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Penetrating the Defensive Line

By Glenn Bayliss
ARL Level 3 Coach

Part 2

Part One appears in Book 5

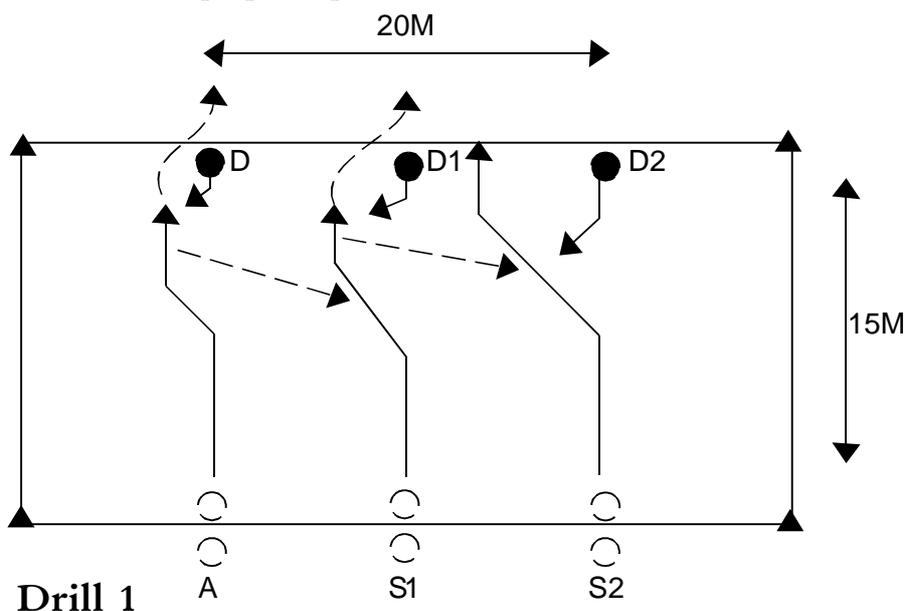
To score a try in Rugby League you have to simply get past the oppositions defence. In a previous issue we looked at:-
One on One - the foundation of

- Under plays
- Over plays

These are the two basic plays required to create and utilise 'space' to penetrate the defensive line. The next step is to progress on to situations that occur in a game and then develop training drills to practice the timing and recognition of cues that are transferable to game play.

Three on Three (Unders)

Set Up: 4 Markers - 20m x 15m grid
9 players per grid - 3 as defenders
3 spin pads (optional)



Drill 1

Attacker (A) and support players move to defenders with attacker (A) drawing first defender (D) away from the support players (S1) who times his changing angle run into space receiving an on-side pass 'under' his defender (D1). S1 draws D1 then passes to S2, who has held his opposite player D2, inside by running a line on D2's outside shoulder, before timing his change of angle into space.

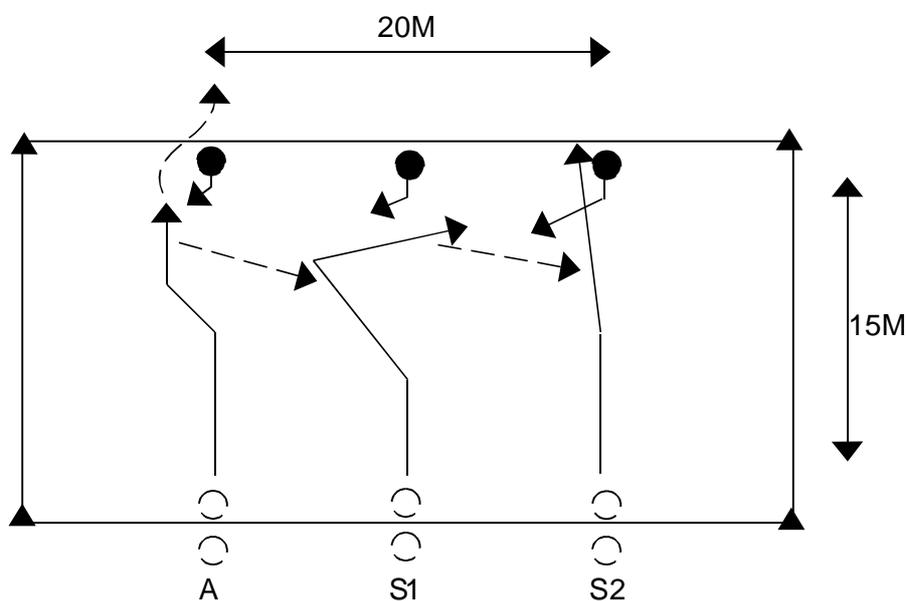
Coaching

- Attacking player (A) to run to defender (D)'s inside shoulder. (i.e. furthest from the support player.)
- Swerve or step to this position but straighten before passing. (passing back across body when facing away from support player often leads to a forward pass)

- Attacking player to give himself enough space to STEP, STRAIGHTEN and PASS (defender DRAWN).
- Look for 'cue' to pass i.e. defenders head, shoulders, feet turn away from support player and toward attacker.
- Support players to maintain 'depth' in support.
- Support player (S1) allows enough space to run the 'under' before straightening to pass when defender (D1) is DRAWN (committed).
- Second support (S2) runs a line on defender D2's outside shoulder (side furthest from football carrier) before timing his change of angle run into that part of the space closest to the defender (D1) drawn by ball carrier.
- Once support player is through the 'hole' he must straighten his run (in game play the cover defence will come from the direction of the pass).

Three on Three (Switch Over)

Set up: 4 markers - 20m x 15m grid
 9 players - 3 as defenders
 3 spin pads (optional)



Drill 2

Attacker and support players move to defenders. Attacker (A) 'draws' Defender (D) and passes 'under' to support player (S1) who has changed his angle to run under his nominating defender (D1). Once in possession of the football, (S1) changes angle to run 'over' and across his defender (D1) into space and to draw (D2). Support player (S2) receives a pass from (S1) and runs in space on the outside left vacant by the defender (D2).

Coaching

- Attacking player to run to defender's inside shoulder.
- Swerve or step to position, but straighten before passing.
- Look for 'CUES' to pass, (primarily the reaction and position of defender).
- Support players to maintain depth of support.
- Player (S1) allows enough space to run his 'under' then 'SWITCH to OVER', on D1 once 'CUE' is given that defender (D1) is drawn. (head, shoulder, turn away from outside support).
- Player (S1) then draws defender (D2) allowing support player (S2), who has held a line on (D2)'s outside shoulder, to receive an on-side pass and run into space left vacant by (D2).
- Once through the defensive line the player must straighten his run.

Evasion

By Don Oxenham
ARL Level 4 Coach

Players who are elusive and difficult to tackle are not only great spectator pleasers but also add an important weapon on the attacking ability of a team. Part of the running skill relates to natural talent but good acceleration, speed and agility will provide players with the basis for evasive skills. Controlled footwork results in good, balanced running, precision movement and deception.

A player's ability to deliberately and quickly place their feet where they should go is essential for quality performance in a running game that requires a rapid change of direction.

Running with a ball is different to track running, so it is wise to use the ball in all your sprint training. Evasive techniques can be taught just as easily as all other techniques. The difficulty is not how to teach them, but after coaches teach the technique, do players have the capacity of knowing when to perform them in the game.

A player's ability of knowing when to perform a particular skill at the appropriate time is a decision making process based on:

- **Good technique** - developed to a high level of performance that will give players confidence to use it.
- **Body balance** - associated with good technique and developed through practice.
- **Body weight**
- **Agility** - to shift the body quickly, and is associated with weight and balance.
- **Reading play** - an ability to anticipate the actions of other players gives an advantage to the player who can decide what to do.
- **Judgement** - after deciding what to do then with judgement a player will be able to know when to react. In an evasion situation this will depend mostly on the position of a would be defender.

All evasive techniques will depend on good footwork, body balance and co-ordination to be effective and all should be practised and coached in conjunction with the formal technique. Players may develop a style of evasion appropriate to the situation which could be a combination of a number of techniques. Effective techniques can be achieved and developed through drills.

It is only when players reach a performance stage where the skill is automatic that it is then related to the decision making of when to use the skill in a reactive situation. Depending on the game situation a player will select from their range of skills which one is most appropriate to that situation. To ensure players have a choice of options to evade they should be coached in as many skills as possible.

Good evasive skills will need -

- **Footwork (stepping) - Running style.**

These can be developed through drills and provide the balance, co-ordination, weight distribution and agility required.

Quickness is one of the player's most valuable assets. Feet placement must allow the player to move instantly to change direction.

(i) Introduce "boxes" skip, a heel-toe-step

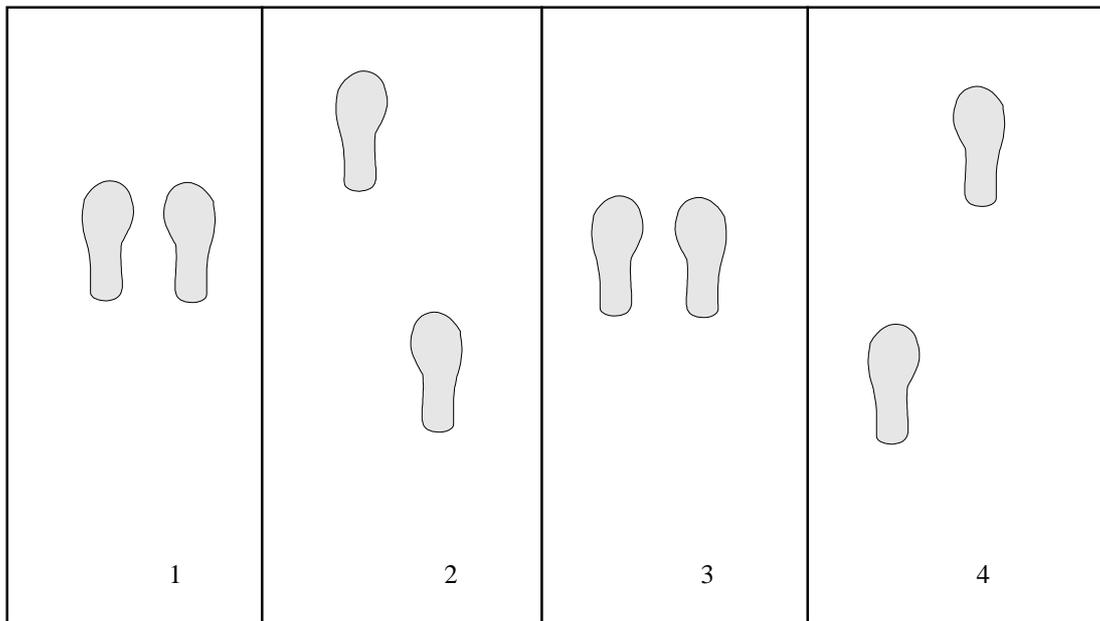
(ii) **Quick Feet**

Quick feet movement on the spot followed by a "go" call for short 5m sprint.

Calls can vary to include LEFT or RIGHT.

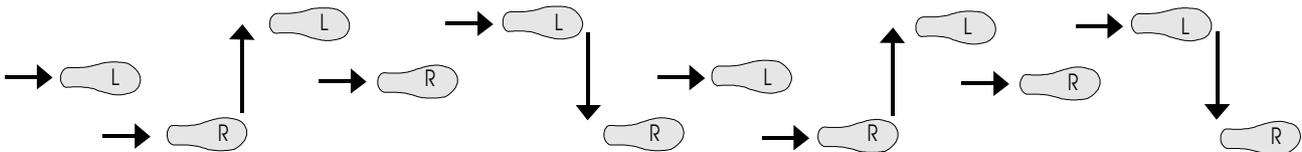
(iii) Alternate step from "square" position.

After a number of changes the coach calls "go" on a change (diagram 2 and 4) . If the call is on 2, the player should move off the left foot and to the left for 4 or 5 paces.



(iv) The 3 step

Players move down the field and on every third step move on the side.



(v) 4 steps and skips

Players run down the field and skip on each fourth step.

(vi) Side-slip-forward

SETTING: Channel or area 20 x 50m. Players form a line across.

- Players slip 3 steps to the side and on the third sprint forward 5 steps.



OVER 100 DRILLS & SKILLS

Preparing The Junior Representative Team

By Matt O'Hanlon
ARL Level 3 Coach

Part Two

The first part in this series looked at the preparation required when the coach first met his side. In this second part we will look at some things the coach can do to try and develop the junior rep team. Selections are now complete and an outline of what is expected and details of competition, tours etc has been provided. Now there is the job of finding the balance with coaching of communicating and moulding the players into a cohesive team that provides the opportunity for players to:

- a) seek further representative honours
- b) be competitive as a team
- c) benefit from playing in the team.

Interestingly players will have goals roughly in the above order but as coach your goals may be - or at least I believe they should be - the reverse. In preparing the team be aware of the standard of competition the team will be playing against and the relative strengths and weaknesses of your players. If the team is 'weak' the coach will have to reset goals much closer to (c) as opposed to (b). Presented are some areas on which to focus preparations on, for coaching sessions prior to the championships.

Prior to meeting the team think about breaking your preparations into two areas. Firstly, there are a number of areas that the coach can plan and upon which he can have an effect. Secondly, there are areas that the coach can plan to effect but which may be governed by assumptions that he has have been forced to make. Some of these include:

- selected players being able to repeat their performance from trials at the championships
- fitness information provided is accurate and
- player skill levels are adequate

When players don't measure up to these assumptions it can be disappointing but as coach you need to be positive. Don't panic and change from all the preparations but provide the players with a professional well prepared programme that you are familiar with.

The key area to start with is communication. It is essential and needs to be developed rapidly. Many teenagers are self conscious and a coach needs to break down the communication barriers and establish rapport. Often the quiet youngster who seems uninterested is affected by shyness or is introverted. As a coach there is a need to be careful not to leave this player out because at 'the moment of truth' (i.e. when he takes the field) his shyness disappears in the much more comfortable surrounds of playing footy in the park with his peers. Likewise, the extroverted or more social youngster may not measure up to the level you thought causing a coach to be disappointed when really the boy may have been playing to his ability. The coach may have confused his ability to play with his ability to communicate and his extroverted personality and perceived confidence.

At these early sessions the ability to communicate and its overall effect on performance are often not stressed highly enough. Learn all the players names prior to the team meeting so that the faces only have to be added at the first session. Players can do this by playing a simple name game. There are a number of these types of activities. One example is to get your players to sit in a semi circle. The first player says his name followed by the second player who says his name first followed by the first players name. This goes on until the last player says his name followed by all the other players names. After the last player has finished, make the first player repeat all the names in order. A simple drill but effective in developing, for all players a knowledge of names essential in the development of effective communication.

A secondary but also very important step is to make sure that when players are paired off for small games and drills that they don't break up into groups that they feel comfortable with (by comfortable I mean already established groups based on club, school or geographic lines). Match players with others they do not know wherever possible, otherwise the comfortable groups will perform well whilst the groups that are

made up of the leftovers will struggle a little because they are not only working on the activity you have set but also developing communication. As coach you may think this group is behind in skills when really they are developing group dynamics at the same time as taking on new drills and activities. If the groups are organised so they are not comfortable - and I would suggest this is the best way - stress the use of calling first names throughout the session. As a result of this, team dynamics will broaden and move away from the singular comfortable groups that are formed prior to team assembly and take on a team dynamic which is free of cliques that can often undermine the culture of the team.

Another benefit of the team culture is that it provides a defence against the malingerer who will take all the shortcuts and can be very damaging to a team because they can lower the potential of the team. I have also found that keeping the team together at carnivals and championships whenever possible and wearing common team gear for training and to games helps players identify with the team and helps build the all important team culture. Whilst all of these facets may not seem essential for performance, concentrating on these areas prior to flying into game plans, plays and team skills will provide the foundation for a successful campaign. If as a coach we forget to establish this communication, team cohesion may take 3 or 4 days to adjust to the new order. This is time that could have been used more gainfully in other endeavours.

Another area of importance is to see if fitness levels are up to the required standard. At the first session the coach could test players against their stated 12 minute run or the 2.4km distance. Collate these times and find the average to give information that compares with the previous years. If it is the first time information of this type has been gathered you can use in the future. If your times seem dissappointing remember they are only an indication of fitness, not of how kids will play in the heat of battle. Use parts of this information to let your players feel positive about their performance and their level of fitness. Positive affirmations can go a long way with young players, As a rule always keep your misgivings on players to yourself and staff because negative vibes from a coach can have a detrimental effect on apprehensive young player and in turn this can result in impending doom.

As stated in the first part of this series, team selection is a very tough and often a subjective process. As a result there often tends to be a slight imbalance between attacking and defensive style players in your side, usually slanted to the attacking side. Hence we need

to make sure our training encompasses both tackling and defence and not just lots of feel good attack against an invisible team. An example would be to use a left side attack against a right side defence.(see drill 6) This will also help build productive groups that can be tested under a form of game pressure in skills of teamwork in attack and defence and importantly, communication.

In terms of development preparation and team attacking and defence strategies it is important that the coach develop his own so that at training he is confident with the programme being used. My preference is to use a minimal approach to the big plays and to concentrate on doing the little things correctly. If players are bombarded with attacking plays that have worked elsewhere you may be confusing players with information that they may never use and therefore the time has been wasted. Use basic drills that emphasise communication and teamwork in a context of attack and defence simultaneously and not as separate parts of the same game.

The following are a set of games and drills that could be used. They all emphasise communication and can be used as both attacking or defensive drills. Use your own drills as well. Especially those that you are confident with and which serve an important purpose for attack and defence. A coach should be able to focus on both areas of play and look to improve overall team performance. Players can also use drills 4, 5, and 6 as practices for simple game plans, strategies and decision making in a relatively controlled environment that can mirror or stimulate real game situations and in which the coach can have input. By using a set of drills you are also adding consistency to your programme. Players become familiar with the mechanics of these drills quickly and that once again allows you to concentrate on coaching.



Drills & Games

1. 10 PASSES - COMMUNICATION GAME (Improve Communication)

Objective	Moving football to space
Groups	2 groups of 6 - 10 players per group
Set-Up	1 group wearing hats or shirts - other no hats or 'skins' Played in square grid, size determined by the number of players - 1 football
Instruction	10 passes constitutes a point One group attempts to pass the football amongst its members, the other group attempts to prevent this A dropped ball results in a change over Players can not pass back to the player from whom they received the football
Game Elements	<u>Communication</u> , perception, finding space, positioning defenders, evasion, passing.

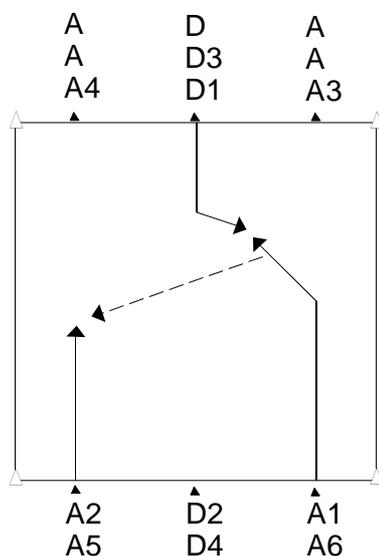
2. 10 TAGS

Same as "10 passes" with the exception that one team passes the football amongst team members so as to tag members of the other team. Team wins when all of the other group is tagged out. A dropped ball results in a change over.

Game Elements Communication and as above.

3. 2 ON 1 CONTINUOUS GAME

Activity	Drawing the player
Groups	All participate (min. 8 players)
Set-Up	See diagram, 15 metre square
Instruction	Player (A1) draws defender (D1) and passes to support attacker (A2) who passes the football to the next attacker (A3) who draws (D2) to pass to (A4). Increase pressure by shifting defenders.
Game Elements	Drawing the player, Communication, timing, name calling (coach to stress), positioning.



Rotation of Players

Start Players

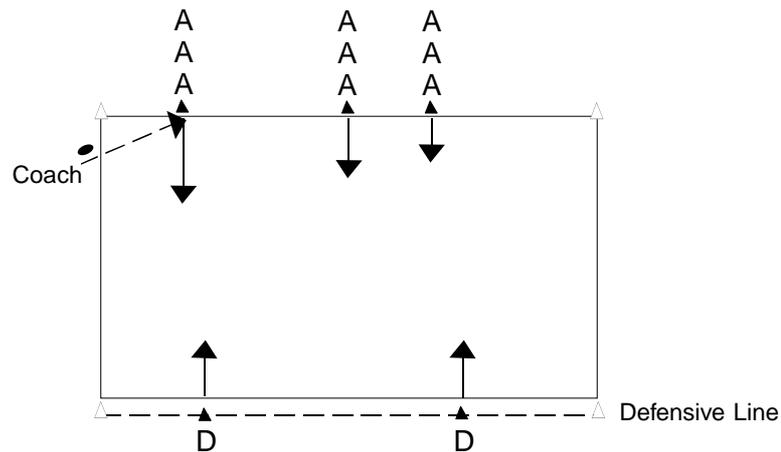
A1 moves behind A4
A2 moves behind A3
D1 moves behind D4

Return Players

A4 moves behind D4
A3 moves behind A6
D2 moves behind A4

4. 3 ON 2 DEFENCE

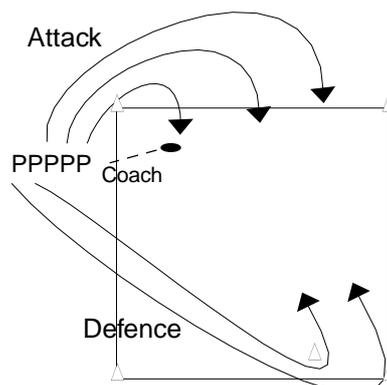
Activity	Creating space for support
Groups	Full group
Set-Up	See diagram, 2 or 3 footballs
Instructions	<p>Coach starts by passing to group of 3 attackers. 2 Defenders try and stop attack.</p> <p>When play is finished defenders move to attack line, player with football also returns, but the two previous attackers without the football become new defenders.</p> <p>They hit the defensive line and return immediately</p> <p>Coach starts new attack.</p>
Game Elements	Defending, position in defence, Communication, finding space, perception, weaving, drawing the player, running lines.



5. 3 ON 2 DYNAMIC

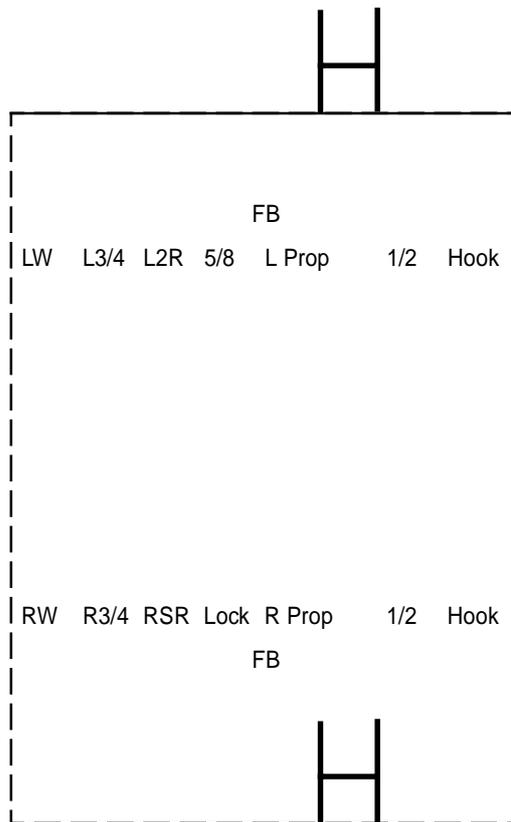
Activity	Responding to different attack and defence situations
Groups	Full group (min. groups of 5)
Set-Up	See diagram, 2 or 3 footballs
Instructions	<p>Coach rolls the football into grid.</p> <p>First 3 players are attackers and run to collect the football and attack.</p> <p>Next 2 players are defenders. Defence players run around marker and then move forward in defence.</p> <p>At the end of play, all players move out of grid and coach starts next play by rolling the football out. Increase difficulty by shifting defensive marker, or have 2 defence markers.</p>
Game Elements	Reacting to different situations, communication, weaving, passing, drawing the man, defence.

NOTE: Coach should continue to switch sides in drills 4 and 5 so that the emphasis is not only on favoured passing and running sides.



6. LEFT AND RIGHT

Activity	Playing left side attack against right side defence and vice versa.
Groups	Left and right players (up to 20)
Set-Up	Use 70% of width of full field longways Pads may also be used
Instruction	Play sets of 6 left verses right under game conditions. If there is only one half or hooker, leave them in the attacking side. If pads are used, winger and fullback do not require them. This practice can be modified to suit many facets of the game plan.
Game Elements	Simulates much of what happens in a game, but with restrictions of left and right.



Finally, as with the rest of team preparations, harmony will not just happen. Open discussions with the group prior to and after training sessions need to focus on all aspects of team harmony to make sure that everyone is feeling comfortable and confident with the situations with which they have been presented with.

POINTS TO RAISE INCLUDE:

- A Individual and team commitment to goals
- B The need for constructive criticism
(some players will not be used to this)
- C Involvement of all in the processes of the team (no cliques)
- D The need to be positive especially in the tough times
- E Discuss the "what ifs" reducing the stress of the unknowns
- F The need for individual tolerance and adaptability

Preparations for carnivals and championships require a deal of time, patience and energy if you are to ensure (c) by dealing with communication and team harmony first. Creating a relatively stress free environment where the coach can concentrate on combining his expertise with the varied talents of the players to maximise overall team performance. If the coach does this and players benefit from being within the team then the efforts of the coach could only be evaluated as successful. □

Coach Talk

Brian Smith - Parramatta Eels Head Coach

Our interview is with Parramatta coach Brian Smith who has had extensive coaching experience in both Australia and Britain. In Tony Adams book "Masters of the Game", Brian Smith has been labelled Mr. Precision, and the pick of the new breed of coaches in the 1990's. He has been described as well spoken, refined and cool under pressure. This interview with Brian Smith gives an insight into how he has been able to achieve success and why he is regarded so highly. It is hoped that his ideas and thoughts may also help other coaches to achieve their own ambitions and goals.

Brian Smith certainly speaks with some authority which is a reflection of his coaching appointments:

Illawarra 1984 - 87

Hull (UK) 1988 - 90

St. George 1991 - 95

Bradford (UK) 1995 - 96

Parramatta 1997 -

Q1. You have coached at 5 clubs in 14 years in comparison to Wayne Bennett (Brisbane Broncos) who has been with the one club for 11 years. Would you like the luxury of having one team as per Wayne Bennett or is there some value in moving around?

A. I have worked long and hard to be at a club like Parramatta. Most coaches would like the luxury of having a top class playing roster and all the trimmings that go with being a one town team such as Wayne Bennett has at the Broncos for an extensive period of time. He probably worked hard for that position too. There are also some benefits and great things in moving around that assist in development as a coach. Facing the different challenges of being in a new club particularly in England with the new characteristics and traits of that club. It probably helps to make for a better all round coaching performance and knowledge.

For me I am hopeful that Parramatta will be a long term proposition. However, if that is not how it turns out and if some one else wants me more than they do or if circumstances change, which is what has happened to me a couple of times, then so be it.

At St. George I really didn't have any choice. I would liked to have been there for a long time, I had my goals set to be their longest ever serving club coach, and I

was there 5 years, but for the political things that happened with the game and the club merger talks I might have achieved that goal.

I am happy with the fact that I have had to face different challenges in different clubs and I like that idea - but not forever.

Q2. What mental and physical attributes do you look for in a player?

A. I think on the mental side of things, or the character side, I am looking for a player who is committed to the team - somebody who loves his footy and wants to get better and is prepared to forsake some individual thing for the betterment of the organisation.

Physically I like big players, size is definitely an advantage and so is speed but at the end of the day, if someone asks me what is the most important quality I would say, outside of character, it's what I call "football nous", or football intelligence (that is smart players). There is no substitute for that. But I guess in the end what I am looking for is a player who can run like the wind, is as big as a house, has football intelligence, tough as nails with heaps of skill - there are very few of those. The real challenge with coaching is to pick out the good things in a player and help him to do better, even the best of players have got weaknesses. Everybody has strengths but even lesser players have a function and can do a great job in a certain area. A coaches job with the player is just to find out what that is.

Q3. What do you consider are your strengths in coaching?

A. My intensity and the fact that I love what I do and that I work hard at it. Eventually, with most of my players I get a tone for them and in that way, it helps me encourage the best out of them. I don't think you can survive without any of the best qualities of communication and discipline and for the coach a lot of it is self discipline.

Q4. (a) Where does skills training fit into your programme?

(b) How important do you consider skills training to be and how much do you recommend should be done?

A. There is never a day that goes by at our club, in pre season, during the season, there is never a single day when we train that we don't have some skills work. It may only be short some days, long on other days but we do skills work every day.

Other sports are continually refining skills so it is important in our game as well.

Q5. (a) What type of skills work do you do? i.e. drills etc. or practices.

A. It seems to be a responsibility that some coaches neglect. The new trend in the game, and our players are giving us great feedback, are the modified games, skill games or challenge games. We set the parameters and maybe play on smaller fields with less players and lay down the rules of the game. For example at Parramatta in 1998 we were very keen to improve on the kicking aspect of our game, not the actual kick but the reaction of the players to the kick, both when the opposition kick and when we kick. So we introduced a game this year which the players absolutely loved. In fact they are telling us that they get more out of those games in conditioning as well, because it is more game related, and they push themselves even harder. The games provide an enjoyable challenge to players which motivates them. They don't enjoy losing, particularly to each other. In interclub challenge Jim Dymock's team does not want to lose to Dean Pay's team, nobody wants to lose because we are all tuned up to win. If you can put it into an enjoyable atmosphere it actually creates a closer replication of the game and provides a much more enjoyable experience than hard physical work of 400 metre runs or pressing weights or doing the drill.

Q6. How important is the mental aspect of players in achieving performance?

A. At least as important as the physical, everybody has their bit about the game 20% physical and 80% mental, I don't know if there is any secret formula. For different players and different teams and probably with each player it varies from time to time. You can't possibly be strong mentally in this particular game unless you are physically equipped as well, and that is what's great about our game - you need to be good at so many things. You need to be strong, you need to be fast and you need good endurance and flexibility. You can be all of these things and not be worth a crumpet unless you have got your head together so it's a very important thing. It is very difficult for a coach to try to be everything. Anybody who thinks he is, is kidding himself, he can't be everything to everybody. With some players you might be better off not to interfere too much with the way they think or the way they prepare themselves, you can confuse them. Some players just like to be left alone for their own preparation, some players need help. Again it is part of the art (or science) of having "that feel" for what the player needs. But, because a player may have always been on his own in the past doesn't mean that he will always be like that. From time to time he may have a little crisis with his form or his family or whatever and you may need to help him a little.

Q7. What is your opinion of game plans and patterns

- should they be kept simple?

- do players need some full game direction?

- how much time do you spend on tactics and developing these for particular opposing teams.

A. We spend a lot of time on tactics because we believe it is part of the education process of players to teach them how to cope with as many situations as possible that arise in a game of footy. You can never do that completely because something different comes along every week, which is what is great about the game. I don't think there is any sort of secret about keeping things simple or any particular game plan or pattern process that works because every game is an individual commodity in itself. The fact that it worked well for a coach with a particular team doesn't necessarily mean it is going to work well for him in another club, and another part of the world. Quite often he only has to lose 1 or 2 players through injury and that can alter the way the team needs to play. So you need to be, in my opinion, a coach who is very

adjustable in his planning and tactical development, dependant upon the players that he has. At the moment I have some of the smartest tacticians in the game, players like Dean Pay, Jason Smith, Jim Dymock and John Simon and I could probably name some others who in their own right are very, very smart footy players with some great ideas on the game and to leave them with no plan, or a very, very simple plan is to deny them the opportunity to express all of what they can do. Pulling all those ideas together is the challenge.

Q8. What is your opinion of impulse play and allowing players the freedom to act upon it, re: players reading play and reacting to the situation as opposed to performing to a set pattern.

A. I think sometimes we, and certainly administrators, the press and even coaches, think these two things are mutually exclusive, that if you have a game plan you cannot be an impulse player, that is rubbish. Some of the best teams are those that do have a plan, whether it be complex or simple, but they have

a players individuality if it is projected to them in the right way. There are coaches "lauded" as being "impulse coaches" who tell certain players NOT to pass the footy! Then the four or five other top class players do the "starry stuff" the team wins and the coach is the "press pet".

Q9. Each week players are expected to play at their peak, how do you as coach ensure this performance?

A. The first thing is that if I expect them to be up on a peak and ready to go again next weekend then I have got to be as well. My part is easy. I don't have to prepare physically. My coaching staff and I have to be ready and rearing to go for the next week; by making training sessions interesting by setting challenges using the skill games, also through the use of videos and statistics to help players improve themselves, set new targets and maybe examine where they have fallen down a little. Setting targets as a team and not only as individuals, requires a lot of thinking

"the process of getting to know young recruits in my opinion gives you a better chance of obtaining a more successful hit rate of developing those kids into top line football players."

an ability within that team for the individual to react impulsively and that is great. That is when you get the super teams. In my opinion some of the more renowned "rigid coaches" of the 1980's, eg Warren Ryan, if you actually looked at what they did, they had some tremendously tactically aware football players who read situations. Warren Ryan is one of the smartest coaches of all time but he has never suggested to a player that he adopt a particular course of action, if that player reads that he can run, kick, pass to whatever instead for a better result. Basically we are talking about attack we never talk too much about a game plan in defence which is a another aspect altogether, one that many coaches neglect badly. Some of the people who are in my opinion threatened or scared to really think about the game deeply are very dismissive of game plans and suggest that it overrides the players talent. That goes back to where I started in that they are not mutually exclusive. You can have a nice tight plan about what you want to do but it doesn't override

and as coach you must be on top of these things. If not, then you are asking too much of your players. Team leaders play an important role, they must set the example which makes it easier for the younger players to get themselves under control and ready to go next weekend. That is why Rugby League in this country has been so predominantly strong for so long, everybody involved in the game recognises that having a good week or a few good games or even a good season or two, is like, "yes thats OK, well done". But the real McCoy is the ability to be able to do it over a long period of time and that is the big difference to the U.K. where the players are happy to have a good game this week, then take a month off. A bad aspect of the game in Australia is that we tend to be very tough on players who struggle with backing up and somewhat obsessive about their ability to be able to do it and do it again, but that is why the standard is so high.

Q.10 In 1992 St George played Brisbane in the Grand Final, you were quoted as saying "Brisbane were light years ahead of us", in what way did you mean and what areas did you refer too?

A. They were light years ahead in a lot of areas not just on the footy field and they were light years ahead of the St George Club. As a business entity everything in their place was geared up for winning, they didn't have the rich tradition of St George, but since their inception in 1988 they had been gearing up for 1992. They took some time to get there but the marketing, the promotion of their club, absolutely everything was geared for winning the comp. That showed through their recruitment programme, their physical development programme, the whole bit, they were well down the track on a process of developing as a Club and team.

St George were two years into their programme, we narrowly missed the play-offs in 1991. In that quote in '92 what was going through my head at the time was Nathan Brown, Gordon Tallis and Jason Stevens who were 18, 19, 20 at that time, and many other young players who we knew would be making the progression to first grade over the next few years. We started to show that by the St George Club being in the Grand Finals in 1992, 1993 and the play-offs of 1995, and then in 1996 a Grand Final with David Waite, that the process was beginning. But in terms of running a football club as a business the Broncos have certainly led the way and there is not enough of that happening in our country, some clubs tend to head along a plan and then get diverted instead of staying with the plan.

The other aspect of the question, having now been in five clubs, I can see the difference in some clubs. Not necessarily the ones I have worked in but because I have been around for a while I can see a good coach can go into a club and he does have a plan about coaching, and he does have a process in developing the talent and having an ongoing plan about the success of that club but there is no plan administratively that overrides the whole thing. What this does is put a ceiling on that club and how far it can go. This happens often when you see teams go up and they may even win a premiership and they may hold on to that for a while and then they drop down again instead of being up there and holding on for some time. They should be taking more time to get there and holding on for a long period of time. The reason for that, is that the coaching plan can only take you so far, the club needs an overall plan where everything in the club is supportive and goes together. The Broncos are a good example of

having this plan which has seen them hang on year after year. The Canterbury and Manly Clubs have also had direction and have been very successful clubs for the last twenty five years.

These principles apply at junior level, country footy - everywhere. Administration, coaching, playing and ancillary staff need to work together on the same plan.

Q.11 The importance of developing talent:-

- (1) **How do you do it?**
- (2) **How do you recruit?**
- (3) **What are your scouts looking for?**
- (4) **At what age?**
- (5) **How long do you expect it takes to develop talent?**

A. It is different for different players, we recruited a youngster this year, who is just about a 1st grader at 17 or 18. Then there are others who take a lot longer. Brett Kenny one of the all time greats, didn't make the SG Ball or Jersey Flegg sides. Unfortunately in the fast mad world we live in young players who take longer to develop, quite often get chewed up and spat out before they get an opportunity to progress to their full potential. I find that sad, but that is a fact of how the world works. I am mindful of that and probably ties in with how we develop talent.

I really dislike the process that goes on in some clubs that reputedly have 200 youngsters on scholarships. I don't care how good you are or how many people you have working for you, you just cannot look after 200 kids, you cannot give all of them a proper opportunity. Which makes it tough for kids to make it.

Quite often the difference in making it or not is just simply us understanding what it is that is causing them to have 2-3 bad games in succession or worse a season of bad games. Sometimes it may be a problem at home that could upset them. There could be other problems or an injury that the player doesn't even know about himself which requires a little understanding and care. We try really hard to talk to our youngsters and get them to talk to us about how they are going. Sometimes we get a little cranky with them because from time to time they let you down by not putting in the right amount of effort but more times than not it is just a matter of finding out what is troubling him or what turns them on and makes him play better. This is hard because the more players you have the less likely you are to get the best out of them. If we have 15-20 kids and can really work hard with them we would

have a better strike rate than we would by recruiting 200 players.

What we are looking for in recruitment too often is the standard commodities of a player who scores lots of tries or is big and fast but maybe he hasn't got that bit extra, which is the ability to be intense week after week, but how do you pick that in a young player?

That is why the process of getting to know young recruits better in my opinion gives you a better chance of obtaining a more successful hit rate of developing those kids into top line football players. The tendency for all of us is that when someone else is bidding for a player and you see talent in him, not to back off and say no, we have lots of those. It is very difficult and most clubs can't resist the temptation.

Q.12 How do you instruct players to:-

- (1) **Play on wet ground?**
- (2) **What skills are practised for wet days?**

A. One aspect which I find hard to get through to players, is the footwear that they wear on wet days. We actually had this highlighted last year when Paul Carige slipped over and over a second and a third time during a night game in crucial positions and we were lucky it didn't cost us points. Eventually we dragged him off and changed his boots. Normal footwear with moulded soles is OK until it rains then players may as well be on ice skates.

In terms of practice we do so with a wet football and look forward to a wet day when we can actually practice some of these things eg wrapping up a loose football, learning how to kick and make the football slide and utilising this in the game. The synthetic footballs these days will probably change things a bit from the 'good old days'. With the leather football you had to adjust your thinking. Ironically the footballs used in the NRL competition now are very good when they are dry, not nearly as good when they are wet but they are at their absolute worst when the humidity is high which is the type of weather we played in particularly in Queensland. For some reason the sweat reacts poorly with the football and that can change your game plan particularly if you throw the football around. You may have to take a different grip on the football and it is important to practice under those conditions.

Get the football onto the centre of your chest and look more for double hand grip on the football for better control. The worst situation is when you make body contact and the football pops out due to poor grip or control.

Q.13 In 1983 you returned to coaching schoolboys after winning the Under 23 Premiership with Souths in 1981 and coaching Reserve Grade in 1982. How did this affect you? How did you come back?

A. I never actually left schoolboy coaching I was teaching at the time and coaching. My coaching didn't change that much because I considered myself a teacher, it is just that I work with elite players.

In 1983 I was coaching schoolboys only, and that was one of the many disappointments that I have had along the way in my career. It happens a lot in coaching, there are a lot of disappointments, it was step one, in taking a big swallow to keep battling on. I feel good in myself in many ways in being able to do that.

I don't know whether it was a conscious decision or not but I had the passion to keep going. I loved coaching the kids and the boys I had at James Cook High were fantastic and gave me some of my best coaching experiences. We won the University Shield in 1982 and 1983 and I loved the whole bit, it was something that was preparing me for the disappointments that come along with coaching.

Q.14 With Newtown in 1978 you learnt a lesson, what did you take from Illawarra to make you a better coach?

A. I learnt heaps about lots of things, just the experience of battling away as a coach in a small club and trying to get a result every week was good for me.

It was the first time in my life that I wasn't able to excuse myself and blame someone else. Finally as head coach, and as a person, you can't blame someone else. You either find a solution or wear it, the buck stops with you. It was horrible at the time but now that I look back to the troubles and challenges that I had, I'd learnt that I can deal with them and look to the better days ahead. I also learnt to be ready for the next bumpy road because I know it is going to come.

That's life, but for me I was in my late 20's early 30's but I was probably still growing up as it was happening to me, and as adults we learn, whether we are parents or in business. There are some rocky roads and you are probably in between disappointments a lot of the time, but part of the joy is that knowing when they come along you get over them and become better prepared.

Q.15 Between leaving Illawarra in '87 and before beginning with Hull in '88 you had a tough period, you were out of Rugby League. Then an offer came from Hull, you took it, you lost 4 out of your first 5 games and then won your next 11 matches to qualify for the final. What happened in this early period?

A. It was a telling point in lots of ways the period in my life between ending at Illawarra. I ended the contract, I knew within myself it was the best thing for Illawarra and also it was going to be the best thing for me. I didn't really know that at the time, but I thought it was right and I terminated the deal because I wouldn't have been doing the right thing by the Club if I stayed on.

you get physically punished. Some of them had been under a coach who made them carry a brick in each hand and run 5km out and 5km back as punishment for losing. As youngsters we may have had this happen to us and it was put under the heading of character building but personally I thought it character destroying. I can remember saying to those players, that in the previous four games that we had lost I felt that we came up with some really good stuff, but we weren't quite ready as we were re-establishing the club. On that particular day against Bradford it was at the back end of a period when we had played five games in two weeks and they were absolutely fatigued. We played against a team that played some red hot footy and they just carved us up. The players were very down about it, in fact they were expecting punishment.

"coaches don't reach their full potential because they don't work hard enough at it, to read, talk, listen and learn and watch videos outside of their sport".

I gave 4 years and had given it absolutely everything and it was now time for someone else to do the same thing. In that 8 months after leaving Illawarra I spent a lot of time in sales work. I learnt a lot of things from people involved in sales that stood me in great stead, how to project myself better, how to talk to people in different ways, how to think a little more about the people I was talking to and their wants and needs and that was a beneficial experience.

Coaching in the UK was a wonderful experience, I learned to love footy again. The people at Hull, in particular, love their football and live for it from one weekend to the next. They are 'dirty' when the season ends because they have to wait until the next season, for the footy to come around again.

At Hull we were one win and five losses from memory. I can remember at Hull walking into the dressing rooms on Monday after we had received a smacking off Bradford, the players were hang dog, they had their heads down waiting for me to give them a blast because they had been conditioned by previous coaches, that if you lose you cop a verbal tirade from the coach and

I can remember saying to them "look I am disappointed but I am going to put this down to the fact you were just burnt out from the number of games you have played. We can say that this week however, we now have seven days to prepare for the next game so next weekend this just can't possibly happen again because we have the seven days to get ready". Then we went outside and trained for 20-25 minutes of light skills work. Most of us went for a beer and then we all went home. They were like stunned mullets because it was the complete opposite to what they expected and I won those people as people.

This happened also at Parramatta in similar circumstances in 1997. We were 1 from 5, Newcastle had just beaten us and I thought about Hull and here we go again. All those thoughts go through your head but the important thing that I got out of the Hull experience was that those players made a decision that we were all going to be together and we knew we were better than we were performing. There were some adjustments we needed to make to the way we were playing but the important thing was that we weren't

going to turn it up on each other and me abusing them and kicking their tails was not going to help. It would have hindered and maybe split the whole place apart. It is hard to do especially when everybody is "giving it" to the coach. The temptation is to take it out on others but as long as you believe that the players are putting in their best effort, that something good is going to happen with some minor tactical changes, and there is more of getting together and a belief in each other. Then the sun starts to shine again.

Ironically at Parramatta we had the second longest winning sequence the club has ever had after that. You learn a lot from these experiences and when these situations come along its a good feeling to know that the players are right behind you. I know I have this feeling at Parramatta with the current group of players. Sometimes people aren't as you would expect when the pressure is on. The pressure is ironically good because it sought us all out.

Q.16 At Bradford you were CEO and coach, how did you handle it?

A. It was a great experience. It was really a one off that suited the club. The Chairman was a high powered individual who ran the club from a business point of view. He was looking for somebody within the club to pull everything together from a staff point of view and that was my job. It was a fantastic experience. It was the only time I have ever worked where everybody in an organisation just worked so well together and it was a powerful, unbelievable feeling knowing what was achieved at that club. Not only the playing staff but the marketing, promotion and the financial aspects of the club just went so well. The power of what people can do when they pull together was shown in that club and they became the powerhouse of English Rugby League. A wonderful experience just to be a part of that.

Q.17 What coaches did you learn from in your early years?

A. I have learnt lots off heaps of coaches. You tend to learn some good and bad things off everybody.

I remember when I was a young coach being asked to write down a goal for myself and I wrote and stuck it up on a board in the house I was in at Coogee that "I was going to learn off everybody but remain myself" and I reckon that is still how I am today.

I still learn lots from watching other coaches, reading about them, watching their teams perform and maybe I like the way they do something, and making adjustments to my own thinking on the way the team plays.

I have been, and still am a huge reader of American books on coaches and I am a huge fan of 49er's coach Bill Walsh who has just written a book, which every coach should have, called "Finding the Winning Edge". This is a coaching manual which is a coaching textbook but one I would recommend to everybody.

I can learn off anybody and I like to think I do.

Q.18 What do you see as the prime denominator that you believe a coach at any level must have?

A. Honesty is the biggest thing I reckon. Some coaches I had as a player were not honest. In the older days of having 5 selectors and the coach was one of them, the coach would come and tell you or tell your mates he fought for you in selection, but he just couldn't keep you in the team and then you would have two other selectors before the night was out who would come and tell you the same thing. That sort of lack of honesty, players are particularly perceptive of and they are very perceptive of people in coaching and administration as to whether they are sincere and honest or not.

I have had some real heartaches about this particularly when I was younger about being forthright and honest and telling players straight about where they stood. There are people you meet in life that cannot handle that. Most of us are surrounded by "politicians". We are all filled up with what we want to hear, they keep telling us what they want us to know instead of telling us what we need to hear. In the long term you are better off being straight and honest, as well as hard working.

Coaching has had this portrayal over the years of people who have had some mystique or special magic. Some great coaches do have something special about them as people but lots of coaches don't reach their full potential because they don't work hard enough at it, to read, talk, listen, and learn and watch videos and look outside of their sport. There are so many other sports to look at, we are too insular.

I have had the privilege of being with clubs in the NFL and the NBA and seen how they operate. I have been to AFL clubs, the Swans and North Melbourne and met Tony Shaw from Collingwood and I sit and listen and learn off people like that, to different philosophies and even little things like a sign on the wall in the gym, that gives me an idea.

There is so much in coaching if you are open minded about it, look and see things, some of it won't suit you, but it doesn't do you any harm to know about it.

Make sure your players are getting the fuel they need

By Jeremy Ticehurst

Jeremy Ticehurst in conjunction with Western Suburbs coach Tom Raudonikis has altered the dietary habits of the players for the 1998 season. Information from the players suggests that they were not getting sufficient fuel into their bodies to compensate for the rigorous training and playing schedule, particularly for players who held down full time jobs. Ticehurst said "a lot of players were not eating correctly and that led them to being run down". Thus the need for change of routine as well as the content of each meal. This programme is outlined in the following article.

With the ever increasing physical demands of Rugby League, it is essential that players adequately fuel themselves so that they are able to perform to their maximum potential. Players can be asked to train up to 10 sessions in 5-6 days throughout a long, hot off-season, while during the season, most players will average one, at the most two days free from training. Due to these demands, it is essential that players eat correctly in their efforts to increase muscular growth and size; lose body fat; increase lean body weight allowing them to play to

How much carbohydrates does the player need? Basically, to work out carbohydrate requirements, multiply body weight by 7. *E.G.* A player weighs 90 kg, daily carbohydrate intake should be $90 \times 7 = 630$ grams of carbohydrates each day. To eat this amount is quite difficult so a player needs to eat 5 - 6 smaller meals a day (eat every 2 1/2 -3 hours). Eating only 3 times a day will not meet your energy requirements.

Players should also take care to eat protein with their meals which is essential for the regeneration of muscle

To prevent being run down, players must eat regular, planned meals and combine this with a sensible hydration programme

their potential. Combine the above with holding down a full-time job and maintaining a harmonious family environment; if a player does not eat correctly he can quite easily become run down.

To prevent being run down, players must eat regular, plan meals and combine this with a sensible hydration programme. A players diet should come from 60% - 70% of wholesome carbohydrates, such as fruit, vegetables, breads, pastas and rice dishes. Carbohydrates are the number one fuel source for training and competition and if the body's stores are inadequate, fatigue sets in and performance suffers. They also provide players with a wide variety of nutrients, they are low in fat and are terrific sources of dieting fibre.

tissue that is broken down in training and games. Excellent sources of protein are lean meat, fish, eggs and low fat milk.

Fat should be minimised in a players diet as too much fat just adds unwanted weight which will make optimum performance much more difficult. Some suggestions to reduce fat intake are:

- Minimize cakes, biscuits, confectionary, pies, pastries and fast foods - all high in fat.
- Use non-fat dairy products.
- Cut fat off meat and remove the skin from chicken.
- Use nonstick fry-pans or woks rather than use oil in cooking.

- Limit high fat snacks such as potato chips, chocolate etc. to one day per week.
- Stop using butter or margarine.
- Snack of breads fruits and cereals instead of biscuits and cakes.

Whilst minimizing fat is important, some players, due to their naturally very efficient metabolism will have no problems in doing this. However, before embarking on obtaining the lowest bodyfat levels possible, players should understand that too little body fat can lead to early fatigue, an increased risk of infections and viruses and the development of intolerance to colds. So players should not get carried away with losing fat for the sake of it. A reading of between 10% - 15% body fat for forwards and 8% - 12% fat for backs is good.

Players should also understand the role water plays in their quest for peak performance. Water is our most important nutrient; heavy fluid loss will greatly effect a players performance and bring on fatigue. However, being well hydrated helps recovery and prevents you becoming lethargic. It is important to monitor fluid loss during training and the way to do this is to weigh the player before and after each session: each kilogram lost is roughly equal to a litre of water which must be replaced. To make sure a player is well hydrated he should drink at least 2 litres of water a day before training. These drinks should be spread out into smaller manageable amounts.

E.G. drink at least two large glasses with every meal. A player should not wait until he is thirsty before he drinks as dehydration may have already set in; dehydration reduces muscle endurance, aerobic capacity and mental function.

A suggested daily menu may then look like:

BREAKFAST

Rolled oats with chopped banana
1/2 teaspoon of ground cinnamon
2 slices toast with honey
2 large glasses of water

SNACK

1 Muffin
1 piece of fruit
Water

LUNCH

Chicken breast with steamed
vegetables plus rice
Water/100% fruit juice

SNACK

2 pieces of fruit
Water

DINNER

Diced chicken, veal or beef
Vegetables (cooked in a wok)
1 -2 cups of pasta or fettacini
Water
Fruit Salad and low fat yoghurt

SNACK

2 - 4 pieces of raisin toast

BREAKFAST

Buckwheat pancakes with

2 slices toast with honey
2 large glasses of water

SNACK

Banana rice custard
Water

LUNCH

2 Salad sandwiches with lean meat
i.e, chicken, tuna, turkey, salmon.
Water/100% fruit juice

SNACK

2 pieces of fruit
Water

DINNER

Fish, grilled with steamed
Vegetables and salad

Water
Fruit salad with low fat yoghurt

SNACK

Popcorn cooked in microwave □

USING LATERAL FIELD POSITIONS FROM WHICH TO LAUNCH ATTACKING PLAYS

By Chris Fullerton Level 3 ARL Coach

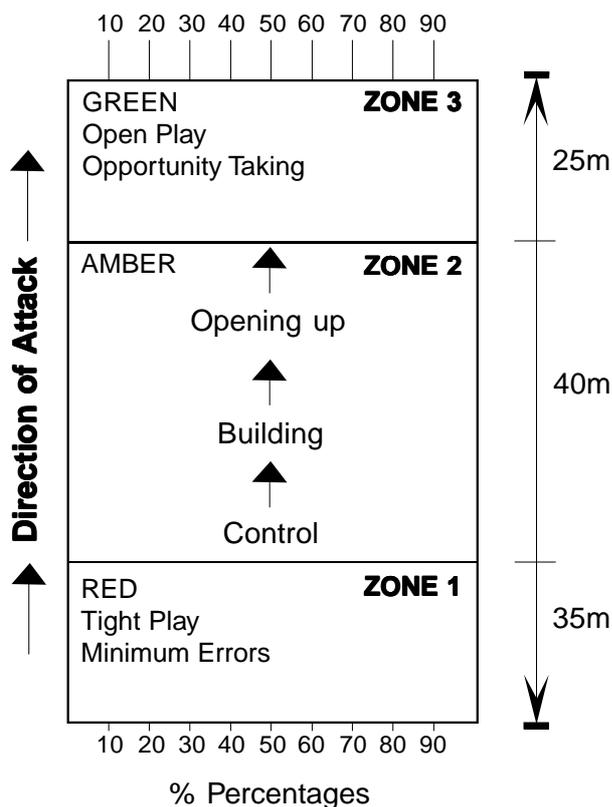


Diagram 1.

Illustrates a typical field plan in relation to specific zones (longitude). The field has been divided percentage wise laterally. (latitude)

A game plan may require the attacking team to position itself advantageously before shifting the ball wide of the ruck area.

These positions or 'sweet spots' are often code named for team plays.

Example 1. (Diagram 2)

The team has received the ball on the halfway at the 30% latitude mark. The call is made for three forward rucks to the 70% mark. When this position is reached the backline is organised for the comeback. Any forward used earlier in the tackle count can now support the backline. By using the 30 - 70% marks (or near 20 - 80%) allows the outside backs depth, space and time for attack.

Some coaches prefer the short side centre to come around in the backline in a conventional inside centre position. Another option is for the short side centre to stay positioned for a short side play with a second row or lock in the backline.

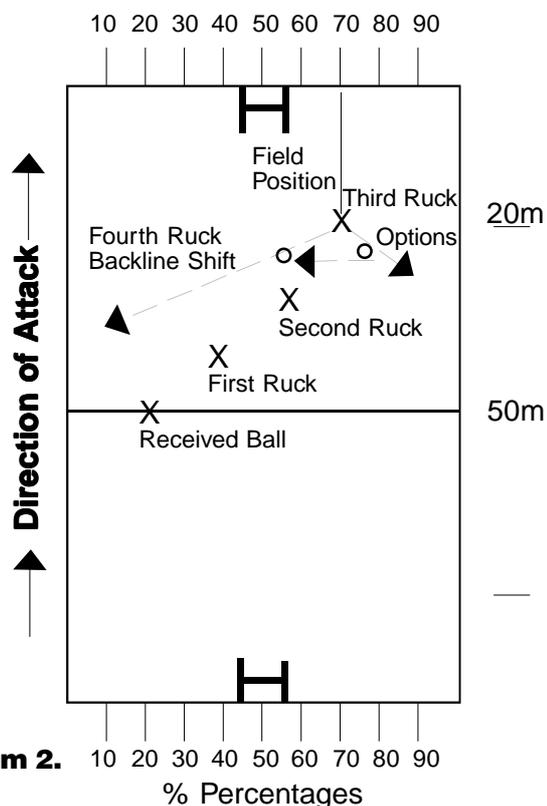


Diagram 2.

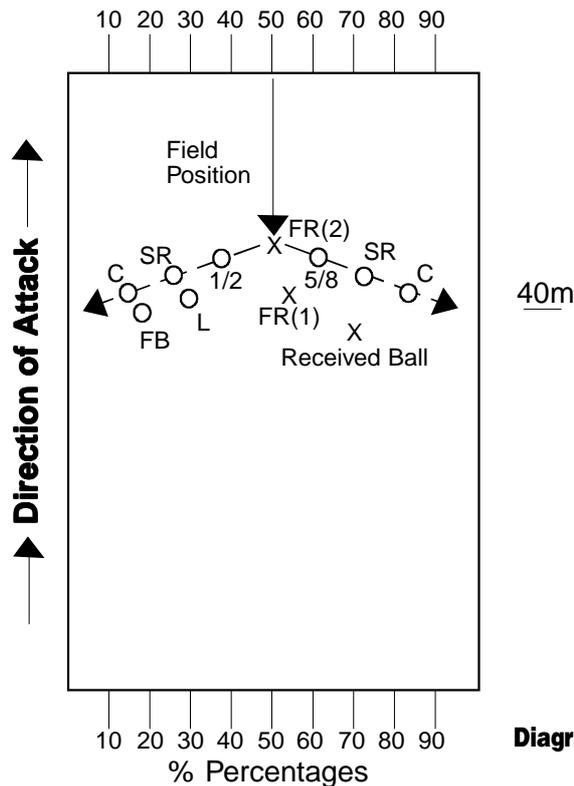


Diagram 3.

Example 2. (Diagram 3)

The ball is received on the oppositions 40m line on the 70% mark. The call is made for 2 rucks to the 50% mark using two front row forwards.

When positioning the ruck at the 50% mark or near 40 - 60% the team is looking to gain an advantage in numbers. The centres and second row forwards are positioned in this example on either side of ruck with the lock and the fullback creating the extra player.

With the pivot players, the halfback and five eighth, positioned either side of the ruck allowing attacking options. Numbers in centre field are obtained by depicting slow lateral adjusting players or excess defenders involved in 'gang' tackles.

To obtain field position set ruck plays are used, but it is necessary that each play be well supported. As always a strong go forward game with quick play the ball movements and variations in ruck play will create movements in the defence. The aware player by reading these movements and numbers is able to create an/or take advantage of opportunities by knowing which side of the ruck to attack.

The game plan however **must** be flexible to allow the players to exploit any opportunities that may present themselves.

Many teams now lock in three or four players into position on either side of the field. By knowing which players fill these positions and when a player moving from this position develops, an overlap may be created.

E.g. A wing, centre or third player in who is moved out of position by a dummy half scoot may leave the blind side short of defending players. □

An Introduction to Sports Psychology

By Dr Roger Peters
Sports Psychologist

An Overview - The Role of A Psychologist

It is not uncommon for a psychologist to be employed to develop a programme to train players in the psychological skills necessary for Rugby League. Here is a programme that was especially designed to assist one team develop their mental skills.

The programme involves several topics covered each season, and include:

- Drug Use and Abuse
- Motivation
- Goal Setting
- Communicating Skills
- Controlling Arousal - Reducing Anxiety
- Use of the Player Support Programme
- Career Development
- Relaxation and Hypnosis

Psychologists while they may help players with their personal problems are more interested in human behaviour and more particularly performance. When I assess someone for a job I am looking at their capability to perform. When I counsel people I am attempting to find ways that will enhance their performance. There are 4 major factors involved in the total performance of a Rugby League player:-

1. Skills
2. Fitness
3. Strategic and Tactical Awareness
4. Psychological Components

In fact mental skills and personal characteristics and attitudes are significant factors in any sport. It makes sense to train them. As your conditioner prepares you physically, the coach develops technical and strategic skills, a psychologist trains mental skills. As a psychologist I have been involved with a number of teams and in all the clubs performance was enhanced by the mental attitude to the game.

The Philosophy

The game of Rugby League is simple. It is essential when starting with any group that we are communicating at the one level. I normally ask the question. What is the aim of Rugby League, Mostly I get the answer to **WIN!!!** However I want to preach to you another philosophy, The aim of Rugby League is to take a football over a white line as many times as you can in 80 minutes and kick it as many times as you can over a cross bar suspended between two metal or wooden goal posts. If you do that more times than the opposition, you win - so with my philosophy winning is in fact an outcome, the result of scoring tries and kicking goals which is the aim you must focus on.

Such an attitude, naturally enough is very important in terms of goal setting commitment, and control. If you focus on winning you are not focusing on the energy and behaviour required to win. It's simple: the aim of Rugby League is to score tries and kick goals. When our team has the football we score tries and kick goals - when the opposition has the football we must take it off them; we own it, then we can score tries and kick goals. While this may seem simple, it is so often lost by teams who lack direction, discipline and control.

Communication Skills

One of the most fascinating issues is the inability to communicate successfully on the field. Time and time again we hear coaches at half time, as well as players, plead for more "talk" on the field. What I find particularly interesting is that we tell each other that we must communicate more but no-one ever tells us how to do that.

Arousal vs Anxiety

This is one of the pet subjects of sports psychologists. It is so because I believe it is very important. It is important to maintain optimum levels of arousal while maintaining minimum levels of anxiety. Teaching you

how to control and budget arousal and anxiety is essential and I cannot impress upon you enough the importance of this issue and your ability to understand it.

Motivation

What people don't understand is that motivation means simply "providing a motive". That is so obvious it really doesn't help at all. So then, what is a motive? This is described as 'ambitious', 'determined', 'energetic', words that you are familiar with. In fact all of us probably want to become more determined, more motivated. However I must point out that by just reading and hearing about this topic does not result in becoming motivated. In fact when people ask me if I motivate this team or that team, my response is that I "educate" people, empower them to make decisions about themselves based on information or knowledge. In fact by asking a question or making a statement as to whether I am a motivator, people show that they do not understand what motivation is all about.

Now for instance you will find that if I am not trying

YOUR SELF EFFICACY IS YOUR BELIEF IN YOUR ABILITY TO CARRY OUT A SPECIFIC TASK TO ACHIEVE A SPECIFIC GOAL

There are several key words in this definition. The first is "belief", which is an attitude toward yourself, a belief in your own capabilities. Self efficacy is not simply self esteem or self confidence, it is confidence in completing a specific task to gain a specific outcome. Notice the emphasis on specific - this has several importances when it comes to GOAL SETTING.

Your self efficacy determines what you will try, how hard you will try and how long you will persist with these efforts. Now you can see why your self efficiency is so central to your motivation.

High self efficacy and you are in there giving it a try, a hard try and a long try, motivating yourself.

Low self efficiency, and you may not try at all, or if you do, you will not try harder or for very long, with little apparent motivation.

"What I find particularly interesting is that we tell each other that we must communicate more, but no one ever tells us how to do that".

to motivate you, it is to try and educate you and show you how you can become self-motivated. Despite the respect we have for all the well known motivators, including sportsman such as Laurie Lawrence, Ron Barassi, Jack Gibson, Allan Jones, even politicians such as the late John F Kennedy, they often use some basic tricks of psychology one of which is to engender excitement, another to appeal to our emotions and humour. In fact they are able by these mechanisms to arouse us, make us feel good, eager and confident. This is usually an enjoyable experience and we come to think of them as motivators. I think the ability of the motivators to in fact generate arousal and excitement is often excellent in the short term for perhaps minutes or hours, but what will in fact sustain us through a season of football is the ability to be self motivated and to maintain that.

I am now going to introduce the term "Self Efficacy" which is the secret I believe of human motivation.

So, the secret to building your motivation in any area of your life is to build your self efficacy for the relevant tasks and goals.

How do you do that?

Your self efficacy is mostly influenced by four factors:

- 1) accomplishments
- 2) modelling
- 3) verbal persuasion, and
- 4) your level of arousal.

Ten Tips for Building Motivation and Self Esteem

- Gain Information
- Use a realistic definition of success
- Be a success copycat
- Show Me!
- Look at yourself
- Talk yourself into trying

- Do not think it is a catastrophe if it goes wrong
- Use your motivation
- Learn to relax both mentally and physically
- Do it - don't be satisfied with the outcome

Goal Setting

If motivation is the energy that drives us, then goal setting provides navigation and direction. That is, goals tell us where we are going and how to get there. We have previously mentioned self efficacy and specific goals with specific tasks being emphasised as the essential ingredients of self efficacy. I want to reinforce that now, and talk about goal setting for a little while.

Although goal setting is seen by many people as a good policy to ensure success, few people actually do it. Recent research indicates that only 3% of the population have written any specific goals, 10% have some goals generally in mind, the remainder have few goals at all.

Why Don't We Set Goals

- * lack of information
- * lack of skills in setting goals
- * afraid they may achieve them
- * embarrassment and ridicule from others stop some people seriously committing themselves.
- * fear of failure
- * poor self image

Benefits of Written Goals

- * Save time - less likely to become preoccupied with irrelevant activities
- * help you make decisions
- * reduce conflict
- * confidence builder
- * add to your self respect
- * create a sense of purpose
- * provide a motivation to success

Goals are significant because they provide direction for our lives. It is interesting to note that once goals have been established they tend to be met.

For a majority of people, time is spent "meandering:" through life rather than focusing on those things they really want, helping people make choices and discover what they want to achieve is more important. Thoughtful goal setting can help us determine and separate out those things that are important as opposed to things that are simply fun or time fillers.

Personal Goals should relate to both the long term (life goals) as well as the immediate future goals.

A. *Criteria for personal goals can be outlined as follows:*

- Are they conceivable? (can I visualise them being achieved?)
- Are they Believable? (Do they make sense or are they "off the wall"?).
- Are they achievable? (Is it realistic to assume I can accomplish this goal?).
- Are they measurable? (Would I know if I accomplished this goal?).

B. *Goals are inappropriate when they are:*

- harmful to others
- injurious to self owned or dictated by others

C. *In order to be meaningful goals should reach into areas where the player's potential may not be fully realised. Targets should be areas beyond ordinary achievement.*

D. *In order to assist personal development, not simply as players but as people as well, a good deal of the work will not relate simply to football but to life more generally. Other issues I include, especially those involving personal development, family, career, relationships, recreation etc. In every area of your life including football you should set specific achievable goals and you will spend more time focused on what is important and a peak football performance.*

NOTES

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