

# MAKING YOUR PROGRAM SIGNIFICANT

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Todd Hollis

Elmwood/Brimfield Coop

Class 3A

# Bio and Acknowledgements

## Coaching Experience

- 1999-2012, Head Coach at E/B (83-56)
- 1997-1998, Assistant Coach at E/B
- 1993-1996, Volunteer Assistant at Peoria Richwoods
- 1989-1992, played at Naperville Central

## Coaching Staff at Elmwood/Brimfield

- Mike Dutton - 1992-2012 (21 years)
- Brad Crisco - 2002-2012 (11 years plus eight at Biggsville Union H.S.)
- Mike Walker - 2006-2012 (7 years)
- Brandon Porter - 2012 (played at E/B 2002-2005)
- Michael Welch - 2012 (played at E/B 2004-2007)
- 67 combined years with this program.

## IHSFCA

- Honored to be asked to speak. A great experience in evaluating our program.
- Find, support and get involved with your local coaches association.

# Success vs. Significance

## Success...

is wins, losses, conference titles, playoff appearances. It is the concrete and measurable data that represents you as a coach. Success is immediate, unstable and fleeting.

## Significance...

is your impact on lives...the lives of your players and the lives of those your players interact with (parents, siblings, peers, strangers). It is the intangibles that represent you as a coach of players *and* men. Significance is long-term, foundational and lasting.

# Program Record: 1949-2012

<u>YEAR</u>	<u>RECORD</u>	<u>YEAR</u>	<u>RECORD</u>	<u>YEAR</u>	<u>RECORD</u>	<u>Decade</u>	<u>Percent</u>	<u>Winning Seasons</u>
1949	2-3	1971	1-8-0	1992	2-7	50's	19.2%	2
1950	4-2-1***	1972	2-6-1	1993	3-6	60's	24.4%	1
1951	4-3-0***	1973	0-9-0	1994	4-5	70's	16.7%	2
1952	0-7-0	1974	0-9-0	1995	5-4***	80's	40.9%	5
1953	0-6-1	1975	2-7-0	1996	0-9	90's	26.7%	1
1954	0-7-0	1976	5-3-1***	1997	2-7	00's	55.1%	7
1955	1-6-0	1977	0-9	1998	3-6	10's	81.3%	3
1956	1-5-1	1978	0-9	1999	3-6			
1957	0-6-1	1979	0-9	2000	5-4***			
1958	2-6-1	1980	0-9	2001	3-6			
1959	2-6-0	1981	3-6	2002	3-6			
1960	7-2-0***	1982	5-4***	2003	8-2***			
1961	1-8-0	1983	6-3***	2004	10-2***			
1962	3-6-0	1984	1-8	2005	8-2***			
1963	3-6-0	1985	6-4***	2006	6-4***			
1964	1-8-0	1986	7-3***	2007	5-5***			
1965	1-8-0	1987	6-4***	2008	5-5***			
1966	1-8-0	1988	2-7	2009	1-8			
1967	0-9-0	1989	2-7	2010	6-4***			
1968	2-7-0	1990	1-8	2011	10-1***			
1969	3-5-1	1991	1-8	2012	10-1***			
1970	5-4-0***							



**TEAM RECORD:**  
195-368-8

**WIN PERCENTAGE:**  
34.2%

**WINNING SEASONS:**  
21/64 = 31.7%

# Success (Some Ideas that Work at E/B)

- Black Jersey/Varsity Points System (2002)
  - If one thing helped us turn the corner, it was this.
  - Expectations are in writing. The onus is on the players to *earn* points. Coaches are taken out of the equation.
  - Young kids who put in a varsity effort get a varsity reward.
- "To play good you have to look good" - team issued clothing. (1999)
  - Look like a team getting on and off the bus.
  - Look like a team when you are on "football time."
  - Kids know what to wear. Parents know what their son should wear. No "designer" and no "rag-tag."
  - Also, no jewelry on football time. Hair is cut to a length that allows for proper helmet fitting.



# Trojans Football



## VARSITY POINTS SYSTEM

The Varsity Points System establishes guidelines by which a Trojans football player can earn a Black Jersey. Freshmen and sophomores earning a Black Jersey will dress with the varsity team in addition to their respective age-group team.

### Summer Points

Weekly Team Practice - 8 opportunities x 5 points each	=	40
Conditioning Workouts - 16 opportunities x 3 points each	=	48
Bonus - 8 opportunities x 2 points each	=	16
Team Camp	=	6
Freshman Camp/Paintball	=	6
	<b>Summer total</b>	<b>100*</b>
	<b>Summer total w/bonus</b>	<b>116</b>

\*Freshmen must earn 100 points to earn a Black Jersey.

### Off-Season Points (available to sophomores, juniors and seniors)

Participation in a winter sport (basketball or weightlifting)	=	10
Participation in a spring sport (baseball, track or weightlifting)	=	10
Participation in the Outdoor Show (minimum 2 shifts)	=	5
Bonus - 1 point for each additional shift, 5 max)	=	5
	<b>Off-Season total =</b>	<b>25**</b>
	<b>Off-season w/bonus =</b>	<b>30</b>

\*\*Sophomores, Juniors and Seniors must earn 125 points to earn a Black Jersey

Coaches' Prerogative: The coaches reserve the right to award additional points. The coaches also reserve the right to deny points for an activity.

# Success (Some Ideas that Work at E/B)

- All freshmen and sophomores start their age group games. (2002)
  - Our kids know they are practicing for a reason. They practice with the first team.
  - Parents know their kid will play. “No clean jerseys.”
  - Players develop because they practice and they play.
- Team Building
  - Paintball (2005), team camp (2000), Hell Week barbecue and swimming (2003), Thursday night pasta meal, Easter Seals tour (2008)
- Communication!!!
  - Newsletter in the off-season (2003)
  - Hand written letters to parents of all players after the season. (And booster club, admin., etc.) (2002)
  - Facebook page. iContact. (2011)
- Mike Shanahan, Think Like a Champion

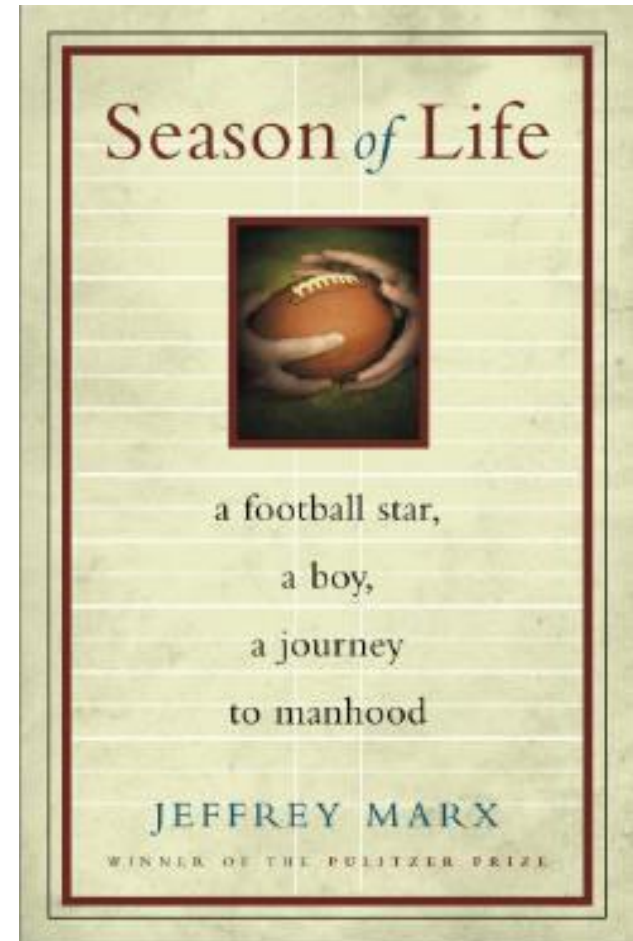
# Success (Some Ideas that Work at E/B)

Questions???



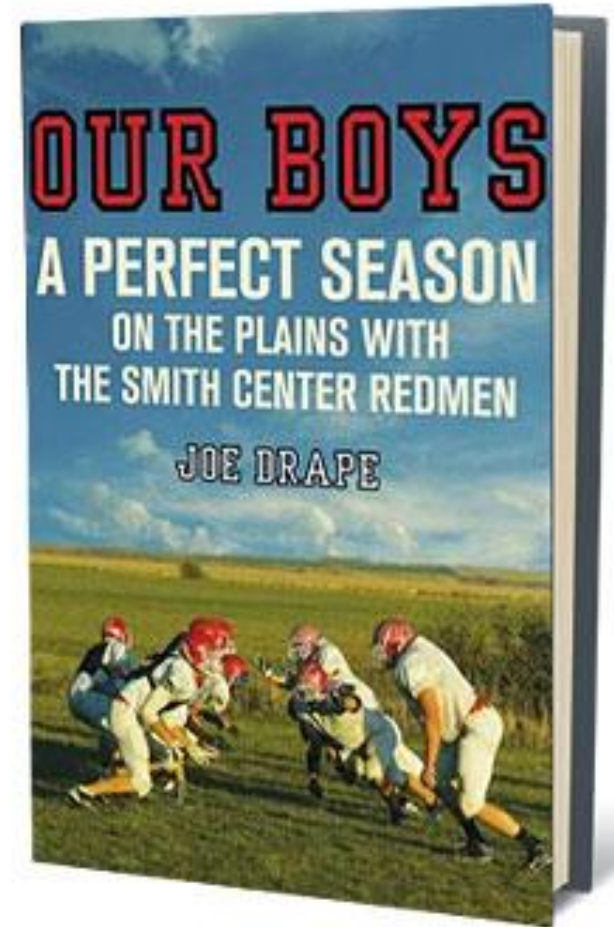
# Significance - Background

- Jeffrey Marx, Season of Life
  - Joe Ehrmann and the Gilman Academy Greyhounds, Parade Magazine #5 in the nation
  - Raises some difficult questions (that we should address with our players)
    - What does it mean to be a man?
    - How do you want to be remembered?
    - Can you interact from a position of empathy?
    - What does it mean to love another person?



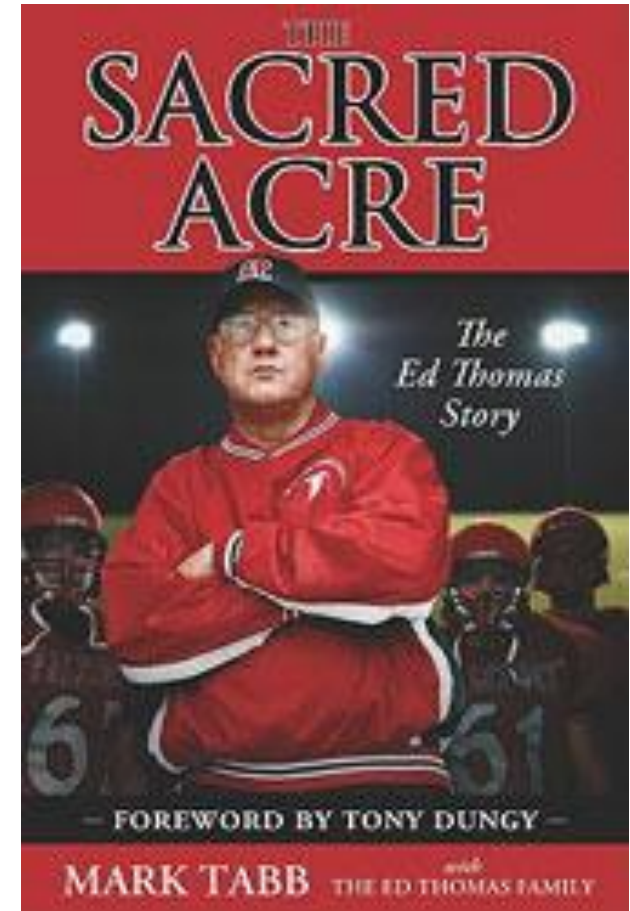
# Significance - Background

- Joe Drape, Our Boys
  - Roger Barta and the Smith Center (KS) Redmen, 323 wins, 8 state championships, 79 game win streak
  - Addresses the need for community
    - developing it within the team
    - embracing it from the outside
    - caring for one another.



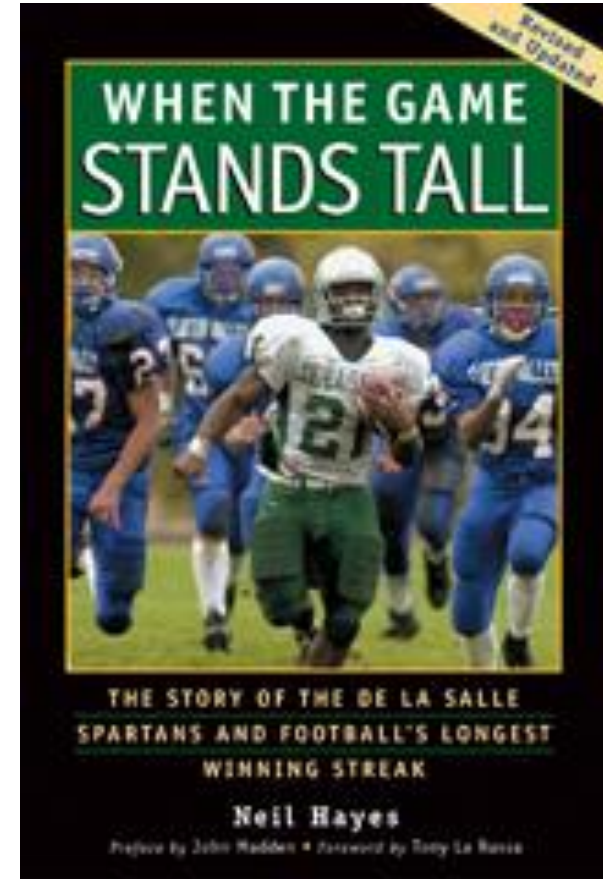
# Significance - Background

- Mark Tabb, The Sacred Acre: The Ed Thomas Story
  - Ed Thomas and the Aplington-Parkersburg (IA) Falcons, 292 victories, 2 state championships
  - The impact that football can have on a community and the community's impact on the young men who play.
  - "faith, love...and the power of forgiveness."



# Significance - Background

- Neil Hayes, When the Game Stands Tall
  - Bob Ladouceur and the De La Salle (CA) Spartans, 399 wins, 151 game win streak, 17 state championships, 7 national championships
  - Players are committed to and love one another other (and show it)
  - Handling winning from a position of superiority.



# Significance - E/B "Men of Virtue"

- Mission Statement (2009) – Everything we do now comes back to our mission statement. It guides us as coaches and it holds us accountable for our actions.

***The mission of Trojans Football is to develop young men who lead significant lives that***

- ***celebrate effort above ability.***
- ***are selfless in their actions.***
- ***will defend the cause of the oppressed.***

# Significance - E/B "Men of Virtue"

- If you want a significant program then you need to devote time to developing your players away from the field.
- Our “classroom” sessions are twice a week (Monday, Thursday) and usually take thirty minutes.
- We do not lose any football time. We also have not really added much to the time commitment our players already would have had.

# Significance - E/B "Men of Virtue"

- What does a classroom session look like?

In the 3-ring binder that players are provided with they have forms to fill out for each of the following:

1. **Gratitudes** – players identify 2-3 things they are grateful for in their lives. Sometimes I prompt them (family, school, football, etc.). Sometimes not. We share these out loud with the team.
2. **Weekly schedule** – time management. They block out their week on Monday.

# Schedules

Week of: \_\_\_\_\_

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6:00							
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# Significance - E/B "Men of Virtue"

- What does a classroom session look like?
3. **Objectives** – measurable tasks (did do/did not do) to complete before our next classroom. Prompted for school work first. Then family and football. We share these out loud with the team.
  4. **Words of the Week** – taken from ACT/SAT prep web sites. Try to link a picture to a word. Try to use words that pertain to football or our lesson for the week. We use these words.

# Significance - E/B "Men of Virtue"

## 4. Words of the Week - example

- *Vociferous* – adjective. Characterized by vehemence, clamour or noisiness: *vociferous protests*.



# Significance - E/B "Men of Virtue"

- What does a classroom session look like?

5. **Commitment Cards** – Thursday nights. “What three things do you commit to do to help us be successful tomorrow night?” Exchange and discuss with a teammate. Grade yourself on Monday.

Brady Johnson

vs. Lewistown

1. Carry out fakes 10 yards down field.
2. Maintain contact on blocks for twelve steps.
3. Make pass/ball calls when we are on defense

# Significance - E/B "Men of Virtue"

6. Lesson – the focus or theme for the week. Not only in classroom but on the field and even during pregame. This is the “heavy lifting” that really stretches the kids and the coaches. It also give us a common language and modeled behaviors.

- Our first three weeks touch on the three components of our mission statement.
  - ***celebrate effort above ability.***
  - ***are selfless in their actions.***
  - ***will defend the cause of the oppressed.***

# Significance - E/B "Men of Virtue"

- 6. Lesson - continued
  - For the rest of the season the lesson fits particular situations or conditions of the team.
    - Blackout allows us to revisit “defend the cause of the oppressed.” Our Easter Seals tour has a profound affect on our kids.
    - Inevitably many of the topics link back to the mission statement.
    - A player who had suffered a loss in the family recently resulted in lessons on empathy.
    - The death of a former player this summer led to a focus on love. What is it? Can and how do you express it?
  - Love. If you love your players and express it to them then you will be significant.

# Significance - E/B "Men of Virtue"

So, does it work? What are the results?

1. I believe that because we have a common language away from the game we are stronger within it. I've heard it in the huddle in key situations. Yes, I think we have won games because of Men of Virtue.
2. Players have told us how much it means to them.
3. Teachers appreciate it. Administrators appreciate it.
4. Parents are thrilled with it and tell us so all the time. They tell their friends about it. There are now post-game family meals after every home game in part because of this program. It has developed *community* – the Trojans Football Family.

Can I measure the significance? No.

Do I know it is real and long-lasting? Absolutely.

# Significance - E/B "Men of Virtue"

In closing, I have one request of each of you. A challenge, really. That is to [Spread the Word to End the Word](#) within your team and your school.

Thank you.

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