



BASKETBALL THOUGHTS - JIMMY DYKES

Blueprint for a successful coaching philosophy

- 1) Everyday guys will beat sometime guys every day.
 - High talent guys that are sometime guys will be a year of frustration.
 - Key areas of recruiting: evaluation of talent and evaluation of character.
 - Everyday guys go every day, every possession.
 - When evaluating a player, watch how they respond in a bad game
- 2) If you are not tough, you will not win.
 - Do not flinch on a loose ball
 - Blow up screens
 - Do not let one mistake become two
 - "Toughness is doing what is right when it is really really hard to do what is right."
- 3) If you cannot talk it, you cannot execute it
 - Players must be able to talk the action
- 4) Practice for 5-10 minutes without talking
 - Will drive home the importance of talking real quick
- 5) If you aren't talking loud enough in practice to be heard in a silent gym, you will not be heard in the loudest arena
- 6) Where are we scoring from? 3 key areas:
 - The free throw line should be a number one priority in an offense
 - Are you scoring off of rim shots?
 - Clean 3's.
 - The quality of shot of us vs. them will 90% of the time determine who wins the game
- 7) How hard are your cuts?
 - Be in good enough shape to still be able to hard cut in the last 5-6 minutes of the game, not just for a half
 - Cut with purpose and passion
 - Hard cuts wear people down
- 8) 24/24 last final four teams have shot 32% or higher from the 3pt line
 - Who is shooting your 3's? Has a lot to do with what you shoot as a team
 - Selection of the 3: are you open? Are you balanced? Are you shooting a bad pass? Quit shooting bad passes and shot percent will rise as a team. Good 3pt shooting teams and good passing have direct correlation.



BASKETBALL THOUGHTS - JIMMY DYKES CONTINUED

9) it is not the number of plays you have but the number of plays you can run with perfection.

10) You cannot be a great player if you avoid contact

Simple things to always keep your eyes on:

- 1) Guard your yard.
- 2) Average teams can defend the first on-ball action, good defensive teams can defend the second action, but only elite level teams can defend the third on-ball action
- 3) ANY FORM OF SELFISHNESS MUST BE ELIMINATED, CUT OUT.
- 4) Leadership is backwards now-a-days. The freshmen or first year guys are the ones that have to do things last, carry stuff off the bus, get the leftovers, etc. The greatest leaders are those that are servants.
 - How can you serve others? Get your leaders to think that.
- 5) What is emphasized the last 10 minutes in the locker room before a game better be emphasized every day in practice before that.
- 6) When you watch a team play, they have either been taught to do that or you have allowed them to do that.
- 7) Good coaches can see the problem but great coaches can fix the problem.
 - Great teams fix the problem right now
- 8) We all need a reference point because we are either going to be ready or be rattled.
 - Why is that happening?
 - What do you go back to when things get chaotic?
- 9) Do not get bored with the basics. Shot goes up, are all 5 guys in motion?

Things not seen enough in drills

- 1) Not enough one on one.
- 2) Tremendous need in just knowing how to play the game. Need more 4-on-4 or 5-on-5 half court no dribble. Do we know how to screen to get people open?
- 3) In golf, every swing you ever take should have a specific purpose. Every single time. Do we teach that when it comes to shooting? The great shooters gear their shots toward what they are actually going to do in a game.
- 4) You cannot allow outside distractions to effect practice and locker room. We cannot demand things of players that we cannot also do as a coach. As a coach, if you have junk weighing on you from outside the job, you cannot perform as a coach at the level that you need to perform. You don't want that from your players so why want that from you?
- 5) Very important to raise the bar in areas of your life. Do not settle for less.



BUILDING A BETTER SCRIMMAGE

OFFENSIVE EFFICIENCY—Maximize the Scrimmage Situations

4 Minute Games:

Playing 4 minute mini games allows for a number of aspects of the team to improve. First the mini games simulate the game time between media time-outs allowing players to maximize their effort between time-out rest time. Also, resetting the score after each session trains players to win the current 4 minute segment they are playing which helps in focusing them on each possession.

Score...Stop...Score:

Calls for teams to execute scoring and defending for 3 consecutive possessions. Drill is blown dead as soon as a team doesn't complete one of the 3 possessions effectively. We score the ability to have executed all 3 phases. We have found through our own research if a team can execute more than 5 of these per game they win. If you consider than 5 or more (4-0) runs is like being up 20.

Stop...Score...Stop:

Calls for teams to execute defending and scoring for 3 consecutive possessions. Drill is blown dead as soon as a team doesn't complete one of the 3 possessions effectively. We score the team's ability to have executed all 3 phases. Emphasis in the drill is turn your defense into points then create a second stop. Use this concept to start your games to set the tone of the game to be hard on your opponents.

Situational Scrimmaging:

Allows for teams to practice specific time and score situations. Increases players awareness and intelligence with game situations. See what players can handle different situations.

From a Free Throw:

Utilize your Free Throw situation to set up your full court defenses and press offenses. Players must come to the line and convert FT's in order for team to be able to set up the full court defense or half court trap action. Offenses must respond in kind to the defensive pressure. Play 1 possession on a offensive score but allow the defense to convert their stop before blowing the drill dead.

BLOB and SLOB Sets:

Start your scrimmages with a BLOB or SLOB set. Having teams execute a offensive set versus a live defense is great simulation to games. If the offense score blow it dead. Allow the defense to convert their stop before blowing it dead.



IMPORTANT CHANGE TO NCAA ELIGIBILITY

Major Impact for the High School Class of 2016

Divisions I and II Initial-Eligibility Requirements



Core Courses

- NCAA Division I requires 16 core courses. NCAA Division II currently requires 14 core courses. Division II will require 16 core courses for students enrolling on or after August 1, 2013. See the charts on Page 3.
- NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become "locked in" at the seventh semester and cannot be retaken for grade improvement.
 - Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.

Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 3 of this sheet.
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.

Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website (www.eligibilitycenter.org). Only courses that appear on your school's List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.



IMPORTANT CHANGE TO NCAA ELIGIBILITY

- Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000 (corresponding test-score requirements are listed on this sheet).
- Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on this sheet).
- The Division II core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I 16 Core Courses

- 4 years of English.
- 3 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II 14 Core Courses

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 2 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 3 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II 16 Core Courses (2013 and After)

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).



IMPORTANT CHANGE TO NCAA ELIGIBILITY

Sliding Scale A		
Use for Division I prior to August 1, 2016		
NCAA DIVISION 1 SLIDING SCALE		
Core GPA	SAT Verbal and Math Only	ACT
3.550 & above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	59
2.700	730	60
2.675	740-750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840-850	70
2.425	860	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	80
2.125	960	81
2.100	970	82
2.075	980	83
2.050	990	84
2.025	1000	85
2.000	1010	86

Sliding Scale B			
Use for Division I after August 1, 2016			
NCAA DIVISION 1 SLIDING SCALE			
GPA For Aid and Practice	GPA For Competition	SAT	ACT Sum
3.550	4.000	400	37
3.525	3.975	410	38
3.500	3.950	420	39
3.475	3.925	430	40
3.450	3.900	440	41
3.425	3.875	450	41
3.400	3.850	460	42
3.375	3.825	470	42
3.350	3.800	480	43
3.325	3.775	490	44
3.300	3.750	500	44
3.275	3.725	510	45
3.250	3.700	520	46
3.225	3.675	530	46
3.200	3.650	540	47
3.175	3.625	550	47
3.150	3.600	560	48
3.125	3.575	570	49
3.100	3.550	580	49
3.075	3.525	590	50
3.050	3.500	600	50
3.025	3.475	610	51
3.000	3.450	620	52
2.975	3.425	630	52
2.950	3.400	640	53
2.925	3.375	650	53
2.900	3.350	660	54
2.875	3.325	670	55
2.850	3.300	680	56
2.825	3.275	690	56
2.800	3.250	700	57
2.775	3.225	710	58
2.750	3.200	720	59
2.725	3.175	730	60
2.700	3.150	740	61
2.675	3.125	750	61
2.650	3.100	760	62
2.625	3.075	770	63
2.600	3.050	780	64
2.575	3.025	790	65
2.550	3.000	800	66
2.525	2.975	810	67
2.500	2.950	820	68
2.475	2.925	830	69
2.450	2.900	840	70
2.425	2.875	850	70
2.400	2.850	860	71
2.375	2.825	870	72
2.350	2.800	880	73
2.325	2.775	890	74
2.300	2.750	900	75
2.275	2.725	910	76
2.250	2.700	920	77
2.225	2.675	930	78
2.200	2.650	940	79
2.175	2.625	950	80
2.150	2.600	960	81
2.125	2.575	970	82
2.100	2.550	980	83
2.075	2.525	990	84
2.050	2.500	1000	85
2.025	2.475	1010	86
2.000	2.450	1020	86
	2.425	1030	87
	2.400	1040	88
	2.375	1050	89
	2.350	1060	90
	2.325	1070	91
	2.300	1080	93

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.



PLAYS OF THE WEEK

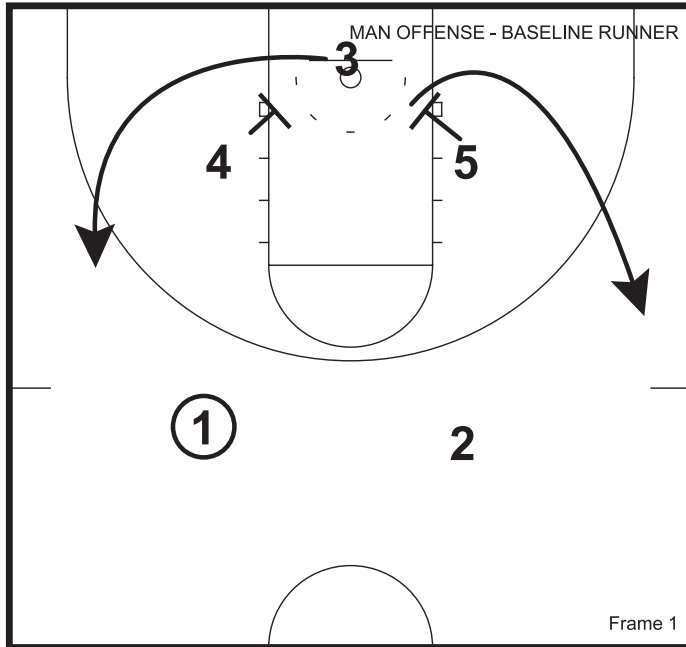
XAVIER NEWSLETTER #64

DECEMBER 6, 2012

MAN OFFENSE - BASELINE RUNNER	8
MAN OFFENSE - BACKSCREEN SPREAD	9
MAN OFFENSE - BRUSH PINDOWN	10
MAN OFFENSE - BRUSH STS	11
MAN OFFENSE - DRIBBLE ENTRY CIRCLE	12
MAN OFFENSE - ELBOW CATCH DHO	13
MAN OFFENSE - ELBOW CATCH SBS	14
MAN OFFENSE - TWIRL MOTION	15
MAN OFFENSE - TWIRL MOTION X	16
MAN OFFENSE - WING ENTRY SBS	17



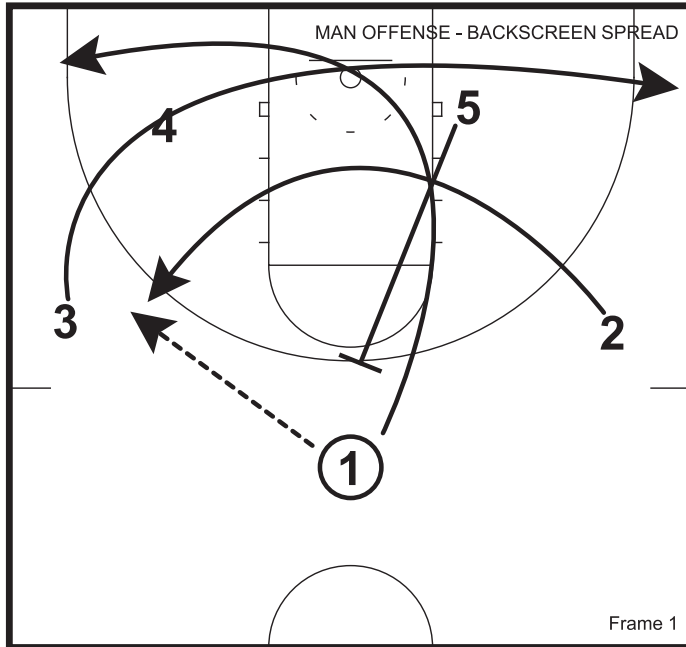
MAN OFFENSE - BASELINE RUNNER



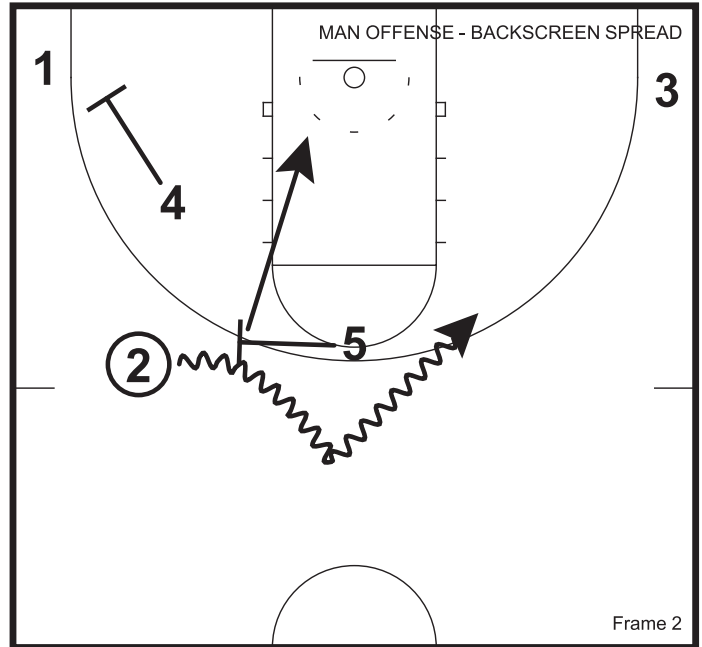
3 will use baseline screens from the bigs.



MAN OFFENSE - BACKSCREEN SPREAD



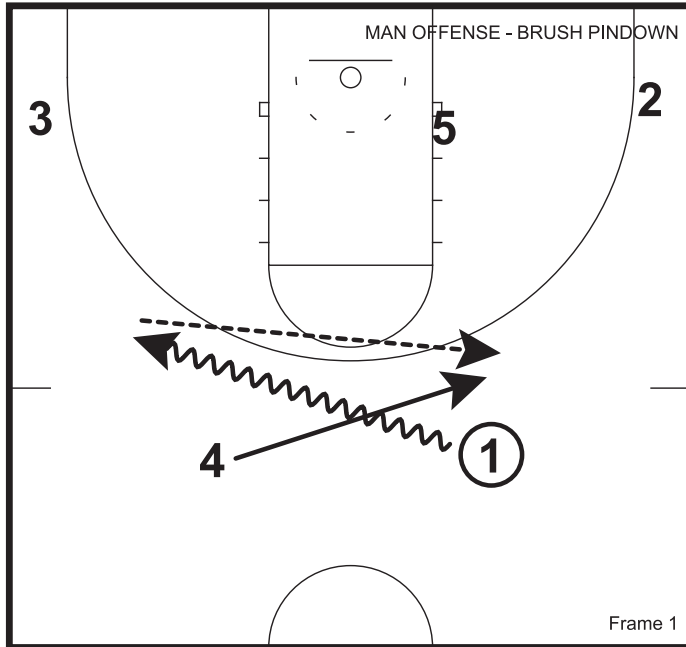
3 uses baseline screens from the bigs. 1 hits the 2 cutting over the bigs to the left wing. After hitting the 2, the 1 receives a backscreen from the 5.



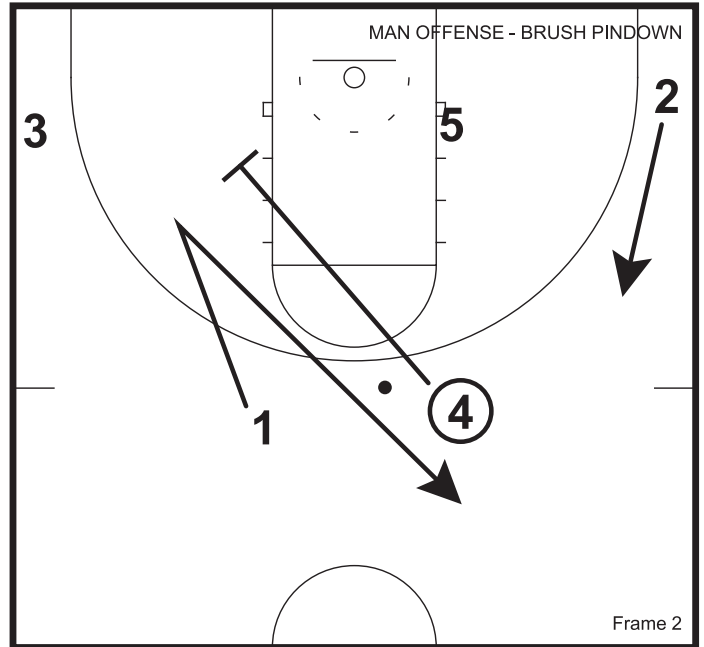
2 uses sideline ballscreen from the 5. 5 rolls, while the 4 sets an outscreen for the 1.



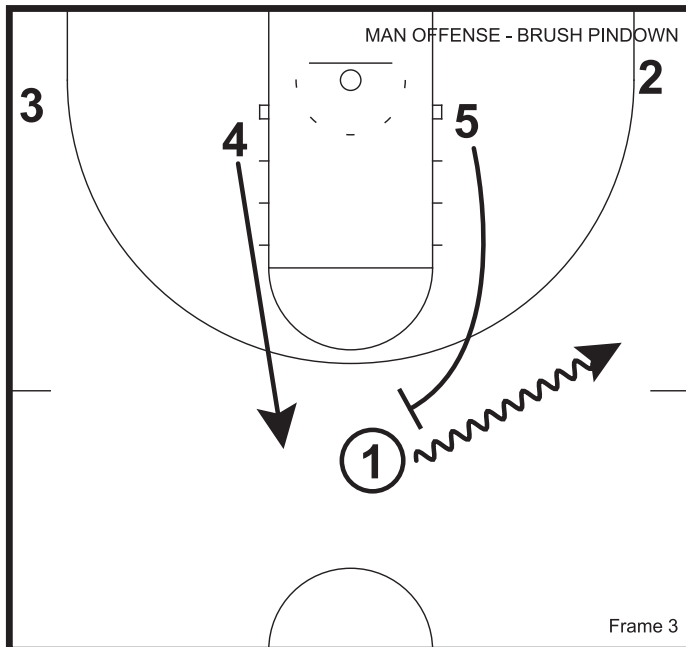
MAN OFFENSE - BRUSH PINDOWN



1 dribbles over trading places with the 4.



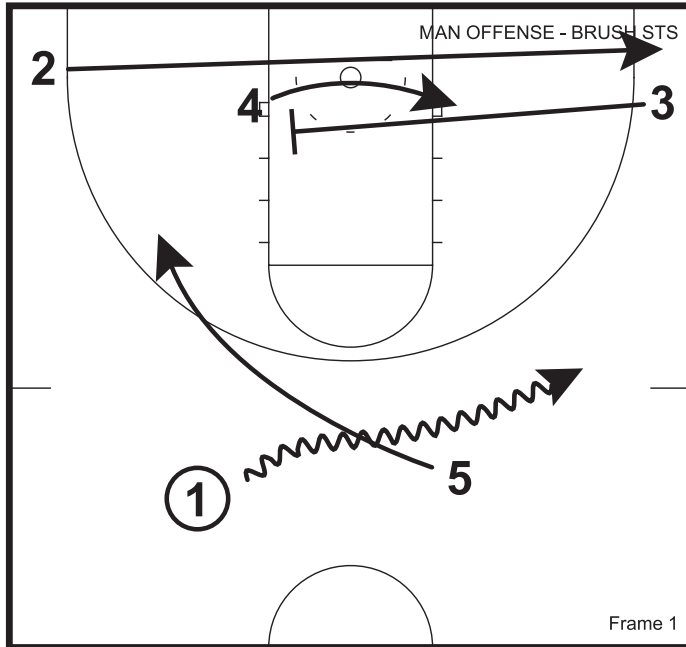
1 V-cuts to get separation for a handoff with the 4. 4 tries to brush off the 1's man.



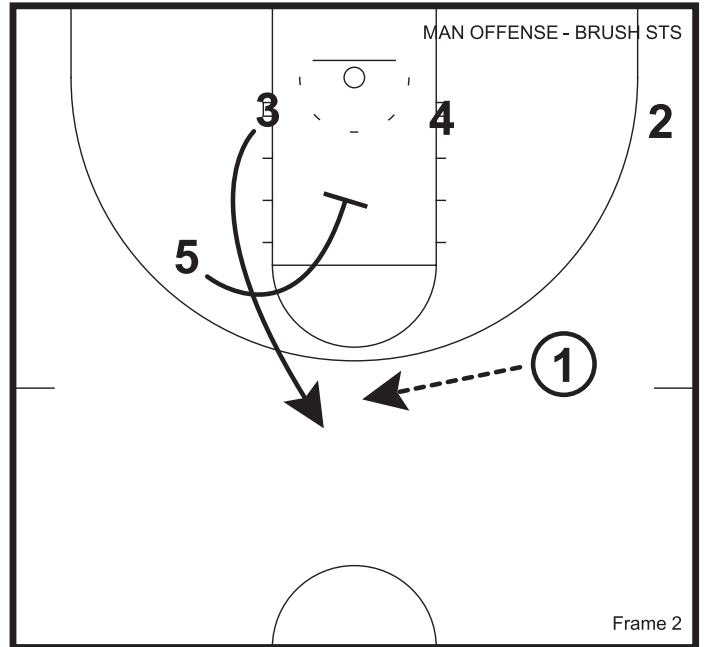
5 sprints to a rocket-ball screen with 1. 4 trades behind.



MAN OFFENSE - BRUSH STS



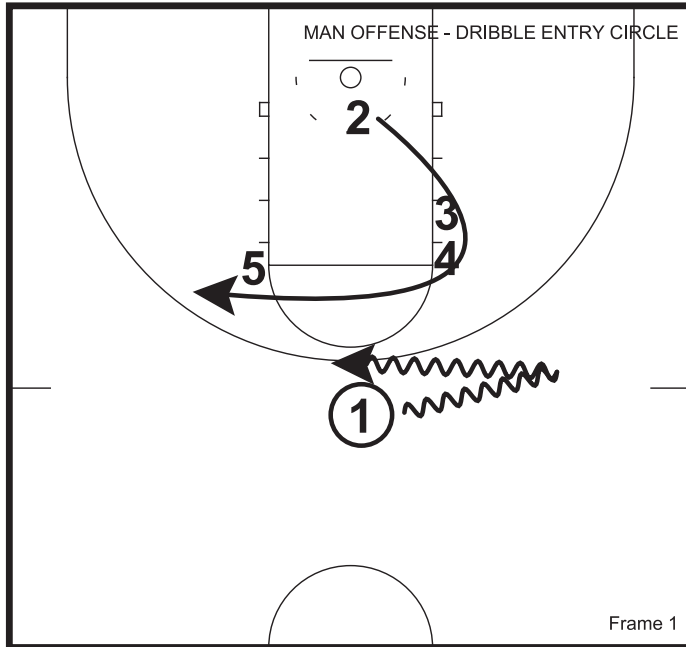
1 dribbles over. 5 trades places with him. 2 will sprint through to opposite corner. 3 sprints to set a low-away screen for the 4.



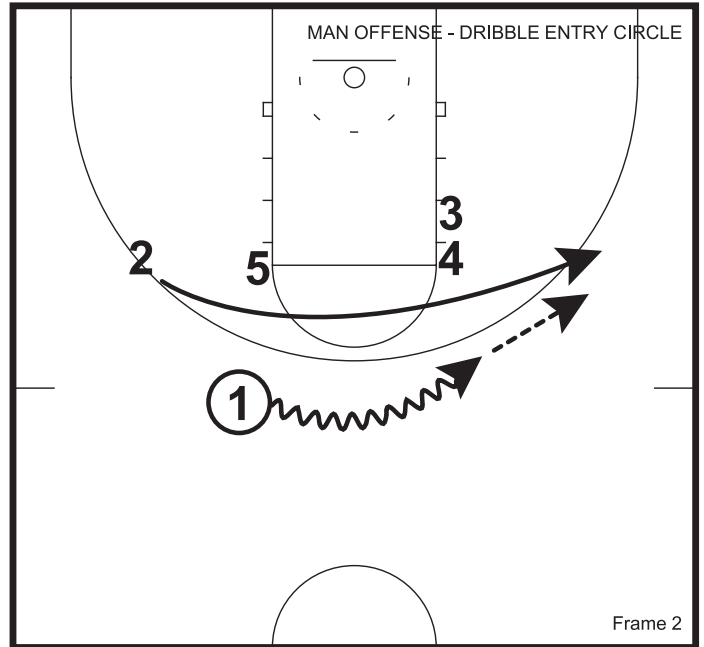
5 will clean the action up screening for the screener (3).



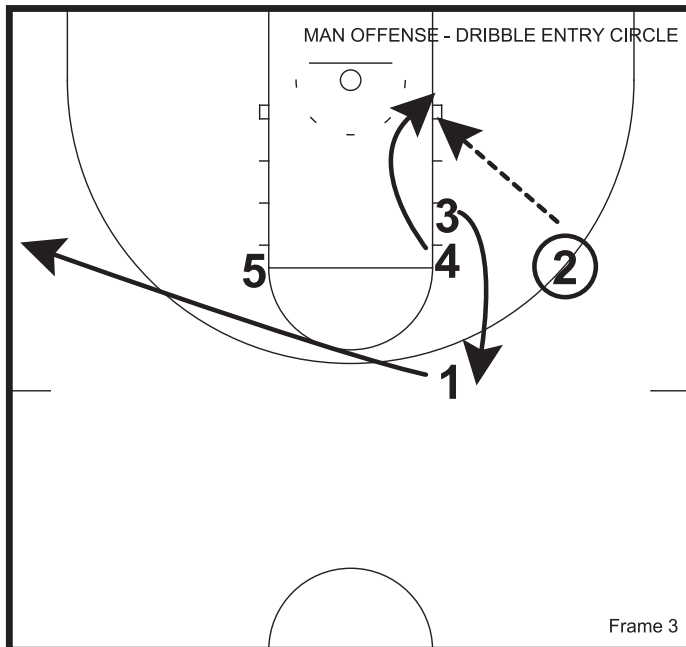
MAN OFFENSE - DRIBBLE ENTRY CIRCLE



2 uses a triple-screen to get open.



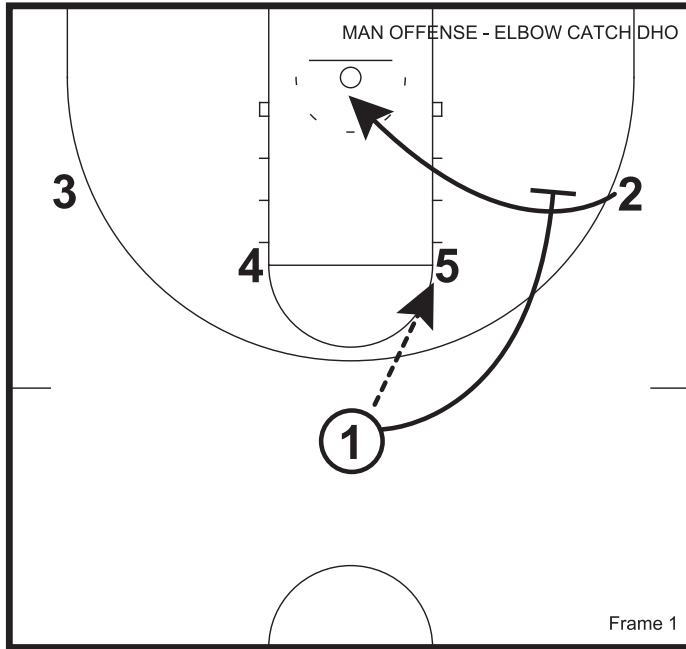
2 then fights over with an Iverson cut to get a catch on the wing.



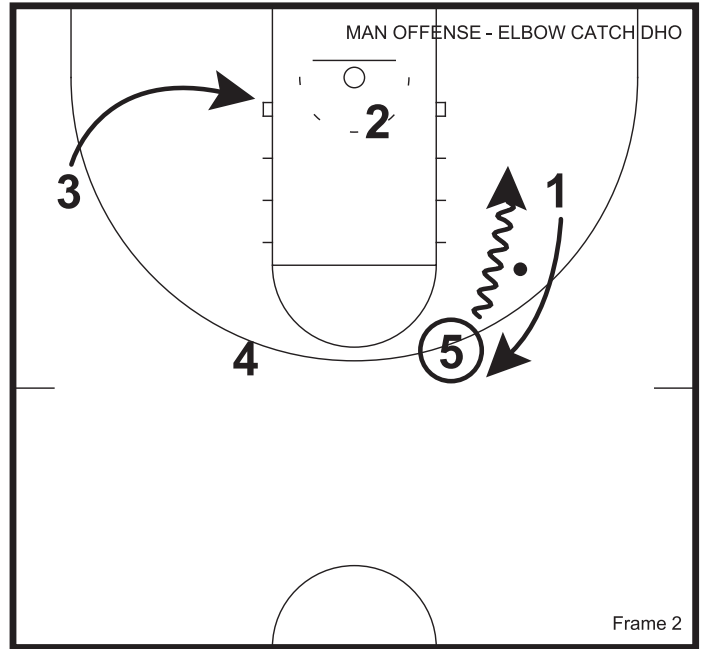
4 dives to the block. 3 flashes high. 1 cuts away.



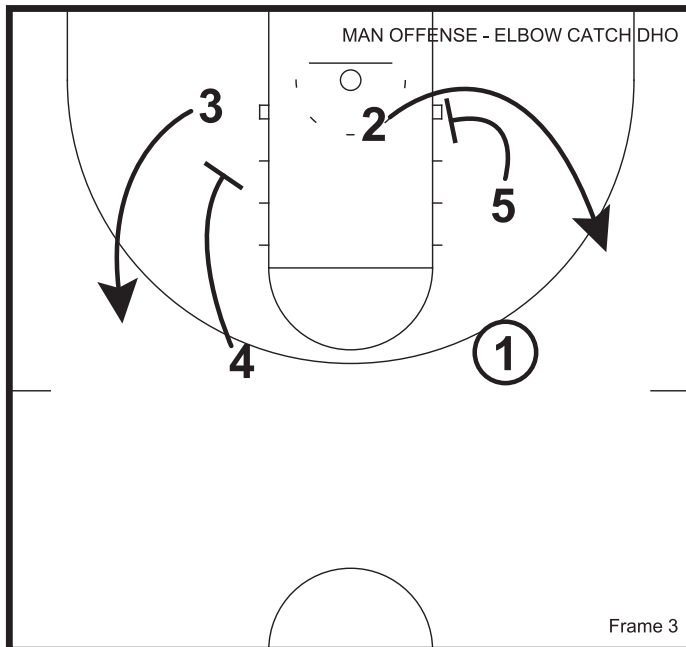
MAN OFFENSE - ELBOW CATCH DHO



4 high look. 1 hits the 5 at the elbow. 1 will cut above the elbow to set screen for the 2, who basket cuts.



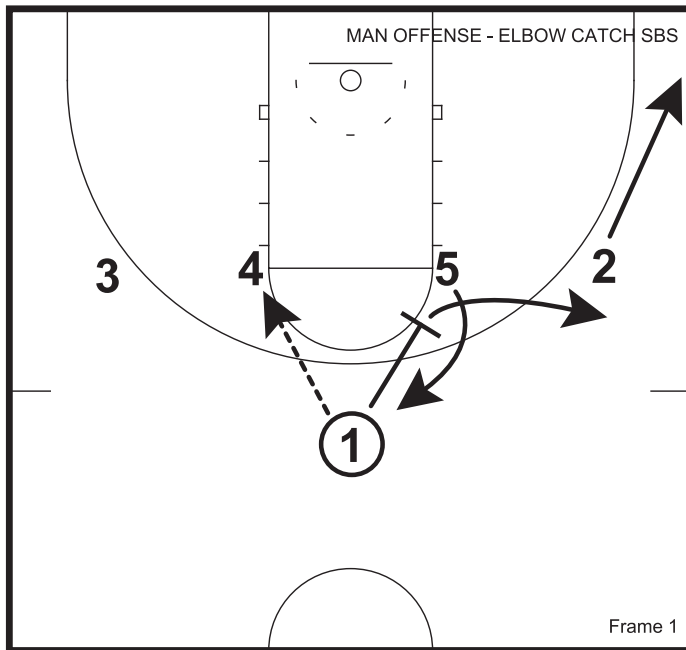
5 initiates the dribble-handoff with the 1. 3 gets his head under the rim.



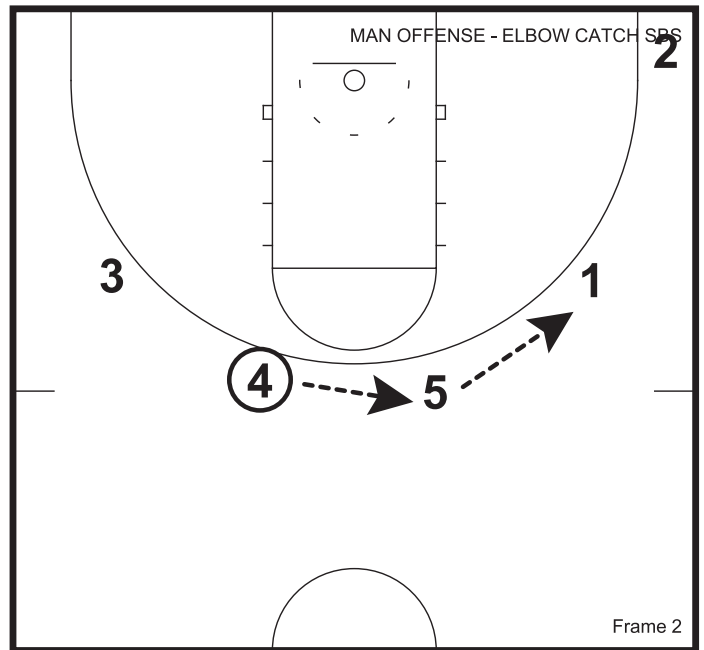
2 and 3 receive pindowns from the bigs.



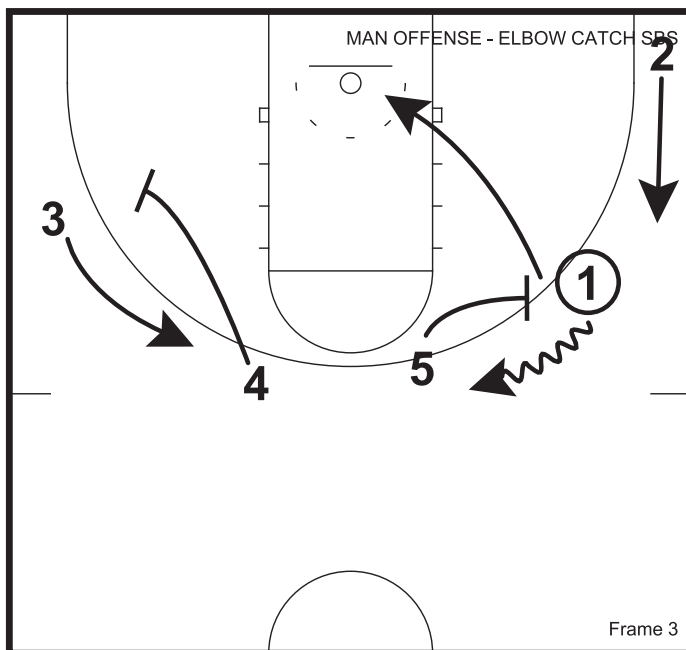
MAN OFFENSE - ELBOW CATCH SBS



4 high look. 1 hits the 4 at the elbow and sets a quick pindown for the 5. 2 fades to the corner.



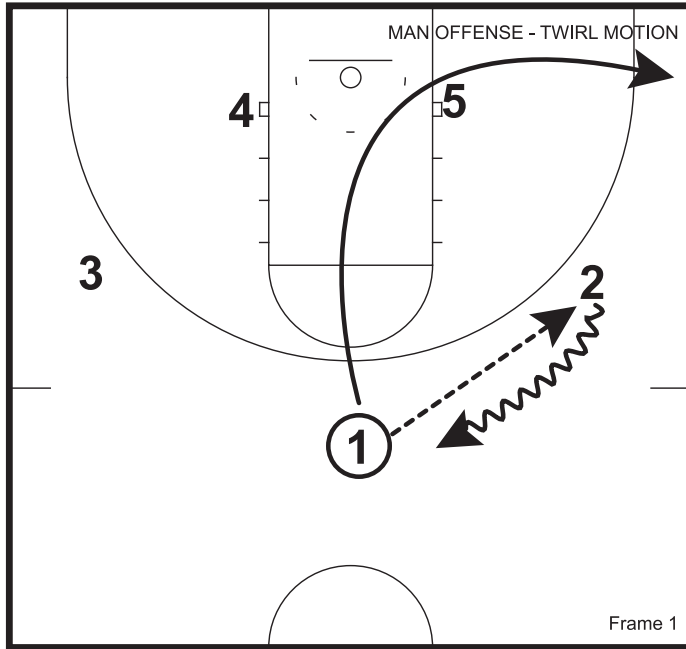
Ball is reversed to the 1 through the 5.



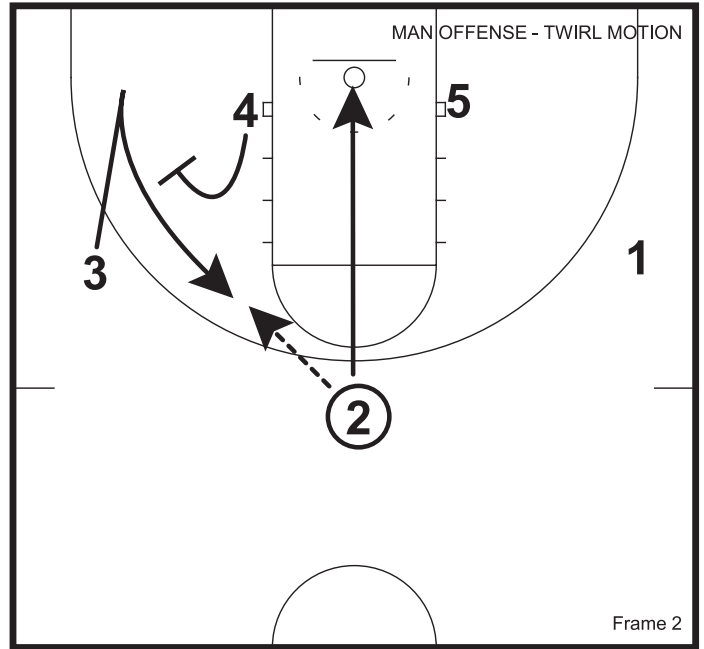
5 follows his pass with a sideline ballscreen and roll action. 2 trades behind. 4 sets an out screen for the 3.



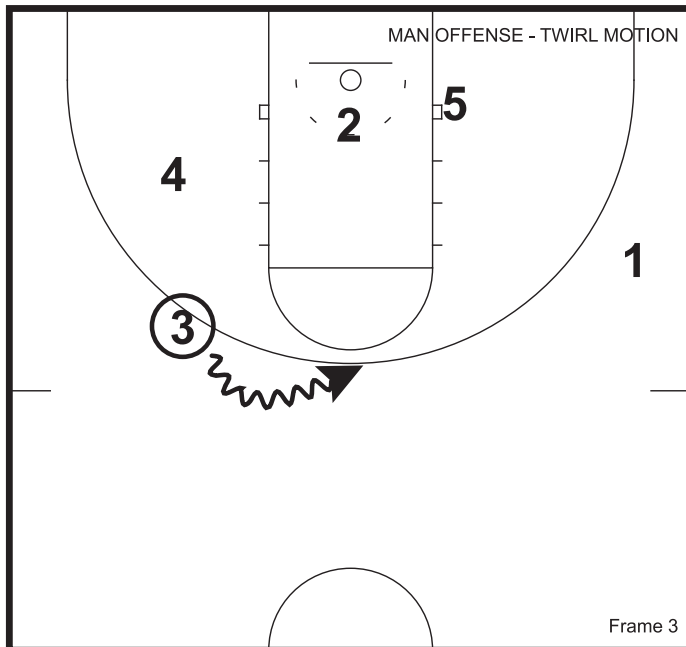
MAN OFFENSE - TWIRL MOTION



1 hits the 2 on the wing and cuts through to the ballside corner. 2 gets the catch and dribble to the top of the key.



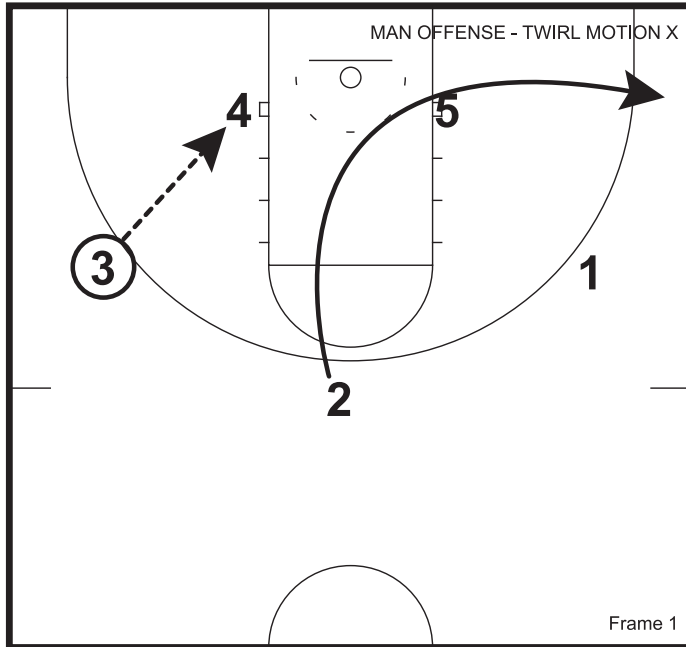
4 sets an outscreen for the 3. 2 delivers and basket-cuts.



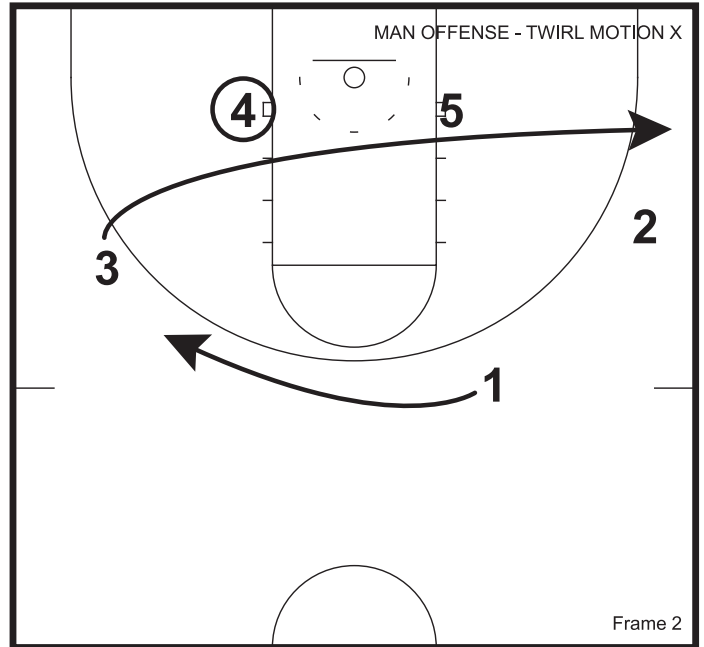
3 dribbles to the top of the key to trigger the continuation of the motion.



MAN OFFENSE - TWIRL MOTION X



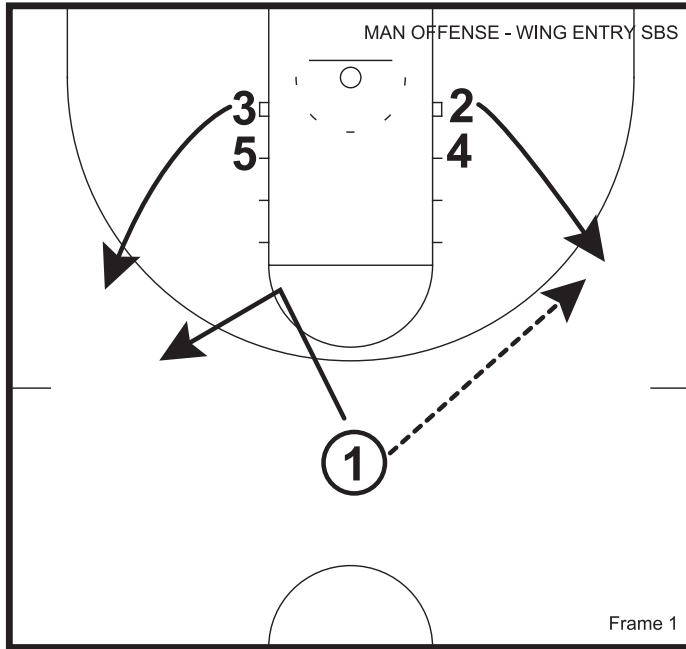
Post spacing.



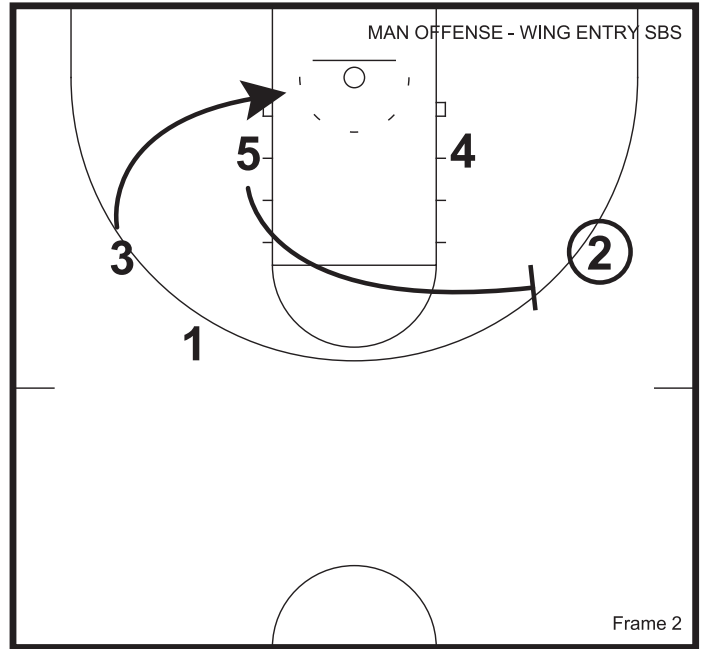
Feeder will blast cut through to the corner. Next closest perimeter will work the closest third of the court, while the other two perimeters will keep spacing.



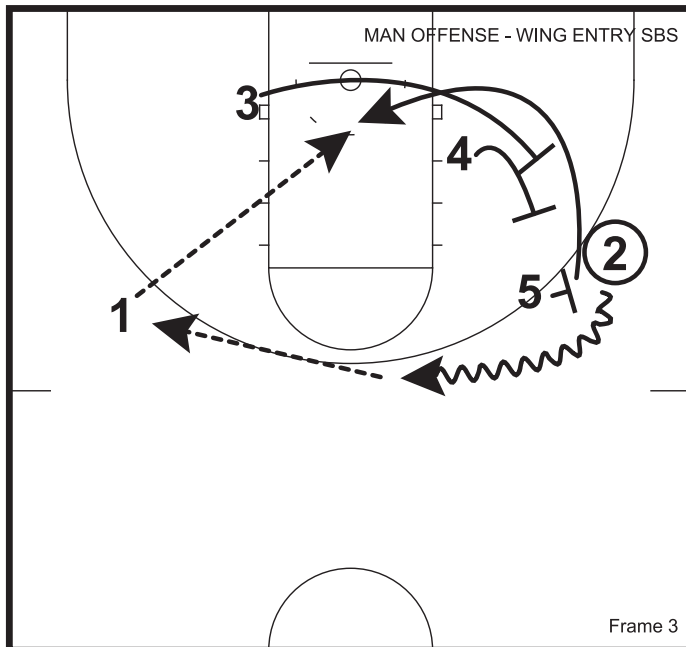
MAN OFFENSE - WING ENTRY SBS



Low stacks. Ball is entered to the 2 on the cutting to the wing.



5 sprints to a sideline-ballscreen for the 2.



2 uses. The 3 and 4 set a staggered screen for the 5 on his roll. 2 can deliver to the post or swing it to the 1 for the entry.

