

# PAST PLAYERS GAME DEVELOPMENT PROGRAM

## INDUCTION (Part 1)

**Instructions:** Work your way through this induction sheet completing activities and answering questions.

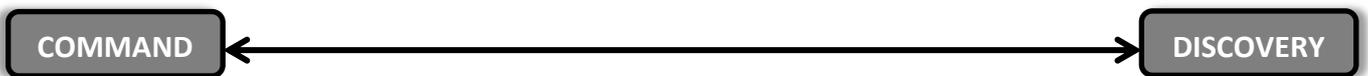
### 1. COMMUNICATION

#### 1.1 EFFECTIVE COMMUNICATION

- The receiver understands the intended message
- Keep it simple (short, concise, clear and in a suitable language)
- Check for understanding (follow up Qs or demonstrations can help you tell if the player 'gets it')

#### 1.2 MODELS OF INSTRUCTION

- There are many different ways to instruct
- At one extreme is the command mode (explicit) in which the coach makes all the decisions
- At the other is the discovery mode (implicit) in which the player makes all of the decisions
- As you move from one to the other, there are many changes in decision making and control



Ask yourself these questions – How comfortable are you with coaching at each extreme? Where would you most readily fit on the continuum? Would you change your approach if you were working with vastly different groups?

#### 1.3 GETTING THE MESSAGE ACROSS

Wharton in a 1993 study – replicated a number of times – showed that:

7% of what is taken in from speakers is the “What”

- “What” examples – words, ideas, concepts – detail

40% is about “Who”

- “Who” examples – rank, reputation, relationship

53% is about “How”

- “How” examples – eye contact, movement, gestures, visual support, clothing etc

Ask yourself this question – What do you spend most time planning for?

<b>WHAT</b>	Tell them what you are going to say; say it; tell them what you’ve just said
<b>WHO</b>	Introduce yourself – Who are you and/or Why are you here?
<b>HOW</b>	Make good use of your voice (volume, tone, variation and avoid fillers) Positive body language and gestures

In the box below you should spend some time considering the 'who' part of your communication. Write down a short blurb or bio that you would like used when you are doing certain appearances:

## 2. TEACHING & LEARNING

### 2.1 COACHING FOR LEARNING

Compile a list of attributes/styles of coaches you liked or coaches you didn't like:

LIKES	DISLIKES
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

### 2.2 LEARNING STYLES

Good coaches consider the player's needs and what they bring to the coaching session. For example, we know that everyone has different learning preferences. We will cover learning preferences in more detail within the video presentation however please complete the V.A.R.K. questionnaire now.

## 3. SKILL ACQUISITION

### 3.1 WHAT IS SKILL?

What is skill?

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What is technique?

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What produces a “skilled” movement?

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\* Skill Acquisition Video: [http://youtu.be/WLQZBJjI\\_cI](http://youtu.be/WLQZBJjI_cI) (or google AIS Skill Acquisition)

### 3.2 IMPLICIT GUIDANCE vs EXPLICIT DIRECTION

We are often very explicitly taught things but there are plenty of examples where skills learned implicitly have resulted in long-lasting and highly resilient performances.

While the emphasis in coaching in recent times has been on allowing players to learn implicitly, this is not something new to cricket. Don Bradman in his book “The Art of Cricket” said: “*Tell them what you want them to do, NOT how to do it*” Bradman 1958. So he’s saying tell them what outcome you want to see (e.g. hit it over there) rather than how to do it (e.g. keep your elbow up and step alongside the ball).

The research in the area is clear – if you let players figure things out for themselves (i.e. just tell them what you want them to do) the learning will be far more robust, more likely to hold up under pressure and more likely to readily transfer to game situations.

So, for coaches, it’s about designing, presenting and facilitating movement problems that allow individuals to find a way to their own unique solutions.

Write down how you would teach a *cover drive* and a *high catch* both **implicitly and explicitly**

Cover drive (implicit): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Cover drive (explicit): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

High catch (implicit): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

High catch (explicit): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**“Tell them what you want them to do not how to do it”** *The Art of Cricket, Don Bradman 1958*

### 3.3 HOLISTIC DEVELOPMENT

Specific to a player’s cricket skills, what are the abilities unique to every individual’s capacity to perform?

_____	_____
_____	_____
_____	_____

### 3.4. A CONSTRAINTS-LED APPROACH

Individuals' abilities interact with other variables (constraints) through a process of self-organization to allow movements, behaviours or performance to emerge naturally.

These interacting variables are known as constraints and can be categorized as individual, task or environmental.

Our job as coaches is to manipulate or modify these constraints to shape a player's behaviour in search for the optimal movement.

For further information on constraints, please refer to the abstract provided in the supplementary resources.

List examples of Individual, Task & Environmental Constraints  
(with respect to developing the execution of the bowling skill):

Individual	Task	Environment
*	*	*
*	*	*
*	*	*

Now it's time to watch all of the supplied videos and complete Part 2 of the induction process.



# PAST PLAYERS GAME DEVELOPMENT PROGRAM

## INDUCTION (Part 2)

**Instructions:** Watch the video episodes provided and complete this activity sheet simultaneously or after you have watched them all.

NB: Don't worry about the reference in the video regarding coming together at the face-to-face sessions. Some of these inductions are conducted in group sessions at designated induction events and the ACA members are asked to share their responses. In this case, the induction is being completed on an individual basis via this distance format where you are asked to submit some of your responses but the activities are completed in your own time.

Work your way through this induction sheet completing activities and answering questions.

### 1. TASK 1

Revisit the 3 dot points (items) that you said you wouldn't compromise on earlier when watching the Principles of Coaching, Teaching and Learning videos. Then read through the National Coaching Philosophy document.

Write a paragraph that identifies how your 3 dot points do / do not connect with the National Coaching Philosophy:

### 2. THE BASICS AND FUNDAMENTALS

Consider the "Basics" documents provided for each skill area. How does this compare with traditional coaching manuals? Do you agree with the basics?

The technical foundations that we traditionally outline when introducing skills are commonly referred to as fundamentals (e.g. grip, stance, backlift, etc.). With respect to batting, what do you believe is more important if the intention is to hit the ball in an attempt to score runs – basics or fundamentals?

The fundamentals are important for coaches to be aware of but when it comes to performing skills, however, it may be more relevant for coaches to work in relation to the basics (i.e. for batting: watch the ball, move feet according to line and length of the ball, free swing of the bat).

So just as we've agreed that it is better to spend time on the development of skills as opposed to specific techniques, the point here is that if we coach the basics, the fundamentals will largely be taken care of (but not the other way around)

## **TASK 2**

With a view to developing the "Basics" of a particular skill area identified by you...

Design and submit a written plan for a skill development session that takes into consideration the following:

- How people learn (acquisition & participation)
- Learning styles & preferences (VARK)
- Teaching vs learning
- Explicit vs implicit learning
- Constraints based approach to coaching cricket

The written plan should be submitted in a format that you are comfortable with and include some supporting notes showing how you have incorporated the skill acquisition and learning principles.

## **TASK 3**

The final task builds on those completed to this point and brings together all the skills acquired through the induction process and has relevance with many of the appearances you will undertake.

After watching Episode 2 – Community Engagement and listening to Greg Chappell's comments in the Program Overview, consider and record your responses if engaged to assist a community entry level program (in2CRICKET, T20 Blast, junior training) where you observe the following:

1. Batting – Child continually hitting every ball to the leg-side; how can you get them to hit straighter?
2. Bowling – Child bowls too short each ball; how can we get them to bowl a full length without saying "pitch it up"?
3. Fielding – Child throws the ball and misses the stumps by a considerable distance every time; how can you get them to throw the ball straighter?

# **OPTIONAL INVESTIGATIONS – PRINCIPLES OF BIOMECHANICS**

Record your observations and comments on the activities outlined and displayed in the corresponding video for the following principles of biomechanics ...

- Balance & Stability
- Momentum (Impulse)
- Levers (Moment of Inertia)
- Force (Lever) Alignment
- Force Summation (Transfer of Momentum)

Consider how these activities demonstrate the principle of biomechanics in question.

How does this principle apply to the skills of Cricket – Batting, Bowling & Fielding???

(THE BIOMECHANICS INVESTIGATIONS ARE NOT ASSESSABLE FOR YOUR INVOLVEMENT IN THE ACA PROGRAM AND ARE INCLUDED FOR YOUR INTEREST AND EXTENSION ONLY)

## **SUBMISSION OF ASSESSMENT TASKS**

Please complete and submit your assessment tasks to: [cca@cricket.com.au](mailto:cca@cricket.com.au)

In some cases you may be required to provide further evidence to validate your coaching skills.

Cricket Australia will inform the ACA when you have successfully completed these induction requirements and are eligible to undertake paid appearances under the ACA Past Player Game and Personal Development Program.