

SMALL-SCHOOL BASKETBALL COACHING MANAGEMENT SYSTEM

16-Area Master Problem Outline

16 CORE PROBLEM AREAS	
1. Coach Assignments	9. Game-Day Preparation
2. Practice Schedules	10. Individual Coaching
3. Player Evaluation	11. Time Management
4. Skill Development	12. Minimize Player 'Dead Time'
5. Conditioning	13. Captain/Senior Utilization
6. Player Roles and Positioning	14. Trainer/Equipment/Laundry
7. Team Discipline	15. Working Players and Outside Responsibilities
8. Locker Room Management	16. Preparing for the Next Basketball Opponent: Film Breakdown and Game Planning

FIVE UMBRELLA CATEGORIES	
A. STAFF MANAGEMENT	1 Coach Assignments 10 Individual Coaching 13 Captain/Senior Utilization
B. PRACTICE MANAGEMENT	2 Practice Schedules 4 Skill Development 5 Conditioning 11 Time Management 12 Minimize Player "Dead Time"
C. PLAYER MANAGEMENT	3 Player Evaluation 6 Player Roles and Positioning 7 Team Discipline 8 Locker Room Management
D. GAME MANAGEMENT	9 Game-Day Preparation 16 Preparing for the Next Basketball Opponent: Film Breakdown and Game Planning
E. SMALL-SCHOOL REALITY	14 Trainer/Equipment/Laundry 15 Working Players and Outside Responsibilities

NOTES / PRIORITIES

Area 1 - Coach Assignments

Staff Management | Build clarity, efficiency, and accountability from a limited coaching staff.

1.1 Know exactly what manpower you have

Inventory full-time, part-time, volunteer, and shared coaches; note experience, certifications, availability, and the levels each person can cover.

1.2 Assign by teaching strength

Match coaches to guard play, post development, shooting, defense, rebounding, strength work, scouting, or program administration where they add the most value.

1.3 Give every coach a primary responsibility

Every coach should be able to state the players, phase, or team level for which he or she is accountable.

1.4 Define secondary responsibilities

Assign the additional hats - film, equipment, JV, statistics, transportation, academics, or communication - intentionally.

1.5 Establish a chain of command

Clarify who leads the program, coordinates offense and defense, handles discipline, communicates with families, and makes game decisions.

1.6 Do not overload the strongest coach

Spread player development, scouting, operations, and supervision so one capable person does not become the system's bottleneck.

1.7 Build assignments around practice flow

At every period, coaches should know their group, court location, teaching points, and next transition.

1.8 Serve the entire program

Plan staff coverage for varsity, JV, freshman, and middle school so younger players receive real instruction.

1.9 Create visible accountability

Put a name beside every recurring task and review whether it was completed to the program standard.

THE CENTRAL PRINCIPLE

Put the right coach in the right place, give that coach clear responsibility, and hold the staff accountable for player development.

SMALL-SCHOOL QUESTION

How do we produce the most coaching, supervision, and growth from the coaches we actually have?

COACH'S NOTES

SAMPLE PREVIEW

Area 2 - Practice Schedules

Practice Management | Turn limited time, court space, and staff into purposeful player development.

2.1 Build around actual constraints

Account for one gym, shared facilities, school events, transportation, player jobs, and coach availability. The schedule must work in real life.

2.2 Use a consistent daily rhythm

Create a reliable sequence: movement, fundamentals, position or skill groups, team concepts, situations, conditioning, review, and dismissal.

2.3 Plan every minute

State what is taught, who participates, which coach owns it, where it occurs, and what successful execution looks like.

2.4 Limit lines and waiting

Use baskets, stations, partner work, split groups, and short rotations so players are learning, moving, or recovering with purpose.

2.5 Balance individual and team work

Protect time for ballhandling, passing, shooting, footwork, finishing, post play, defense, rebounding, and five-player execution.

2.6 Make practice match games

Rehearse transition, press offense, baseline and sideline out-of-bounds, end-of-quarter possessions, foul situations, and special defenses.

2.7 Adjust by day

Use early-week practices for correction and installation, middle days for intensity and situations, and the day before competition for precision and confidence.

2.8 Keep alternate plans ready

Maintain short-practice, half-court, no-basket, and classroom-film versions for disruptions.

2.9 End with clarity

Before leaving, players should know what improved, what needs correction, tomorrow's schedule, and any film or equipment responsibilities.

THE CENTRAL PRINCIPLE

A good practice schedule converts scarce time, space, and staff into repeated, game-ready learning.

SMALL-SCHOOL QUESTION

Does every practice minute help a player learn, execute, recover, or prepare?

COACH'S NOTES

SAMPLE PREVIEW