MANAGING YOUR PROGRAM:
A Guide From One Coach to Another
To promote ethical conduct among NCAA Division I men's basketball coaches through education, leadership and mentoring.
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NOTICE

The information contained in this publication is intended to provide informal guidance to college coaches by the NCAA Division I Men’s Basketball Ethics Coalition. For more specific advice and directions about managing your program and complying with NCAA rules, consult with the appropriate campus personnel.

The NCAA Division I Men’s Basketball Ethics Coalition makes no claims, promises or guarantees about the accuracy, completeness or adequacy of the information contained in this publication.
Dear Coach:

This guide has been designed by members of the NCAA Division I Men’s Basketball Ethics Coalition as a resource to assist you in your role as head coach.

One function of the Ethics Coalition is to mentor coaches through ethical dilemmas that we often see in men’s basketball. As we thought about our early years in coaching, we realized the impact of early-career decisions on the chance for future success. With that in mind, we wanted to provide you with some insights as you strive to make good decisions.

1 | Your integrity defines you.
In the years to come, you will be faced with tempting situations, and you must make the right decisions. Travel receipts, camp accountability, relationships with high school and nonscholastic coaches, apparel companies, compliance rules and many other issues may place you in some very compromising positions. It is essential that you make good decisions and NEVER knowingly compromise your integrity on these matters. Remember this quote from William Shakespeare: “Some men are born great. Some men achieve greatness. Some have greatness thrust upon them.” Nothing determines your legacy like your integrity.

2 | Set a “tone at the top” by demanding compliance with NCAA rules.
Continually educate yourself and your staff about NCAA rules and making ethical decisions. The best education for your staff will be for you to lead by example. Remember, you may be held responsible for the activities of staff members who report, directly or indirectly, to you. You must make a concerted effort to stay up to speed with NCAA rules and to continually educate your staff on the importance of rules compliance.

3 | Strive to have a positive relationship with players.
You must build lasting and caring relationships with every player. Rules without relationships will lead to rebellion. Your players will run through a wall for you if they have a positive relationship with you. Having positive, healthy relationships with your players will allow you to become a much better coach.

Also remember that every player and assistant coach will have an exit interview on their way out the door. Some will graduate, some will transfer, but regardless of how much success they have throughout their careers, some will have an axe to grind with you. What they divulge to your athletics director about your rules compliance and ethical conduct could impact your coaching career.

4 | Know that someone is always watching.
What you do and how you conduct yourself on and off the court is so important because you are in a rare position. You are one of over 300 NCAA Division I head men’s basketball coaches in the United States. As a result, your conduct is held to a much higher standard. Whether you are on the bench, at a family outing, or in a restaurant or hotel lobby, you are representing yourself, your school, your conference and the NCAA. In this age of social media, a small error in judgment could appear online and, in a matter of moments, drastically change the public’s perception of your character. Do not compromise in this area. Exemplify integrity and strong character even when you think no one is watching.

5 | Stay on top of things.
You can be setting a great example of compliance and good conduct, but if you do not stay on top of simple tasks such as evaluation logs and countable athletically related activities, commonly known as CARA, you will not be able to account for your work accurately. Show your compliance office that you not only follow the rules, but make their jobs easier by being prompt and accurate with your logs and submissions.
6 | Put academics first.
Today your Academic Progress Rate score is just as important as your win-loss record. Demand strong academic performance from all your student-athletes. As a coach, you should know the courses they are taking and if they are on track to graduate.

7 | Be honest and forthright with coaches, prospects and parents.
Be polite and honest with all coaches, prospective student-athletes and parents when recruiting. The way you conduct your business every day affects the perception of your basketball program. Always end recruitment the right way, even though it might not be an easy thing to do. That high school or nonscholastic coach will have another player, or that parent may have another child or nephew. Work hard to leave a lasting impression that gives a positive perception of you, your coaching colleagues and all of college basketball.

8 | Ask for permission instead of forgiveness.
Get to know your compliance personnel and take time to study the NCAA Division I Manual and the changes that occur each year. When you find yourself in a situation in which you are uncertain of a rule, check with your compliance office to avoid making a mistake. The compliance staff is there to help you, even if it doesn’t always seem like it.

9 | Show great leadership in your bench decorum.
You will be on television a lot in the years to come, and how you conduct yourself on the bench will be the primary way most people will get to know you. The camera will be on you often, so show strong patience and confidence. Also, remember that some words can be understood without a lip reader.

10 | If you have questions or concerns, please contact a member of the NCAA Division I Men’s Basketball Ethics Coalition. Contact information and a current ethics coalition roster is available at www.ncaa.org/mbbethics.

10 MISTAKES TO AVOID IN THE FIRST YEAR
Well-intentioned new coaches may concentrate so much on “the big picture” that they overlook small details that derail the effectiveness of leadership. Try to avoid the following mistakes:

1. Hiring the wrong staff.
2. Poor scheduling.
3. Not setting clear goals or visions for the program.
4. Not understanding your program’s recruiting profile.
5. Not being yourself.
6. Not being patient with your team, especially young players.
7. Trying to do too many different things at one time.
8. Not spending enough time with your team.
9. Not establishing relationships with:
   - Compliance personnel.
   - Athletics staff.
   - Faculty.
   - Student body.
   - Key donors.
   - Media.
   - Community.
10. Thinking that you have arrived. You can always learn and improve.
Academic Progress Rate

Just as teams must win in competition to be eligible for championships, they must also achieve in the classroom. NCAA Division I colleges and universities are accountable for the academic progress of their student-athletes through the Academic Progress Rate, or APR, a team-based metric that accounts for the eligibility and retention of each student-athlete, each term.

Every Division I sports team calculates its APR each academic year based on the eligibility and retention of its scholarship student-athletes. Teams scoring below certain thresholds can face sanctions, such as scholarship losses and restrictions on practice. Rates are based on the past four years’ performance.

BEST PRACTICES

- Teams are required to achieve a minimum APR score of 930 to participate in NCAA championships.
- If you become head coach at any time during an academic year (Aug. 1 to July 31), you are assigned that team’s APR for that year.
- Your compliance officer can provide you with your team’s score, or you can locate your school’s APR score on the NCAA website at https://web3.ncaa.org/aprsearch/aprsearch.
- If you are taking over a program that has a low APR score, identify and understand the institution’s recovery plan.

Be sure to know what penalties might apply to your program in the future.

THREE-LEVEL PENALTY STRUCTURE

While the APR is intended as an incentive-based approach, it comes with a progression of penalties for teams that underperform academically over time.

The first penalty level limits teams to 16 hours of practice per week over five days (as opposed to 20 over six days), with the four lost hours to be replaced with academic activities.

A second level adds additional practice restrictions and reduces competition, either in the traditional or nonchampionship season, to the first-level penalties. The third level, where teams could remain until their rate improves, includes a menu of possible penalties, including coaching suspensions, financial aid reductions and restricted NCAA membership. The Division I Committee on Academics, which oversees Division I’s academic infrastructure, has the discretion to apply appropriate penalties when teams fall below the benchmark for three consecutive years.

While postseason bans are commonly applied as a penalty in the NCAA enforcement process, they are not considered as a penalty for poor academic performance. Instead, the requirement that teams achieve a minimum APR is simply a benchmark for participation in championships.
PITFALLS

- Not asking what the APR score is when you are considering a new coaching position.
- Not understanding APR and how it impacts your program.
- Not communicating the plan for recovery or continued success with everyone involved: student-athletes, assistant coaches, athletics administrators and academic advisors.
Hiring a Staff

The single most important thing you can do to ensure the success of your team is to hire the best coaching staff. Identifying qualified coaches may seem straightforward, but it is easy to make mistakes during this process. Here are some tips for hiring an effective staff.

**BEST PRACTICES**

**Preferred qualities for an assistant coach:**

- **Experience:** The ability to teach, coach and recruit.
- **Communication:** The ability to share information, good or bad. Being able to speak effectively while sharing a head coach’s vision.
- **Leadership:** The ability to step up, take charge and make good decisions when needed.
- **Loyalty:** A willingness to voice ideas and perspectives while always upholding your decisions.
- **Chemistry:** The personality and demeanor to fit in with the head coach, staff and players.
- **Work Ethic:** Self-motivation with a commitment to the hours and demands of the job.
- **Adaptability:** The ability to relate to different types of people and adjust to a variety of environments and situations.
- **Character:** The ability to do the right thing even when it is difficult.
- **Connection to Institution:** A prior connection (for instance, a former player or staff member) to the college or university can help you transition and establish needed relationships with institutional personnel and the community.
- **Integrity:** Honesty, morality and truthfulness.
Dealing with individuals from the previous coaching staff:
- Be patient and evaluate the coaches from the previous staff.
- Be upfront and honest with candidates about their status and your intentions.
- Determine what is best for the program’s long-term success.

Handling calls from prospective candidates:
- Hiring a staff is an important task, so be sure to give it the time and attention required.
- Prioritize the calls and carefully review all forms of electronic communications.
- To the greatest extent possible, respond to all inquiries. A 30-second phone call goes a long way in building future relationships.

Telling prospective candidates “no”:
- Be honest.
- Provide specific reasons to help the person with professional development.
- Be empathetic.

Hiring the candidate:
- Know the school’s hiring policy and understand your athletics director’s expectations.
- Communicate with the candidate’s current head coach before you offer a position.
- Find out what can be communicated to the potential hire.
- Do your due diligence. Ensure the candidate’s background is checked properly and that you have followed school protocols.

PITFALLS

Things to watch out for:
- Know the salary you can offer.
- Hire the best person for the job. That individual may or may not be your friend.
- Don’t be in a hurry. Be patient and do your research.

Road blocks:
- Be ready to deal with moving expenses, current leases, temporary housing, office space, benefits packages, differences between state and private schools and previously planned commitments.
- Be prepared to address delayed start dates due to various circumstances.

NCAA issues related to the hire:
- Contact the candidate’s former athletics director and compliance officer to inquire about the candidate’s commitment to NCAA rules compliance.
- Contact the NCAA Office of the Committees on Infractions to see if the candidate has been involved in Level I or II violations.
- If any potential issues are brought to your attention, investigate further until your questions are answered.
Recruiting Prospective Student-Athletes

You should be proactive, well-informed and principled when interacting with prospective student-athletes and their coaches. In addition, you should take advantage of every opportunity to reinforce ethical conduct and informed decision-making when communicating with prospective student-athletes, families, coaches and third parties. Finally, keep your compliance staff involved in the recruiting process. If any issues or concerns arise, your compliance staff can provide guidance on how to navigate within the NCAA bylaws.

BEST PRACTICES

**Communicating with prospects and family members:**
- Build a relationship based on honesty — tell them exactly where they stand in your eyes right from the outset.
- Communicate your philosophy, values and vision at the earliest possible opportunity. They need to know what is expected of them should they choose your school.
- Recruit positively to your school.
- Be aware of third parties involved in the recruiting process. Third parties may include high school and nonscholastic coaches, trainers, family friends and others looking for financial gain by inserting themselves into the recruiting process.

**Communicating with coaches of prospects:**
- Establish a uniform standard of behavior for yourself and your coaching staff in the recruiting process.
  - Always be honest and forthcoming.
  - Don’t compromise your principles.
- Get to know the high school and nonscholastic coaches, and communicate with them regularly.

**Dealing with verbal commitments:**
- All coaches should refrain from initiating contact with a prospect, his designee or his family members once the prospect has indicated directly or through a recognized media outlet that he has made a verbal commitment to another college or university.
- If the prospect, his designee or a family member makes contact after the prospect has made a verbal commitment to another school, the coaching staff member should inform that prospect or individual that the coach is ethically required to:
  - At the earliest opportunity, notify the head coach at the school to which the student made the verbal commitment.
  - Cease further communication with the prospect, designee or family member until after that notice is provided to the other head coach.
- When a prospective student-athlete verbally commits to your school, he should be told that continued recruitment by other schools should be reported to the coaching staff or the institution’s compliance staff.
Academic Concerns:
With the proliferation of newly formed prep schools and coursework available online, coaches must be vigilant about the courses that appear on prospective student-athletes’ transcripts. Be familiar with the resources provided by the NCAA Eligibility Center at eligibilitycenter.org. This resource provides the most up-to-date information regarding the courses that appear on transcripts and whether the course is approved by the Eligibility Center. Communicate with your compliance staff regarding any red flags or potential pitfalls that may jeopardize the eligibility of a prospective student-athlete who chooses to attend your school.

Transfers:
The number of transfer students in men’s basketball continues to rise. Student-athletes transfer for a variety of reasons, such as being disappointed in their amount of playing time or wanting to play closer to home. However, you are violating NCAA rules if you contact a student-athlete directly or indirectly to suggest he transfer to your school without first receiving permission from his current school.

Outside influences may attempt to persuade your student-athletes to attend another program to get a “fresh start.” It is important to communicate regularly with your student-athletes and their families to make sure they are comfortable and remind them why they chose your college or university in the first place.

PITFALLS
- Not being honest and upfront with prospective student-athletes and their families.
- Not building relationships with all individuals involved in the recruiting process.
- Ignoring the red flags associated with a prospect’s unofficial visit or visits.
- Placing more emphasis on recruiting advantages than on ethical standards.
- Recruiting prospective student-athletes who are not a “fit” for your program.
- Ignoring red flags surrounding a prospect’s behavior during his recruitment, especially criminal behavior and issues involving sexual violence.
- Not looking for red flags involving the behavior and activities of your entire staff.
- Ignoring academic concerns and transcript irregularities of prospective student-athletes.
Game Scheduling

Besides recruiting, scheduling is one of the most crucial functions of your program. Scheduling decisions can drastically impact your team’s success during the season.

BEST PRACTICES

Be aware of the following:
- Philosophy of the institution and athletics director on scheduling.
- Conference scheduling policies including:
  - Rating percentage index restrictions.
  - Maximum number of home games.
  - Comparable scheduling with other teams in the league.
- School policies on maximum missed class time for student-athletes.
- Cost of travel including:
  - Flights versus charter buses.
  - Day trip versus overnight trips.
- Potential impact of scheduling options on rating percentage index.
- School expectations regarding game guarantees:
  - Funding you are expected to receive by securing game guarantees.
  - Funding you can spend on securing home games.
- Talent level of current team:
  - Wins needed to build confidence.
  - Number of home versus away contests.
- Having an attractive schedule for recruits.
- Existing contractual obligations.

PITFALLS

- Not formulating a well-thought out plan for scheduling.
- Not understanding how scheduling impacts success.
- Assigning the wrong assistant coach to oversee scheduling:
  - Assistant coach should be organized and willing to do research.
  - Assistant coach should have the time to do a good job.
- Not making scheduling a priority or waiting too long to begin scheduling.
Communicating With Your Team

As coaches, we ask our players to be great communicators. Likewise, a head coach must make a commitment to communicating, both on and off the court. Make your expectations clear by mentioning them every day. Your team will improve, and your players will be better prepared for life after graduation if you communicate effectively.

BEST PRACTICES

Establish a culture of honesty and respect:
- Pat Riley once said, “My job is to continually define reality.” Be very candid in dealing with your student-athletes — let them know whether they are meeting expectations on the court, off the court and in the community.
- Thoroughly define classroom expectations, behavioral expectations and NCAA and institutional policies relating to issues such as drugs, alcohol, hazing, gambling and sexual violence.
- Communicate team values and individual expectations and remind them of these all the time.
- Always operate with an open-door policy. You must make yourself available to your student-athletes.
- Meet with each individual student-athlete immediately after taking the job and talk only about topics unrelated to basketball, such as their career ambitions, educational pursuits and interests off the court. Get to know them on a personal level before the season begins.

Communicate with parents:
- Have a conference call to define expectations of your program and answer any questions regarding NCAA rules, institution policies or other issues.
- Use this phrase: “I’m always available to speak to you about where your son stands in terms of playing time, but in those circumstances, there will be no sugarcoating or discussion about other players. Be prepared for nothing but the truth.”
Establish your tone at the first meeting of the academic year:
- Review program expectations — who we want to be on a daily basis.
- Communicate your goals and ambitions for the upcoming year. Don’t sell your team short.
- Take the opportunity to reinforce your commitment to integrity and NCAA rules compliance.

Consistently provide in-season communication:
- Every practice is an opportunity to teach and communicate your values and goals. Plan and use it wisely.
- Prepare your key messages. Don’t speak off the cuff.

Postseason meetings:
- Team meeting: Review the season’s statistics in very objective terms. Be blunt on where improvements can be made as a team. Create strength and conditioning and individual development programs around those areas that need improvement.
- Individual:
  - Discuss status of academic progress.
  - Provide an honest assessment of performance from the past season, both from subjective and statistics-driven perspectives.
  - Discuss specific areas for improvement.
  - Set goals for both academic and athletic performance.

Agent issues:
- Identify student-athletes who will potentially interact with agents early in their career.
- Be proactive when educating the student-athlete, his family and circle of friends as to permissible and impermissible interactions with agents and persons associated with agents, such as brand managers, financial advisors and trainers.
- Meet with your student-athlete and the family to establish a timeline and process for selecting an agent and defining the coaching staff’s involvement in the process.
- Establish open communication with the student-athlete, his family, the coaching staff and the compliance department about agent issues. Frequent dialogue is necessary to keep everyone informed.
- After each season, discuss the rules pertaining to professional tryouts, private workouts and the involvement of agents with players who indicate a desire to “test the waters” of professional basketball. Involve the compliance office in this process to ensure that the student-athlete does not jeopardize his remaining eligibility if he decides to return to school.

PITFALLS
- Not being honest and upfront with your team can lead to mistrust between players and the coaching staff.
- Not providing clear expectations for student-athletes leads to confusion.
- Not encouraging open communication between the coaching staff and the student-athletes.
- Not communicating with your compliance staff.
Promoting Student-Athlete Wellness

Playing basketball comes with inherent risks, but through education and innovations you can provide your players with the best environment for success. As coaches, it’s not only important to ensure the physical health of your student-athletes, but their mental health as well.

BEST PRACTICES

Cardiac care:
- Cardiovascular-related sudden death is the most common cause of death on the court for men’s basketball student-athletes. Survival rates are best when intervention occurs within four minutes of cardiac arrest.
- Consider becoming certified in cardiopulmonary resuscitation and use of an automated external defibrillator.
- Become familiar with your school’s Emergency Action Plan.
- Support medical staff efforts to assure preparticipation physical evaluation screenings are complete.
- For more information, see www.ncaa.org/sport-science-institute/cardiac-health.

Concussion:
- Concussions do occur in basketball players.
- Most concussions occur through player-to-player or player-to-floor contact.
- Players do not need to be knocked unconscious to sustain a concussion.
- A second concussion occurring before the first has properly healed can result in a more pronounced brain injury.
- Encourage your student-athletes to report a suspected concussion in themselves or their teammates.
- When in doubt, sit them out!
- Rely on sports medicine staff for return-to-play and return-to-learn decisions based on concussion protocol.
- Be familiar with your institution’s concussion policies and your obligations.
- For more information, visit ncaa.org/sport-science-institute/concussion.
Drug abuse:
- Many social or recreational drugs may be performance-detracting and harmful to your student-athletes’ health.
- Use of stimulants without medical monitoring, such as using another individual’s attention deficit hyperactivity disorder medication, can contribute to cardiac stress.
- Your student-athletes may lose eligibility for use of banned substances.
- Dietary supplements are not well regulated and may contain harmful or banned substances.
- Assure that drug education is included in orientation and throughout student-athlete life skills education.
- Advise your student-athletes about the risks of supplements and discourage use.
- Provide information about true performance enhancement — reset, recovery, sleep, good nutrition and avoiding substance abuse.
- Engage with counseling staff and encourage help-seeking for substance abuse.
- Be familiar with your institution’s drug testing policy and your obligations.
- For more information, visit ncaa.org/sport-science-institute/alcohol-and-other-recreational-drug-prevention.

Injury prevention:
- Physical and mental fatigue are known factors in injury occurrence.
- Many injuries occur because of high volume overuse, improper warm up and cool down.
- Applying periodization-systematic training strategies — promotes performance advances and reduces overuse injury.
- Establish and maintain an appropriate level of conditioning both before and during the season.
- Allow for physical and mental rest and recovery.
- Work in conjunction with certified strength and conditioning professionals.
- Follow the advice of your sports medicine staff.
- For more information, visit ncaa.org/sport-science-institute/overuse-injuries-and-periodization.

Mental health:
- There is no health without mental health.
- Student-athletes identify mental health as their most underserved issue.
- As a coach, you play a major role in creating a healthy environment and supporting help-seeking and destigmatizing mental health concerns, resulting in early and effective intervention.
- Become educated about mental health and invite campus counseling services to meet with your student-athletes, to help normalize seeking help.
- Support mental health screening and education events for your student-athletes and participate in the development of and dissemination of referral protocols within the athletics department.
- For more information, visit ncaa.org/mentalhealth.
Nutrition, sleep and performance:
- Good nutrition and adequate sleep are critical factors in performance and injury prevention.
- Recovery is advanced during rest.
- Sleep hygiene involves habits and practices that are conducive to sleeping well on a regular basis.
- Most athletes need eight hours of sleep for proper recovery and optimal performance both on the court and in the classroom.
- Adopt a “food-first” philosophy rather than relying on dietary supplements.
- Consult a registered dietitian for basketball-specific nutrition strategies.
- Consider how your student-athletes’ schedules impact opportunities for them to participate in good nutrition and sleep habits.
- For more information, visit ncaa.org/sport-science-institute/nutrition-sleep-and-performance.

Sexual violence prevention:
- Sexual violence negatively contributes to your student-athletes’ well-being.
- An environment of respect for all students reduces the risk of sexual misconduct.
- Alcohol is a risk factor, both used as a weapon by perpetrators and as a factor in interfering with consent and judgment.
- Collegiate coaches, student-athletes and athletics administrators are required to complete education each year in sexual violence prevention.
- Coaches should report information to campus officials when they become aware of a sexual assault.
- Make sure to address barriers that may exist within an athletics culture — sexism, misogyny, racism, homophobia — that sit at the core of sexual violence.
- Participate in sexual violence prevention education programming for coaches, athletics administrators and student-athletes.
- Support bystander intervention training for your student-athlete peer-to-peer intervention.
- Be informed of reporting protocols and coaches’ responsibilities in the event a sexual assault occurs.
- For more information, please visit ncaa.org/violenceprevention.

PITFALLS
- Not getting to know your student-athletes on a personal level.
- Lack of open communication with your student-athletes.
- Not having a good working relationship with team trainers and doctors.
- Minimizing reports of injuries or sexual violence.
Promoting Coaches’ Self Care

Your own mental and physical well-being is just as important as your student-athletes’. During coaching, recruiting, fundraising and managing your staff, you may find yourself not getting enough sleep and eating poorly. To set a good example for your student-athletes, it is important that you take control of your mental and physical health.

BEST PRACTICES

Mental health and stress management:
- Know when to seek help. Signs of mental health concerns include:
  - Confused thinking.
  - Prolonged depression, including sadness or irritability.
  - Feelings of extreme highs and lows.
  - Excessive fears, worries and anxieties.
  - Social withdrawal.
  - Dramatic changes in eating or sleeping habits.
  - Strong feelings of anger.
  - Growing inability to cope with daily problems and activities.
  - Suicidal thoughts.
  - Numerous unexplained physical ailments.
- Techniques to manage stress reactions include:
  - Maintain good nutrition, exercise and sleep habits.
  - Establish and nurture strong interpersonal relationships that can be tapped when in need.
  - Seek counsel when distress overwhelms productivity.

Nutrition:
- Rely on a proper diet for good nutrition — being overweight or obese increases risk for diabetes, heart disease, sleep apnea and osteoarthritis.
- Tips to managing a healthy weight include:
  - Make small changes in eating and activity levels, as you are more likely to stick with smaller changes over time.
  - Schedule meals.
  - Avoid extreme diets.
  - Consult a registered dietitian to create a healthy nutrition plan.
Sleep:
- Practice sleep hygiene. Insufficient sleep has been linked to the development and management of several chronic diseases and conditions, including diabetes, cardiovascular disease, obesity and depression.
- Techniques to promote healthful sleep include:
  - Go to bed at the same time each night and rise at the same time each morning as much as possible.
  - Make sure your bedroom is a quiet, dark and relaxing environment, which is neither too hot nor too cold.
  - Make sure your bed is comfortable and do not use it for other activities such as reading, watching TV or listening to music. Remove all televisions, computers and other electronic devices from the bedroom.
  - Avoid caffeine late in the day and large meals before bedtime.

Self-care:
- Get regular checkups. Regular health exams and tests can help identify problems early, when your chances for treatment and a cure are better.
- Have a personal emergency action plan.
- Get a routine checkup for adults. See details at [cdc.gov/family/checkup](http://www.cdc.gov/family/checkup).

Substance abuse prevention:
- Be able to recognize the signs of abuse/addiction, which include:
  - Feeling that you need to use alcohol/drugs daily or even several times a day.
  - Having intense urges for alcohol/drugs.
  - Over time, needing more alcohol/drugs to get the same effect.
  - Making certain that you maintain a supply of alcohol/drugs.
  - Not meeting obligations and work responsibilities, or cutting back on social or recreational activities because of alcohol/drug use.
  - Driving or engaging in other risky activities when you are under the influence of alcohol/drugs.
  - Failing in your attempts to stop using alcohol/drugs.
  - Experiencing withdrawal symptoms when you attempt to stop.
- Call 1-800-662-HELP (4357) or visit the online treatment locators.

Financial well-being
- Develop a monthly budget for you and your family, and stick to it.
- Keep money in an account that is easy to access for unexpected events and expenditures.
- Establish a plan for funding your retirement and contribute regularly to this fund.

PITFALLS
- Failure to know how your body functions optimally.
- Not having a healthy daily routine with sleep, meals and exercise.
- Failure to identify habits and behaviors that may lead to addiction.
- Not sticking to a budget and living beyond your means.
Communicating With Institutional Personnel

To be successful, a head coach cannot limit his focus within the four walls of his program. Effective, ongoing and frequent communication with other staff members, including those outside your department, is critical to ensuring success.

**BEST PRACTICES**

**Chancellor or president:**
- Each athletics program is expected to operate as an integral part of the college or university. The head coach of any program must know the mission and goals of the chancellor or president and consistently convey them to his staff and student-athletes.
- Taking the time to understand and support the mission and vision of the chancellor or president will help you find ways to incorporate that mission and vision in the basketball program. An open and trusting relationship between the chancellor or president, the athletics director and the head basketball coach is essential to the success and progress of the team. Relationships and trust take time to build, but are vital for future growth and support of the basketball program.
- In collaboration with the athletics director, establish a method of keeping the chancellor or president informed and involved in significant decisions and situations.
- Above all, the men’s basketball program must operate with integrity and a firm commitment to academic achievement, athletic achievement and the personal development of the student-athletes. Take time to emphasize and communicate your commitment to these ideals.
Athletics director:

- Establishing a trusting and strong relationship with your athletics director is vital to your success. There will inevitably be challenging times, and the relationship with him or her must be built on solid ground to overcome these challenges.
- Invest time in developing this relationship with the athletics director. Get to know his/her priorities and look for ways to support him or her. Hopefully, the athletics director will look for ways to support the basketball program in the same manner.
- Do not embarrass the athletics director by allowing him or her to be surprised. Blindsiding the athletics director with news or a crisis is something you must try to avoid. Make sure you communicate with him or her to ensure notice in advance of good and bad news.
- Make an effort to spend time with the athletics director both inside and outside of the office.
- If a minor issue arises, do what you can to deal with the issue and propose a solution to alleviate unnecessary burdens on the athletics director. Every problem has a solution.
- A great program consists of everyone being on the same page and working together toward common goals.

Basketball staff:

- It is your responsibility as the head coach to promote an atmosphere of compliance within your program and to monitor the activities of staff members who report, directly or indirectly, to you.
- Make sure your staff and everyone connected to your program understands your goals and philosophies. Never assume that people know your priorities. State them clearly and often so everyone is clear.
- Inform your staff that they must keep you updated on significant areas of the program. The buck stops with you as head coach, and no one wants surprises.
- Establish clearly defined roles for your staff so everyone on your staff and in the athletics department knows who is responsible for specific duties. For example, designate individuals on your staff for key responsibilities such as admissions, equipment and the budget. By making assignments clear to everyone, important information can be communicated in both directions and activities can be coordinated.
- Establish regular staff meetings and let your staff know what will be discussed ahead of time, so you can make efficient use of the time. While everyone is very busy, making time to meet helps you keep your staff focused on what is important.
- Establish a solid relationship with your staff and everyone involved with your program. Having a good relationship with everyone involved makes things run smoothly and allows problems and issues to be resolved a lot quicker.
- Take the time to thank people around you and recognize their contributions to your program.

Compliance staff:

- A great relationship with the compliance department can be a huge asset to you and your program. Invest the time to develop a respectful and positive partnership. Your compliance staff is there to help you navigate any potential pitfalls that you may encounter. View compliance as a vital part of your program’s success.
Start by making sure that you and your staff are committed to following all NCAA and institution rules.

Be committed to knowing the rules and then develop a close relationship with the compliance staff so that they can help you understand the rules, establish processes to be in sync with the rules and to answer questions about the rules.

Staying on top of the rules as they change is imperative. Ensure that there is a system in place to communicate these changes to your staff.

Encourage your entire staff to ask questions and know the rules as well as possible. There is no “bad question” to ask. If a rule is broken, make sure to admit the mistake to your compliance staff as soon as possible.

Promote an open dialogue between your program and the compliance department. Encourage your staff to report known violations committed by other schools.

Academic advisors:

- The head coach sets the tone for the academic success of the student-athletes. Be very clear with everyone involved. Class attendance and following up on all assignments are mandatory. All student-athletes are expected to graduate.

- The academic support staff is essential to a successful program. The individuals playing for your team are student-athletes. The student comes first and graduation is the ultimate goal. Academic advisors and coaches need to communicate regarding travel and practice times and coordinate those with the student-athlete’s class schedule to avoid conflict.

- Schedules change frequently, so having a solid relationship with the academic department makes issues easier to solve throughout the rigors of the season.

- It is important for student-athletes to be at every class possible while in town and available.

- It is essential for student-athletes and coaches to communicate with the academic support team to keep everyone involved and working hard to make sure student-athletes are doing things the right way.

- Support your academic support staff. If student-athletes are not completing assignments or attending class, the head coach needs to take appropriate action.

Development staff:

- A great relationship with the development staff is essential to having fundraising success.

- Understanding how the alumni/development office is organized and how it interfaces with the athletics department is critical in establishing lines of communication.

- Set up regular meetings with the director of development to ensure there is a clear vision for your team’s fundraising efforts.

- It is important to take the time to understand the development staff’s vision and goals for the institution and athletics department when considering your team’s fundraising plan.

Media relations staff:

- Establish a clear understanding of protocols for student-athletes and coaches when dealing with the media.

- It is important for the media relations staff to know what types of access you will allow for the media with your team.

- Collaborating with your media relations staff is essential in creating a plan to best represent your institution and team.
PITFALLS

- Not having an open line of communication with your chancellor or president.
- Not communicating with your athletics director, compliance staff and coaching staff. A head coach should demonstrate a commitment to compliance through ongoing communication.
- Not creating a collaborative environment for student-athlete success with the academic advising staff.
- Not establishing a media plan and training for success.
Head Coach Responsibility

NCAA Division I Bylaw 11.1.1.1 states that a head coach is presumed to be responsible for the actions of all staff members who report, directly or indirectly, to the head coach. The head coach will be held accountable for violations in the program unless he or she can rebut the presumption of responsibility. As the head coach, you may rebut the presumption only by showing that you:

- Promote an atmosphere of compliance within your program.
- Monitor the activities of your staff members who report directly or indirectly to you

In determining whether a head coach promoted an atmosphere of compliance and monitored the activities of his or her staff, the enforcement staff will consider the head coach’s overall communications, monitoring efforts and activities that demonstrate his or her commitment to compliance as well as the specific circumstances surrounding the alleged underlying violation(s).

EXAMPLES OF COMMITMENT TO COMPLIANCE

- A demonstration that compliance is a shared responsibility by establishing clear expectations that all coaches, staff members and student-athletes will understand and comply with NCAA rules.
• A demonstration that ultimate responsibility for the integrity of the program rests with the head coach, including understanding that staff actions reflect on the head coach and violations will result in clearly articulated discipline.

• Establishment of a program that includes immediate reporting of actual and potential issues to the compliance staff and allowing an independent inquiry into those issues.

EXAMPLES OF COMMITMENT TO COMMUNICATION

• Timely, consistent and continuing education of all coaches, staff members and student-athletes as to rules and regulations, including written agendas and documentation of subjects covered and issues discussed.

• A history of consulting with the compliance staff on a regular basis and asking before acting.

EXAMPLES OF COMMITMENT TO MONITORING

• Establishment of a program of prompt and consistent review of documentation related to monitoring of forms, logs, evaluations and questionnaires within the sport program.

• A history of the head coach and/or the sport program staff’s self-detecting and reporting potential NCAA violations to the appropriate institutional personnel in a timely manner.

• Frequent spot checks to uncover potential or existing compliance problems, including the head coach actively looking for and evaluating red flags, and asking pointed questions.

• Regularly soliciting honest feedback to determine if monitoring systems are functioning properly and protecting from retribution any person who reports violations or potential violations.

These should not be viewed as a checklist or a so-called safe harbor. Instead, they are examples of factors the enforcement staff will consider in analyzing potential allegations.
Engaging the Community

Your local and campus communities are instrumental in creating the type of support needed for a successful program. Community fundraising plays an integral part by enhancing the ability of your program to compete at a high level.

BEST PRACTICES

Campus community:
- Involving students and their energy can change a program's home-court advantage and enhance the profile of the college or university.
- Having the student body behind your goals, plans and what your team is doing is significant. Various events for students, including fan fests, promotional items and bringing students in to support your team will help unite your team and students. This will bring your school closer to making your fan base more cohesive.
- Have your student-athletes get involved on campus in activities unrelated to basketball.

Local media:
- You and your players will be public ambassadors and representatives of your college or university. All individuals involved in the program must recognize the significance of this responsibility. It is also a 24/7 type of duty; you, your staff and student-athletes are public representatives at all times, no matter where you go.
- We know as coaches that we need skills, a game plan and practice. The same thing is true in dealing with public responsibilities. Public speaking should be practiced and coordinated with a specific game plan on how to best represent your school through the media.
- It is important to have a coach or media personnel help and be present during interviews of student-athletes to ensure they are not attacked or asked unfair questions. Student-athletes must be taught how to handle their emotions and know that when they speak they are representing their school, their team and their families. A popular saying is “you can’t take back what you say.”
- The media can be very useful to a program but can also cause issues at times. Having a good relationship with writers and columnists can be helpful when difficult public relations issues arise.

Representatives of your school's athletics interests:
- Be very clear with your boosters from your first day on the job that you intend to follow all NCAA rules related to boosters and will not associate your program with anyone who does not respect that philosophy. It is important for boosters to know what they can and cannot do. Involve your compliance staff in educating boosters.
- Collaborate with your athletics director and your development office in engaging boosters. Boosters can provide programs with financial assistance for renovations, new materials and various events, which comply with NCAA rules. Boosters can also help promote the program to other individuals. It is critical to conduct all fundraising consistent with your school's overall fundraising plan.
Fundraising:

- In collaboration with your athletics director and the development staff, formulate a written plan detailing a vision statement and purpose.
- Identify potential permissible areas for use of funds (for example, annual versus specific):
  - Annual — supplemental pay for coaches (subject to institutional control), travel, scholarships and summer school.
  - Specific — recruiting and travel budgets, technology and equipment upgrades, foreign trips and facility upgrades.
- Appoint a staff member to oversee fundraising efforts.
- Identify individuals to provide fundraising support:
  - Alumni.
  - Boosters.
  - Athletics department personnel.
- Identify other services available for you and your staff from other institutional departments:
  - Volunteers.
  - Mailing lists.
  - Publications.
- Understand fundraising terminology and processes used at your institution:
  - Restricted versus unrestricted gifts.
  - Matching gifts.
  - Endowments.
  - Challenge grants.
  - Bequests.
  - Planned giving.
  - Annual fund.
  - Capital projects.
- Determine what type of fundraisers are best for you and your program:
  - One-on-one — coffee meeting, lunch.
  - Small group — breakfast or lunch club, post-game hoop club.
  - Large group — golf tournament, auctions, booster organizations, alumni groups.
- Take the time to build relationships with donors, as their generosity is key to future fundraising success.
  - Treat donors like friends.
  - Identify their interests and invite them to be involved with those activities.
  - Make time for your fundraisers but establish boundaries based on reasonable availability.
Remember that donors are on the “team” that helps bring about success. The following are things that can be done to recognize and thank donors:

» Newsletters.
» Thank you notes.
» Invitations to student-athlete banquets.
» Special gear.
» Personal phone calls.
» It is important to work with your development staff regarding how Internal Revenue Service rules impact donor gifts.

**PITFALLS**

» Not monitoring boosters or other individuals’ access to student-athletes or the program.
» Duplicating outreach or fundraising efforts with other departments on campus.
» Spreading yourself too thin.
» Not setting clear expectations with boosters or educating them about NCAA legislation.
» Not allowing your student-athletes to get involved with other campus activities.
Impact on Your Family

Inevitably, unless you are fortunate enough to start a new head coaching opportunity in the same city or town where you now live or have previously lived, you will need to ensure a smooth transition for you and your family. Keep in mind, the move is always tougher on your family.

BEST PRACTICES

General considerations:
- Set a timeline for your move. With all the things you will have on your plate, it may help to give yourself a few months alone at your new job to get sufficiently acclimated.
- Learn as much as possible about the area of the locale. Set aside some time to experience the community around the campus.
- Talk with people familiar with the community to get ideas on areas where you might want to consider living.
- Set aside some weekend time to have your spouse visit and tour the area together. Remember that your spouse has been “on call” 24/7 since you left and will appreciate some of your time and attention.

Children:
Moving is rarely easy, especially when children are involved. It is a little easier when the kids are not yet in school, but with school-aged children it can be a very sensitive time. The level of difficulty with the change experienced by the children can depend on age, temperament and the amount of time they have lived in a previous location. Leaving familiar surroundings is rarely easy or smooth. But you and your spouse can assist your children with the transition by taking out some of the mystery in the move before it’s time to go. If possible, make time in advance for them to visit your new school to see your workplace and get a feel for the neighborhood and the school they could be attending.

Temporary housing:
Housing for you and your staff during this transition is extremely important. As a result, be sure to consider the following:
- Negotiate cost-free, temporary housing options for you and your staff:
  - On-campus facilities such as vacant dorm rooms, faculty housing or even institution-owned apartments.
  - Booster-owned housing.
  - Local hotels that provide rooms or suites for a limited time, some cost-free and some at discounted rates through pre-established arrangements with your college or university.
- Consider that your school might have premade housing arrangements for you and your staff.
- Take an active role in helping your staff with temporary housing issues, as their financial situation may not be as manageable as yours. If you can alleviate that concern, your staff can hit the ground running from the first day they arrive.
Permanent housing:
Of course, permanent housing must be located and secured by you and your family as well as your staff and their families. With the internet, you and your spouse can virtually tour neighborhoods, houses and school districts. It is wise, however, to consider using a real estate agent to assist in the house-hunting process. Keep in mind there are two phases to this process — buying a new house and selling your current one. A real estate professional on one or both ends of that process can ease the load on you and your spouse. Where school-aged children are involved, it is critical to identify the high-quality school districts. You will get advice from a number of people, but do your own research as well. No one knows your kids better than you and your spouse.

Good luck as you begin this transition. The more you can ease the transition for your family, the easier it will be for you to relax and do your job.

PITFALLS

- Not knowing the area before you purchase a home.
- Not understanding institutional policies surrounding reimbursement of moving expenses, which can result in unnecessary out-of-pocket expenditures.
- Not communicating about the move with your family.
- Not handling your family’s finances responsibly.
Camps and Clinics

Camps and clinics play an integral part in community relations. Successful camps and clinics require a proactive approach to planning and a strong attention to detail, especially related to NCAA rules.

BEST PRACTICES

Policies and procedures — be proactive:
- Know institutional and athletics department policies for marketing, organizing and ultimately running a camp. Identify the following:
  - Rental fee for all the facilities to be used.
  - Requirement to use products that are associated with or sold by sponsors of your athletics department, such as meals.
  - Unanticipated costs associated with the camp, such as costs of using the training room.
  - Medical/responsibility waivers and insurance forms required for participants.
  - Institutional policies regarding employment, such as background checks and resume submissions.
  - Types of insurance for the campers and counselors, and details about where to purchase the insurance.
  - Whether it is best to conduct day camps, overnight camps or both.
- Meet with compliance early in the process. Know the NCAA rules — be especially aware of initiatives regarding advertising, hiring practices, “elite” camps, calendar limitations and camp logistics, among others. Make sure you proactively identify these areas so you do not have to make last-minute adjustments to your plans.

Organizing the camp:

Men’s basketball camps must offer similar participation, registration procedures, fee structure, advertisement and logistical experiences as all other men’s or boys’ basketball camps operated by the institution or men’s basketball staff.

- Marketing — make sure your marketing is consistent with your location and camp tradition. Be sure to specify in all advertising the following phrase per NCAA rules: “This camp is open to any and all entrants.”
- Registration — the most effective and efficient way to register campers is to organize an online brochure that automatically registers the appropriate age groups for camps. You will need to assign a central contact to handle multiple calls about a variety of pertinent (and some not so pertinent) questions, and to monitor the number of campers.
- Medical forms — ensure that you have all medical forms/parental signatures needed to allow each child to participate.
- At registration, obtain appropriate contact numbers for parents, etc., in the case of emergency, injury or other.
- Establish a consistent, time-bound refund program for cancellations. For example, a camper who cancels by May 15 will be fully refunded, while a camper who cancels by June 1 will be refunded 50 percent of the registration fee.
Directing the camp:
To provide the best possible camp experience, appoint a staff member to oversee the camp as the camp director. The camp director will help to see that it is well-organized and runs smoothly.

- Camp director checklist:
  » Sufficient basketballs for each age group.
  » Whistles.
  » Pens/pencils/paper for your counselors.
  » Pinneys for teams to wear during competition.
  » Scoreboards.
  » Sufficient number of baskets.
  » Weather emergency plan.
  » Awards.
  » T-shirts.
  » Communicate needs to facilities staff.
  » Hire enough counselors and comply with NCAA hiring guidelines.
  » Organize each day’s activities and anticipate potential obstacles.
  » Plan and order all meals. If the meals are not eaten in a cafeteria or restaurant, make sure they are served in accordance with the Department of Health's requirements.
  » Create and implement an emergency plan for a missing camper.
  » Always be on your toes — overseeing everything:
    » An ounce of prevention is worth a pound of cure. Prioritize safety and talk to your counselors EVERY DAY about representing the institution well.
    » If a counselor doesn’t meet your standards, take immediate action.
    » Set up sufficient water stations — especially if you are operating in an environment without air conditioning or if you have outdoor stations.

- Parental concerns:
  » Assign a central person for questions from parents.
  » Instruct all staff that the head coach must be alerted immediately with regard to all injuries, concerns, missing campers, poor counselor behavior, etc.

Other:

- Appropriate feedback after each camp:
  » Campers and parents love evaluation forms — make sure to communicate to your counselors to be positive and to encourage their love of the game.
  » Be open to feedback via emails and/or phone calls about improving your camp. The best way to improve is to listen (even if you do not agree with what they are saying).

- Online resources:
  » Create a form that the participants and parents can sign that waives any restrictions on use of photos.
  » Take pictures and share them with the campers’ parents via email.
  » For the appropriate youth ages, consider putting footage of the camp online.
  » Use Twitter, other social media and your website, to immediately update results so parents can keep track of what is happening.
Stay after on the last day:

» As much as anything, camp is a way to introduce your institution to children in your community — put your signature on your camps.

» On the last day, campers are both excited and sad that camp is over. Stay around — sign autographs, talk to people, encourage them to come to a game or come back to camp. Just as the first impression is important, so is the impression they have when walking away.

PITFALLS

» Failing to follow NCAA camp legislation could result in a head coaching suspension.

» Not being visible as the head coach.

» Not properly preparing for camp, resulting in a bad camp experience for campers.

» Not being flexible with potential issues that might arise during camp.

» Hiring a poor camp staff.
PROTECT THE GAME

www.ncaa.org/enforcement

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