-athletes' advice, and support our athletes by promoting good sportsmanship and common sense at contests this year.

About the author: Tom Doyle, beginning his 21st year as athletic director at Seattle Prep, has been a high-school teacher, coach and sports administrator in Seattle for over 30 years. The 52-year-old father of two has coached baseball, football and girls basketball and is past president and current treasurer of the state's organization of athletic directors.

John Galgliardi's Coaching With Nos

The Preface

- No single way to coach football
- No worrying about being different or unique
- No "Mission Statement"

The Overall Program

- No problems or obstacles can stop us
- No creating busy work (Eliminate the unnecessary)
- No goals (Just high expectations)
- No big staff
- No discipline problems
- No insisting on being called "Coach"
- No pampering athletes
- No one persuaded to come out or stay out
- No hazing tolerated
- No surviving without humor
- No depending on good luck
- No being inflexible

The Season

- No traditional captains
- No Rules. Except the Golden Rule
- No staff meetings
- No player meetings
- No compulsory film session except [Saturday]
- No grading films
- No dress code
- No special diet
- No training table
- No signs in dressing rooms
- No slogans
- No superstitions
- No playbooks
- No statistics posted
- No newspaper clippings posted. (ours or theirs)
- No excuses

The Practices

- No resemblance to a BOOT CAMP
- No long practices
- No tackling
- No practice pants issued
- No agility drills
- No lengthy calisthenics
- No pre-practice drills
- No practice apparatus or gadgets

- No blocking sleds
- No tackling dummies
- No laps
- No wind sprints
- No special staff uniforms
- No use of the word "hit" or "kill"
- No clipboards
- No whistles
- No practice on Sunday or Monday (Saturday/Sunday)
- No traditional football drills
- No yelling or screaming at players
- No practice in rain, extreme heat or cold
- No practice if mosquitoes, gnats, etc. are bad
- No water or rest denied
- No practice modules
- No insisting underclassmen carry equipment other than their own

The Off-season

- No dwelling on bad things
- No meetings
- No between season practices or conditioning
- No captains' practice
- No study or tutoring program necessary
- No compulsory weight program
- No football, conditioning, or weight training classes

The Games

- No "Big" games pointed to.
- No big deal when we score We expect to score
- No scripting plays
- No Gatorade celebrations
- No trying to "kill" the opponent
- No trash talk tolerated
- No tendency charts
- No player unsuited at home
- No players Not played in rout
- No spearing allowed
- No cheapshots or foul play tolerated.
- No belief that aggressive teams get penalties.
- No counting individual tackles.
- No precision pregame drills.
- No computer analysis.

No-How Coaching

by Jim Collison

Quoted Notes

with commentary by Mark Hundley

We just expect great things to happen.

...their only mission: to win!

...nice guys can finish first

...an ordinary guy can do extraordinary things.

...no precision warm-up drills. No tackling in practices.

“Just treat everyone the way you’d like to be treated. ...help the new guys. You don’t get anywhere by being a jerk.”

“We only practice what we do in games.”

Find the right people. “Where coaching really comes in is identifying the right people, the guys who will produce and be effective.”

“Find the right people, show them what to do, and then get the %^&% out of the way. And if they’re not getting the job done, then your job is to find people to get the job done.”

Always be ready to change.

“We’re always adjusting a little.”

“We want players who don’t need rules. Who instinctively do the right thing.”

Most great successes come after disaster. Good athletes don’t give up. They bounce back.

“...quarterbacks call their own plays.”

“It depends on what you have.” You can’t be rigid if you don’t have certain talent. “If you’ve got good passers, you throw the ball. If you don’t have good passers, you don’t throw the ball.”

“You always have to be ready to change.”

Change for the sake of change is not what we are looking for. But change for the sake of winning games and for bringing the team closer together is what we want.

“We just do what we think is right.”

And he never worries about it.

This is our philosophy in a nutshell. Do Right. In all that we do-- DO RIGHT! (In practice, at school, at home, in the community, with friends, during games-- Do Right.)

“Give me a mediocre athlete with responsibility and desire to learn and the willingness to improve in the classroom, and I’ll show you a man who can become a valuable asset to any team.”

“We get young men who want to think, who want to improve and who want to test their ingenuity and intelligence and judgement in tough situations.”

He learned to depend on players to use their own instincts.

He delegates to players.

He lets players teach players.

This has got to be one of our objectives. The players play the game so let’s give them the power to play it well and successfully. We cannot just turn the game over to them, but we can teach them and as they learn give them more power to make calls to make the plays. Let’s be teachers. The best coaches are teachers.

“We all suit up for the home games. We want guys who think they can play with the varsity.”

Why not allow everyone the opportunity to dress at home. Let them experience a Celtic Friday night game from the sidelines.



He doesn't believe in job descriptions and he doesn't have discipline problems.

What's his secret? "We get good kids. We want guys who don't need rules. People who need rules, they aren't going to keep 'em anyway. We want guys that don't need job descriptions."

"I always found the same thing. They guy that says, 'Well, it's not in my job description,' he was worthless. Completely worthless."

We need people who want to do a good job simply for the sake of doing a good job. People who want to do what is right because it is right.

...encourages players to introduce himself to all the other players and to learn the other players' names. It's part of teaching them to gain confidence in themselves, in an adult world.

This I think will also help us to get to know and care about each other.

...in routs, every player plays.

I struggle with this due to some past experience. Also what is a rout? Maybe we can work in phases.

Close rout, play those we trust, the immediate backups and the hard workers. In not so close routs, play as many as we can. At home we need to watch for getting freshmen in the game and using up all of their quarters of eligibility.

"I said I want them to be just like the rest of the students."

Football players are special because they play the game. They get to make the hits, the blocks, the runs and the catches. Other than that they do not need to feel that they are any more special than they are.

They are Dublin Jerome students.

No special recognition for the stars.

"There's so many players who deserve it [the fame]."

"I think it's very unfair. Football's very much a team sport. Even when we're leading the nation, statistically, we won't ever put it all on the board that this quarterback, or runner, is leading the nation. Because it takes a lot of people, like linemen, to make it happen."

Without the other 10 the 11th would not have a stat to put up. We are TEAM.

"We're going to have one rule here. Treat the other guy the way you want to be treated. And that's the only rule we've got to this day."

We do add two others: Do what you are supposed to do when you are supposed to do it, and Give it your best shot. These are added due to the maturity level and the learning that is still taking place in an adolescent mind.

No creating busy work. Eliminate the unnecessary. Eliminate frills and time wasters....

Why? Because they have nothing to do with the team's one goal: winning the game.

We need to always be "trimming the fat." We will do what we need to do to win. We will not do what others do simply because they do it. If it will help us win, we will do it. If it will not, we will not. This is where the three musts philosophy comes in to play.

"Football is a game of mistakes. It's just a game of mistakes and somehow you've got to eliminate 'em."

Four things go into winning a football game: (1) being brilliant in the basics, (2) making fewer mistakes than the opposing team, (3) inviting fewer penalties than the opposing team, and (4) suffering fewer officiating mistakes from the refs than the opposing team....



...focus on the fundamentals-- make fewer mistakes and give the refs fewer reasons to call penalties.

"We lose when we make more vital mistakes than the opposition."

This has to be why we trim the fat. We want to do what we do well. We want to do the fundamentals well. See the team 3 musts in the winners manual.

...has an intense, deeply rooted focus on expecting to win, expecting great things to happen.

"We really don't have any goals. I just believe in doing your best every day."

"We have great tradition. But what is tradition? It's only the fact that people like you have done great things before. All you have to do is continue to do those things, and it doesn't take Superman to do these things. I'm just an ordinary guy that does ordinary things extraordinarily well. Running is an ordinary thing. An ordinary guy does it. But, the great runner is going to do it so well they make people avoid 'em."

"Try to make it simple. Never try to expose a team to so many goals or so many innovations that they lose track of the primer fact." And what's the prime fact...? "They are a good football team to begin with and they have nothing to fear."

I am not sure if this makes any sense or not. But giving it our best shot, on the fundamentals will allow us to win. Blocking and tackling are what we need to do.

"We tell our men, 'We can overcome everything.' We've got to have believers. 'Winning is going to take three things. Number one, you'd better play the game of your lives, the best game you're capable of playing. Number two, for the other team to beat us, we've got to screw up a lot. But those two won't beat us. The third thing, we have to have a monumental break from the officials."

"We want our guys to be confident, but not arrogant. We're trying to breed confidence. What we're really saying is, 'We expect to win.'"

"If we are not playing up to our potential and if we make even a few mistakes we are vulnerable because of ourselves, not because of our rivals."

"The only superstition I've got is, if we haven't got one more point than the other team has we're in trouble."

When you put keeping things simple with a high expectation to win and the confidence to get it done, you will win a lot and overcome a lot of adversity.

"I don't think I could have lasted without humor. Let's put it this way, there would have been no hope for me to have lasted without humor. Football is made for humor. You have to have a grin now and then on the gridiron. This isn't life and death."

The team practices usually begin and end with fun and some humor.

And the day's drills might end with half a dozen fun plays.

"...if the game can't be fun, we shouldn't be playing it."

We must enjoy each other and we must enjoy the work. But not work for work's sake, it is work for the sake of improvement to perform well; to win.

No traditional captains. All seniors rotate this honor.

"It's so all the seniors can put on their resumes that they were captain of the football team."

...seniors do the speaking at the annual football banquet.

...seniors are outstanding and accomplished and deserve the opportunity to shine.

If anyone deserves the designation of "special," it has to be seniors. For many of them, this will be their last chance to put on the pads and take the field. Let them shine.

"...work can be fun, and fun can be work."

"...philosophy is simple: Know your job and do it."



This is why we say a player must love the game of football. It is tough work, but it is also fun if you love it.

...focus the players on doing those things that increase their chances of winning.
...no formal meetings.

As stated above, work what we need to work on to win. Nothing more.

...before a game, he'll remind the players of the basic game plan, tell them to conjure up all their plays working to perfection, picture their plays working with precision and perfection. He'll ask them to see themselves winning, exploding off the line of scrimmage, but always in control.

...teams need no more meeting than that.

Keep it simple, no pre-game hype.

...nicknames are out, unless complimentary.

Too many of the nicknames we use are negative or sarcastic.

Why no playbooks? Because players don't read them.

...gets one page of blocking rules.

...might get three pages.

We will have the players write their own playbooks.

No statistics posted, no newspaper stories posted, no star players spotlighted.

...nothing is older than yesterday's headlines, win or lose. The only thing that matters is this week's game.

...posting statistics isn't important. "Our players know what we're doing. But we don't want anything put up. We just figure we're just going to win again! What you've done is done. Now you've got to do it again. You've got to line up and do it again next (week). Don't get side-tracked and dwell too much on the past."

...this is a team sport. "The guy who makes a tackle isn't necessarily the one to get all the credit. Because the other 10 guys might have done their job very well and forced the play. It's a team defense with us. Same with the quarterback who throws the ball and makes a completion. Whether the guy who threw that ball or the guy who catches it, the linemen had to do their jobs. That's a team deal."

The essence of team. It take all 11 players on the field, it takes all 50-90 players on the team. Sure you made a great play, but without the help of the other 10 or 89 players, you may not have had the opportunity to make that play. Share the glory and the spotlight.

"No excuses at all. Because then you don't accept responsibility."

"That's the only way you can coach people. Because if they don't acknowledge a mistake, they're doomed to repeat it. You don't dwell on it. But the coach has to point out the error. But do it in a way that doesn't destroy the guy. He's got to realize what he did and then try to avoid it."

Errors will be pointed out (maybe roughly at times, although we will work to yell only in praise) but only to improve the team, not to tear down an individual. Accept responsibility when you make an error; do your best to learn from it, do your best to not repeat it.

...focus is on the team's winning. He knows that great players think about the team.

"Every team has loud-mouths. Every team has braggarts. Most teams harbor jealousy. You have to snuff it out at the beginning."



“Through the years I’ve noticed that the greatest, the better ball players, the nice the guy. The less arrogant he is.”

“Believe you can be a nice guy and be an athlete.”

You do not have to be mean, rude, harsh or etc. to be an aggressive, physical f

No practice in the rain, in excessive heat, in excessive cold.

...common sense, trust, the coaching of a gentlemen. No getting in a player’s face. No water or rest denied.

Yell only in praise.

“Whenever you need water, just go, it’s always available, go get it. If you think you need a break, a breather, you don’t need permission, we trust you. We know you’re not going to loaf.”

Atleast, you’d better not. No player worth his salt loafs. Get a sub if you need one.

...football players move at full speed for only eight minutes a game! An average of 160 plays at three seconds each. The game is made up of quick, disciplined thrusts and bursts of energy. It’s skill, precision, and discipline that win the games.

We will train and condition to play for these few seconds per play.

So no overuse of video sessions. One session, on [Saturday], and that’s mostly focused on what the players did right in [Friday’s] game.

In pre-season sessions...show videos of classic victories and repeat to the players “that you can win by doing a few ordinary things extraordinarily.”

“We’re going to show you last years team. ...some of you guys did this! And you new guys are going to have to do this. This is the way we want it done.”

“The beautiful part about video tape, we can edit it and just show the successes that we had. If any guy did anything that was very good, then we show that and then praise. Try to praise the heck out of him. If it’s good enough everybody spontaneously applauds him.”

Mistakes? Not shown when the team is together. Only when the men break into offensive and defensive.

“We don’t want them to be too tough, don’t dwell on them, but point them out. I’m not even so sure we should even do that part. If we just showed ‘em what we really want them to do, how we want it done, and leave, I think I’d be happier with it.”

We will point out the errors, but not swell ont. We will dwell on what you need to do to get better.

“...nothing on Sundays. ...[Saturdays] we don’t practice.”

This is your day. Spend it how you want. I will worship and spend it with my family.

...cut practicing to the essentials in 30 to 90 minutes. “We think we’re going to do all that we have to do in that time, and why keep staying out there when we’re done? All you do is risk fatigue and injury.”

...players aren’t practicing to build brute strength and Herculean endurance. ...players are practicing to develop their skills and to apply their brainpower.

“While the other team is putting muscle against muscle, we’re putting brain power against brain power. At the end of the season our foes are becoming tired physically, which means tired thinking. They’ll be accumulating bruises and ills and we will, hopefully, have accumulated mental toughness, with quick reactions and the ability to ‘read’ the game.”

We must win the mental game each week.

“We eliminate the unnecessary. We’ve eliminated almost everything. We’ve cut to the important things more than anybody else in practices. So we actually spend more time practicing than others, practicing the necessary stuff.”

Do what it takes to win and only what it take s to win.



“We’re going to make things [in practice] as game-like as we can.... We’re going to do everything we can to simulate the game date, except going to the ultimate step [tackling] and risk the injury.”
We will work to practice like we play.

“All these great celebrations, they go crazy like scoring was some miracle. We don’t. We expect to score. That doesn’t mean you can’t go over and tell a guy, ‘Nice job!’ We do that. But no celebrating heroes. “The linemen open a tremendous hole and one guy goes waltzing into the end zone. Now he’s the big hero. But it was the linemen who put him in the end zone.” When everyone on the team is working together and expecting to win, scoring by one person isn’t such a big deal.

We will have fun, and get excited when we do well, but no big celebrations. No gatorade celebrations, no chest bumping or hip bumping, etc.

...a sports team can win by superior execution and by eliminating mistakes.

We must eliminate the mistakes.

“We’re not trying to kill anybody. We want to tackle, we want to get the job done, we want to block. We don’t want to kill... We don’t get any extra points for that.” “Some think that to be aggressive you have to break rules and have penalties. We don’t believe that. If you get penalties you don’t understand the rules. We’re trying to avoid penalties, but that doesn’t mean you can’t be aggressive.”

We will play hard and physical, but not more than is needed.

“We just are ready for everything.”

“We think we can do as much from the sidelines.”

“Some teams are big on putting everything into a computer and then spitting own so...much information that you can’t begin to use it.”

We will use only what we need to use. No wasted time or effort.

“We take the game seriously, but we don’t live and die over it. “I don’t think it life and death. We don’t like to lose any more than my mother doesn’t like to have a cake or speghetti sauce turn out bad. Who likes anything going wrong.”

We play the game as if our life depended on it, but still realizing it is still just a game.

“The only way I can continue coaching for this length of time is not to dwell on success and failure. The secret is somehow you have to put all that, success and failure, behind you. Either way, wins or losses, you’ve got t forget about it. And get on. You can’t live in the past at all. Learn from the past, but get ready for tomorrow. Once that [Friday’s] game is over, well it done. We can’t change it one way or the other. So you’ve got to forget about it.”

We must keep our emotions on an even keel.

...never ask is a young man is big enough to play a position.

...ask only if the man is good enough.

Does the man have the heart and desire and the work ethic to be good enough.



COACHING FOR CHARACTER

Quoted from, paraphrased from Coaching for Character by Craig Clifford and Randolph M. Feezell

Times may have changed, but in a very important sense, the sports we coach and play have not. Just because more people today, in sports and in society at large, act in disrespectful and uncivil way doesn't mean that we must judge such actions as acceptable.

Someone must step forward and challenge the status quo. The truth of the matter is, sportsmanship doesn't restrict self-expression or require monkish behavior.

Would you want you child to play for a coach who wants no part of teaching values? Wouldn't you want your child to be taught to respect others, love the game, be responsible and trustworthy and fair?

Teaching and requiring good sportsmanship from your players is not inconsistent with the pursuit of victory. Not taking the pursuit of victory seriously is unsportsmanlike.

The two opposing views:

Suppose you think that sports is something we do to escape from the drudgery of work-- a kind of pleasant release from the things that really matter. That it's fun. It's play. And that its purpose is to help us relax so that we can go back to work, which is what really matters, refreshed. Wouldn't that have an effect on how you would treat your players? Run a practice? Coach a game?

Or say you think that sport is an arena for the strong to triumph over the weak, winners over losers. That it's about winning, and only about winning. Would that view of the nature of sport have an effect on the way you approach the players?

Our language reveals what we think. We "play the game," "play ball," "make the play." We call the participants "players." Sport is a form of play. Unlike work we do not have to do it. We freely choose to play... not because playing results in something else that is valuable (although it may), but because we enjoy playing. We play because it's fun, exhilarating, beautiful. We find playing inherently valuable. Johan Huizinga (anthropologist) calls humans *homo ludens* (playing man). Play is part of who we are.

Of course there are other forms of play that aren't sport.

What, then, distinguishes sport from other forms of play? There is an element of seriousness about it because it involves competition and because this competition is governed by rules and customs. Competition involves winning and losing. Players "play" the game, but they pit their skills and abilities against the skills of opponents, and even against other participants past, present and future. One player is better than another player, one team is better than another team. It's play, but serious play; it fun but it's difficult; it can be exhilarating, but it can be heartbreaking.



Understanding this, we must play as if it is absolutely important while never forgetting that it's a form of play that, in a certain sense, doesn't really matter. The principles of sportsmanship are based on the delicate balance of playfulness and seriousness.

So we have at one extreme the view that winning is everything and the only thing. Competition is like war. The other extreme is that competition is inherently bad, that all forms of play in which there are winners and losers are unethical, psychologically destructive, educationally ineffective. That winning doesn't matter, having fun is the only thing that matters.

The first loses track of the spirit of play the second loses track of the seriousness. To one we say "lighten up" to the other we say "get serious."

On one level, competition does involve winners and losers. But on another level, competition is an opportunity for the development of human excellence. Trying to win mean trying to do the best I can at the game, trying to be as excellent as possible in all the ways the game calls for. But it is precisely my opponent's effort to excel, my opponents effort to perform better than I do, that give me the opportunity to strive for excellence.

On one level opponents "oppose" each other, on another level they are engaged in a mutual striving for excellence. It's valuable to play, then my opponent is valuable to me; without an opponent I can't play.

Winning does matter and it should matter. But it matters within the context of participating in an exhilarating experience of trying to become excellent, and learning things about ourselves. Winning is everything attitude diminishes the importance of all the other good things about sport. Fun is everything attitude diminishes the pursuit of excellence.

So why sportsmanship? It is better for human beings to be courageous, disciplined, fair, honest, responsible, humble, and wise than not to be. And sport done properly can make us these things.

Human excellence is worthy of respect. If I think it's worthwhile to try to achieve excellence, then I should respect excellence in others. A beautiful tackle or catch is a beautiful tackle or catch whether it is your's or mine. Sport, then, is an arena for learning to gracefully acknowledge and to respect excellence in others.

Respecting your opponents excellence does not mean that you'll put less effort into trying to win. It means that you aspire to do the same.

Let's talk about what respect for opponents doesn't mean. It doesn't mean being nice, not trying to win, but it does mean being civil, and taking winning seriously. Anything less than your best effort to win is just as disrespectful as trying to win by cheating.

Taunting, trash talking, and other forms of behavior that exhibit a disrespect for the opponent have no place in competition, because they display a misunderstanding of the nature of competition.



“Gamesmanship” is the attempt to gain a psychological edge in a manner that is not prohibited by the rules of the game, but which is nonetheless inappropriate.

Celebrations of victory that show disrespect for the opponent, without whom there would be no victory to celebrate, have no place in competition.

The two extremes of celebrations: 1) take it into the locker room, 2) sticking your finger in the face of your opponent.

Do not do to others what you do not want them to do to you. The Silver Rule.

Never overlook the importance of rituals as a way of forming the habit of showing respect to opponents. Such as the post game hand shake. Look the opponent squarely in the eye and offer a firm handshake. Say good game with conviction.

Teammates, not only opponents, compete with each other. Teammates compete with each other to make the starting lineup, to be chosen MVP of the team, to be popular with the team or coach, to be high scorer for the game or for the season.

If participation in a team sport is a valuable experience, then my teammates make it possible for me to have that experience. ...no teammates, no team. I should respect my teammates’ efforts and achievements.

...a great team requires... a bond among its players that involves deep respect, not merely cooperation. Being part of a team when the team truly becomes a team, when a team “gels,” is one of the great experiences of athletics.

And...you can’t force it-- it doesn’t happen without hard work. It doesn’t happen without good thinking. And it doesn’t happen without developing the habit of respect. ...it must become a part of every practice, every team meeting, every game, every celebration, every athletic banquet.

What is a team? A team is a group of individuals who agree to cooperate in order to achieve something as a team. ...if we then add up all of the individual efforts of the team members, we get the total team effort....

How does this...come about? There are no guarantees, but it requires the genuine respect of the team members for each other and for the team. As a member of a team, I have the responsibility to play the game and to behave on and off the court in such a way as to contribute to the team’s effort to win, that is, to contribute to the team’s effort to play the game as well as it can. My excellence as a team athlete, like my excellence as a human being, should make my teammates more excellent.

...players...must be truthful about individual abilities and weaknesses. Everyone would love to be the (leading rusher, tackler, sackman etc.). But some people are better...than others. Some people can run like the wind and catch a football if they can touch it, and some can’t run like the wind but can knock down a building if it’s willing to get right in front of them.

“Playing a role” is of the essence of team sports. My obligation as a team player is to figure out how my abilities fit into the team’s complex set of talents and weaknesses. This includes the best use of my athletic abilities and skills and the contributions of my personality, spirit, intelligence, dedication, all the intangibles of character that can enable my teammates and my team to become better.

“The OL is the last stop to the bus stop.” Ryan Clark 2011

Respect for the team often involves some form of individual sacrifice. In virtually every sport, players are asked to assume roles, in either a specific situation, a game, or even an entire season-- not just because they have no other abilities, but because the team needs them to play those roles. That requires a greater interest in team success than individual performance or statistics.

RESPECT FOR THE GAME

No matter what sport we’re talking about, “the game” refers to a historical entity, rich in traditions and stories, greatness and great failure, tragedy and comedy, wisdom and folly. If you pick up a (football), you’re participating in the same game that (Hopalong Cassidy) played. You’re drawing from his greatness, and you pay tribute to it by your efforts and achievements. There wouldn’t be a game without the efforts and achievements of all the participants, but the game is something greater than each of us, and probably even greater than all of us. You can’t point to the game in the same way you can point to an opponent or teammates. But you can realize that there is such a thing as the game, and that it makes it possible for you to aspire to excellence, to understand something about about the human condition, and to develop good character.

Because respect for the game is less a matter of particular behavior and more a matter of an overarching attitude, the development of that attitude can have a tremendous effect on young athletes.

How to respect the game:

- respect the rules
- respect the spirit of competition
- respect the spirit of play
- respect the game’s traditions and customs
- respect achievements and excellence



GOOD TO GREAT

By Jim Collins

QUOTED NOTES

commentary by Mark Hundley

Gentlemen, I truly believe going from good to great can happen, and if we can apply these principles to our program it will happen. The other great news is, if you apply these principles to your life, your life can go from good to great. Let's see if it can happen. Believe, work hard, be dedicated.

In the following pages are the steps for us to follow to go from Good To Great. The large print (bold or not) are direct quotes from Jim Collin's book. The small, italicized print is my commentary.

Mark S. Hundley

**Our discussion has to create action. What action?
Attitude, policy, expectations, standards?**

*"Good season Coach." I want a great season. (JD Graham like)
I have had many people tell me good season. I tell them yes it was, but we want a great season. JD Graham was the head football coach at Newark Catholic High School. In 15 years of coaching he won 7 State Championships and was runner-up 5 other times. That is greatness in football. That is what I want, and I hope you want and will will work toward.*

Chapter 1

Good to great does happen. (p 5 gray box)

We would debate, disagree, pound on tables, raise our voices, pause and reflect, debate some more, pause and think, discuss, resolve, question, and debate yet again.

I do not mind someone speaking there mind. I do not mind someone disagreeing with me and the way we do things. I do mind someone speaking their mind and then not doing 1. any work to make us great, and 2. not giving any suggestion/solution to the problems we have. If you have something you want to say, say it. But say it clearly, succinctly, and soundly. Give evidence and support to your argument. Give at least one solution but more than one if at all possible. If it is found to be helpful toward making us great, we will do it. If it is not, we expect you to accept it and join the team in what is implemented.

Directly from the data. Evidence.

Summary of book see (pp 10-11) and (pp 12-13)

Timeless principles:

Do Right

Do what you are supposed to do when you are supposed to do it.

Do your best.

Do unto other as you would have them do unto you.



Going from good to great is nothing magical. It is based on timeless principles. These principles are free to anyone willing to apply them. This is what makes it possible to go from good to great. It is also what makes it difficult for many people to become great.

Chapter 2
LEVEL FIVE LEADER

**“You can accomplish anything in life, provided that you do not mind who gets the credit.”
Harry S. Truman**

This is the epitome of team. The team must get the credit. If a running back gets 200 yards in a game. It was the team that got it done. His teammates who blocked or faked, his other teammates who allowed the practice reps, his coaches who coached the scheme and techniques.

Who is Darwin Smith? (CEO of Kimberly-Clark)

“I never stopped trying to become qualified for the job.” D.S.

A Level 5 leader is an individual who blends extreme personal humility with intense professional will.

Displays fierce resolve to do whatever (within the context of his philosophy) needed to be done to make the company great.

Gray box p 21- Level 5 leaders channel their ego needs away from themselves and into the larger goal of building a great company (or team). It’s not that the Level 5 leaders have no ego or self-interest. Indeed, they are incredibly ambitious-- but their ambition is first and foremost for the institution, not themselves.

Level 5 leaders are a study in duality: modest and willful, humble and fearless.

Never lets his ego get in the way of his primary ambition for the larger cause.

Can you be a level 5 leader? Maybe initially just for yourself. Then eventually for a few teammates, then several (your position players), then the offense, defense or special units, then the team.

Sets up successors:

Retired while still at the top of his game, feeling that the company would be ill served if he stay on too long. (about David Maxwell, CEO of Fannie Mae)

Pastor told me, “Be sure you have your successor in place before you get out.”

Start helping your younger teammates to become level 5 leaders so they can step in your shoes when you graduate.

“I want to look out from my porch at one the greatest companies in the world someday and be able to say, ‘I used to work there.’” D.M.

When you are an alumnus you will want to look back and currently at our program and say, “I was a part of that.”

Didn’t talk about themselves. Talked about the company (*team*) and the contribution of other executives (*coaches*).



Don't talk about yourself, talk about your teammates, your parents, your position coach. Especially when talking to someone outside the team such as the media.

Those who worked with or wrote about the good-to-great leaders continually used words like: quiet, humble, modest, reserved, shy, gracious, mild-mannered, self-effacing, understated, did not believe his own clippings.

**Ferocious resolve, stoic determination.
Fanatically driven, (will sell the mills or fire their brother).**

If their brother is not getting the job done.

Quiet dogged nature.

Cork Wallgreen "out of restaurant business completely in 5 years." Six months later, "Now you've got four and a half years."
The number one factor was luck.

Gray box p 35 "Level 5 leaders look out the window to apportion credit to factors outside themselves when things go well (and if they cannot find a specific person or event to give credit to, they credit good luck). At the same time, the look in the mirror to apportion responsibility, never blaming bad luck when things go poorly."

Can you learn to become Level 5?

Two categories of people: those who cannot in a million years become a level 5 leader and those who have the potential to evolve to Level 5 (the larger group?). Under the right circumstances-- self-reflection, conscious personal development, a mentor, a great teacher, loving parents, a significant life experience, a Level 5 boss, or any number of other factors-- they begin to develop.

Guys, I am not sure if I am a level 5 leader, at least not a very good one. Though, I do consider myself a work in progress. Someone who can become a level 5 leader. I know you can to, if you are willing and working.

Highly prevalent in our society. Look for situations where extraordinary results exist but where no individual steps forth to claim excess credit.

Begin to practice the other good-to-great disciplines discovered (rest of the book).

This chapter is about what Level 5 leaders are; the rest of the book describes what they do.

No guarantee, but it gives you a tangible place to begin.

Chapter 3 Who's on the bus?

What does the Celtic Football Player look like? *Who do we want with us? This does not mean we cannot be friends with everyone. We can. But the people who get on the bus must be the people who are willing and working to make us great.*

"There are going to be times when we can't wait for somebody. Now, you're either on the bus or off the bus."

Ken Kesey from *The Electric Kool-Aid Acid Test* by Tom Wolfe



Expected to find that a new direction, a new vision first then get the people committed and aligned.

No, they first got the right people on the bus (and the wrong people off the bus) and then figured out where to drive it.

(testimony Dec 2003, got offered the job)

Again, we need not be rude, mean, or insulting. But we want the right people and as you will see next, in the right seats.

If we get the right people on the bus, the right people in the right seats, (we will) take it someplace great.

The right seat may not be your best seat, if someone else is better for that seat. But that does not mean you do not have a seat. You may be the back-up player. You may be the back-up player on one seat but the lead player in another seat. There are no guarantees.

Three simple truths:

1. begin with the who rather than the what
easier to adapt, change directions with the right people
2. With the right people, the problem of how to motivate and manage people largely goes away.
if I am talking to you a lot, you may need a new seat
3. With the wrong people, it doesn't matter.
great vision without great people is irrelevant.

You get the best people, you build them into the best managers in the industry (game), and you accept the fact that some of them will be recruited to become CEOs (*head coaches*) of other companies (*schools*).

Woody Hayes said it best, "You Win With People." We need to respect all people and how they can contribute to our greatness.

The question is, "How do we get good work ethic guys out to play football?"

Main Point

First get the right people on the bus (and the wrong people off the bus) before you figure out where to drive it.

Second key point is the degree of sheer vigor needed in people decisions in order to take a company from good to great.

There will be only seats for A players who were going to put forth an A+ effort, and if you weren't up for it, you had better get off the bus, and get off now.

You can't fake it. Either you know your stuff or you don't, and if you don't you just blow out of here.

I don't know where we should take this company (team), but I do know that if I start with the right people, ask them the right questions, and engage them in vigorous debate, we will find a way to make this company (team) great.

Where: Canton, OH

How?

We hire five and work them like ten and pay them like eight.



I am not sure how we pay you guys, but we can get you rewarded with wins, championships, stats, and maybe scholarships. Some of you may be called upon to be all-time players for us. Players who may never (or rarely) leave the field.

In determining the “right people,” the good-to-great companies placed greater weight on character attributes than on specific educational background, practical skills, specialized knowledge, or work experience.

Not that specific knowledge or skill are unimportant, but they viewed these traits as more teachable (or at least learnable), whereas they believed dimensions like character, work ethic, basic intelligence, dedication to fulfilling commitments, and values are more ingrained.

Your actions more than anything show your character.

The Marines get a lot of credit for building people’s values. But that’s not the way it works. The Marine Corps recruits people who share the corps’ values, then provides them with the training required to accomplish the organization’s mission.

BEGINNING OF SESSION 2

Rigorous, Not Ruthless

The good to great companies probably sound like tough places to work-- and they are. If you don’t have what it takes, you probably won’t last long. They’re not ruthless cultures, they’re rigorous cultures.

To be rigorous means consistently applying exacting standards at all times and at all levels, especially in upper management.

This describes our weight program to a “T.” We have exacting standards, and not everyone can measure up. It is tough, but it will get us (you) ready for greatness in the football program.

The best people need not worry about their positions and can concentrate fully on their work.

If you’re the best, focus on your work. If you’re not the best, work to become the best. Know your role and work your role.

To let people languish in uncertainty for months or years, stealing precious time in their lives that they could use to move on to something else, when in the end they aren’t going to make it anyway-- that would be ruthless. To deal with it right up front and let people get on with their lives-- that is rigorous.

How to be rigorous?

1. When in doubt, don’t hire-- keep looking.
Get and keep enough of the right people

We are doing this, I want you to be part of this process.

We don’t beg anyone to play football. We work too hard to coddle someone along. But if someone wants to play, bring them in.

2. When you know you need to make a people change, act.
the moment you feel the need to tightly manage someone, you’ve made a hiring mistake.
The best don’t need to be managed. Guided, taught, led-- yes.
Letting the wrong people hang around is unfair to all the right people.

Equally unfair to the people who need to get off the bus

The good to great companies showed the following bipolar pattern at the top management level: People either stayed on the bus for a long time or got off the bus in a hurry. In other words, the good to great companies did not churn more, they churned better.

Leaders would not rush to judgment. Often they invested substantial effort in determining whether they had someone in the wrong seat before concluding that they had the wrong person on the bus entirely.

It might take time to know, but once they knew they had to make a people change, they would act.

Two key questions: Would you hire the person again?

If the person came to tell you they were leaving, would you feel terribly disappointed or secretly relieved?

We need to be fair to them. It is the right thing to do.

3. Put your best people on your biggest opportunities, not your biggest problems.

There is an important corollary to this discipline: When you decide to sell off your problems, don't sell off your best people. This is one of those little secrets of change. If you create a place where the best people always have a seat on the bus, they're more likely to support changes in direction.

Take it as a compliment when a coach asks you to do something hard. It is because he thinks you're the best. It may be tough when it is hot, you're tired and he is yelling at you to get lower, or to run faster, or to lift harder/better. But if he did not think you were worth it, he would not ask it of you. This is a good thing.

*One of the crucial elements in taking a company from good to great is somewhat paradoxical. You need executives, on the one hand, who argue and debate-- sometimes violently-- in pursuit of the best answers, yet, on the other hand, who unify fully behind a decision, regardless of parochial interests.

It is not easy to do, but when a decision is made for the sake of the team, you need to get on board.

Is it possible to build a great company and also build a great life. YES!

On Mockler: He did not significantly reduce the amount of time he spent with his family, rarely working evenings or weekends. He maintained his disciplined worship practices. He continued his active work on the governing board of Harvard College.

He was so good at assembling the right people around him, and putting the right people in the right slots, that he just didn't need to be there all hours of the day and night.

Weissman on someone describing his time at the company as a love affair: "Yes. Other than my marriage, it was the passionate love affair of my life. I don't think many people would understand what I'm talking about, but I suspect my colleagues would."



No matter how dark the days or how big the tasks, these people had fun!

Adherence to the idea of “first who” might be the closest link between a great company and a great life. For no matter what we achieve, if we don’t spend the vast majority of our time with the people we love and respect, we cannot possibly have a great life. But if we spend the vast majority of our time with people we love and respect-- people we really enjoy being on the bus with and who will never disappoint us-- then we will almost certainly have a great life, no matter where the bus goes. The people we interviewed from the good-to-great companies clearly loved what they did, largely because they loved who they did it with.

Chapter 4 Confront the Brutal Facts!

What are our brutal facts?

There is no worse mistake in public leadership than to hold out false hope soon to be swept away.

Winston Churchill *The Hinge of Fate*

Kroger

...confront the brutal facts of reality head-on and completely changed its entire system in response; the other stuck its head in the sand.

A&P:

They didn’t like the answers that it gave, so they closed it.

Looking for the single best solution to its problems. It held pep rallies, launched programs, grabbed fads, fired CEO’s, hired CEO’s, and fired them yet again.

Kroger:

Sure there was some skepticism at first. But once we looked at the facts, there was really no question about what we had to do. So we just did it.

Break through results come about by a series of good decisions, diligently executed and accumulated one on top of another.

There was something quite distinctive about their process.

They infused the entire process with the brutal facts of reality.

You absolutely cannot make a series of good decisions without first confronting the brutal facts.

There are a lot of things we do (as humans and as a football program) that are tradition. Some are good, some may not be good. We need not to be afraid to do something different if it means we can go from good to great.

Gray box p 71

There is nothing wrong with pursuing a vision for greatness. After all, the good-to-great companies also set out to create greatness. But, unlike the comparison companies, the good-to-great companies continually refined the path to greatness with the brutal facts of reality.

...even if what you see can scare the hell out of you.

We have an itch that what we just accomplished, no matter how great, is never going to be good enough to sustain us.

Pitney’s first management meeting: 15 minutes discussing the previous year and two hours talking about the “scary squiggly things” that might impede future results.



The company created a long-standing tradition of forums where people could stand up and tell senior executives what the company was doing wrong, shoving the rock with squiggly things in their faces, and saying, "Look! You'd better pay attention to this."

This is where I am looking for help from you. What are those "squiggly things" that we (I) need to know about? And JV players can do this with varsity players and so forth at any level.

The moment a leader allows himself to become the primary reality people worry about, rather than reality being the primary reality, you have a recipe for mediocrity, or worse.

Gray box p 73

Indeed, for those of you with a strong, charismatic personality, it is worthwhile to consider the idea that charisma can be as much a liability as an asset. Your strength of personality can sow the seeds of problems, when people filter the brutal facts from you. You can overcome the liabilities of having charisma, but it does require conscious attention.

"We are resolved to destroy Hitler and every vestige of the Nazi regime. From this, nothing will turn us. Nothing! We will never parley. We will never negotiate with Hitler or any of his gang. We shall fight him by land. We shall fight him by sea. We shall fight him in the air. Until, with God's help, we have rid the entire earth of his shadow."

Winston Churchill

Statistics Dept. feeding him... the most brutal facts of reality.

"I... had no need for cheering dreams. Facts are better than dreams."

How do you motivate people with brutal facts? Doesn't motivation flow chiefly from a compelling vision?

No!

...expending energy trying to motivate people is largely a waste of time.

If you have the right people on the bus, they will be self-motivated.

One of the single most de-motivating actions you can take is to hold out false hopes, soon to be swept away by events.

HOW DO YOU CREATE A CLIMATE WHERE THE TRUTH IS HEARD?

Football tradition has been, do what the coach says because the coach says it. This may be good for some, but not for greatness. I will admit that the timing of questioning a method or technique is important, but do not be afraid to say what needs to be heard.

1. Lead with questions, not answers.

use questions for one and only one reason, to gain understanding. Not for manipulation.

Gray box p 75

Leading from good to great does not mean coming up with the answers and then motivating everyone to follow your messianic vision. It means having the humility to grasp the fact that you do not yet understand enough to have the answers and then to ask the questions that will lead to the best possible insights.

2. Engage in dialogue and debate, not coercion.

p 78

I was a moderator...
Meetings were chaos...
Stay for hours...
ironing out issues until we came to something
meeting so violent...
people yelled...
waved arms...
pounded on tables...
get red faced...
veins bulging...

Gray box p 77

All the good to great companies had a penchant for intense dialogue. Phrases like “loud debate,” heated discussions,” and “healthy conflict,” peppered the articles and interview transcripts from all the companies. They didn’t use discussion as a sham process to let people “have their say” so they could “buy in” to a predetermined decision. The process was more like a heated scientific debate, with people engaged in a search for the best answers.

3. Conduct autopsies without blame.

...no one pointed fingers to single out blame.

Joe Clump- exception... pointing finger at himself

-if he’d only only listened better to the people who challenged him... he goes out of his way to give credit to those who were right in retrospect.

-“I will take responsibility for this bad decision. But we will all take responsibility for extracting the maximum learning from the tuition we’ve paid.”

Gray box p 78

When you conduct autopsies without blame, you go a long way toward creating a climate where the truth is heard. If you have the right people on the bus, you should almost never need to assign blame but need only to search for understanding and learning.

4. Build “red flag” mechanisms.

Gray box p 79

Indeed, we found no evidence that the good to great companies had more or better information than the comparison companies. None. Both sets of companies had virtually identical access to good information. The key, then, lies not in better information, but in turning information into information that cannot be ignored.

?????HOW CAN WE DO THIS????????

Gray Box p 81

In confronting the brutal facts, the good to great companies left themselves stronger and more resilient, not weaker and more dispirited. There is a sense of exhilaration that comes in facing head-on the hard truths and saying, “We will never give up. We will never capitulate. It might take a long time, but we will find a way to prevail.”

It might take a hundred years, but we will prevail for a hundred years, if that’s what it takes.

Football time factor: we have constant change over. Graduates leave, freshmen come in. We do not have 100 years. We need to act now.



Hardiness factor:

They found that people fell generally into three categories: those who were permanently dispirited by the events, those who go their life back to normal, and those who used the experience as a defining event that made them stronger.

Which one are you?

We had to stop doing a lot of stupid things.

Maybe we do, maybe you do.

What is our adversity:

open enrollment

constant change over/ time factor

quitters

grades

other sports (coaches)

non-trainers

tougher schedule

higher expectations

maturity

P's, DP's, PP's

communication

fun stuff

The Stockade Paradox

Gray Box p 86

Retain faith that you will prevail in the end, regardless of the difficulties... and at the same time... confront the most brutal facts of your current reality, whatever they might be.

"I never lost faith in the end of the story. I never doubted not only that I would get out, but also that I would prevail in the end and turn the experience into the defining event of my life, which, in retrospect, I would not trade." Stockdale

"This is a very important lesson. You must never confuse faith that you will prevail in the end-- which you can never afford to lose-- with the discipline to confront the most brutal facts of your current reality, whatever they might be." Stockdale

Life is not fair-- sometimes to our advantage, sometimes to our disadvantage. We will all experience disappointments and crushing events somewhere along the way, setbacks for which there is no reason, no one to blame. It might be losing a loved one; it might be getting swept away in a political shakeup; it might be getting shot down over Vietnam and thrown into a POW camp for eight years.

For us it might be losing a big game, losing a starting player to injury, a turnover or a bad officiating call but...

What separates people... how they deal with the inevitable difficulties of life.

The Stockade Paradox is a signature of all those who create greatness, be it leading their own lives or in leading others.

...just focus on the few things that would have the greatest impact. They were able to do so in large part because they operated from both sides of the Stockade Paradox, never letting one side overshadow the other. If you are able to adopt this dual pattern, you will dramatically increase the odds of making a series of good decisions and ultimately discovering a simple, yet deeply insightful, concept for making the really big choices.

Chapter 5

The Hedgehog Concept (simplify within the Three Circles)

The Hedgehog and the Fox- the hedgehog always wins.
Foxes never integrate their thinking into one overall concept or unifying vision.
Hedgehogs simplify a complex world into a single organizing idea, a basic principle or concept that unifies and guides everything.

...reduces all challenges and dilemmas to simple... hedgehog ideas.

We have a tendency as humans to make things more complicated than they are. We instituted the "Three Musts" concept in 2004 (our first year). Purpose number one of this concept is people remember things in groups of threes. The the Three Musts aid in learning. But purpose number two supports the Hedgehog Concept. That to make learning and working efficient, we need to keep things simple. If you are forced to put things into Three Musts, you must make it simple and efficient. This concept allows you to be focused and not waste time and energy on unimportant matters.

"You want to know what separates those who make the biggest impact from all the others who are just as smart? They're hedgehogs."

Marvin Bressler

... they understand that the essence of profound insight is simplicity.

Gray box p 92

Those who build the good-to-great companies were, to one degree or another, hedgehogs. They used their hedgehog nature to drive toward what we came to call a Hedgehog Concept for their companies. Those who led the comparison companies tended to be foxes, never gaining the clarifying advantage of a Hedgehog Concept, being instead scattered, diffused, and inconsistent.

In a world overrun by management faddists, brilliant visionaries, ranting futurists, fearmongers, motivational gurus, and all the rest, it's refreshing to see a company succeed so brilliantly by taking one simple concept and just doing it with excellence and imagination.

Why didn't Eckerd (drug store) see it? ...no unifying theme.

Both had strategy- But what I find so striking (with Wallgreens) is their incredible simplicity

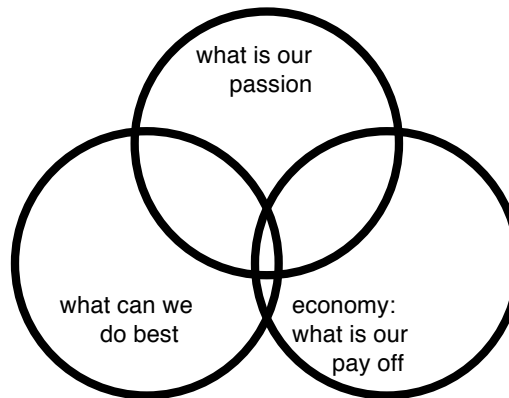
Is simplicity enough?

It is not enough by itself, but it is a vital cog in the wheel.

A Hedgehog Concept is a simple, crystalline concept that flows from deep understanding about the intersection of the following three circles:

1. What you can be the best in the world at.
2. What drives your economic engine.
3. What are you deeply passionate about.

Can Be The Best At



They stick with what they understand and let their abilities, not their egos, determine what they attempt.

Warren Buffett

Gray box p 98

This brings me to one of the most crucial points of this chapter: A hedgehog concept is not a goal to be the best, a strategy to be the best, an intention to be the best, a plan to be the best. **It is an understanding of what you can be the best at.** The distinction is absolutely crucial.

This is tough to grasp. Let me use an offensive analogy. We run the Double Wing offense, why because I can coach it and I know I can make us the best. But let's say we hire a coach who knows the passing game and we have the players who can pass and catch the ball well (and blockers who can protect the QB), then that may be what we can be the best at doing. If we have the players and not the coach, it will not work. If we have the coach but not the players, it will not work. We must have both.

Every company would like to be the best at something, but few actually understand-- with piercing insight and egoless clarity-- what they actually have the potential to be the best at and, just as important, what they cannot be the best at.

Gray box p 99

Just because you've been doing it for years or perhaps even decades-- does not necessarily mean that you can be the best in the world at it. And if you cannot be the best in the world at your core business, then your core business cannot form the basis of your Hedgehog Concept.

example on p 100

The Hedgehog Concept requires a severe standard of excellence. It's not just about building on strength and competence, but about understanding what your organization truly has the potential to be the very best at and sticking to it.

Gray Box p 100

To go from good to great requires transcending the curse of competence. It requires the discipline to say, "Just because we are good at it-- just because we're making money and generating growth-- doesn't necessarily mean we can become the best at it" The good to great companies understood that doing what you are good at will only make you good; focusing solely on what you can potentially do better than any other organization is the only path to greatness.



Every good to great company eventually gained deep understanding of this principle and pinned their futures on allocating resources to those few arenas where they could potentially be the best.

Economic Engine

The good to great companies frequently produced spectacular returns in very unspectacular industries.

Some would say our offense is very unspectacular, but I know we can score and win games and championships with it.

Gray Box p 104

Our study clearly shows that a company does not need to be in a great industry to become a great company. Each good to great company built a fabulous economic engine, regardless of the industry. They were able to do this because they attained profound insights into their economics. If you could pick one and only one ratio-- profit per x-- to systematically increase over time, what x would have the greatest and most sustainable impact on your economic engine?

Strength, # of P's on the team, DO RIGHT, Wins/Season, Win games with "Class," O/D/S, position specific?

Gray Box p 105

The denominator can be quite subtle, sometimes even unobvious. The key is to use the question of the denominator to gain understanding and insight into your economic model.

Do you need to have a single denominator? No, but pushing for a single denominator tends to produce better insights than letting yourself off the hook with three or four denominators.

... force deeper understanding of the key drivers in your economic engine.
...for the sake of gaining insight that ultimately leads to more robust and sustainable economics.

If you successfully apply these ideas, but then stop doing them, you will slide backward, from great to good, or worse. The only way to remain great is to keep applying the fundamental principles that make you great.

This is a key point. We must keep doing what it takes for us to go from good to great. We are going to add to our three musts what I am calling our "championship additions." These additions I hope will add to our skill level, but we must never sacrifice the three musts for the sake of the championship additions. The three musts are a must.

Passion

You can't manufacture passion or motivate people to feel passionate. You can only discover what ignites your passion and the passion of those around you.

You either have it or you don't. This is another reason I do not beg anyone to play the game of football. It takes too much passion to be good at it, let alone great. Where is your passion?

Gray Box p 109

The good to great companies did not say, "Okay, folks, let's get passionate about what we should do." Sensibly, they went the other way entirely: We should only do those things that we can get passionate about.

Understanding over Bravado

Prehedgehog: like groping through the fog. Making progress, can't see well, only a little bit ahead, must move at a deliberate, slow crawl. Then with the Hedgehog Concept, you break into a clearing, the fog lifts, and you can see for miles. From then on, each juncture requires less deliberation, and you can shift from a crawl to walk, and from walk to run. In the posthedgehog state, miles of trail move swiftly beneath your feet, forks in the road fly past as you quickly make decisions that you could not have seen so clearly in the fog.

Gray Box p 111

For the comparison companies, the exact same world that had become so simple and clear, to the good to great companies remained complex and shrouded in mist. Why? For two reasons, First, the comparison companies never asked the right questions, the questions prompted by the three circles. Second, they set their goals and strategies more from bravado than from understanding.

Males have egos. Football guys have bigger egos, and football coaches may be even bigger. It is not about the bravado. The pounding on the chest. It is about understanding our self and what we care (have passion for) and what we can be the best at doing.

Gray Box 112

... you will create such momentum that your main problem will not be how to grow, but how not to grow too fast.

The Hedgehog Concept is a turning point in the journey from good to great.

...while it has crystalline clarity and elegant simplicity once you have it, getting the concept can be devilishly difficult and takes time.

... getting a Hedgehog Concept is an inherently iterative (repetitious) process, not an event.

The essence of the process is to get the right people engaged in vigorous dialogue and debate, infused with brutal facts and guided by the questions formed by the three circles.

Build the Council - ask the right questions, engage in vigorous debate, make decisions, autopsy the results, and learn-- all guided within the context of the three circles. Just keep going through that cycle of understanding.

I can be patient if I see us doing the work, but we must be doing the work.

Cycle p 114

How do we accelerate the process... increase the number of times you go around that full cycle in a given period of time.

Characteristics of the council:

exists to gain understanding

used by the leading executive and consists of 5-12 people

each member can argue and debate to protect parochial interests-no ego

each member retains respect of every other council member

each member has deep knowledge of some aspect of the organization

not limited to management team

is a standing body

meet periodically

does not seek consensus - final decision remains with lead executive

is an informal body - not listed on any organizational chart



can have a range of names

In the majority of cases, the good to great companies were not the best in the world at anything and showed no prospects of becoming so.

...(author's) wife, Joanne began racing marathons and triathlons in the early 1980's.

... while sitting at breakfast... calmly, quietly said, "I think I could win the Ironman.

... no bravado, no hype, no agitation, no pleading

had the passion, genetics and if she won races, she'd have the economics.

When Joanne set out to win the Ironman, she did not know if she would become the world's best triathlete. But she understood that she could, that it was in the realm of possibility, that she was not living in a delusion. And that distinction make all the difference. It is a distinction that those who want to go from good to great must grasp, and one that those who fail to become great so often never do.

CHAPTER 6

A CULTURE OF DISCIPLINE

"Freedom is only part of the story and half the truth.... That is why I recommended that the Statue of Liberty on the East Coast be supplanted by a Statue of Responsibility on the West Coast."

Viktor E. Frankl, *Man's Search for Meaning*

With freedom comes great responsibility. We often do not consider this. Especially when we have never had to fight to defend our freedom.

The purpose of bureaucracy is to compensate for incompetence and lack of discipline-- a problem that largely goes away if you have the right people in the first place.

We do not want bureaucracy!

Bureaucracy run out the right and brings in the wrong people.

Avoid bureaucracy... instead create a culture of discipline.

You can change your plans through the year, but you never change what you measure yourself against.

What do we measure our self against? DO RIGHT!

Discipline- do what you are supposed to do when you are supposed to do it.

Commitment- do your best.

Trust- treat other how you want to be treated.

He (Semler of Abbott Labs) set out to invent mechanisms that would drive cultural change.

... gave them freedom to determine the best path to achieving their objectives.

... had to commit to the Abbott system and were held rigorously accountable for their objectives. They had freedom, but freedom with in a framework.



Our big framework is DO RIGHT (see above and appendix). We have other frameworks for offense, defense, special units, training program. We have even smaller frameworks for each part (position) of these. All part of our three musts.

Had the discipline to say no to opportunities that failed the three circle test. While encouraging wide-ranging innovation within its divisions.

By its nature, “culture” is a somewhat unwieldy topic to discuss, less prone to clean frameworks like the three circles.

Build a culture full of people who take disciplined action within the three circles, fanatically consistent with the Hedgehog Concept.

If we can do this, we will be on our way to greatness. We will be on our way to having fun in achieving that greatness and having more freedom in achieving that greatness.

This means:

1. Build a culture around the idea of freedom and responsibility, within a framework.

The more freedom you want, the more responsibility you must show.

2. Fill that culture with self-disciplined people who are willing to go to extreme lengths to fulfill their responsibilities. They will “rinse their cottage cheese.”

3. Don’t confuse a culture of discipline with a tyrannical disciplinarian.

None of us want tyranny.

4. Adhere with great consistency to the Hedgehog Concept, exercising an almost religious focus on the intersection of the three circles. Equally important, create a “stop doing list” and systematically unplug anything extraneous.

“Stop Doing List.” What must you (we) stop doing so we (you) can achieve greatness.

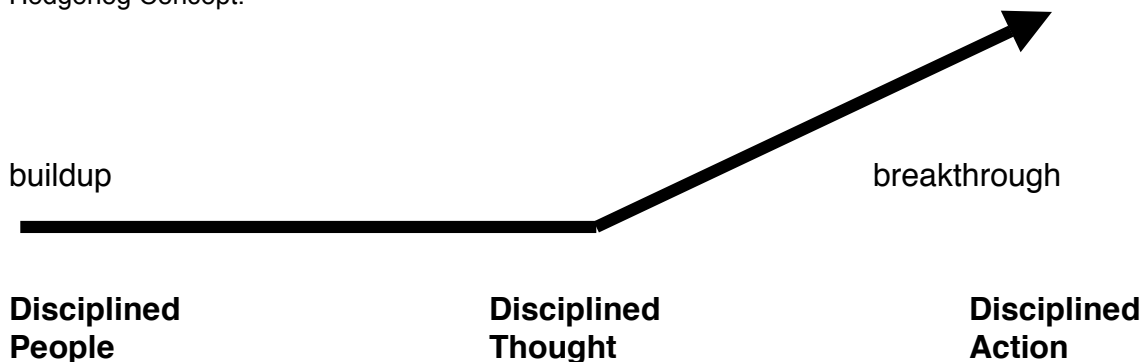
Gray Box p 125

The g t g co. built a consistent system with clear constraints, but they also gave people freedom and responsibility within the framework of that system. They hired self-disciplined people who didn’t need to be managed, and then managed the system, not the people.

Do Right, 3 musts, ball control offense, attacking/faking defense, field position special units.

In a sense, **much of this book is about creating a culture of discipline. It all starts with disciplined people.** The transition begins not by trying to discipline the wrong people into the right behaviors, but by getting self-disciplined people on the bus in the first place. Next we have disciplined thought. You need the discipline to confront the brutal facts of reality, while retaining resolute faith that you can and will create a path to greatness. Most importantly, you need the discipline to persist in the search for understanding until you get your Hedgehog Concept. Finally, we have disciplined action, the primary subject of this chapter. Disciplined action without self-disciplined people is impossible to sustain, and disciplined action without disciplined thought is a recipe for disaster.

The point is to first get self-disciplined people who engage in very rigorous thinking, who then take disciplined action within the framework of a consistent system designed around the Hedgehog Concept.



...struck by the continual use of words like disciplined, rigorous, dogged, determined, diligent, precise, fastidious, systematic, methodical, workmanlike, demanding, consistent, focused, accountable, and responsible.

We can call this the “rinsing your cottage cheese” factor. Dave Scott to keep fat off of him for his training for marathons would buy “no fat” cottage cheese. But he would rinse the cottage cheese anyway (to get the fat off).

Dave Scott was willing to do the tinniest thing to insure his success. Maybe to a fault. But his dedication, his discipline is obvious and it paid off. Was it his discipline in training, his discipline in rest or his discipline in rinsing his cottage cheese? YES! It had to be all of these. Which is greater? Who knows. That is why we can leave no stone unturned.

Much of the answer to the question of good to great lies in the discipline to do whatever it takes (within the rules) to become the best within carefully selected arenas and then to seek continual improvement from there. It's really just that simple. And it's really just that difficult.

It is that simple, but it is also that difficult. Football is a simple game, but it is not an easy game to play.

GRAY BOX p 128

Everyone would like to be the best, but most organizations lack the discipline to figure out with egoless clarity what they can be the best at and the will to do whatever it takes to turn that potential into reality. They lack the discipline to rinse their cottage cheese.

That is what I referred to earlier, action speaks louder. “I cannot hear what you are saying for your actions are screaming too loud.” Unknown

GRAY BOX p 130

Whereas the good to great companies had level 5 leaders who built an enduring culture of discipline, the unsustained comparisons had level 4 leaders who personally disciplined the organization through sheer force.

(A) pattern (was) found... a spectacular rise under a tyrannical disciplinarian stepped away, leaving behind no enduring culture of discipline, or when the disciplinarian himself became undisciplined and strayed wantonly outside the three circles. Yes, discipline is essential for great results, but disciplined action without disciplined understanding of the three circles cannot produce sustained great results.

GRAY BOX p 134

The g t g companies at their best followed a simple mantra: “Anything that does not fit with our Hedgehog Concept, we will not do. We will not launch unrelated business. We will not make unrelated acquisitions. We will not do unrelated joint ventures. If it doesn’t fit, we don’t do it. Period.”

This will be us to a “T”. We will not run any play, and blitz any special unit scheme that does not fit. We will not do any exercise or training protocol that does not fit.

We found a lack of discipline to stay within the three circles as a key factor in the demise of nearly all the comparison companies.

1. lacked the discipline to understand the three circles
2. lacked the discipline to stay within the three circles

The challenge becomes not opportunity creation, but opportunity selection.

GRAY BOX p 136

It takes discipline to say “No, thank you” to big opportunities. The fact that something is a “once-in-a-lifetime opportunity” is irrelevant if it doesn’t fit within the three circles.

Ken Iverson...told us that nearly 100 percent of the success of Nucor was due to its ability to translate its simple concept into disciplined action consistent with that concept.

...his team had a simple, crystalline Hedgehog Concept about aligning worker interests with management interests and -- most importantly -- because they were willing to go to almost extreme lengths to build the entire enterprise consistent with that concept. Call them a bit fanatical if you want, but to create great results requires a nearly fanatical dedication to the idea of consistency within the Hedgehog Concept.

Do you have a “to do” list?

Do you also have a “stop doing” list?

g t g co. made as much use of “stop doing” lists as “to do” lists. They displayed a remarkable discipline to unplug all sorts of extraneous junk.

...title creep as a sign of class consciousness and bureaucratic layering.

Players need to watch out for titles of starter, lettermen, all-league etc. Coaches need to watch for titles, varsity coach, offensive coordinator, defensive coordinator, special teams coordinator, strength coordinator, assistant head coach.

GRAY BOX p 140

In g t g transformation, budgeting is a disciplined to decide which arenas should be fully funded and which should not be funded at all. In other words, the budget process is not about figuring out how much each activity gets, but about determining which activities best support the Hedgehog Concept and should be fully strengthened and which should be eliminated entirely.

...g t g co. ...displayed remarkable courage to channel their resources into only one or a few arenas.

Of course, the key here is the little caveat, “When you are right.” But how do you know when you’re right? In studying the companies, we learned that “being right” just isn’t that hard if you have all the pieces in place. If you have a level 5 leaders who get the right people on the bus, if

you confront the brutal facts of reality, if you create a climate where the truth is heard, if you have a Council and work within the three circles, if you frame all decisions in the context of the Hedgehog Concept, if you act from understanding, not bravado-- if you do all these things, then you are likely to be right on the big decisions. The real question is, once you know the right thing, do you have the discipline to do the right thing and, equally important, to stop doing the wrong things?

Chapter 7

“Most men would rather die, than think. Many do.”
Bertrand Russell

GRAY BOX p 147

Technology-induced change is nothing new. The real question is not, What is the role of technology? Rather, the real question is, How do good-to-great organizations think differently about technology?

GRAY BOX p 152

This brings us to the central point of the chapter. When used right, technology becomes an accelerator of momentum, not a creator of it. The g-t-g companies never began their transitions with pioneering technology, for the three simple reasons that you cannot make good use of technology until you know which technologies are relevant. And which are those? Those-- and only those-- that link directly to the three intersecting circles of the Hedgehog Concept. To make technology productive in a transformation from g t g means asking the following questions. Does the technology fit directly with your Hedgehog Concept? If yes, then you need to become a pioneer in the application of that technology. If no, then ask, do you need this technology at all? If yes, then all you need is parity. If no, then the technology is irrelevant, and you can ignore it.

We came to see the pioneering application of technology as just one more way in which the g t g companies remained disciplined within the frame of their Hedgehog Concept.

Mediocrity results first and foremost from management failure, not technological failure.

GRAY BOX p 157

The evidence from our study does not support the idea that technological change plays the principle role in the decline of once-great companies (or mediocrity of others). Certainly, technology is important-- you can't remain a laggard and hope to be great. But technology by itself is never a primary cause of either greatness or decline.

If you had the opportunity to sit down and read all 2,000+ pages of transcripts from the g t g interviews, you'd be struck by the utter absence of talk about “competitive strategy.” Yes, they did talk about strategy, and they did talk about performance, and they did talk about becoming the best, and they even talked about winning. But they never talked in reactionary terms and never defined their strategies principally in response to what others were doing. They talked in terms of what they were trying to create and how they were trying to improve relative to an absolute standard of excellence.

GRAY BOX p 160

No, those who turn good into great are motivated by a deep creative urge and an inner compulsion for sheer unadulterated excellence for its own sake. Those who build and perpetuate mediocrity, in contrast, are motivated more by the fear of being left behind.



We will use technology only where it will help us. Never just to do it to do it or because someone else is using it.

CHAPTER 8

The Flywheel and the Doom Loop

Summary: To start the fly wheel turning takes great effort just to get started. But with each movement the pushing to turn it gets easier and easier until finally it seems to almost keep turning all by itself (but it does not of course).

The flywheel image captures the overall feel of what it was like inside the companies as they went from good to great. No matter how dramatic the end result, the g t g transformations never happened in one fell swoop. There was no single defining action, no grand program, no one killer innovation, no solitary lucky break, no wrenching resolution. Good to great comes about by a cumulative process- step by step, action by action, decision by decision, turn by turn of the flywheel, that adds up to sustained and spectacular results.

Egg example

seemingly just sitting there until one day it hatches
nothing going on inside until a great awesome occurrence and the chick breaks through

In reality a long chain of steps occurring, if any one does not happen the breakthrough does not happen. No single step stands out until the breakthrough.

GRAY BOX p 169

The g t g companies had no name for their transformations. There was no launch event, no tag line, no programmatic feel whatsoever. Some executives said that they weren't even aware that a major transformation was underway until they were well into it. It was often more obvious to them after the fact than at the time.

UCLA and John Wooden example: 10 NCAA Championships in 12 years, 61 game win streak.

Coached 15 years before he won a championship.

The key is to harness the flywheel to manage these short term pressures.
(Daily, weekly, monthly, yearly pressures that are normal.)

The g t g companies understood a simple truth: Tremendous power exists in the fact of continued improvement and the delivery of results. Point to tangible accomplishments-- however incremental at first-- and show how these first steps fit into the context of an overall concept that will work. When you do this in such a way that people see and feel the buildup of momentum, they will line up with enthusiasm. We came to call this the flywheel effect, and it applies not only to outside investors but also to internal constituent groups.

How do we feel the improvement? Going from 2-8 to 6-5 and making the playoffs. Beating a defending champion soundly. Seeing the strength gains in the weight room. Seeing the subtle reduction of time on the track or field.

GRAY BOX p 176

Clearly, the g t g companies did get incredible commitment and alignment-- they artfully managed change-- but they never really spent much time thinking about it. It was utterly transparent to



them. We learned that under the right conditions, the problems of commitment, alignment, motivation, and change just melt away. They largely take care of themselves.

“Hey, if we just keep pushing on this thing, there’s no reason we can’t accomplish X.”

GRAY BOX p 177

When you let the flywheel do the talking, you don’t need to fervently communicate your goals. People can just extrapolate from the momentum of the flywheel for themselves: “Hey, if we just keep doing this, look at where we can go!” As people decide among themselves to turn the fact of potential into the fact of results, the goal almost sets itself.

Stop and think about it for a minute. What do the right people want more than almost anything else? They want to be part of a winning team. They want to contribute to producing visible, tangible results. They want to feel the excitement of being involved in something that just flat-out works.

So do we need to set goals? I do not think it hurts, but we need to put our focus on doing (with discipline) the (simple) things that are what we need to do.

The DOOM LOOP

Pushing the flywheel in one direction, then stop, change course, and throw into yet another direction. After years of lurching back and forth, the comparison companies failed to build sustained momentum and fell instead into what we came to call the doom loop.

I put this in small print just because I do not want us to focus on the Doom Loop, but we need to know about it.

Each piece of the system reinforces the other parts of the system to form an integrated whole that is much more powerful than the sum of the parts. It is only through consistency over time, through multiple generations, that you get maximum results.

Consistency and coherence.

Summary of going from Good to Great:

It all starts with level 5 leaders.

Getting the right people on the bus and the wrong people off the bus.

Remember the Stockdale Paradox: *Retain faith that you will prevail in the end, regardless of the difficulties... and at the same time...*

confront the most brutal facts of your current reality, whatever they might be.

Confront the Brutal Facts

Attain deep understanding about the three circles of your Hedgehog Concept

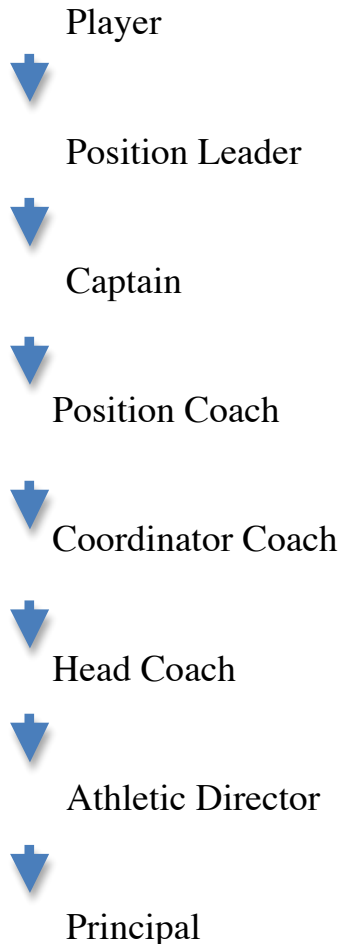
Have discipline to be consistent with your Hedgehog Concept- disciplined action, following from disciplined people who exercise disciplined thought

COMMUNICATION

Having a clear understanding between coaches and players, players and players, players and parents and coaches and parents, is vital for our team's success. We will work hard to express expectations, goals, procedures, philosophy, assessment, and technique. But as we all know, what is stated and what is understood does not always match. This is due to several factors.

Since this is the way life is, when there is a misunderstanding, of any kind, a proper sequence of events can clear up this misunderstanding without detrimental effects. If something communicated is not understood, contact should be made with the person who initiated the communication. If that avenue does not yield understanding, the next person up the chain should be contacted until understanding is reached.

The following is a basic chain (though some circumstances may cause this chain to be adjusted):





PLAYING TIME EXPECTATIONS

Freshmen are considered part of the freshman team unless they can meet the following criterion:

- Graduate from the BFS Readiness Program
- Is the best player at his position on varsity team (possibly JV)
- Has the physical stature to match-up with Varsity (JV) players
- Has head coach approval
- Has player approval
- Has parent approval
- Has athletic trainer approval

All freshmen will play at least 1.5 quarters per game (if they have shown up to practice and practiced as expected by the head freshmen coach, their position coach and the head varsity coach).

All Sophomores, Juniors and Seniors are considered part of the varsity team. If any player does not play 4 quarters in the varsity game, he will be expected to dress and play some or all of his remaining quarters in the following JV game.

All JV players will play at least 1.5 quarters per game (if they have shown up to practice and practiced as expected by the head JV coach, their position coach and the head varsity coach).

While is it tradition that seniors do not play in JV games, it is possible that this can occur with the approval of the coaching staff and the senior player(s).



FOOTBALL EQUIPMENT

All distributed equipment is the property of Dublin City Schools, Dublin Jerome High School Athletics or Dublin Jerome Football. A player uses football equipment by permission only.

Each player who is issued football equipment assumes the responsibility of that equipment.

To see that it is kept clean and in good repair.

That it is not lost or stolen.

That, at the end of its usage, the equipment is returned to the equipment room.

Failure to return equipment, whether lost, stolen or otherwise, will result in the payment of a fine to cover the loss of the gear.

After the initial issue of gear, new gear will be issued on an exchange basis - old for new.

Do not cut or alter your equipment.

Players are not allowed in the equipment room.

You are provided the best equipment money can buy. It is up to you to take care of the equipment issued. Make sure your equipment fits properly. If it does not fit, see the equipment coach.

Thievery will not be tolerated.

“We will be unable to have a successful civilization without respect for each other.”

-Will Rogers

NOCSAE Helmet Warning

WARNING

NO HELMET CAN PREVENT HEAD OR NECK INJURIES A PLAYER MIGHT RECEIVE WHILE PARTICIPATING IN FOOTBALL

Do not use this helmet to butt, ram or spear an opposing player. This is in violation of the football rules and such use can result in severe head or neck injuries, paralysis, or death to you and possible injury to your opponent.

Contact in football may result in **CONCUSSION-BRAIN INJURY** which no helmet can prevent. Symptoms include; loss of consciousness or memory, dizziness, headache, nausea, or confusion. If you have symptoms, immediately stop playing and report them to your coach, trainer and parents.

Do not return to a game or practice until all symptoms are gone and you have received MEDICAL CLEARANCE. Ignoring this warning may lead to another and more serious or fatal brain injury.



Locker Room Expectations

You are expected to have a lock and to keep your valuable the football program's equipment and clothing secured. This duty is not the coaches', administrators', school resource officer's job to keep your things secured and protected. This is why a locker is provided and why you are required to bring your own lock. It is your responsibility. Show your trustworthiness by taking on this responsibility.

You are expected to keep others' valuables alone, even if they are not secured. Theft will not be tolerated in the Jerome Football Program and may be cause for immediate suspension from the team and all honors and awards stripped.

Each person is responsible for the care and cleaning of the lockers and locker room, the showers and rest room area. The locker room is our Celtic Football Home, Treat It With Respect. We will assign classes a day to clean the locker room after practices.

Seniors- Thursday (and after their games)

Juniors- Monday (and after their games)

Sophomores- Wednesday (and after their games)

Freshmen-Tuesday (and after their games)

Any items found will be put in a "lost and found" box. Any item not picked up within a week of the end of the season will be laundered and donated to The Goodwill.

ON THE FIELD EXPECTATIONS

We expect a serious, businesslike attitude on the field.

Every player will wear the prescribed uniform and there will be no exceptions. The helmet will be worn or carried at all times. **NEVER LEAVE YOUR HELMET ON THE GROUND.**

Always jog from one group/drill to another - **NO WALKING!**

Resting position is on one knee; again, keep your helmet on or in your hand.

No one leaves the practice field unless permission is given by the Head Coach or the Trainer.

If injured, you are expected to dress in full uniform unless other decisions are made by the trainer.

CONCENTRATION IN PRACTICE is a key to winning.

Have respect for your teammates - help each other. Great teammates "coach" one another.

If you are not happy with your playing time, show us by your practice you deserve more time.



TRAINING ROOM EXPECTATIONS

- The Athletic Training facility is a health care facility. Only athletes who need treatments are permitted in the Athletic Training Facility.
- Shorts and t-shirt or other appropriate clothing is to be worn when being treated; no nudity is allowed. All clothing must meet the Jerome High School Dress Code. The Athletic Training Room is a Co-Educational and multi-sport facility.
- Athletes are expected to be courteous and respectful to anyone requiring or providing athletic training services.
- No cleated shoes are allowed in the training room.
- No shoes are allowed on the tables.
- No yelling, horseplay or profanities will be tolerated.
- Personal belongings such as coats, book bags, equipment bags should not be brought to the training room.
- All treatments are to be done Pre and Post Practice. Athletes are expected to report for treatments promptly and to allow enough time for the treatment. **NO ATHLETE IS PERMITTED TO BE LATE TO OR MISS PRACTICES OR MEETINGS DUE TO TREATMENTS** (without the approval of the head coach and notifying your position coach). Athletes are expected to allot at least 30 minutes for treatments.
- All athletes reporting to the training room and receiving treatments are to log in on the Daily Treatment Log on the computer.
- Athletic Training room towels are not to be removed from the athletic training room.
- **No equipment or supplies are to leave the training room without permission of the Athlete Health Care Staff.**

PLAYER SIDELINE CONDUCT

- No “horse play” or loud talking in the locker room. Talk softly and be thinking about the game and the plays you will make when you are in the game.
- All players should stand along the boundary line during each kick off. Shout encouragement to your teammates. Sideline organization and discipline is essential.
- Every player will wear his helmet or have it in his hand at all times. Be ready to go into the game at a second’s notice. Do not throw your helmet on the ground in disgust at any time.
- Watch the player playing your position or watch you key/assignment. Learn from observation.
- RUN ON and OFF the field, never walk. Never sit or lie down during a time out.
- BE COURTEOUS TO ALL OFFICIALS. Address them as “Sir.”
- Be sure you have on all of the official OHSAA equipment. Keep your mouthpiece in your mouth or on securely on your helmet.
- Talk it up on Defense, Special Teams and Offense: **ENCOURAGE YOUR TEAMMATES!**
- Be sharp in everything you do. Remember we have been working months, weeks, and days for this game that only takes forty-eight minutes.
- **It must be realized that it is a privilege and not a right to be on our sideline. Be sure you earn the privilege to be there!**



Pre-Game Schedule

HOME

2:45 Special Walk-thru
3:10 Offense Walk-Thru
3:30 Team Meal
4:00 Awards
4:15 Chapel
4:45 Defense Walk-Thru
5:05 Set-up Field/Relax

AWAY

2:45 Specials Walk-thru
3:00 Offense Walk-thru
3:15 Defense Walk-thru
3:30 Team Meal
4:00 Awards
4:15 Chapel
4:30 Prepare for travel
?:?? Depart
5:20 Arrive for away game
5:23 Tour away stadium

5:30 Dress
6:00 Specials Warm-up
6:10 Special Out – AYO's Warm-up
6:25 AYO's out
6:30 Team Morale
6:35 Individual
6:45 Team Offense
6:50 PAT/FG
6:52 Team Defense
6:57 Punt
7:00 Clear (to locker room)
7:21 Line-up 2x2 (or 4x4)
7:25 Walk-out
7:26 Celtic Walk
7:28 Take the Field
7:30 Play to Win

Pre-Game Schedule- Parent's/Senior Night

5:55 Stretch Bands
6:10 Specials
6:25 Team Warm-up
6:35 Individual D
6:40 Team D
6:45 Individual O
6:50 Team O
6:55 Punt
6:57 Clear (Senior to line up with parents)
7:25 Take the field
7:30 WIN - Give it your best shot



TALKING TO THE MEDIA

- Interviews will be arranged through the head coach. Our policy is that you are free to talk to the media. If contact is made directly to you, and not through the head coach, you must alert your position coach or the head coach. Remember the following things when talking to news men:
- Don't compare, don't knock, and don't criticize our opponents. Only praise them.
- Be confident but not boastful. Talk more about your teammates, then your individual position coach. Whenever you receive recognition, someone gave you the opportunity. Praise your TEAM.
- Do not take your complaints to the media. The coaches' office is the only place for these. Keep them in the family.
- Do not say anything about what we do as far as technical football.
- Do not say anything that would help our opponents or end up on their bulletin board.
- Be kind and courteous to the media. Be prompt for appointments with them. Don't give them the satisfaction of knowing that a negative article was read by you.
- A very few writers or broadcasters may attempt to badger you or create controversy with leading questions or questions which set you up for critical answers. When this happens, tell the reporters, "I'd rather not comment on that."
- We do not control publicity nor can we determine who they write about, whose picture in the paper, etc. We never knew a player who received more publicity than he deserved, but we have know a thousand who did not get what they deserved.
- When we win, we will get great publicity and gain great honors. When we lose, there will be no spoils. The only friends you have when you lose are those you lose with, cry with, laugh with, sweat with and bleed with. This is your family.

TEAM TRAVEL EXPECTATIONS

DUBLIN JEROME CELTICS - meaning and believing in CLASS -- intelligence, physical appearance and honesty will present this CLASS IMAGE on the road as we travel for games.

Required Dress (when not traveling in game gear)

- Dress as well as you can.
- Options:
 - Nice dress pants (no blue jeans or ripped pants), dress shoes and socks.
 - Team Travel Gear
 - Team Uniform
- Be well groomed, neat shaven and etc.

Itinerary

- Keep your travel itinerary with you at all times - be early for all obligations.

Bus Travel

- Keep the noise on the bus to a minimum, conversational tone.
- When you leave the bus, make sure all of your belongings are with you.
- Do not leave garbage on the bus.
- Music is allowable at a reasonable volume. Music is not to be heard by others.
- Be sure to be quiet while bus at rail-road crossings.
- You do not need to be quiet on the bus, but you should respect other's desires to rest, think or focus.



ATTENDANCE EXPECTATIONS

All players are expected to be at each practice, lifting session, conditioning session and meeting during the OHSAA mandated football season. (Roughly August through the last game.)

If any player must miss for any reason, the head coach and position coach should receive notification prior to the practice, meeting or session.

Off season meetings for **all sports** are completely voluntary by OHSAA by-laws.

If the football activity is a scheduled off-season voluntary event:

Since the football activity is a voluntary activity, your son may choose to attend the other event with no direct repercussions to his position or playing time. However, there may be some indirect repercussions in that we will be installing the offensive, defensive and special units schemes. Additionally, we will be practicing a lot of position specific techniques and skills that will likely put your son a little behind the rest at that position and the team. If your son feels the other event is more important or is more of his favorite activity, I would consider missing football for that event. If football is more important or more of a favorite activity, I would miss the other event. In essence, it is your son's choice (with guidance from you, his parent(s)).

If it is a scheduled in-season football event:

Since the activity is an in-season football event, your son may lose his position on the depth chart or playing time for missing the football event. I fully understand if you, his parent(s), choose to have your son miss, but it may impact his standing. We will not remove him from the team, nor will we treat him with disrespect, but it may impact his position and playing time.

It would be nice if football was a sport that did not require hard work in the weight room and in speed, agility and power training. Unfortunately that is not the case. That is why we have expectations for our athletes regarding training. It is not to be mean or "hard nosed." Our opponents are training and training hard. We must train with the same, or more, intensity to be able to compete and win. Please refer to the BFS system for these expectations.

Our philosophy regarding these off-season workouts is as follows:

- Prepare - our opponents are preparing so we must too in order to be **safe** (free from injury or harm) in competition.
- Prepare - our opponents are preparing so we must too in order to win. Get Bigger, Faster, and Stronger.
- Prepare - our opponents are preparing and so we must too. There are a lot of ways to prepare. (Jerome BFS, Max Sports, Personal Trainers, Accelerate Ohio, possibly working out on your own at the Dublin Recreation Center or even at home. We prefer our Jerome BFS training because it allows us to see the efforts and gains. It is proven to work, and it helps to earn trust among teammates and between player and coach.)



Buddy System

“Am I my brother’s keeper?” This was an ancient question asked. The answer then should have been yes, and the answer for our football program most definitely is, yes! If we cannot be responsible for more than ourselves, what good are we to those around us, to society as a whole and most especially our Jerome football team. We will have a positive influence on those around us.

Here is how the Buddy System works:

- You will choose (possibly be assigned) a buddy (or two buddies).
- Your job is to help, guide, assist, monitor, motivate, and encourage your buddy in his playing/practice effort, in his attitude, in his academics, in his social behaviors and choices.
- You are his accountability partner. He is accountable to you and you are accountable to him.
- If your buddy is tempted to stray in the wrong direction, it is your job to keep/get him back on track. If your efforts prove not to work you must contact your designated coach (and the head coach).
- If you fail to contact your coach when your buddy strays, you are just as guilty and will receive a punishment as well (possibly the same punishment as your buddy).
- You should talk to your buddy every day (before, during, and after practice). You should talk about grades, hustle, plays, social plans. You should know what post games plans and Saturday evening plans your buddy has. And if possible be a part of those plans that are healthy, wholesome, and beneficial for team building, and personal improvement on the athletic field and in the classroom.
- The pillars of this buddy system.
 - **Discipline**
 - Doing what you are supposed to do when you are supposed to do it.
 - Can I trust you?
 - **Commitment**
 - Giving it your best shot on and off the field.
 - Are you committed?
 - **Caring**
 - Treat others how you want to be treated.
 - Do you care about me as a person?

WEEKLY IN-SEASON SCHEDULE

Sunday

OFF

Monday

Freshmen- lift #2

JV- lift #1, condition, film

Varsity- opponent films

Tuesday

Freshmen- study table

JV- opponent films

Varsity- lift #2

Wednesday

Freshmen- opponents films?

JV- lift #2

Varsity- study table

Thursday

Freshmen- game or practice

JV- study table

Varsity- opponent film

Friday

Freshmen- lift #1, condition, film or walk thru

JV- opponent film

Varsity- game

Saturday

Freshmen – off or home game

JV- game

Varsity: 9:00 am report

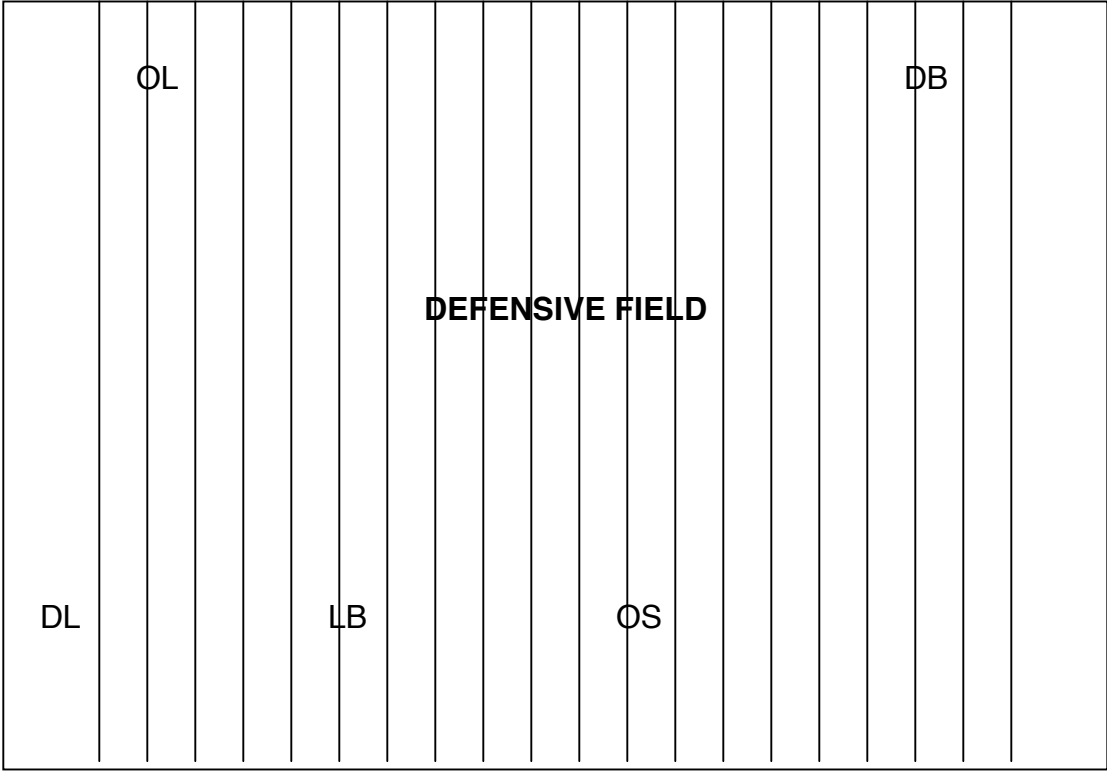
9 run/condition

9:30 lift #1

10 film

10 support JV if home

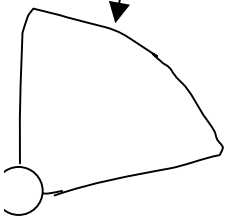
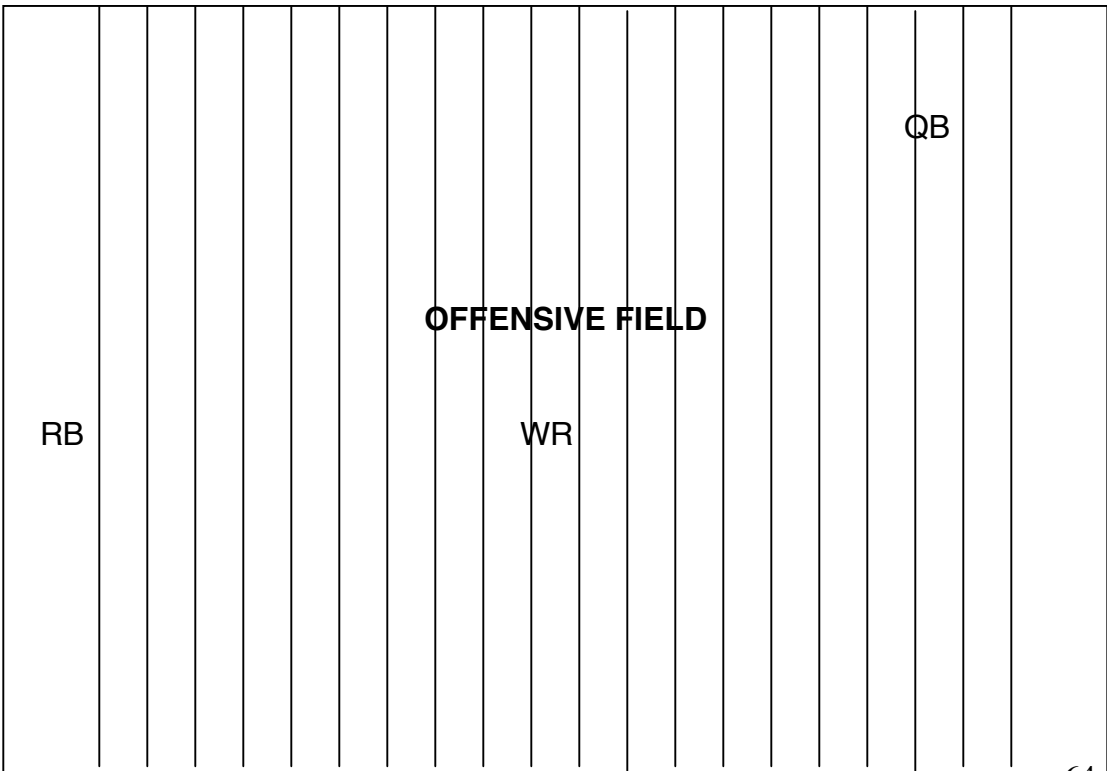
PRACTICE FIELD ORGANIZATION



Sled Alley

NO MAN'S LAND/OASIS

Shot Put Pit



CELTIC WEIGHT TRAINING



**BIGGER
FASTER
STRONGER**



BFS System Explained

For All Sports

What sport is the BFS Total Program designed for?

The BFS Program is designed to increase athletic performance. It will make your athletes jump higher, run faster, throw farther, hit harder and be more explosive. In short, the BFS Program is perfect for any sport and for any athlete, male or female. In fact, BFS encourages you to unify your entire school under a single strength and conditioning program. This makes it easier for multi-sport athletes to maintain steady progress throughout the entire year, and it also eases the work for administrators. Each year we have more and more schools switching to a schoolwide, unified program, and the impact it has on these schools' athletic programs is amazing.

BFS makes your athletes more athletic; you, as coach or player, have the job to learn/teach how to play your sport(s) and perform the skills necessary for success in your sport(s). This why a unified BFS lifting program is the best thing going for athletes and coaches of all sports.

Spotters and Spotting

Never lift without a spotter. Accidents occur all the time. Bars slip, weights drop, technique and form fails.

If you have only one spotter, this spotter needs to be as near the center of the bar as possible. Hands on the bar is OK on the squat exercise and maybe on the pressing lifts too, but for all other lifts the spotter needs to watch and be ready.

If you have two spotters, put one on each side of the bar. They are not to touch the bar, but should have hands ready to grab the bar when needed.

If you have three spotter (this is ideal) one should be at the center of the bar and the other two on each side of the bar. The center spotter may touch the bar as needed, but the side spotters are to not touch the bar until they are needed.

One of the spotters needs to be the lead spotter. This lead spotter is important. Someone needs to be watching form (technique) and exertion by the lifter. Once form declines or exertion fails, he is to yell loudly, "SPOT!" All other spotters will then do their job and assist the lifter back to the safety starting position. If one spotter is present, he is the lead spotter. If two are present, one becomes the lead and if there are three spotter, the center spotter is the leader.

Core Lifts

The core lifts are those exercises which are deemed to be the most important for developing athletic potential. Core lifts are the big exercises which work more than one muscle group and require a greater emphasis of time and energy.

The "secret" is out and has been out for many years, you can still gain an edge at every turn. Why? Well, some coaches and athletes don't want to put forth the effort while some believe something else. Isn't that wonderful? You can gain a big edge on some opponents just by putting the BFS Core Lift Concept into practice!

Some schools or programs are going to do ten or fifteen different exercises and do the same sets and reps with each of those exercises. What we're going to do is select several multi-muscle group exercises and then really get after those exercises. We will emphasize the legs and hips for that is the foundation of strength and power for an athlete.

Auxiliary Lifts

Auxiliary lifts are also important in the development of athletic potential. However, these exercises usually involve only one muscle group and require less time and energy than core lifts.



Just because we call them Auxiliary Lifts does not take away from their importance. These lifts we do not test on for a variety of reasons. They are, however, just as important for the success potential of each athlete.

Year Round Program

The Total BFS Program involves lifting weights all year round. An athlete either is in an off-season or an in-season program. Most programs try to maintain during the season, while the BFS Program allows every athlete to make great gains and break many personal records during each week of the sport season.

Set-Rep System

The BFS Set-Rep System is a vital key to the overall success of the total program. It is absolutely imperative that sets and reps be varied from workout to workout. The BFS System creates unbelievable intensity and progress in the weight room. In fact, we guarantee that every athlete will break at least eight or more records per week. They will do this week after week, month after month and year after year.

How the system works:

Workout #1: We begin with 3 sets of 3 reps. This causes us to use heavy weight. To get strong you must push heavy weight. Always finish the last set doing the most number of reps you can do on your own.

Workout #2: We then lighten the load a little and do 3 sets of 5 reps. This little change creates a different stress on the muscle groups, but still uses heavier loads. Always finish the last set doing the most number of reps you can do on your own.

Workout #3: Next we do one set of 5 reps (this should be a same weight we used in workout #2 - a heavy weight that will challenge you), one set of 3 reps (again this should be a same weight we used in workout #1 - a heavier weight that will challenge you), and one set of one rep (this weight should be a weight you feel confident you will get but not a weight you should get three times - two reps is OK but three is too light). This workout creates a different stress as the second workout does. Always finish the last set doing the most number of reps you can do on your own.

Workout #4: Lastly we do one set of 10 reps, one set of 8 reps and one set of 6 reps. This workout really creates a change in muscle stress. The first three workouts build off of each other and creates a progression, and the last workout creates an adaptive response that causes the muscles to grow and it prepares the muscles for the next round of workouts. Always finish the last set doing the most number of reps you can do on your own.

Recording your reps and sets is vital to your progression. Without consistency in recording your will have inconsistency in gains. Be sure to TOTAL your sets. This number is the key number you need to use to gage your progress.

It is vitally important to get your reps rather than increase weight and risk not getting your reps. So, what should you do if you miss a set (do not get the required number of reps on your own)? You have two options: 1) record your weight and reps completed but subtract twenty pounds from your TOTAL for each rep not completed on your own, 2) rest a few minutes and redo your set with a weight you know you can handle for the required number of reps.

Also record personal bests for each lift. Work to break these personal records. Competition in the weight room is not with your partners or other teammates, but it is with yourself. Can you push yourself to break at least 8 records each week?

Now that the first round of workouts are finished and you have your sets and reps recorded accurately, you should begin to progress in your overload each workout. If you completed each set with the required number of reps, you need to add weight for each of the sets for this next round. If your reps were difficult, add weight only on one or two sets. If it was easy, add weight on every set. Always keep your total going up. It does not matter if the weights for each set go up as much as the total of the three sets going up. If the total is higher you are stronger. That is what we and you want.

How much should you increase? Your last set on your last workout is the key. If you completed the required number of reps and no more, you may want to attempt to raise your weight by 5 lb. on one set (maybe two) for your next workout. If you got one more rep than what is required, definitely add 5 lb. on two and maybe all three sets. If you got two or more reps over your goal, you will no doubt use more weight (5-10 lb. per set).

Nutrition and Rest

Nutrition and rest are also tremendously important in aiding the ultimate progress of each athlete. About 30 percent of all high school athletes will eat nothing or drink a Coke™ for breakfast. Avoid fast foods, high sugar foods and processed foods. Eat whole grains, fruits, vegetables.

Eating a lot of calories will aid in muscle building so long as the calories are as natural (or organic) as possible. A little extra protein is OK, but do not over do this as it can over work the the liver and cause other health problems.

The average high school student need 9 hours of sleep. The athlete needs at least this much and maybe a little more. This sleep should occur mostly at night (not at night or in the afternoons). A small nap 10-20 minutes in the afternoon is good, but anything more than this is detrimental to one's sleeping habits.

Sleeping in on days off is OK if not done to excess. If you normally wake up at 6:00 AM you should wake up on off days no later than 7:00 AM or 7:30 AM. Sleep patterns are important and easy to get off schedule. Time in going to sleep should remain fairly constant as well. It is all about habits and patterns.

Commitment

Everyone involved must be totally committed, dedicated and persistent. The athlete must enter his workouts with a game-day attitude and refuse to fail. The coach must conduct his team's workouts like he would a regular practice. He should be involved, organized and demanding. True success won't happen unless you make it happen. Everyone must take on a leadership role. Every athlete should learn the coaching points of every exercise and then be willing and able to help his teammate get through every phase of the program with great technique. Everyone must follow this great quote: "If it is to be, it is up to me." As this attitude permeates your very being then, and only then, will you become an Upper-Limit athlete.

This type of commitment will produce great individual athletes, but it will more so produce a group of young men who work together on the field toward a common goal of winning games and earning championships.

Squats

The parallel squat is the king of all exercises for an athlete. If an athlete were to do nothing but parallel squats, he would have a good program; not great, but good. Leave them out, minimize them or do them incorrectly and it doesn't matter what else is done.



Since the majority of high school football programs do squats, you might as well ask about the winning edge of "the secret" that was promised. You can make a quantum leap over your opponents by parallel squatting correctly. First of all, many high school programs have their athlete squat high to way high. In an eight team conference, probably four to five schools will squat high. Second, the other two or three schools will have serious technique or spotting problems.

Technique: Athletic Stance, Spread the Chest, Lock in Lower Back, Toes out slightly to straight ahead, Eyes focused straight ahead, Sit tall.

Spot: For confidence in the squat rack, spotters are vital. The back spotter is the leader, the side spotters are the assistants. The back spotter should focus on a spread (high) chest throughout the entire set, the leading of the hips on the descent and the leading of the shoulders and chest on the ascent. Be a great spotter so the lifter has confidence to push himself to the limit.

Bench Press

Bench Presses should be done only twice per week not three times.

The Bench Press is the most dangerous lift in the weight room. For this reason the thumbs should go around the bar. There is too much dangers of the bar slipping and dropping on the throat or face.



The bar does not go straight down and straight up, but rather at a slight angle back toward the rack or lifter's face. When this correct groove is found, it makes a lot of difference in pounds. Some refer to this movement as the C Curve.

If the bar reaches a sticking point, many times just by looking at and concentrating on the right hand, the bar will lock out. Many times I will see bench pressers, strain with their eyes closed. This is a bad mistake. The eyes should be open at all times and be focused on a point directly overhead.

I like to use one spotter in the middle when the weight is under 300 pounds. With heavier poundage, two or three spotters are recommended. It never hurts to have everyone in the lifting group involved. Spotters touch the bar only when the lifter calls for help or when the lifter cannot get the bar off of the chest or when the bar begins to go back down. Do not put your hands on the bar when the lifter is progressing the bar up on his own. Even the slightest touch takes weight off the lift and tarnishes what may be a personal record attempt. Let the lifter do the lift and the spotter helps only when needed.

Hang Clean

The clean lift is a great lift to improve athletic explosion. But it can be a dangerous lift if the lifter does not focus technique for each repetition or does not have proper spotting. The weight lifted is not as important as the technique and speed of the movement. Increases of weight are our goal, but not at the expense of technique.



Set the rack so the bar is at middle of your tibia bone (shin bone). Grip the bar with a medium grip (shoulder width) and with the fingers gripping over the bar and the thumbs under. Set your feet at shoulder width.

Prepare as you would the squat: chest wide (spread), hips back, eyes forward and focused. Lift the bar to your knees and pause. From this position explode up using the legs and hips first (jump). Once you get full extension of the legs and hips, shrug the bar with your traps. Next pull with the arms. The bar must stay as close to the body at possible. Once your pull with your arms, squat under the bar allowing your arms to rotate around the bar (this should be done quickly/explosively). This is the rack phase. The bar should be caught (racked) on your shoulders with your elbows extended out in front of you. Unrack the weight and repeat.

Each reps should really be thought of as a set. A set of three should be really be thought of as three separate sets of one rep each. The only difference is the weight should never hit the rack or the floor.

Trap Bar Dead Lift

The Trap Bar allows the weight to stay in line with the athletes center of gravity. Think squat technique when performing this lift.



Stiff-leg Deadlift

Grip the bar with either an overhand grip (or with one over and one under). Keeping the legs stiff, lower the bar to the top of your shoes. Keep your head up to help keep your chest out.



This is a lift that does not require a lot of weight. Your weight choice should be approximately 40% of your squat weight. As your squat goes up, your stiffleg weight should go up accordingly. If your squat goes up 25 lbs. your stiffleg goes up 10 lbs.

taken from from Bigger, Faster, Stronger: The Total Program, by Greg Shepard, Salt Lake City, Utah 1994.



SPEED DRILLS

1. Arm Pump: Elbows should be bent @ 90° and stay locked at that angle. The movement is at the shoulders not the elbow. Hands should be relaxed but not flopping around. Focus on throwing the elbow back rather than fist forward. Be smooth and keep all motion moving forward and back.
2. Shake-ups: We do this to practice proper foot placement (pad of the foot/fat part of the foot), and proper arm action (see above). The feet should not kick high or hard, but there should be a little bounce in your step (spring off of the ground/pad of the foot).
Do not lean back, keep chest high and forward.
3. Butt Smackers: Keep good arm action. Smack your heels to your butt each rep. Toes should be up (pointed toward your knee). Contact is still on the pad of the foot with the ground. Again all motion is straight forward and back and up and down. Not out to the side.
4. High Knee Butt Smackers: Same as butt smackers, but now raise your knee as high as possible but still able to touch your heels to your butt. Toes are still flexed toward the knee.
5. Wall Fast leg R/L: Put one hand on a wall for support. Lift your knee up to parallel with the ground. On command “run” leg around and back to starting position again. We are now beginning to train our nervous system to fire fast and explosively. Quickness is key, technique is also vital to improvement. Keep the toes high and skid the pad of the foot along the surface with pad contact. We will do 5 reps each leg.
6. Fast leg R/Fast leg L/Fast leg ALT: While jogging very slowly down the run area and on every other step, “run” the leg in a running motion very quickly. Work to get the heel to the butt and the knee as high as possible, but quickness and explosion are the key ingredients. Keep the toes up as in our other drills.
7. Stiff-leg Bounds: Just like a shake-up but we are now going as hard and as fast as possible. This is a bound so the spring in the shakeup is now a big bounding step/hop. Be explosive.
8. Build-ups: Gradually gain speed from a walk step to a full speed sprint by the finish line. Be smooth in your acceleration, not explosive. Focus as you accelerate on the key points drilled above. Arm action, foot placement, toes up, heel to butt, knee as high as possible and quick turn over with the leg.
9. Starts: One hand in V formation behind the line. Opposite toe is 3-6 inches off of the line. Same foot is at a arch/toe or heel/toe relation to the front foot. This stance is compact. Put your opposite arm high above your back. Keep your head down and eyes looking at your groin. Get your hips high and begin to lean on the command of “set.” Explode out of stance (jump) and get into running form quickly keeping eyes down and gradually come up. Go for only 10 yards.
10. Sprint: Put it all together. Good start and running form. Practice correctly to run faster. We will do 4 reps.
11. Resisted Running: Using some form of resistance on a rope (partner, tire, weighted sled) run with good form emphasizing the forward lean initially and the leg drive throughout.
12. Assisted Running: Using a “Rocket Rope” device, do 3-5 20 yard to 40 yard sprints to teach the body to run at a faster pace.

Warm-up Drills

- Form Run
- Backward Form Run
- High Knee Carioca
- High Knee with pull (BJ)
- High Knee with ankle pull
- Lunge Walk
- Side Lunge Walk
- High Kicks
- Band Stretches

PLYOMETRICS

Lower Body

We use whatever our facilities will allow us. The use of stairs and plyometric boxes are ideal. Our program uses jumps as the primary form of plyometrics. We like stairs or grass (turf) due to the reduction in force upon landing.

Our jump program is as follows:

- Depth jumps
- Quality jumps
- Consecutive jumps
- One leg knee thrusts
- One leg quality jumps
- One leg lateral quality jumps
- Consecutive stair jumps
- Stair bounding

Upper Body

A variety of drills can be used to make the upper body more explosive:

Press ups & hand clap: Press-ups with a hand clap in between is a particularly vigorous way to condition the arms and chest. The pre-stretch takes place as the hands arrive back on the ground and the chest sinks, and this is followed quickly by the explosive upwards action. Once again, to get the best training effect keep the time in contact with the ground to a minimum.

Medicine Ball: Another means of increasing upper body strength popular with throwers is to lie on the ground face up. A partner then drops a medicine ball down towards the chest of the athlete, who catches the ball (pre-stretch) and immediately throws it back. This is another high-intensity exercise and should only be used after some basic conditioning.

Planning a Plyometric Session

The choice of exercises within a session and their order should be planned. A session could :

- * begin with exercises that are fast, explosive and designed for developing elastic strength (low hurdle jumps; low drop jumps)
- * work through exercises that develop concentric strength (standing long jump; high hurdle jumps)
- * finish with training for eccentric strength (higher drop jumps).

An alternative session could be:

- * begin with low hurdle jumps
- * progress to bounding and hopping,
- * continue with steps
- * finish with medicine ball work out for abdominals and upper body.

Warm up

A thorough warm up is essential prior to plyometric training. Attention should be given to jogging, stretching (static and ballistic), striding and general mobility especially about the joints involved in the planned plyometric session. A cool down should follow each session.

How many?

It is wise not to perform too many repetitions in any one session and since it is a quality session, with the emphasis on speed and power rather than endurance, split the work into sets with ample recovery in between.

AGILITY

Agility is the ability to change directions quickly and efficiently. It is a skill that can be improved with practice and focused repetitions. The key focus is to run efficient lines, stay low, and explode out of the change of direction.. Keep your feet under your hips and move them quickly.

AGILITY DRILLS:

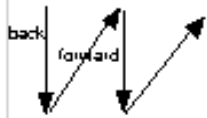
20 yard shuttle - Pro Agility



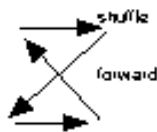
M drill (running forward)



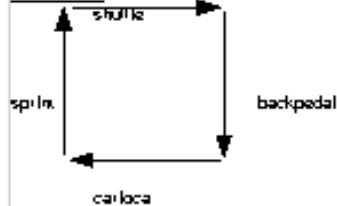
W drill (backpedal to break forward)



Z drill



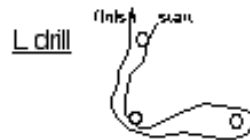
box drill



QUICK FEET LADDERS

ladders (choose 5 or 6)

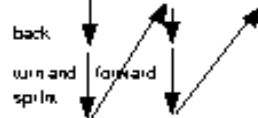
- one foot
- two feet
- shuffle two feet
- hop scotch
- backward hop scotch
- lcky shuffle
- backward lcky shuffle
- quick hops
- chimney hops



T drill (position start)



W w/pop & side plant

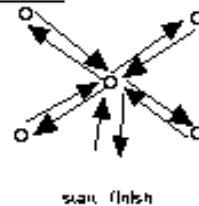


baseball flop

all forward- turn your back to the start, palm on turn to next cone



star drill



POWER CORE TRAINING

- vertical jumps
- stadium steps
- tire flip
- resisted runs
- medicine ball throw
- tire throw
- board push
- boards push w/sprint
- boards push w/ pound of feet
- consecutive long jumps
- one leg balance training
- push up position balance training



PRACTICE PLANNING THOUGHTS

Sometimes we as coaches have attitudes and beliefs that get us locked into certain drills which may actually make it difficult for our team to improve. In order to avoid having inefficient practices and make the best use of practice time, ask yourself the following questions:

1. How can I maximize our practice time and schedule to get the best absolute maximum benefit.
2. Are we doing our tasks or drills in the best order?
3. Do we spend too much time waiting between drills or during drills that could be changed?
4. Do we anticipate problems before they arise and have a plan to handle them?
5. Does everyone, coaches and players, understand our tasks and timelines?
6. Is there any portion of a practice that can be changed or dropped at a certain point in the season without sacrificing performance?
7. Is the equipment we have helping us maximize our players abilities or do we need to change or upgrade?

Joe Tiller
Purdue University

HOW TO CONDUCT A DRILL

- 1. STATE A SPECIFIC FOOTBALL PURPOSE** - athletes respond better when they know exactly why they are doing a drill and exactly how it helps them play better. This is not conditioning, we are teaching skills.
- 2. MODEL THE DRILL PERFECTLY/SLOW REPS** - give a perfect model of the drill - review it prior to hitting the practice field whenever possible. If you cannot model it perfectly, have your best player do so. Also, have guys talk it, walk it, 50% speed, 75% speed, 100% speed. Quality reps count - not (just) quantity of reps.
- 3. STATE THE TIME YOU WILL SPEND ON THE DRILL AND STICK TO IT** - tell the players how many reps or how much time you will spend on the drill. Players tend to give more effort when they know how long they are repping a drill. Many players hold back if they are not sure how long a drill will go - they worry going all out leaves them dead in the first five minutes and you might do the drill 15 minutes.
- 4. NAME THE DRILL** - Name the drill and always call it by that name. That way after the drill is taught you can simply say - "MULE DRILL" and the players know what to do.
- 5. PRESENT THE DRILL IN A POSITIVE LIGHT** - always explain why this drill will make them a better player - how it will help win games.
- 6. COMBINE DRILLS FOR MAXIMUM REPS** - Be creative when time is limited - how can I combine two or more important drills? We can rep ball security by taking a toss and running through the blaster machine - then have a bag holder simulate a scraping linebacker (work the cutback for running skills) then cutback under a cone to get vertical.
- 7. AVOID TOO MANY DRILLS** - We really shouldn't have to put in so many drills they always need explanation. Select the best handful of drills and rep them. (Always leaving room for necessary teaching and for tweeks for variety and emphasis- if your players need help in a skill not addressed, then a new drill is needed).
- 8. FILM CONNECTION** - Make drill real for players by referring to them during film time. "See how you drug that guy for 3 extra yards? That's great hard running - gotta love that Mule Drill!" They may laugh, but the point is gotten across that drills help - no one can argue with positive results.

Coach Pat Morgan

Be prepared for practice each day. Know what you are teaching. Know your teaching progression. Know your teaching vocabulary. Know your teaching drills. Make the drills as game-like as possible. If a drill does not mimick a game situation or a technique used in a game it is a waste of our players time. (MH)

Formula from Woody Hayes on how much time to spend on a fundamental in practice. Just how much time you spent on a fundamental (individual drill) was determined by:

- 1. The percent of time the players would use it in a game.**
- 2. Its importance to the play.**
- 3. Its degree of difficulty.**
- 4. The skill with which our players could perform it.**

A drill should simulate game situation as much as possible. The ultimate goal of a drill progression is to have the drill be exactly like a game. Mark Hundley

YEARLY

DECEMBER

equipment collection
 banquet
 stats compiled
 recruiting night?
 inventory
 plan DW clinic
 compile wish list
 exit interviews (player/coaches)
 winter goals
 senior recognition (banquet/tackle??)
 meet with college coaches

JANUARY

Clinic hosted
 Clinic Schedule
 Tapes ordered (teaching)
 KOC executive committee elected
 Budget set
 Offseason fund raising
 Newsletter?
 Staff Meeting??
 Contact incoming frosh parents
 Meet with college coaches

FEBRUARY

attend state clinic/pay state dues
 newsletter

MARCH

newsletter
 summer schedule posted
 incoming frosh evening lift

APRIL

newsletter
 spring goals with players
 youth camp flyers out
 meet with college coaches

MAY

Newsletter
 mandatory parent meeting
 DFL camp
 Meet with college coaches

JUNE

youth camp?
 summer camp?
 line fields?
 summer lift

JULY

helmet issue
 7 on 7s
 senior picnic?
 youth camp?
 summer camp?

AUGUST

equipment issue
 double sessions
 Mom's and Dad's clinics
 WIN

TO DOs

SEPTEMBER

WIN

OCTOBER

WIN
 Senior night
 organize banquet

NOVEMBER

Qualify and WIN

DECEMBER

WIN STATE
 equipment collection
 banquet
 stats compiled
 recruiting night
 inventory
 plan DW clinic
 compile wish list
 exit interviews (player/coaches)
 winter goals
 senior recognition (banquet/tackle??)

COACHING:

Kickers
 Punters
 long snappers
 kick returners
 Kicksliders
 Knock out
 inside linebackers
 free safeties
 corners
 outside safeties
 defensive line
 offensive line
 running backs
 slot backs
 quarterbacks
 wide receivers
 tight-ends

VIDEO:

Technology/video coordinator

UNITS:

SPECIAL UNITS

special team goals
 special team stats
 special team depth chart
 specials practice plan coordinator
 special team scout cards
 special team script
 special team play caller - V/JV/F

DEFENSIVE UNIT

Coordinate defense
 defense notebook
 defense goals
 defense stats
 defense depth charts
 defense play caller – V/JV/F
 defense Game plan
 defense practice plan
 defense script
 defense scout cards



defense game plan
offense scout team coordinator

OFFENSIVE UNIT

Coordinate Offense
offense play caller - V/JV/F
offense notebook
offense goals
oversee pass game
offense practice plan
offense script
offense scout cards
offense game plan
offense stats
offense depth charts
offense line, ends in the run game
oversee run game
offense practice plan
offense script
defense fronts
offense game plan
defense scout team coordinator
offensive notebook
offensive goals

MISCELLANEOUS

composite schedule
scouts coordinator
recruiting:
 meet with coaches
 make tapes/DVD's
 Recruiting Info/Database
Staff Meetings/ agenda
player communications
player paperwork/fees
staff communications
Senior Tackle
Meet with vendors

MISCELLANEOUS-continued

transportation
Field Set-up
field clear
Celtic reminders
Warm-up coach
locker room signs
Manager liaison
Two-A-Day weigh in/out coordinator

GAME NIGHT

Pre-game checklist
Scout Tapes
tape exchange with opponents
Pregame procedures
Head Phone- charge/set up/repair

TRAINING

Speed Coach

academic coach/study table
rules interpretation meeting
weekly uniform collection/laundry
Varsity camp
Freshmen camp
youth camp
 plan
 get out info. – flyers, web, newspaper, etc.
 registration
 player-coaches
 coaches
 food (pizza, ice cream)
 shirts
 other gifts (water bottle, mini football)

film breakdown
Practice cloth
Practice pads
Practice equipment
Footballs
Team Meals
Mom's and Dad's clinic
Budget
Orders
Team Meals
Fund Raisers (1-2 per year)
Chain gang
Monday Night Film
Awards night/Banquet

Clothware Orders

Coaches – game shirt, shorts (one other item)
Spirit pack – t-shirt, shorts, practice jersey, sweat pant or
sweat shirt
Oxford Dress shirt
Equipment orders

PRACTICE

Equipment coordinator
weight room organization-BFS

OFF SEASON

Recruiting tapes
Game Tapes
Inventory
Uniform pass out/collection
Off season get-togethers
paperwork/ collection coordinator
film breakdown
Summer schedule
coaches phonebook
New Staff Hires
Defensive Stats (end of year)
Offensive Stats (end of year)
double wing clinic
Middle School/DFL liaison