
PREWORK: CONVERTING BELOW THE LINE

- 1** | What do you think of Bill Beswick's response to Geno's two reasons?
- 2** | Watch this replay after a misconduct call. What are the pros and cons of this approach?
- 3** | How would you handle one of your best players flipping you off?
- 4** | How would you define the word agility?
- 5** | What does 'competitive maturity' mean to you?

COMPETITIVE MATURITY

6 | Make a list. What situations caught you off guard last year with your team?

7 | Bill Self answers the question: What was your biggest mistake as a young coach? Reflect on what Bill says.

8 | What's your philosophy on punishment?

9 | Watch the video. How would you handle this situation?

10 | What do you think about how this coach handled it?

THE DIFFERENT TOOL BELTS

- 11** | What are the most common power tools that coaches use?

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- 13** | If you rely on power, why does that put a ceiling on your upward mobility?

- 14** | Have you ever led in an environment where punishment doesn't work? How do you overcome that?

NEXT-PLAY MENTALITY

15 | Watch the video. Why is this the gold standard for next-play mentality?

16 | How could you measure your team's next-play mentality using their body language as an indicator? What would you look for?

17 | How does this exchange apply to the next-play mentality?

Brett: How old were you when you had your first kiss?

Coach: (Pausing) 13.

Brett: When I asked you that question, do you see how your mind went back to that point in time?

Coach: Yeah.

Brett: Do you see how questions can direct people's thoughts?

Coach: Yeah.

Brett: If you ask your team a question about the next play, where would their minds go?

Coach: To the next play.

Brett: How can you leverage that moving forward?

Coach: (Laughing) My timeouts would get a hell of a lot better.

FACILITATE SELF-COACHING

- 18** | Watch the videos. How do Mary's comments apply to the previous video?
- 19** | Watch the video. Then examine your thoughts. Could you ask under-performing players to help you?
- 20** | Reflect: Could you do this with your best player?
- Coach:** Are you the best player on the team?
- Player:** Yes.
- Coach:** Can we agree, this team needs you to be the standard?
- Player:** Yes.
- Coach:** Can you write down where you think you need to improve?
- Player:** Yes.

ALIGN SELF-INTEREST

- 21** | Have you ever looked at coaching as a negotiation of energy? Reflect on what Jim Loehr says.
- 22** | Your best player is uncoachable. Before watching this next video, think about this, how could you align self-interest?

- 23** | Why is John Calipari's strategy effective? Think of a scenario where you could do something similar.

DEVELOP MIDDLE MANAGEMENT

- 24** | How do you help your team with confrontation phobia?

- 25** | What are the pros and cons of Dawn's approach?

- 26** | Watch the video. What has to be in place for DeAndre's teammate to do this?

- 27** | What do you think about this line? "Your environment becomes a culture when your players are driving it."

RETEACH

28 | Are you energized by the hard to reach players? Why or why not?

29 | “There are no bad students. Only poor teaching.” If we look at it with that mentality, how does that change the way we approach it?

30 | What do you take away from this story?

The IQ Test story:

A famous American psychologist oversaw a remarkable experiment. He and his team gave all the students in a school an IQ test shortly before the end of the school year.

They then chose ten students and told each of their teachers, ‘These ten children are going to be in your class. We know from their tests that technically they are what we call mentally gifted.

You are going to see that all of them are going to be at the top of the class the next school year. You only have to promise never to tell that to the class because it might be harmful to them.’ And so the teachers promised not to say anything.

The fact is that none of those on the list was mentally gifted and the experiment simply amounted to choosing ten names at random and giving them to the teachers.

A year later the psychologists returned to the school. They tested all the children. All the ‘mentally gifted’ had increased their IQ by at least ten points. Some rose thirty-six points.

The psychologists interviewed the teachers and asked, ‘What did you think of these children?’ The teachers quickly used adjectives like ‘intelligent,’ ‘dynamic,’ ‘lively,’ ‘interested,’ and so forth.

What might have happened with these children if their teachers had not thought of them as mentally gifted in the classroom? It was the teachers who developed all the potential of these students.”

WIN 'EM OVER. WEED 'EM OUT.

- 31** | When talking about winning influence, why did Chris Petersen say: “It may not be the quickest way, but it’s the best way.”?
- 32** | What are your non-negotiables? (What hills are you’re willing to die on?)
- 33** | When do you force control versus win influence?
- 34** | When do you know when to cut someone loose?
- 35** | What have you learned about having that conversation?