

# Schedule 2002-03

## NOVEMBER

11/22-23	West. Oregon Bask. Classic	Monmouth, OR	
Fri	Western Oregon	"	TBA
Sat	St. Martin's College (WA)	"	TBA
<b>Wed 11/27</b>	<b>Texas A&amp;M, Kingsville</b>	<b>AEC</b>	<b>7:00pm</b>
<b>11/29-30</b>	<b>Metro State Thanksgiving Classic</b>		<b>Denver, CO</b>
<b>Fri</b>	<b>Holy Names (CA)</b>	<b>AEC</b>	<b>7:00pm</b>
<b>Sat</b>	<b>Grand View (IA)</b>	<b>AEC</b>	<b>7:00pm</b>

## DECEMBER

Thu 12/12	<b>*Adams State</b>	<b>AEC</b>	<b>7:00pm</b>
Sat 12/14	<b>*Fort Lewis</b>	<b>AEC</b>	<b>7:00pm</b>
Wed 12/18	at Coll. of Notre Dame (CA)	Belmont, CA	TBA
Fri 12/20	at San Francisco State	San Francisco	TBA
Sat 12/21	at Sonoma State	Rohnert Park, CA	TBA

## JANUARY

Fri 1/3	*at CU-Colorado Springs	Colo Springs, CO	8:00pm
Sat 1/4	*at Western State	Gunnison, CO	8:00pm
<b>Thu 1/9</b>	<b>Mesa State</b>	<b>AEC</b>	<b>8:00pm</b>
Fri 1/17	*at New Mexico Highlands	Las Vegas, NM	8:00pm
Sat 1/18	*at Southern Colorado	Pueblo, CO	8:00pm
<b>Thu 1/23</b>	<b>*Nebraska-Kearney</b>	<b>AEC</b>	<b>7:00pm</b>
<b>Sat 1/25</b>	<b>*Fort Hays State</b>	<b>AEC</b>	<b>7:00pm</b>
Tue 1/28	*at Chadron State	Chadron, NE	7:00pm

## FEBRUARY

Sat 2/1	*at Regis	Denver, CO	TBA
Fri 2/7	*at Colorado Christian	Lakewood, CO	8:00pm
Sat 2/8	*at Colorado Mines	Golden, CO	8:00pm
<b>Tue 2/11</b>	<b>*Chadron State</b>	<b>AEC</b>	<b>7:00pm</b>
<b>Thu 2/13</b>	<b>*Regis</b>	<b>AEC</b>	<b>7:00pm</b>
<b>Thu 2/20</b>	<b>*Colorado Christian</b>	<b>AEC</b>	<b>7:00pm</b>
<b>Sat 2/22</b>	<b>*Colorado Mines</b>	<b>AEC</b>	<b>7:00pm</b>
Wed 2/26	*at Fort Hays St.	Hays, KS	7:00pm
Thu 2/27	*at Nebraska-Kearney	Kearney, NE	7:00pm

\* - Rocky Mountain Athletic Conference Games

**Bold** - denotes home games

AEC - Denotes Auraria Events Center, Home of the Roadrunners

- All times listed as Mountain Standard Time

**Head Coach:** Mike Dunlap (303) 556-3309  
**Assistants:** Derrick Clark (303) 556-6888  
 Brady Bergeson (303) 556-8140  
 Ryan Irmer (303) 556-6262

Visit our Website at: <http://www.msced.edu/~runners/basketball/basketballhome.htm>

# Upcoming Events

## COLORADO COACHING ACADEMY

### Date #1:

**WHEN:** Saturday, September 28th  
**WHERE:** Ohlone College in Fremont, CA  
**COST:** \$100

### Date #2:

**WHEN:** Saturday, October 12th  
**WHERE:** Calabassas H.S., Calabassas, CA  
**COST:** \$100

### Date #3:

**WHEN:** Sat. & Sun., Oct. 26th and 27th  
**WHERE:** Metro State, Denver, CO  
**COST:** \$200

**FEATURES:** New and Improved Academy Notebook, T-shirt, and Coaches Social.

Coach Dunlap, coming off his second NCAA Division II National Championship, leads this all day coaching clinic. The emphasis will be on building a championship caliber team. The clinics will focus on creating a philosophy, program organization, how to teach effectively, player development, offense and defense.

## START SMART BASKETBALL HALLOWEEN 3 ON 3 TOURNAMENT

**WHEN:** Sunday, October 27th

**WHERE:** Auraria Events Center at Metro St. Denver, CO

**FEATURES:** All games will be officiated. Every participant will receive our official 3 on 3 Tournament T-Shirt. Each team is guaranteed 2 games. Prizes will be awarded in all divisions.

For more information on our events, contact us at (303) 556-6262.



THE METROPOLITAN STATE  
 COLLEGE OF DENVER  
 Men's Basketball  
 Campus Box 9  
 P.O. Box 173362  
 Denver, CO 80217-3362



## REVIEW

# National



# Champions

# August 2002

## Men's Basketball



# Coaches Corner

## THOUGHTS ABOUT POSITIVE CRITICISM

\*From day one the teacher-coach should explain the power that positive criticism will establish within a team. In brief, we must drink from the cup of criticism if we are going to improve.

\*Criticism is much like weightlifting as there is a process that will make the team and the individual stronger.

\*The criticism strategy is simple- praise, prompt and leave. For example, “I like the way you locked out your elbow on the shot. Please use more legs and then we will have something special.”

\*We must use the word “criticism” in a literal sense. We do not want to be clever by using “feedback” sessions- call it what it is.

\*There will be an adjustment period with any positive criticism technique. The instructor must show emotional maturity. For instance, you may get “the face” when you first correct the pupil. Keep a level head and get to your point quickly and move on. . . for example, “I like when you sprint from spot to spot. You can do this for longer than you think and when that loose ball comes up late in the game you’ll be ready.” If you see “the face” during this criticism, ignore it until you see a pattern.

\*Criticism will ultimately involve consequences for actions-good and bad. In other words, use actions, not words. If you get “the face” in a repetitive manner then move quickly with your discipline. For example, I remove the player from the court to the locker room. Hence, he is not a distraction to the group and I am letting the team know that my energy will be spent on those that are doing what I want. I will do this early in the season as the bitter pill of discipline and should be taken early in the process. This player has done you a favor.

\*Different students have varying degrees of handling criticism-positive or negative. They simply nod to everything you say. I move quickly on this situation as the player is deflecting what you are saying. For instance, the coach says, “Please stop reaching on the ball,” yet the player keeps doing this while always nodding at your corrections. “O.K., we are going to play a defensive game and everyone must hold their hands behind their back while on defense.”

\*If done poorly, criticism can become a self fulfilling prophecy. Your observations and words must push towards the positive.

-Wrong: “You are a dog and if you keep doing that you’ll never get better.”

-Right: “Yesterday you moved around here like a champion getting 6 loose balls. Today, you are off two beats and just need to get 2 boards in a row to start the engine- now do it!” (Praise, Prompt, and Leave)

a) You have not only told the player something positive but also have given him a specific target.

\*The consequences for actions should be used in a positive manner. Specifically, reward the behavior that you want and like. The example would be, “Rick, you really please me by jumping through the pass and that will get us at least one win this year in crunch time.” We let the group know what wins and also how to gain the praise of the instructor.

\*Criticism must be realistic when you lay out your positive predictions. Such as, “I see you getting two more boards a game with those V back cuts on the weakside of the boards- good!” If I use the number 10 instead of 2 I have over done it and will lose credibility over time. The instructor must take a balanced approach. Hence, a statement of expectation can be good or bad.

\*Positive Criticism should use the language of the audience. We use metaphors that are relevant to the times as word pictures create a visual imprint. For instance, “Lee, you must think of yourself as a yo-yo. You are trying to stop and go with the dribble, changing speeds and creating space.” Another way of using language is, “When we start out the season everyone must board the plane, get seated, follow instructions, as there is no getting off. We will pick up speed as we go along.”

\*Use prediction with your positive criticism (e.g. “When you make that front pivot with your eyes to rim no one can defend you- period- no one!”)

\*Do NOT use conjunctions when you praise:

a) Wrong: “I really think you are doing a super job with your voice but could you speak up.”

b) Right: “I really think you are doing a super job with your voice. Now try to speak louder because we are going to play in a packed house next week.”

\*If the coach personalizes the criticism or uses sarcasm, you will be rejected by the player and ultimately by the team. You should criticize the act as much as possible.

-Wrong: “You didn’t get that board in crunch time and we lost the game at that moment. Maybe if you drank a little less beer we would have won.”

-Right: “I know you will get that board next game because you are using the V back technique on the weakside. What do you think?”

Thus, your player has specific targets and this takes away from the subjective evaluation of the instructor. Our players talk about the deflection chart as the criticisms become most powerful when the players accept them as an objective form of evaluation.

\*Positive criticism is on going. We develop a critical eye with experience. We must be careful as time can create a negative view.

a) How? Just like quality wine, we begin to understand bad wines. Does this mean we do not continue to try other wines? No! We simply understand the depth of our experience and use caution as we grow more aware.

b) The evolution comes from using less words to instruct. While our database grows with time, the economy of words becomes our reward.

\*Use the Socratic method to engage the minds. For example, “I’m going to ask the team a question and I want to see if you have the answer.” This is effective because the entire audience is thinking as opposed to one person. They are probably thinking please don’t ask me but nonetheless the team is on their toes.

\*A quality critic bases his criticism on a certain criteria. This helps you be more specific and objective. Your reference points for judgment are important. For example, “Our effort is measured by our deflection chart which calculates your positive impact on the outcome. Specifically, you get 1 point for getting a loose ball, taking a charge, or getting a deflection.”

\*When criticizing, know the person you are addressing as we say, “understand but do not accept negative behavior.” See through the eyes of the student when evaluating their background and role models.

\*When you are forced to criticize someone for a personal matter link it to a bigger outcome. “Frank, I am hesitant to tell you this because I don’t want to embarrass you. This bad habit will hold you back as a team leader, with women, and the business community. You need to shower everyday. Your odor affects others in negative way. We can change this habit now. What do you think?”

\*Criticism in groups is more dangerous than criticizing the individual alone. However, there may be a time and place to do both. Know your audience, the situation, and the person.

\*Criticism must be linked to individual accountability.

a) The teacher must admit his mistakes when they happen as it is a show of humanness and accountability.

b) We cannot accept excuses in our team culture.

c) The instructor must tackle the excuse maker quickly as this can only go one way- BAD.

\*The teacher must be ready for criticism when it comes your way- it WILL!

a) Please do not take the approach that the customer is always right- as there are times where they are not. Hence, we still want to get resolution and move on & besides we want to show emotional intelligence & maturity.

b) The technique goes something like this when confronted by a player, “I think you are an asshole, because you keep coming at me in practice and it isn’t fair!!”

“Ok, let’s assume you are right. I’m not sure that the asshole part will help us go anywhere. Why don’t we just stick to the part about me coming at you because ultimately you want to play here & so do I. Why don’t you be specific about what is bothering you. We will then put together a strategy that works. Again, please respect my position and you will address me with manners.

\*Criticism is a fact of life. We must have a system in place so that we can be effective and grow as a team. Certainly there will be some “hot” moments. Yet, we can be proactive with our communications. When pressure is applied, chaos will thrive unless we build in a flexible system for communication and criticism.

## On a Lighter note...

Jeff Foxworthy on Colorado:

**"You know you live in Colorado when..."**

**1. Your sense of direction is; towards the mountains and away from the mountains.**

**2. You're a meat eating vegetarian.**

**3. The bike on your car is worth more than your car.**

**4. You think the major food groups are granola bars, tofu, and Fat Tire Beer.**

**5. You think the governor is John Elway.**

**6. You install security lights on your house and garage but leave all doors unlocked.**

**7. You're able to drive 65 miles per hour through 13 feet of snow during a raging blizzard without flinching.**

**8. You've been tear gassed in a riot to celebrate a team's victory.**