

CENTRAL MURRAY COACHES ASSOCIATION

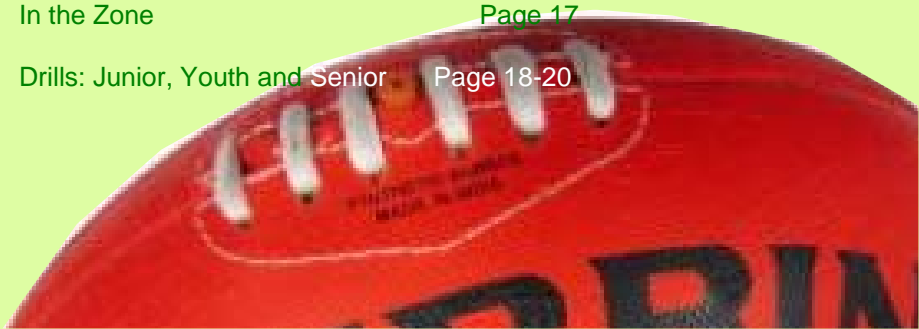


Tyntynder Football Netball Club coach Simon Bunyan (right) seen holding the 2011 ANZAC DAY Cup after defeating the Woorinen Football Netball Club. Beside him is Mal Devereux, the TFNC President and RSL Representative Barry Townley. Bunyan was last year awarded the Central Murray Coaches Association senior coach of the year award, alongside Jim Hirst, who was named the Youth coach of the year.

More details inside >>

IN THIS ISSUE ...

David Newett	Page 2	The Centre Bounce	Page 11-12
Sun Country Cup results	Page 2	Leadership Myths	Page 13
Coach of the Year Awards 2011	Page 3	Ball handling	Page 14
V/Line Cup	Page 4	Women and Girls making a mark	Page 15-16
You're the coach What do parents expect? 6	Page 5-6	In the Zone	Page 17
How a College Hoops coach 8 cashed in on Moneyball Teaching kids to kick	Page 7-8 Page 9	Drills: Junior, Youth and Senior	Page 18-20



CENTRAL MURRAY COACHES ASSOCIATION COMMITTEE, 2012

COORDINATOR:

TREVOR MELLINGTON

COMMITTEE MEMBERS:

GEOFF HICKMOTT

0438372164

JAMIE MACRI

0407216719

ROBERT MASTERS

0438324553

JIM HIRST

0438522860

DAVID HENSON

0417201065



PIONEERS REPORT

DAVID NEWETT, COACH 2012

The aim for the Pioneers in 2012 has been earning respect in the TAC competition. In order to do this we need to consistently perform at a high level. The players have set high standards for themselves and are driving our culture of achievement, encouragement, responsibility and a team first approach. We still have a long way to go but have made significant improvement since the team camp in March when these topics were addressed. The camp also provided an opportunity for the Pioneers players to bond as the squad consists of players from areas as far as Echuca, Boort, Mildura, Swan Hill, Bendigo Kyneton and Donald.

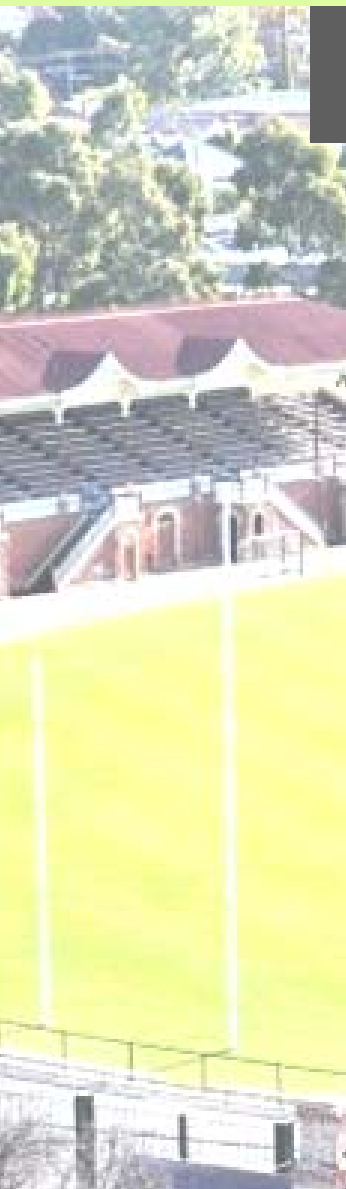
The start of the season has been a positive one. Whilst only winning two games there are extremely promising signs of individual and team development. We had seven representatives at the Vic Country trials, Oliver Wines (AIS) Jake Stringer (AIS), Zac May, Sam Heavyside, Liam Byrne, Harry O'Meara and Isaiah Miller. The Pioneers are also represented in the New South Wales U'18 Rams squad by Christian Burgess and Sam Clyne. who were also rewarded for their early season performances. This has been complemented by the naming of 7 players in the original Vic Country Under 16 squad.

These individual recognitions have been encouraging as the team has been playing very well for periods of games against quality opposition. We have recorded good wins against Oakleigh and the Northern Knights and have played well for long periods against other teams. Our challenge is to not only get close to the good sides, but to win these games.

The Pioneers are looking forward to the back end of the season where we have several games in Bendigo. It has been an exciting, challenging and rewarding season thus far but we are under no illusion that we need to continue our development and progression to become a competitive outfit on a weekly basis.

I would like to thank you all for your ongoing support.

Regards
David Newett



CENTRAL MURRAY/SUNRAYSIA REGION SUN COUNTRY CUP GRAND FINAL RESULTS

St Joseph's College Echuca 7.7 (49) defeated Mackillop College Swan Hill 1.12 (18)

GOALS:

St J: Joe Wolfe 2, Blake Thompson 2, Joel McCormack Hall, Alex Bond, Nick Guiney

Mc: Tim Carrison

BEST:

St J: Nathan Bottomley, Marcus Smith, Dion Williams, Alex Steeper, Earl Handy, Matt Hay.

Mc: Declan Foott, Tim Carrison, Riley Head, Lachlan Joyce, Zac Caccaviello, Jake Maher

Declan Foott: Mark Bos Medalist for best on ground



GRFL AND CMCA COACH OF THE YEAR AWARDS 2011

SENIOR COACH OF THE YEAR

SIMON BUNYAN

Simon is a very passionate and well organized coach. He is always first to training and he plans many varied and creative drills that prepare his players for match days. Simon is a thoughtful communicator; he chooses his words carefully but is exceptionally good at getting his message across. Like most good coaches, Simon enlists the help of his assistants, using a match day committee to run the bench for him during games. Simon has tried to instil a new level of on field discipline at his club and this has been commented on favourably by the umpires in the league. Simon embraces all challenges and activities within the club and he is very popular amongst the junior players. Simon leads by example on the field with his determined and committed approach. Congratulations Simon Bunyan 2011 CMFL Senior Coach of the Year.



Marie Masters (left) accompanies Bunyan, and his wife Sarah, with Rob Masters (right) at the state dinner at the MCG. Rob Masters was also named State Auskick Volunteer of the Year.

YOUTH COACH OF THE YEAR

JIM HIRST

This award does not just recognize and reward Jim as the 2011 Youth Coach of the Year. This is also a testimony to many years of passion and commitment to both the Murrabit Football Club and the Golden Rivers Football League.

As a player, administrator and Coach, Jim has been an outstanding ambassador for both his club and the league.

Seven Premierships and three Runners Up in 15 years is an outstanding record, but his overall commitment to junior development is evidenced by his extensive service as, firstly Under 14 interleague coach for five years, and, since 2001, as the Under 17 GRFL coach.

Jim has also fulfilled the position as Junior Liaison Officer with the League since 2001. In this role he also acts as a Talent Identification spotter for the Bendigo Pioneers.



Jim Hirst with his GRFL team.



**NATIONAL
SPORTS
MUSEUM**
MELBOURNE CRICKET GROUND

Print this voucher to receive **10% off*** full price admission into the National Sports Museum and MCG Tour.

Valid until: **30/09/2012**
*Not valid event days. Conditions apply.
Code: AFLVIC

Celebrate the determination, effort and sportsmanship synonymous with great sporting achievements.

Explore over 3500 objects on display including the first Australian Olympic wreath from 1896 in our Olympic Gallery.

Gate 3, MCG
T 61 3 9657 8879 | W nsm.org.au



MCG TOURS **GAME ON!** **Paddock CAFE** **MCG SUPERSTORE**

V-LINE COUNTRY CUP RESULTS

CENTRAL MURRAY V WIMMERA

WIMMERA	3	3	21	5	4	34	5	5	35	7	6	48
CENTRAL MURRAY	2	2	14	3	5	23	3	7	25	7	10	52

WIMMERA

Goal Kickers: J. Kuhne 2, S. Williams , T. Taurau , B. Lakin , P. Easson , J. Richards

Best Players: J. Kuhne, B. Lloyd, B. Robertson, R. Morrow, J. Richards

CENTRAL MURRAY

Goal Kickers: R. Free 3, M. Filo , P. Hannon , X. Mertz , L. Schultz

Best Players: J. Firebrace, R. Free, J. Skate, A. JOHNSON, X. Elford



CENTRAL MURRAY V GEELONG 2

CENTRAL MURRAY	6	3	39	8	5	53	11	8	74	15	8	98
GEELONG 2	1	0	6	3	2	20	6	3	39	8	8	56

CENTRAL MURRAY

Goal Kickers: T. Spicer 5, M. Treacy 3, C. Oliver 3, R. Free 2, M. Filo , A. Johnson

Best Players: T. Spicer, C. Oliver, X. Elford, A. Johnson, M. Treacy

GEELONG 2

Goal Kickers: T. Erard 2, T. Denning , J. Arcoraci , D. Schilder , C. Grant , X. Seller , N. Maishman

Best Players: C. Grant, B. Potter, M. Cadman, K. Robertson, P. Killen

CENTRAL MURRAY V FRANKSTON PENINSULA STINGRAYS

FRANKSTON PENINSULA STINGRAYS	5	4	34	8	6	54	12	8	80	14	11	95
CENTRAL MURRAY	1	1	7	1	3	9	1	4	10	4	5	29

FRANKSTON PENINSULA STINGRAYS

Goal Kickers: B. Wotherspoon 3, L. Williams 3, L. Hulett 2, R. Odell , T. McGill , T. Young , M. Lees , K. Collins , S. Gladman

Best Players: D. Warke, L. Hulett, K. Collins, J. Lovett, K. Armstrong

CENTRAL MURRAY

Goal Kickers: C. Oliver , X. Elford , A. Johnson , R. Free

Best Players: J. Firebrace, X. Elford, J. Domaille, A. JOHNSON, C. Oliver



BOB LAKE MEDAL PLAYER OF THE CHAMPIONSHIPS – XAVIA ELFORD
OTHER AWARDS: JAMARRAH FIREBRACE, CLAYTON OLIVER, ADAM JOHNSON

CONGRATULATIONS TO XAVIA ELFORD AND JAMARRAH FIREBRACE WHO WERE NAMED IN THE TEAM OF THE CHAMPIONSHIPS.



132 HARE STREET ECHUCA VICTORIA 3564 PHONE - 0354826661
161 ALLAN STREET KYABRAM VICTORIA 3620 PHONE - 0358521911



You're the Coach - so what do the parents expect?

Steve Teakel, Coaching Development Manager AFL Victoria

If you ask coaches what is the most challenging part of their role, they will say managing the parent group and their expectations. The relationships the coach makes with their parent group can either be helpful and supportive, or stressful and frustrating. It is the strength of the coaching triangle – coach, athlete and parents - which may make or break the season.

Much research has been undertaken to investigate the parent expectations of the coach. What are the coaching characteristics most preferred by parents?

A group of parents of secondary school aged players were surveyed on 10 common coaching characteristics and it was found that they most desired coaches who were:

Top Three

- Fair and honest in dealing with players
- Able to teach well
- Committed to the development of sportsmanship

Middle Four

- Knowledgeable of the skills of the sport
- Committed to having their players enjoy the game
- Knowledgeable of the rules of the game
- Knowledgeable of prevention, care and rehabilitation of injuries

Bottom Three

- Experienced as a player
- Providing an experience that will improve players' chances at playing at a higher level
- Committed to winning

The parents were also asked how they defined their top coaching characteristics – fair and honest, sportsmanship and ability to teach well. The majority of comments were in the following categories – communication skills, teaching skills and fun.

Parents described **communication skills** of coaches as the ability to:

- Convey the team rules and expectations in a supportive and encouraging manner
- Provide corrective feedback and an honest assessment of players skill level
- Have the players re-explain something that they have been taught
- Have the players clarify team expectations correctly

Parents described **teaching skills** of a good coach as the ability to:

- Engage the athletes and create a positive environment free from peer harassment
- Know how to sequence learning – giving feedback
- Provide adequate wait time (delay feedback to allow the player an opportunity to respond or self correct)

Parents described the **player's enjoyment** of the total sports experience (fun) as:

- "They look forward to practice and play"

So what are the implications of this research for you the coach and club committee?

(Continued on page 6)

Coach:

If accomplished this would build credibility and decrease misunderstandings with both players and parents

The coach (and club representative eg president, coach coordinator) should have a meeting with the parents at the beginning of the season to outline **goals** (skill development, character formation, place of winning), **discipline** and the **support** parents can provide during the season

Parents desire for coaches to communicate openly with the players and parents regarding a variety of issues – the key issues are playing time, performance strengths and weaknesses and coach's expectations.

Having a program which makes the players excited to attend practice and games

Club Committee:

- Having playing experience was ranked low and may lead to knowledge of the rules and skills, but does not always lead to good teaching of the game.
- One of the highest priorities was **ability to teach well** is not always a skill found in people who have played the game. When interviewing coaches you could ask them how they would teach a skill or tactic of game. What is their understanding of learning styles?
- The ability to teach well is more than the X's and O's – you need to engage the players, build rapport, creating positive learning environments, sequencing tasks, organization of practice, providing appropriate feedback and teaching life lessons.
- Provide ongoing assistance for the coach through a mentor, coach coordinator and ongoing education provided by the regional branch of the Australian Football Coaches Association.
- Have a strong focus on sportsmanship as a club – what are the qualities of a good sport? How does a coach role model such qualities for players and parents?

The parent – coach relationship is crucial with the club and coach needing to explore a variety of avenues to communicate and promote parental involvement in the teams program.

Research completed by Candace Barton and Craig Stewart of Montana University, Department of Health and Human Development, Bozeman Montana

Secrets of success

Courage

Courage is necessary in order to be the best and is frequently cited as forming the back bone of champions. The rewards of striving for excellences are great, but so too are the risks. It takes courage to make dreams come true-to work long hours when others are relaxing-to continue when disappointment-to focus on self-improvement and avoid distractions-to seek out tough competition when there is risk of failure.

It is easy to be average, but it's hard to attempt greatness. A champion will 'dare to be great'. The hall marks of the great are their continued fighting efforts when losing, their self-discipline to team goals whenever competing, and their capacity to constantly establish new physical and mental limits.

Their courage propels them into the unknown, as they deliberately confront the things others say.

How A College Hoops Coach Cashed In On *Moneyball*



The Brad Pitt movie might win an Oscar Sunday night. But for a small, struggling college basketball team in upstate New York, *Moneyball* has meant a lot more

By [Sean Gregory](#) | [@seanmgregory](#) | February 24, 2012 | [+ inShare](#)

Mitchell Layton / Getty Images

Head coach Jim Crowley of the St. Bonaventure Bonnies

Forgive Jim Crowley, head coach of women's basketball at tiny St. Bonaventure University in upstate New York, if he's rooting a little harder for *Moneyball* to win the best-picture Oscar on Sunday night. After all, the 2003 Michael Lewis book about the financially-strapped Oakland A's unlikely winning seasons (on which the Brad Pitt film is based) saved his livelihood — and produced one the most unlikely turnaround stories in all of college sports.

In 2005, St. Bonaventure had just finished its fifth straight losing season with Crowley as coach. That year, the Bonnies won just nine games, as they had the season before. The season before that, St. Bonaventure finished 6-22. Crowley had started thinking about what he could do once he got fired. Bartending, maybe?

He would not have blamed St. Bonaventure for booting him. "It was bad," Crowley says. "We were unorganized, and I was all over the place as a coach. We were not where we needed to be as a program." There was little reason for optimism. St. Bonaventure, a school with just 2,000 undergraduate students, located 70 miles south of Buffalo in Olean, N.Y., was never a women's hoops hotbed. The team had finished with a winning record in just 11 of the previous 33 seasons. "We weren't a huge draw," Crowley says.

That off-season, Crowley starting reading books about coaching legends like Bear Bryant, Vince Lombardi, and Jimmy Johnson, seeking some kind of spark. "I was desperate," he says. An Oakland A's fan since his childhood near Binghamton, N.Y., Crowley picked up Lewis' *Moneyball*, having heard it offered some

leadership lessons. He started reading it on the exercise bike — and did not stop for two hours. He took it back to his St. Bonaventure office, and then home, where he fell asleep with it. The next day, Crowley woke up early to finish it off.

The challenges facing both tiny St. Bonaventure and the small-market A's were nearly identical, Crowley thought. Oakland couldn't outspend the New York Yankees, Boston Red Sox and other richer clubs to pick up star players. Colleges can't pay their athletes—at least not legally — but there is definitely a marketplace for promising high school prospects, and St. Bonaventure still struggles to compete. Its recruiting budget would be a rounding error for

many larger schools' programs. College kids dream of playing before huge crowds, in state-of-the-art facilities, in front of cameras from national television networks. St. Bonaventure's cozy gym, small size and lack of women's hoops tradition conspired to crush that wish.

But Oakland's success story inspired Crowley. "The book is about ideas," he says. "It transcends baseball. How can you be successful in any situation, no matter how bad it might be?" The A's sought out underpriced players no one else wanted. For basketball players with few other scholarship options, St. Bonaventure could be a draw. "When we're all out recruiting in July, and a couple of coaches come over to watch a player, Jim leaves," says Jim Jabir, the head women's coach at the University of Dayton, like St. Bonaventure a member of the Atlantic 10 Conference. "July is the loneliest time of the year for him."

Crowley was still on the hunt for talent, but he needed to find talent competing coaches couldn't see. In *Moneyball*, many of the A's decisions came down to one key statistic — on-base-percentage, which is quite simply a measure of a player's ability to get on base. The more feet Oakland could put on the basepaths, the better chance they had to score. So players who could draw walks — even if they looked like bar-leaguers — were celebrated in the A's system.

In thinking along the same lines, Crowley began to focus on a stat that football coaches obsesses over, but basketball largely ignores: time-of-possession. The longer St. Bonaventure kept the ball in its hands — and, importantly, away from its opponents — the better their chances. Just as Oakland relished walks, St. Bonaventure would come to loathe turnovers.

Kids who simply held onto the basketball aren't usually flooded with scholarship offers. So while his competitors chased the high school girls who could run the fastest and jump the highest — the ones with "upside," one of the more tired clichés in coaching — Crowley looked for subtler talents. If you want to keep

(Continued on page 8)

(Continued from page 7)

possession of the basketball, hand strength helps. But how does someone measure hand strength, like you would a player's vertical leap? It's simple, actually. "When someone's double-teamed in traffic," Crowley says, "do they lose the ball?"

St. Bonaventure has surrendered 11.7 turnovers per game this year, the lowest total in the nation. The result? Crowley's team owns a 26-2 overall record, and is a perfect 13-0 in the Atlantic 10. For the first time in school history, the St. Bonaventure women have both cracked the Top 25 national rankings — the Bonnies are 19th — and will make the NCAA Tournament. Before he read *Moneyball* in 2005, Crowley was 44-96 as head coach. In the first post- *Moneyball* season, St. Bonaventure finished 9-18, as Crowley gathered his first class of recruits tailored to his new philosophy. Since 2007, however, St. Bonaventure is an astonishing 127-62. The Bonnies have won more than 20-games in each of the last four seasons. Total 20-win seasons before this streak: zero.

Of offense, the Bonnies try to work the shot clock down to the last 10 seconds, in order to wear down the defense. The team scores just 2.5 points a game on fast breaks: in 10 of its games, the team did not score a single fast-break point. Their grinding game "puts you to sleep," says Jabir, the Dayton coach. That fatigue helps St. Bonaventure outrebound its opponents, even though the Bonnies are usually the smaller team (their roster has only two players six feet tall or taller; top-ranked Baylor, by way of comparison, has nine). Not all turnovers are created equal. Crowley does not mind shot-clock violations, for example, because play stops, giving his defense a chance to organize. But letting someone steal the ball from you and dribble down court for a layup can earn a player a seat on the bench.

On defense, the Bonnies play a half-court man-to-man and rarely try to steal the ball or block shots. St. Bonaventure averages 6.1 steals per game, 313th out of 342 Division 1 schools. The Bonnies block 1.8 shots per game, 323rd in the country. Steals and blocks get you precious possessions, right? Sure, when you get them. If you go for a steal and miss it, your opponent now has a clearer path to the basket. When you swat at a shot and whiff, you're out of rebounding position.

"They keep themselves in front of you — nothing is easy," says Jabir. "It's like they're building a shield."

Crowley's *Moneyball* poster-child is Jessica Jenkins, a 5'8" guard from Marion, Ohio. (Crowley also turned his recruiting eye westward, to Ohio, where fewer schools compete for prospects than they do on the dense eastern seaboard). In high school, Jenkins played point guard, but she was too slow to attract any scholarship offers. "I didn't even know who she was," says Jabir, from nearby Dayton. Crowley saw that not only could Jenkins take care of the ball, she had a pure shooting touch. So Crowley made her a shooting guard — a position many coaches would consider her too small for. He noticed that while Jenkins wasn't running or jumping over everyone, she had good balance and coordination. "There's more than one way to be athletic," Crowley says. With that body control, Jenkins can quickly come off a screen, catch the ball, stop, and quickly fire up a shot: some of world's best dunkers have trouble executing this skill. Jenkins, now a senior, is averaging 14.8 points per game, tops on the team. She has 93 three-pointers his season, the fourth highest total in the nation.

For Crowley, it was easier to adopt an unconventional philosophy after all those years of losing. "One big lesson from the book was, have faith in your ideas," he says. "We were changing things every game — press against this team, play zone against this other team. I was not a good enough teacher to explain the differences each time out. When I first started with the *Moneyball* stuff, I knew if we went down, if I got fired, at least I got fired doing what I believed in. I was content with that."

If the small-school Bonnies made a March Madness run, it would be a Hoosiers-like Hollywood tale. So who would play Crowley in such a *Moneyball* sequel? "Forget about Brad Pitt," says Crowley. He's more Philip Seymour Hoffman, who shined as A's manager Art Howe in the film. Maybe Crowley keep should clear his calendar. And keep Oscar night, 2015, free

Read more:

<http://keepingscore.blogs.time.com/2012/02/24/how-a-college-hoops-coach-cashed-in-on-moneyball/#ixzz1qBCkegOZ>

(continued from page 9)

- fill their child's head with (well meaning) technical advice
- get frustrated with their child's progress
- get frustrated with their child's progress
- point out what their child is doing wrong

Learning to Love AFL Football

Once their child is old enough and coordinated enough, they will be ready to hear some technical advice on grip, run up and balance. They will learn it when they are ready and receptive. At five years of age though, the aim for parents is that their child associates having fun with playing football. If they start to make that link then their job is done.

Teaching kids to kick

By Ben Johnswood

NAB AFL Auskick is an introductory program for 5-8 year olds that teaches Australian Football skills. How to teach those skills is an important question.

Freezing cold mornings, dew on the grass, people seeing their breath mist out in front of them... it can only mean that the first Auskick session of the winter is here.

NAB AFL Auskick is a wonderful program that connects football and families. There is nothing more heart-warming than seeing a rugged up Mum and Dad trailing behind their enthusiastic five year old as they embark on their first step to be an AFL champion.



These are exciting times for a budding young footballer but for parents it is also their first opportunity to compare their child to peers. What if he or she doesn't stack up?

A Parent's Role in the NAB AFL Auskick Program

The owners of a pint-sized tyro who can already kick, mark and handball will burst with pride as other parents notice the prodigy they have been developing.

Conversely the embarrassment is obvious on the faces of the owners of a child who battles with the skills and is clearly not as advanced as the other children.

A parent in the latter group will ask themselves whether they have been teaching their child the wrong way or, worse still, not teaching them at all. Will their child be laughed at by the other children? Are the parents to blame? It is only natural for parents to be worried about how this reflects on them or that their child will be left behind.

No one wants to be an overzealous ugly parent but likewise no one wants to be the parent of the kid who spends most of the time eating the grass. So what should parents be doing?

A Parent's Role in Their Child's Skill Development

The most important thing for parents to remember when teaching their child to kick is don't do any coaching. The importance of this absolutely cannot be overstated.

A five year old (or even an eight or nine year old for that matter) should not be receiving any technical advice on their kicking. If they are consciously thinking about what they should be doing with their hands or their feet it will sabotage the skill and will not allow them to develop a natural kicking style.

Teaching a Child to Kick Using Games

The best thing parents can do to help their child with kicking is to play lots of games. 'Games' mean activities such as kicking it back and forth to see how many marks can be taken in a row or by trying to kick 'goals' between the garage and the lemon tree in the back yard. Five out of ten goals means that their child is Champion of the World and gets extra dessert. Without necessarily having any technical knowledge themselves, parents can invent simple games and tasks like this that are fun and that their child has a chance to experience some success in.

As their child improves, parents can slowly start changing the environment by making the games slightly harder. For example; longer kicks, tougher angles or aiming for six out of ten instead of five. Changing the type of ball is good too. A soccer ball for instance adds a new dimension to the skill being taught. Indoors, a balloon is fantastic and won't break anything! Darren Jarman learned to kick by threading a balloon between the doorways in his home.

Parents should always make it into a game and never make it 'practice.' In the eyes of a child, games are fun but practice is boring. Learning without awareness is best. No one remembers how they 'learnt' to ride a bike.

The worst things parents can do are;

- measure their child against other children their age

(continued on bottom of page 8)

Making Meetings Matter

By Peter Schwab
AFL Director of Coaching

As a player we had very few meetings and it worked well. As a coach I found I needed more meetings to achieve the outcomes we were striving for. In today's AFL environment a large part of the player's week is being taken up by meetings.

I recall one funny incident from my coaching days, when we were in a meeting and discussing kick ins at the end of a long meeting, when clearly players were losing concentration. A particular player when asked by the defensive coach Kelvin Moore what position he took up in the zone, had obviously not been paying attention. When prompted for an answer he quipped, "Can I phone a friend?"

On a serious note when it comes to meetings there are a few basic approaches that need to be taken. Before you even decide to hold a meeting, figure out exactly what you want to accomplish by having the meeting. The next step is then figure out who you need to attend and help. Once you have the what and who the rest will fall into place with a little planning.

In general terms call a meeting when you:

1. Need everyone to provide information or advice on an issue
2. When you want the team to participate in making a decision or solving a problem
3. When you need to clear up an issue
4. When you want to share with the group either information, success or a concern that any other method of communication wouldn't work

Be mindful that the more people in the meeting the harder it can be to come to some consensus on an issue if that is the purpose of the meeting.

Don't call a group meeting if the issue is a personal one, if you don't prepare or have time to prepare, or there is an easier or better method of communicating what you need to.



There are many ways to analyse your meetings but consider the following:

1. A clear objective

- Usually as stated you need to meet to make a decision, or you need to disseminate information face to face
- Make sure you invite the right people and let them know in advance why they are being invited and give them time and materials to prepare

2. Prepare important people or key decision makers

- There is nothing wrong with briefing key people about the agenda prior to the meeting. You may need their "buy in", more than likely you will need their support to make a decision, or they may provide insights you had not thought of, and these could change the way in which the agenda is formulated and how the meeting is conducted.

3. Expect full participation

- As long as you provide the relevant information prior to the meeting then you should expect attendees will have done their homework, come up with relevant material and are ready to contribute.

4. Set a time limit

- We all have limited concentration so don't drag the meetings out, and make sure you stick to the agenda and keep focused on the important issues. Begin with the end in mind and keep reminding yourself why you have called the meeting. What outcome are you after?

If you do the above it is a fair chance the players and your staff will respect meetings more.

As a junior coach it may be important at the start of a year to meet with your players and parents. It is a chance to introduce them to yourself, staff and each other and provide relevant details such as training times, game day, phone numbers, other organisational matters and you may wish to touch on your own basic philosophy, expectations and values.

Always allow time for questions and answers from the parents. They will surely ask you things which will reflect your position on issues which may arise.

A final tip re-meeting is always start on time, late comers may have excuses but in the future they will realise you won't wait for them to start, nor will you re-cap during the meeting as it rewards their tardiness. They can always be brought up to speed with the information afterwards.

I'd also stick to the end time just as stringently. If it means some decisions were not made or some information could not be covered within the timeframe then that's fine. If you need to disseminate the information another way or set another meeting time to make a decision then do what you think is best to get a result.

The Centre Bounce

The centre bounce is the one contest in football which is evenly matched in terms of numbers around the ball, and normally, the types of players involved. Winning these contests gives your team a decisive advantage.

The centre bounce is one of the most crucial parts of the game. A team that can consistently win the ball out of the centre bounce will invariably win the game. It allows the forwardline to have first use of the ball and immediately puts the opposition back's under pressure. It also stops the opposition from scoring two or three quick goals in a row and breaking the game wide open. When the ball is delivered out of the centre bounce in to the forwardline the momentum of the game is heading towards your goal, which will improve the chances of scoring.

There are two styles of play for clearing the ball out of the centre. One is to have players responsible for an area of the centre square and hitting the ball to a given area. This is a good way for younger ruckmen who are developing their ability to tap the ball. The person in the area that the ball is tapped to must be assisted by way of blocks, shepherds and disposal options. These areas may be shifted depending on the strengths and weaknesses of the ruckman and to provide variation.

It is important to vary the direction of the tap as well as the length of the tap or punch. This makes the opposition guess constantly where the next tap might be heading.

As a general rule, do not tap the ball backwards because it provides momentum towards the opposition goal.

The other way of successfully clearing the ball out of the centre is to divide the players involved into four roles.

The Ruckman

He is responsible for getting the tap out and directing the ball to a predetermined spot

The Sweeper

He is responsible for roving the opposition ruckman's knock and putting pressure on the opposition rover if he gets the ball. This is usually the centreman. It is important that this person does not over commit or get too close to the contest and have the opposition tap the ball into space behind the sweeper.

The Receiver

He is responsible for assisting the receiver in getting the ball by shepherding and blocking out the opposition. This is usually the rover. This person must have eyes only for the ball and be committed absolutely to getting the tap.

The Protector

He is responsible for assisting the receiver in getting the ball by shepherding and blocking out the opposition. This is usually the ruck-rover. This person's role should not be underestimated. The amount of time that the receiver has to collect and dispose of the ball effectively is determined by the amount of space and time he gets from the protector doing his job efficiently. Remember that there is a distance for a shepherd to be legal.

Before each centre bounce there is a break in play; a goal is scored or the quarter is about the start. The four players involved should have a short discussion. The spot that the ruckman will hit the ball to and the role each of the other players will play are determined. If the ball is not won from the centre bounce it is usually because someone has not done his job properly. Either the ruckman did not win the tap or misdirected it, the receiver did not run to the right spot or fumbled the knock or was tackled because the protector did not support the receiver well enough.

After each bounce the players involved and the coach may analyse what went right or wrong and at the next short discussion provide feedback to the ruckman to enable a more informed choice of tap to take place. It is important to vary the direction of the tap as well as the length of the tap or punch. This makes the opposition guess constantly where the next tap might be heading. Do not be afraid to swap the roles of the sweeper, receiver and protector to provide more variation.

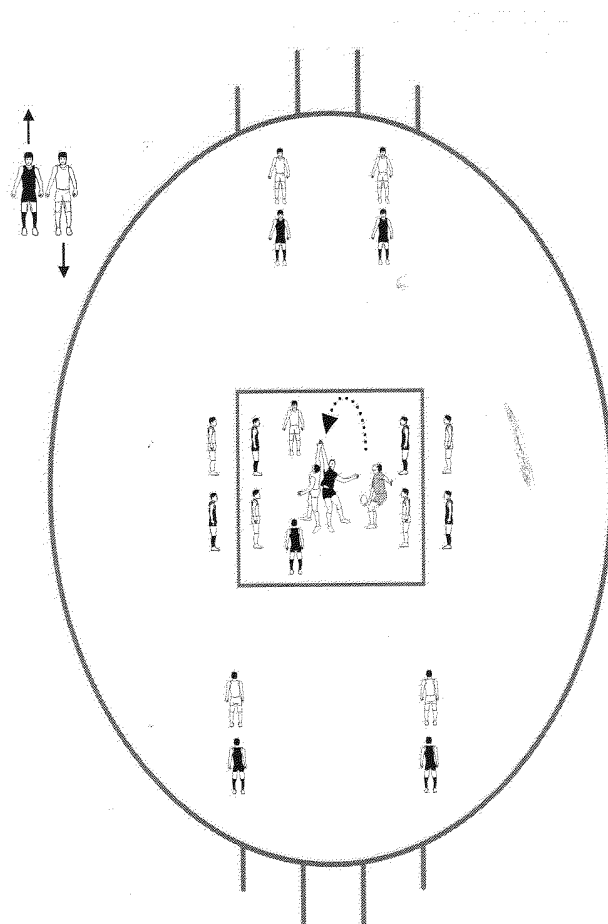
Once the tap has been won and received then the options are as follows: IF the receiver is well protected then he may play on quickly by running, kicking or handpassing. The degree as to which he can do this is proportional to the amount of protection and support he receives. If the receiver is under pressure he may feed a handball back to the wingman coming into the square. The protector must block out the opposition effectively and talk to the receiver to tell him he is clear and give direction for his disposal options.

If one of the players in the centre bounce contest is being tagged then he immediately becomes the sweeper. This negates the tag because the tagger is defending a defensive position. It also ensures that the receiver is

not going to be tackled as soon as he gets the tap.

If the opposition man up in the centre it is quite easy for the protector to shepherd or block the player who is tagging the receiver. This should release the receiver into space and give him plenty of time to collect and dispose of the ball. The person tagging the protector is usually not quick enough to alter his focus to pick up the receiver and contest the hit out. The other alternative is for all three players to line up with our ruckman and the ruckman to tap the ball forward over the opposition's head into space. The receiver and protector would then run on to the ball heading towards goal.

Reproduced from 'Secrets of the Modern Ruckman' compiled by Simon Madden and Darren Flanigan



CENTRE BOUNCE GAME

Purpose: To learn centre bounce strategies in a fun competitive environment.

ORGANISATION

- 16-20 players (2 teams of 8-10).
- There are 4 players from each side in at the centre bounce.
- F throws / bounces the ball at the centre circle and 2 ruckmen compete.

Each team attempts to win a clearance and move the ball into their forward line.

- Scoring:
 - a. 1 point for a clearance restricted by opposition pressure.
 - b. 2 points for an easier clearance free of pressure.
 - c. 1 point extra if a team-mate in the forward line takes possession.
- If there is no clear possession the game re-starts with another centre bounce.
- The winner is the first team to earn a certain number of points (e.g. 12).

COACHING POINTS

A variety of strategies and tactics can be employed at the centre bounce.

Allow time between each centre bounce for the centre square players to organise the next stoppage.

Leadership Myths

John Maxwell in his book the 360 degree leader looks at common misconceptions about leadership or as he states leadership myths.

People aspiring to a leadership position can often have a misconception about being a leader and what is required or what circumstances are needed so they can lead. Being a leader is not a position but a way of behaving which creates an environment where people feel connected, committed and valued.

My old Hawthorn coach Allan Jeans use to say, “you don’t need to respect me, but respect the position I hold within the Club.”

In truth I never quite agreed with that statement. Yes I respected the position of coach of Hawthorn, but if Allan was going to be the coach I needed to respect him, and to respect him he would need to be judged by his actions.



It was clear straight away Allan was a man to respect and a leader to admire.

Another friend clarified the definition for leadership for me when she said, “Substitute the word friend for leader and friendship for leadership and you can grasp the concept better.”

It just needs you to consider the attributes and behaviours you expect from a friend and that leads you to friendship. So what are the attributes and behaviours you expect of a leader and you then understand leadership a bit better.

But what are some of the excuses or as Maxwell would say the myths of leadership.

- “I’ll lead when I’m the boss.”- This implies you need the title before you actually display any inclination to lead. I’d say you will never be a leader if you’re waiting for the title. Leaders are people of action no matter whether they have the title or not.
- “When I get there I’ll lead” – This is similar to above. It’s a timing thing. As long as while you’re waiting you are preparing. Remember becoming a leader should be a lifelong process.
- “When I am a leader, I’ll have influence.” – I understand some people don’t have influence but influence is earned and that means doing the hard yards and working to be better and become a leader. You can have influence without a title.
- “When I have experience I will lead.” – That’s probably true, but accelerate your learning and be the best you can be now.
- “When I am leader I will have freedom.” – Now that is a myth. Leaders have limits because they have great responsibilities and with that comes enormous expectations. Not much freedom there.
- “I will fulfil my potential when I am a leader.” – Your potential should always be explored whatever your role. It’s about being the best you can be now and the future will take care of itself.
- “If I am not the leader then that’s it.” – Yes it will be because the organisation doesn’t need you anyway.

So here’s a checklist for you.

1. Assess yourself honestly and then ask others you truly believe will be honest with you and whose opinions you respect.
2. Ask yourself how can I be better, what skills and knowledge do I need.
3. Where do I currently sit within the organisation and what can I do from a leadership perspective from my current position.
4. What’s my future within the organisation.
5. What will stop me achieving and can I control those factors or not.
6. Who can help me get better.

BALL HANDLING/HANDS SKILL CARD

BEFORE TRAINING

Exercise	Focus	Repetitions
1. Ball Handling “Push ball from one hand to the other whilst keeping the ball in a kicking position”	“Ball needs to be in a kicking position all the time”	5 x 10 seconds each Partner says stop after about 10 seconds and the ball is kicked straight away to your partner over 20m.
2. Ball Handling “Figure 8 through the legs”	“ it increases your grip span as you have to hold the ball with one hand”	5 x 10 seconds each Partner says stop after about 10 seconds and the ball is kicked straight away to your partner over 20m.
3. Ball Handling “Move the ball around your ankles”	“Ball needs to be in a kicking position all the time”.	5 x 10 seconds each Partner says stop after about 10 seconds and the ball is kicked straight away to your partner over 20m.
4. Partner Ground Balls “Work with a partner rolling the ball along the ground for technique. Ensure partner starts off slow, even rolls then increase difficulty”	“Ensure your posture (hips, knees, back) is correct. Feet are backing the ball. Ball into hands first, then handballing on the up before your knees. Bodyline the ball”	5 balls with R handball 5 balls with L handball Swap with partner Repeat x2
5. Partner ½ Volley’s “Work with a partner dropping the ball at partner’s feet. Increase difficulty”	“As above focus, concentrate on watching the drop of the ball and adjust to bounce”	5 balls with R handball 5 balls with L handball Swap with partner Repeat x2
6. Partner Handball-Right “Work with a partner handballing R handball together”	“Left foot forward. Handballing the ball in the right area for ease of take. Don’t take the ball back into the body, execute from the grab”	20 easy speed 20 medium speed 20 flat out
7. Partner Handball- Left “Work with a partner handballing L handball together “	As above focus-“Right foot forward”	20 easy speed 20 medium speed 20 flat out
8. Partner Handball-Right/Left “Work with a partner alternating R hands and L hands together”	As above focus-“Alternate hands and feet”	20 easy speed 20 medium speed 20 flat out
9. Three’s Handball “Set up a triangle of 3 and use two footy’s. Take turns in working one person out the front with cross handballs	As above focus-“alternate cross hands”	20 easy 20 medium Change so every player gets a go
10. Four Square Handball “Set-up a square one metre apart from each other. Each player has a ball and at the same time handball around the square with right hands. Then go the other way with left hands”	“Again focus on the execution and getting the ball into the right areas for the next player”	20 right hand 20 left hand Try to change without stopping



women & girls
making a mark



Understanding Female Footballers



There are few differences between coaching male and female footballers.

Coaches should stick to good coaching principles such as striving to meet individual needs in order for their footballers to achieve optimal enjoyment and performance.

Female footballers are generally tough, strong willed, determined, train hard, ferocious competitors, want to learn and thus absorb their coach's advice readily - and talk a lot.

If you are coaching a female football team or have female players within a mixed gender team, there are some key things you should know:

1. Why girls want to play AFL
2. Barriers to participation for female footballers
3. What they want from their AFL experience and their coach
4. Some unique issues that a coach of female footballers may face
5. What the female player pathway is and tips for coaching each age group

Female Participation Pathway

NAB AFL Auskick: Ages 5-12

- The NAB AFL Auskick program is for both boys and girls, but there are some all-girls Auskick centres
- With no tackling, modified rules and an inclusive atmosphere, Auskick is fun, safe and a terrific way to get young girls involved in sport

Some all-girls Auskick centres are school-based. [Contact your Auskick state manager](#) for more information

There are two levels:

NAB AFL Auskick Rookie: Ages 5-8

- This is where the fun begins. Rookies learn the fundamental skills required to participate in Australian football

(Continued on page 16)

(Continued from page 15)

Auskick Pro: Ages 9-12

- Building on the skills they've learned throughout the Rookie program, Auskick Pros can test their drop punts, handpasses and marks through simulated match activities and drills
Visit www.aflauskick.com.au

Junior Football: Ages 8-12

- AFL Juniors offers kids who have completed a few Auskick seasons the excitement of a football club environment
- It allows players to experience a variety of positions on the ground from full back to full forward
- Rules are still modified and where there are no junior girls competitions, girls can play in mixed gender teams as 13 and 14 year olds

Females can play in mixed-gender teams up to the age of 14. See more at the [AFL Junior Youth Policy](#)

Youth Girls: Ages 13-17

- Tailor made for players of all abilities and aspirations, Youth Girls is an ideal progression from either NAB AFL Auskick or AFL Junior
- It provides an opportunity to play in an all-girl competition within a club environment
Girls can play in mixed competitions at this age level, however it is strongly recommended that girls aged 13 to 15 years participate in a structured youth girls competition conducted specifically for females using appropriate [AFL Youth Girls rules – see Appendix 2](#)
- Pathways vary between states

Females can play in mixed-gender teams up to the age of 14. See more at the [AFL Junior Youth Policy](#) The best players are chosen to represent their state and play in the [U18 AFL Youth Girls National Championships](#)

16s Schoolgirls Championships

With the support of School Sport Australia the 16s Schoolgirls is now a significant step in the talent pathway for female footballers.

Starting modestly with a 3 team invitational between Queensland, Victoria and Western Australia in 2009, these Championships are contested alongside the U12s and U15s Schoolboys Championships.

The 16s provides a great opportunity for the tens of thousands of schoolgirls competing in their local State Schools competitions, to play at a higher level.

There is also a strong educational component to the Championships so the girls enjoy both a football, cultural and personal development experience.

Being able to support their boys teams and learn more about the game provides another facet, as well as the boys supporting the girls and learning more about the female game.

In 2012 teams from ACT, NT, NSW, SA, VIC and WA will compete in Adelaide from July 23 – 30.

Women's: Ages 17+

- Women's League is an open-age competition for women with clubs and leagues in each state

The best players are chosen to represent their state and play in the AFL's women's elite competition: the [AFL Women's National Championships](#)

AFL Women's High Performance Academy

- The AFL Women's High Performance Academy (HPA) is the pinnacle for an elite female footballer in Australia
- The best 40 players, winning and runner-up coaches from the 2011 Nationals and All Australian field umpire congregate in Melbourne for an intensive football week

The overall program is similar in nature to the AIS AFL Academy program for AFL draft aspirants and is conducted by the AFL's High-Performance Unit and their coaching panel.

IN THE ZONE

When looking at a player's peak performances, it's important to examine some of the universal characteristics of those best performances. This way the player will have more control and awareness about these peak performances and they won't seem as mysterious as they once might have.

In the flow, in a groove, on a roll, in the zone - whatever you call it, it's all defining one thing. It's that special feeling of playing like you can do no wrong and everything goes your way. You are so involved in what you are doing that nothing else seems to matter because you are so connected to your task.

Unfortunately, these peak performances don't seem to happen often enough. In fact, every time it does happen, it is usually by chance, it just happened to be a day when everything fell into place, clicked for you, and you got a taste of what it's like to be in the zone. It's kind of like getting a taste of the good life. Hopefully this occurrence will motivate you to do everything you can to have more peak performances.

By implementing mental training skills and working effectively as a team, you can increase the chances of this transpiring on a more consistent basis and you will be able to be in the zone as one harmonious unit. Being in the zone means doing more than anyone else thought possible, even superseding your own expectations at times. This zone is the definitive reason why many people are motivated to participate in sports.

Characteristics of being in the zone

Relaxed

The days of getting psyched up to play are over. Research has shown over and over that the best performances occur when you are just slightly above your normal state of arousal, not at the extreme end of the spectrum as once thought. You are energised, yet relaxed it's a subtle balance of quiet intensity. Your mind is calm and your body is ready to go. You feel relaxed, but you are able to move with great strength and ease.

Confident

Not letting a lapse in performance undermine your belief in your overall abilities is at the core of this characteristic. When you are playing well, you feel confident that no matter what you are up against, you are going to come out on top. You just exude with confidence and pride, and it is evident in your performance. There is no fear.

Confidence on the inside is outwardly shown by way of your presence, your walk and your facial expressions. You should expect to be successful, not hope or wish to be successful. You must adopt a confident, winning attitude. It is trusting your instincts and intuition to do the right thing at the right time; and if you are prepared, you can be confident that this will happen. This complete faith allows you to just know that you are going to do everything necessary to be successful without the conscious use of reasoning or analysing.

Completely focused

You are totally absorbed in the moment. You have no memory of the past and no qualms about the future; you are here now. The only thing you are concentrating on is the task at hand. You are oblivious to everything else going on around you, consumed by the moment.

Like a child playing with their toys, you are so absorbed in the moment that nothing outside can effect you. You have no real sense of time, and before you know it, the game is over. The game seems to have flown by, and at the same time, everything you did seemed to happen in a slowed-down pace with great precision and concentration. Having the ability to stay in the moment is a gift that all of peak performers have.

Effortless

Things just sort of happen with little or no effort whatsoever. All your moves are smooth and for that time, your sport seems like the easiest thing in the world. You are in a state of mind and body where you can accomplish great things with little effort. Your mind and body are working with one another in perfect unison.

The grace and ease that you display make everything you do seem like the simplest task in the world. You have a sense of finesse and grace, even when the task is very gruelling and demanding. That sort of connectedness and moment of greatness is an awesome thing to both witness and take part in.

Automatic

There is no interference from your thoughts or emotions. Things are just happening, both without protest and without consent. You are on autopilot - just reacting to whatever comes your way. Your body just seems to know what to do without any directive from you. There is no conscious thought involved; you're going strictly on your instincts. If you think less, you will achieve more.

Fun

When you're in the flow, the enjoyment is incomparable to anything else. You feel like when you were a kid enjoying your sport with pure and innocent delight. Anyone can see in your eyes the satisfaction and fulfilment the sport gives you. You feel like your sport is giving you back something that you can't get from anyone or anything else. This is a key factor because if you don't enjoy your sport, your future in it will be limited.

In control

You feel that no matter what, you are in control. What you think and want to happen will. You have ultimate command over your emotions as well - you are controlling them, not the other way around. When you are in control, you are in charge. You govern your own destiny. When you feel this strong of a command over your game, great things are sure to happen. The authority is yours, and no one else's.

In summary

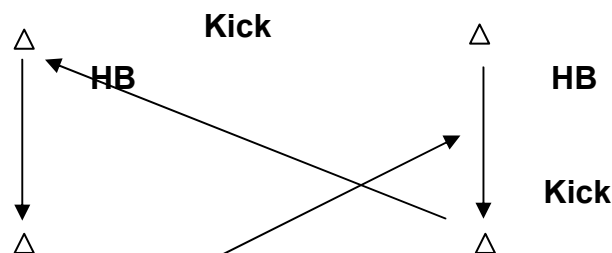
Success in sports requires both your mind and your body and as an athlete it is very important to have a clear mental picture of what it is you are striving for. By taking some time to think about peak performances you have had in the past, it can aid you in making sure they happen more often!

Three Pages of Drills - Junior, Youth & Senior

JUNIOR DRILLS

1) Partner kicking: Around the ground kicking to a lead in any direction. Aim at kicking to the space and not the face. Start at 15-20m kicks only and build up to 30-40m kicks. Be aware of the other groups around you. Emphasis that it is not rushed. That is the player gains the mark and pushes back hard, then they must take a few steps forward before kicking to the lead.

2) Figure 8; Short kicking drill to start with a handball across the ground. No Leading, just hit the stationary target.

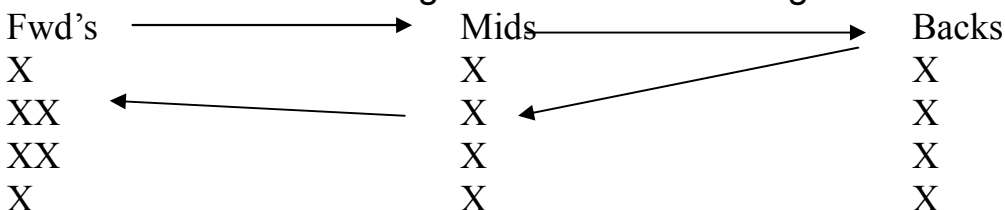


b) Variation to this is to lengthen it out further and then have the player use a switch kick instead of a handball. Make sure that the longer kick is still to the cone rather than a lead and this player pushes back hard before switching the ball.

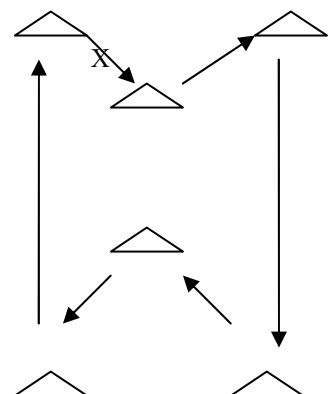
3) Working as a group; Positions

3 groups, fws, mids, and backs, scrubbing kick along the ground will come into your group and the you must work together to get the footy moving on to the next group. The mids will be working twice as hard as the ball must always be going through them.

B0 variation is to lengthen out and make it good kicks

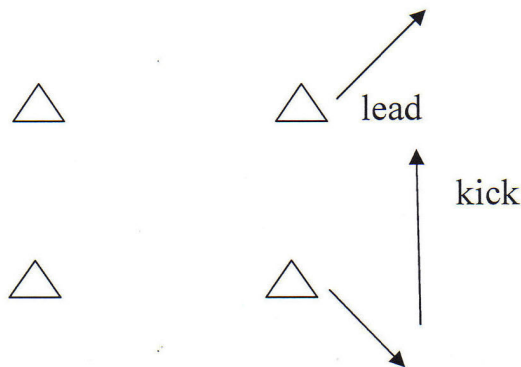


3) Fitzys; 6 point handball drill; Players will handball to the cone and push on. The variations are that you can put in a ground ball so the player must pick it up. Usually do this as player gives to the centre cone. Also can extend out to a kick down the line.

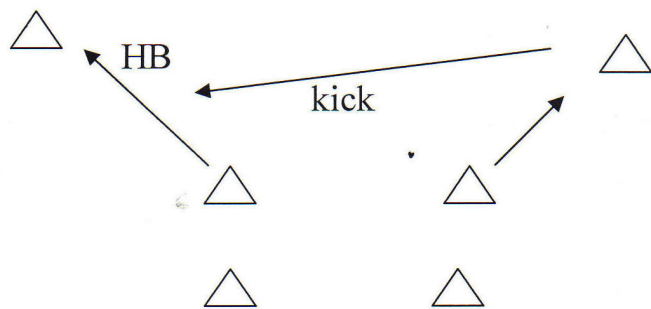


YOUTH DRILLS

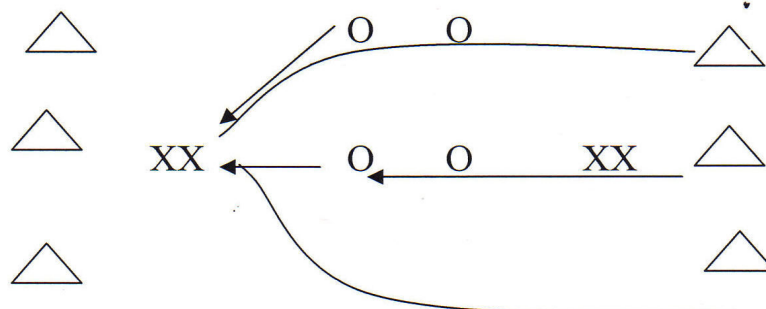
1. Inside & out; 4 groups with a kick which is out in front of the player. Make sure that the lead is at a 45 degree angle and that kick is out in front. Player then takes off and accelerates towards the next target;



B) variation; player will kick the ball as in first example however player will run off another cone to accept the handball and then deliver the footy to the next cone.



- 2) F & C drill; A high kick is directed off the cones to the contest XX. The 3 players in the centre O will crumb front and centre of this contest. The players who have kicked the ball will continue to follow the ball forward to try to add support. These 3 will stay in the centre and crumb the next contest going the same way. The drill continues back the other way. Make sure players at the triangle stay on the cone until the ball is run up to them.

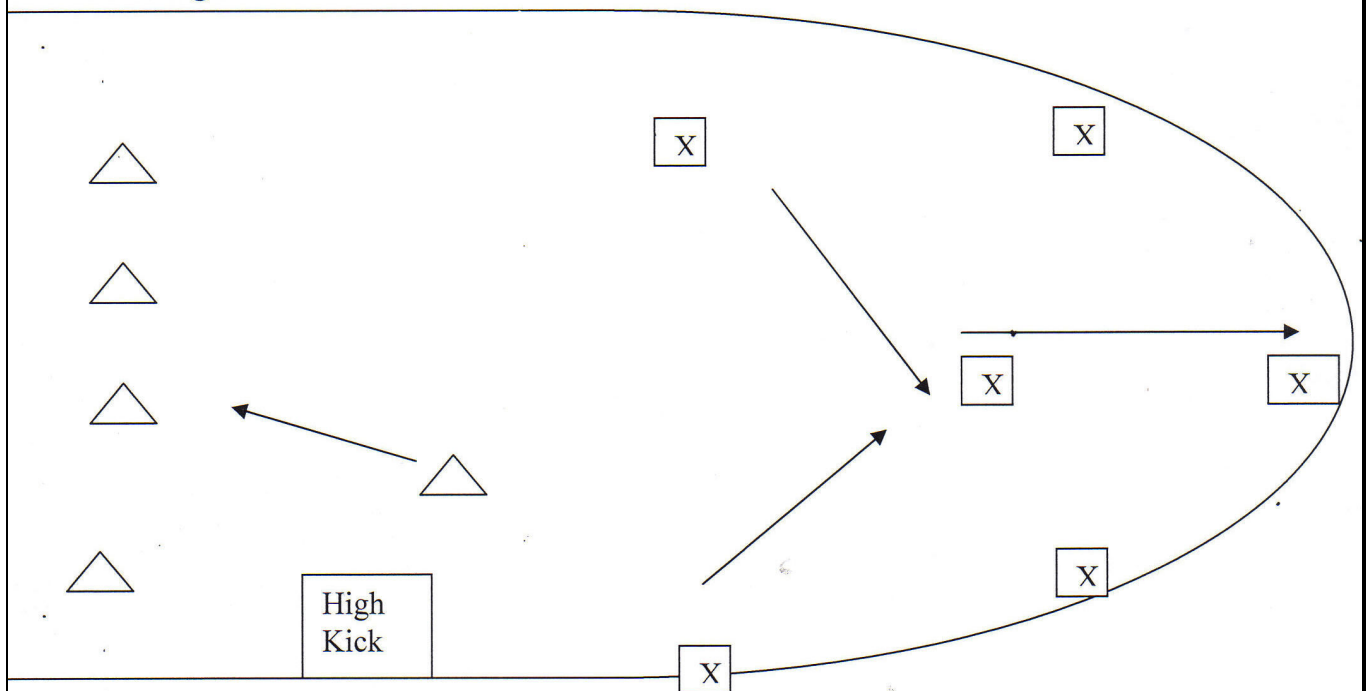


SENIOR DRILLS

1) Switch of play and deliver to the forwards: Kick is a high one to the group of four. The group will then run the footy forward to deliver the ball to the forward and then finally through the goals.

b) variation is to put pressure on the group of 4 by having 2 players pressure the group and then also having 1-2 players down in the forward line also acting as opposition players.

c) May even want to start with just 2-3 forwards, perhaps 3 leads and working on not getting into each others space and the group follows the play down to kick the goal.



2) 5 V 5 defensive running; Malthouse- Collingwood training, eg) Shirts Vs Skins. With this drill at club level it would probably better to be a 6 V 4 situation. Players start 5-10m away from each other (start at 10m), ball is thrown to the attacking team and players run in any direction. The aim is to get the ball out and over the 50m defensive line so that you have safely cleared the ball. If the defending team aim to touch or force the ball to hit the ground. Each team has 3 goes each so it's a competition for each team to get to the 50m line untouched and with good disposal.

