

## Role of A Coach

- \* Teacher
- \* Image
- \* Verbal Communication
- \* Non-Verbal Communication
- \* Maintaining Discipline
- \* Sales Person
- \* Public Relations
- \* Guidance Counsellor

### Role of A Coach

- \* Psychologist
- \* Judge and Jury
- \* Leader
- \* Father Figure
- \* Benevolent Dictator
- \* Politician

### Role of A Coach

- \* Diplomat
- \* Organiser
- \* Example
- \* Detective
- \* Actor
- \* Fund Raiser
- \* Field General
- \* Equipment Manager
- \* Trainer

### Qualities of Good Coach

- \* Good Judgement
- \* Consistency
- \* Fairness

- \* Imagination
- \* Senses of Humour
- \* Have a Plan for Everything

### Qualities of Good Coach

- \* Ability to Organise
- \* Language
- \* Moral Standards
- \* Honesty
- \* Dignity
- \* Courage of Convictions
- \* Ethical Standards

### Qualities of Good Coach

- \* Reasoning
- \* Interest of Individuals
- \* Respect
- \* Ability to Motivate
- \* Dedication
- \* Ability to Discipline
- \* Identification of Goals
- \* Ability to Recognise Talent
- \* Ability to Utilise Available Talent

### Qualities of Good Coach

- \* Enthusiasm
- \* Intense Desire to Win
- \* Willingness to Work Hard
- \* Knowledge Of the Sports
- \* Dislike for Mediocrity
- \* Understanding Players-Social Pressure-  
Uniform Wearer-Pressure from Mom or  
Dad-  
Love the Game

### Qualities of Good Coach

- \* Knows what factor make the difference between winning and losing-

- \* Superior Personnel
- \* Superior Conditioning
- \* Fewer Mistakes-Superior
- \* Mental Attitude-Superior
- \* Teaching-Superior
- \* Ability to Develop Pride

### Qualities of Assistant Coach

- \* Loyalty
- \* Teacher and Technician
- \* Enthusiam

- \* Knowledge of the Sport
- \* Initiative
- \* Dependability
- \* Desire to be a Head Coach

### Qualities of Assitant Coach

- \* Playing Experience
- \* Attendance at Clinics
- \* Rapport with Players
- \* Liaison between Players and Coach
- \* Willingness to Work
- \* Contributing Ideas
- \* Motivation
- \* Flexibility

### Style of Coach

- Basically there are three styles of coaching
- The Dominating Coach
- Intense energy, emphasis on the discipline and aggression.
- Well Organise , wins admiration, Plan thoroughly, demands attention to detail by all the players, and is severe in handling of players who make mistakes.

### The Dominating Coach

- **Advantages :** An atmosphere of discipline is conducive to success-Sense of dedication and purpose is instilled in the players.
- **Disadvantages:** The team can be prone to dissension when it suffer losses, Sensitive, introspective, thoughtful players are turned off.

### The Personable Coach

- Nice guy Approach.
- Well liked, flexible and creative in approach
- Players feel comfortable
- Generous in compliments and tactful criticism.

- **Advantages :** An atmosphere of respect and mutual good feeling encourages cohesion in the team. Team produces result beyond expectation. Victory shared and defeat never seems irreparable.
- **Disadvantages:** Coach's flexibility and openness will appear to be a weakness-when team starts losing. Manipulative player will take advantage.

### The Casual Coach

- This Coach is easy going to the extreme' and is Relaxed, Passive and Detached about any involvement.
- Gives impression of no commitment to team or players.
- Not well prepared or organised, usually operate 'Off-the-cuff'.

### The Casual Coach

- Advantages: Players develop a sense of independence. No real pressure on the players to perform.
- Disadvantages: Coaching is often inadequate for serious players.
- No overall development plan
- Fitness level suffers
- Players are often unsure of what to do.

### IDEALISTS

- Enjoys Coaching and have Deep convictions about values and fair play.
- Teaches youngsters positive values rather than breaking manipulating rules.
- Winning or Losing is not the beginning or end of the world.
- They believe that coach should be more than a teacher of skill.

### Rolling Stone

- Who simply move from school to school without any goal.
- Never satisfied
- They never learn.
- Greed of money-hinders their commitment and development as coach.

### Climbers

- Their only goal is to reach the top.
- Will do anything to win.
- No ethics or Moral value.
- They work for their own benefit and leave lots of wounds behind for someone else to heal.

### Ambitious

- Combination of the Idealists, Rolling Stone and Climbers.
- They know what their goal is and work hard to achieve their goals.

### Opportunist

- Hanger-On
- Long time coaches who continue because they thrive on ego.
- Afraid to give up their position-Fear of identity crisis.
- They will do anything to hold on to the position.
- They contribute very little as a coach.

### Communication in Coaching

- Two way process
- Simplicity
- Clarity
- Feedback
- Positiveness
- Encouragement
- Empathy

### Communication in Coaching

- Private Criticism
- Performance related comments
- Consistency
- Credibility
- Sensitivity
- Avoid Sarcasm
- Sense of Humour

## Roles and Responsibilities of the Trainer

As a Sports Trainer you should be constantly aware of how to :

- Prevent an injury from occurring initially
- Prevent further injury from occurring
- Prevent the recurrence of an injury

### Roles and Responsibilities of the Sports Trainer

- Administration
- Communication
- Continuing Education
- Drugs in Sport
- Education of Athletes and Officials
- Fluid replacement
- Injury Management
- Hygiene
- Taping
- Nutrition
- Medical condition
- Management of specific injuries
- Warm-up, stretching and cool down

### Sport Trainer Code of Ethics

- Apply your knowledge and skill to help makes sport safer
- Clearly understand the Sports Trainers roles and responsibilities
- Work within the limits of your qualification
- Refer injuries to more qualified health professionals when appropriate

### Injury Report Form

- Provide a record of observations, assessment and management of any injury
- Ensures Key steps of the assessment regime are not omitted
- Provide a national standard
- Ensure an athlete's accurate history is kept

### Medical Record Form

- Ensure the Sports Trainer is aware of an athlete's specific medical conditions and emergency contact details

## **Annual Report**

The State administrator should be given an annual report on the roles and activities of the State Sports Trainer over the previous 12 months

## **Supply and Equipment Inventory**

Inventories of equipment disposable items should be kept

Reusable equipment

Disposable supplies

Ensure supplies are replenished and provided a means for forecasting future supplies

## **Sports Trainer's Room**

When organising a sports trainer's room consider the following:

What is the function of the room?

Is any specialised equipment required?

How many terms/athletes will it need to accommodate?

How many staff need to work in the area?

## **When designing a sports trainer's room consider the following:**

Size

Location

Structure, e.g. ceiling, walls, floor, lighting, temperature, telephone, etc.

Organisation /Layout Equipment required

## **Continuing Education**

It is the responsibility of the sports trainer to keep up to date with current information

## **Rules and Regulations of the Sports Trainers Room**

Ensure everyone knows the set procedure for emergency situations

Prepare handouts on the management of common injuries

Ensure that the athletes understand the behaviour that is expected of them

## **Club/Organisation**

Ensure that both you and the State Team Management have a clear understanding of your roles and expectations

## **Athlete**

Be confident and diligent in your roles and win the trust and confidence of your players through accurate advise and competent management of injuries.

## Shoulder Injuries

- Very commonly injured in cricket
  - throwing
  - bowling
  - fielding
- Complex area of the body to fully understand
- Need a knowledge of the mechanics of activity to understand the applied stresses
- Need to be able to think in 3-dimensions when analysing the shoulder
- Many possible Pathologies.
- As always, treatment is specific to an accurate diagnosis  
e.g different management for rotator cuff pathology and labrum injury
- But don't forget to look elsewhere for contributing factors

## Force Couples

- Scapular positioning is accomplished through scapular **muscle force couples**;
  - upper trapezius and lower trapezius
  - rhomboids, levator scapulae and serratus anterior
- These optimally position the glenoid and maintain optimal scapulo-humeral muscle length
- Principal function of rotator cuff is to stabilise the head of humerus ( HOH) in the glenoid.
- Frontal Plane force couple:
  - Deltoid superiorly
  - Lower elements of cuffs(infraspinatus, teres minor, subscapularis) inferiorly
- Act together to maintain HOH centred superior- inferiorly in glenoid. Imbalance in force couple clinically results in excessive superior translation of HOH during elevation.
- Transverse plane force couple.
  - infraspinatus/teres minor posteriorly
  - subscapularis anteriorly
- Act together to maintain HOH centered antero-posteriorly in glenoid. Imbalance in force couple clinically results in excessive anterior or posterior translation of HOH

## Subacromial Impingement

- Impingements occur when the rotator cuff tendons are impinged as they pass through the subacromial space (SAS)

- SAS is formed between the acromion , the coracoacromial ligament (CAL) and AC joint above. And the glenohumeral joint below.
- This is a term used to describe a CLINICAL SIGN the diagnosis is the actual pathology
- Primary
  - related to the structure, mechanics and related function of the SAS itself , particularly to any alterations in the boundaries of the space
- Secondary
  - where a relative decrease in the subacromial space is caused by instability of the GHJ and/ or scapulothoracic instability

### Causes of impingement

- inflammation/pathology of tendon/bursa within SAS
- thickening of CAL
- abnormal shape of the acromion
- tightness of posterior glenohumeral capsule leads to humeral head riding superiorly during flexion
- any acquired anatomical defect such as bone spur, AC jt, fractured greater tuberosity
- Relative decrease in the SAS caused by uncontrolled accessory movement of the HOH
- A lack of dynamic control of HOHG by rotator cuff and long head of biceps leads to a loss of centering of the HOH
- A relative decrease in the SAS caused by functional scapulothoracic instability of dysfunction(protracted scapulae, thoracic kyphosis tight pecs

### Subjective

- Both types of impingement have similar presentation
- Sharp pain, antero-lateral ache +/- at rest
- Painful catches with movement within range, particularly impingement position (i.e. abduction and horizontal flexion)
- May have difficulty putting weight through elbow/hand or sleeping on that side
- Compression/release from compression reproduces pain
- Pain with throwing
  - mid/late cocking (arm in impingement position)
  - acceleration (lack of control of HOH)
- History of gradual onset associated with overuse  $\pm$  minor triggering provocative activity
- History of subluxation, instability ??

## Objective

- Pain on movement/positions causing impingement
- GHJ Flexion and Abduction may have painful arc (70-120°) with slight drift towards plane of scapula and stiffness/pain on over pressure ('empty can' test)
- Observe for 'hitching'; of scapula with flex/abd
- Horizontal flexion may be decreased with posterior pul(tight posterior capsule)
- Hand Behind Back (HBB) is decreased and reproduces pain/stretch in comparable area
- Response to RSC dependent on whether impingement is contractile or non-contractile (abduction and external rotation often weak and painful but this must be re-tested with distraction of SASspace to confirm contractile versus non-contractile involvement)
- Palpation – may find slight swelling SA bursa, tender/thickened supraspinatus and infraspinatus, tender/thickened CAL

## Management

1. Treat the pathology itself
2. Correction of associated abnormalities

### Treat the pathology

- Rest
- Ice
- NSAIDS
- Electrotherapy
- Soft Tissue therapy
  - ischaemic pressure
  - transverse frictions
  - trigger points in Scapular and cuff muscles

### Treat the Abnormalities

Typical findings;

- Glenohumeral instability
- External rotators of cuff weaker than internal rotators
- Soft tissue tightness especially in the posterior glenohumeral capsule(limiting internal rotation)
- Training errors especially throwing technique
- Scapulohumeral dysfunction with lower trapezius weaker than upper combined with weakness in serratus anterior

## Internal Impingement

- Increased glenohumeral motion (Physiological and accessory) results in the greater tuberosity impinging the rotator cuff against the posterior superior glenoid rim
- An example of minor capsular instability

## Subjective Features

- posterior shoulder pain/tightness in late cocking/acceleration phases
- weakness and inability to continue throwing

## Internal Impingement-objective

- Increased glenohumeral laxity with excessive external rotation at 90 degrees abduction (IGHL allowing subtle anterior translation)
- Decreased internal rotation at 90 degrees abduction
- *Positive relocation test-pain provoked on apprehension test is reduced or eliminated as rotator cuff lifted off labrum and impingement decreased*
- Tenderness over glenoid labrum posteriorly

## Throwing Mechanics

Wind-up

Early cocking

Late cocking

Acceleration and ball release

Follow-through

## Wind-up

- Highly variable in cricket due to the situation
- Ideally the arm flexes, non-dominant shoulder and hips point 90° to the target
- Muscles of shoulder relatively inactive

## Early Cocking

- Positions the body to enable all body segments to contribute to ball propulsion
- Shoulder moves into abduction through full horizontal extension and medial rotation
- Scapula maximally retracts on chest wall

## Late Cocking

- Lateral rotation of arm, posterior cuff activity decreases and subscapularis, pectoralis mj and lat dorsi activated eccentrically to control lateral rotation
- Anterior inferior g/h ligament and capsule under greatest strain

- Pelvis and trunk rotate forwards until reach maximum velocity, front foot contacts the ground
- Arm is placed behind the body due to this trunk rotation
- Rotation of trunk continues until the upper trunk reaches fastest velocity
- Lateral trunk flexion is the factor in degree of shoulder abduction (generally 90-100 )
  - overhand throw – contralateral flexion
  - sidearm throw – ipsilateral flexion
- Periscapular muscles work hard to maintain elevated scapula, holding it against chest wall (upper/mid/lower trapezius as well as serratus anterior)

### Acceleration

- Very explosive phase
- Initiated when arm begins to move forwards from final position of late cocking
- Rapid release of two forces:
  - stored elastic energy of the tightly wound anterior ligamentous structures
  - Forceful initiation of internal rotation of the internal rotators (sub-scapularis, pectoralis major, latissimus dorsi, teres major)
- Larger (extrinsic) muscles outside the rotator cuff are responsible for subsequent acceleration of the arm.
- Eccentric activity in rhomboids and middle trapezius control degree and rate of protraction of scapula initiated by strong activity in serratus anterior.

### Deceleration (follow through)

- not all the momentum of the throw is transferred to the ball- large forces act on the glenohumeral joint to attempt to pull it forward, stressing the posterior structures.
- After release of the ball, the arm continues into horizontal flexion/medial rotation, upper trunk rotates forwards followed by pelvic and leg
- Strong eccentric activity in lateral rotators of the cuff and posterior deltoid to strongly decelerate the arm
- Strong eccentric activity of scapular stabilizers
- Torso rotates forward to dissipate the forces acting on the serratus and other scap stabilizers which are attempting to eccentrically maintain the position of the scapula
- Deceleration of elbow controlled by eccentric brachialis and biceps
- LHB also important stabilizer of humeral head during acceleration and follow-through

## Scapular Mechanics (scapulo-humeral rhythm)

1. Provides a stable socket for the humerus
2. Retracts/protracts along the thoracic wall
3. Rotates to elevate the acromion
4. Provides a base for muscle attachment
5. Provides a key link in the kinetic chain

### Provides a stable socket for the humerus:

- stable base for glenohumeral articulation
- seal balancing a ball analogy rather than golf ball on tee
- maintains optimal **center of rotation** and stable 'base' for the humerus throughout movement
- in this zone (approx 30°arc) there is maximal compression/concavity of joint

### Retracts and protracts along the thoracic wall

- during cocking the scapula must fully retract on chest wall
- during acceleration and follow through the scapula must slide around chest wall without 'winging'-maintaining the centering of the joint

### Rotates to elevate the acromion

- generally the angle between the scap and the humerus of 85-100°
- the acromion must tilt upwards to clear space for the rotator cuff

### Provides a base for muscle attachment

- stabilising muscles attach to the medial, superior and inferior borders
- extrinsic muscles attach along the lateral aspect
- intrinsic muscles of the cuff attach along the entire surface

### Provides a key link in the kinetic chain

- links the proximal to distal sequencing of velocity, energy and forces that optimize shoulder function
- throwing begins at ground level and works its way up through the 'chain'.
- A chain is as strong as its weakest link-abnormalities in scapular mechanics leads to a breakdown in this transfer of kinetics

### Demands of Throwing

*	Pelvic rotation	=	660deg/sec
*	Trunk rotation	=	1170deg/sec
*	Elbow extension	=	2000deg/sec
*	Shoulder IR	=	7000deg/sec
*	Ball speed	=	35m/sec(126kph)

### Contribution to overall force

- \* Hip and trunk = 54%
- \* Shoulder = 21%
- \* Elbow = 15%
- \* Wrist = 10%

### Problems related to technique:

#### Early pelvic/trunk rotation...

- early GHJ extension(opening up too early)
- potential for stress on anterior passive restraints hence anterior translation of head of humerus
- increased impingement of greater tuberosity onto postero-superior labrum
- inefficient(weak) throw due to poor timing of energy transmission from trunk

#### If insufficient LR of contralateral foot...

- inadequate pelvic/trunk rotation
- excessive GHJ horizontal flexion
- potential damage to subcoracoid (anterior shoulder) area through compression and to posterior shoulder through stretch

#### Hanging (side arm throwing)...

- increased g/h external rotation
- increased impingement of greater tuberosity onto postero-superior labrum
- increased strain on anterior g/h passive restraints
- increased valgus strain on medial elbow and forearm flexor origin.

#### Poor follow-through technique...

- poor medial rotation and adduction of humerus
- increased strain on biceps/brachialis to control elbow extension
- increased stress on posterior elbow joint

### Consequences

Throwing athletes with shoulder pain often demonstrate a progressive continuum of abnormalities initiated by repetitive high velocity throwing movements

#### Throwing involves excesses;

- intensity of throw
- number of repetitions
- frequency of throwing sessions
- situational throwing technique\*

## Stresses applied more quickly than rate of repair

- fatigue failure of structures
- overuse syndromes

Small deficiency has cumulative effect as result of complexity of the controlling mechanisms and extreme demands of sport

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- inadequate pelvis/trunk rotation
- excessive GH horizontal flexion
- potential damage to subacromial (anterior shoulder) area through compression and to posterior shoulder through stretch

### Hanging (side arm throwing)

- increased GH external rotation
- increased impingement of greater tuberosity onto posterior-superior labrum
- increased strain on anterior GH passive restraints
- increased valgus strain on medial elbow and forearm/finger origin passive restraints
- anterior thigh and groin strains due to rotation during

### Foot follow-through technique

- poor medial rotation and adduction of humerus
- increased stress on posterior elbow joint
- increased strain on olecranon/ulna to control elbow rotation of forearm and hand

Throwing athletes with shoulder pain often demonstrate a progressive continuum of abnormalities

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### Throwing involves excess:

- intensity of throw
- number of repetitions
- frequency of throwing sessions
- situational throwing technique

### Exposure to training

Repetitions	1000-1500
Intensity	10-15% MVC
Frequency	1-2 times per week
Duration	1-2 hours
Recovery	1-2 days

### Learning In Sports

- Take time to build skills
- Rapid acquisition usually means rapid forgetting or skill loss.
- Make the players to improve their skill during practice consciously and play the game subconsciously.
- Training tasks should not be too easy.
- Challenge and demand in practice will facilitate better learning("conditioned strength") and transfer.
- An effective practice task is that it require a player's undivided attention and understanding.

### Learning In Sports

- For competition tasks which vary little, training should be specific and similar in Conditions.
- For competition tasks which vary considerably, or produce a wide variety of rarely repeated situations, learning conditions should feature contextual interference once the basic skill elements are established.
- This will slow the learning rate but will lead to better transfer.
- Training should include high and low contextual interference tasks.
- Knowledge must be the same and used in the same manner in both training and competitive tasks.

### Learning In Sports

- What is learnt in training is potentially available for transfer.
- A large amount of irrelevant activities or skill elements is likely to cause competitive performances to be less than optimal.
- Understanding how and why things need to be done, will lead to better transfer from training to competitive settings.

### Implications

- The elements of skill that are necessary for competitive performances need to be the same in training(mentally, bio-mechanically).
- The value of practice activities decreases the greater the departure of these three characteristics from what is required in competitions.
- The belief that actually irrelevant practice activities will be beneficial for players in the competitions will be counter-productive for subsequent competitive performances.

## **Implications**

- The belief that poorly developed skill elements can be executed in competitions because of mental application is also counter-productive.
- There is no substitute or variation for the Principle of Specificity in skill training if skill is to be an important part of a competitive performance.
- Practice drills that contain a greater proportion of irrelevant skill elements will lead to poor and incorrect skill execution in competitions.

## **Some of the way, how players learn**

- Open Mind
- Three stages of learning process
- Self-learning
- Trial and Error
- Visualisation
- Discussing with peers
- By observing and imitating

## **New Skill**

### **How do we teach a new skill?**

The teaching of a new skill can be achieved by various methods:

- Verbal instructions
- Demonstration
- Video
- Diagrams
- Photo sequences

## **The Learning Process**

### **Three stages to learning a new skill**

- Identification and development of the component parts of the skill
- Linking the component parts into a smooth action
- Developing the learned skill so that it becomes automatic
- The learning of physical skills requires the relevant movements to be assembled component by component
- Using feedback to shape and polish them into a smooth action.
- Rehearsal of the skill must be done regularly and correctly.

## Technique Drills

- Appropriate drills should be identified for each player to improve specific aspects of technique or to correct faults.
- Drills should not be copied slavishly but should be selected to produce a specific effect.e.g Running Drills are used to develop important components of proper and economical running technique.
- Whichever drills are used they must be correct for the required action and should be the result of careful analysis and accurate observation.

## Assess Performance

### **How do we assess performance?**

- Initially, compare visual feedback from the player's movement with the technical model to be achieved.
- Players should be encouraged to evaluate their own performance.
- In assessing the performance of a player consider the following points:
  - Are the basics correct?
  - Is the direction of the movement correct?
  - Is the rhythm correct?
- It is important to ask players to remember how it felt when correct examples of movement are demonstrated(Kinesthetic feedback)
- Appropriate checklists/notes can be used to assist the coach in the assessment of a player's technique.

### **How are faults caused?**

- Having assessed the performance and identified that there is a fault, you need to determine why this is happening.
- Faults can be caused by:
  - Incorrect understanding of the movement by the player.
  - Poor physical abilities
  - Poor co-ordination of movement
  - Incorrect application of power
  - Lack of concentration
  - Inappropriate clothing or footwear
  - External factors e.g. weather conditions

## **Remember**

**Practice makes permanent, but not necessarily perfect.**

## PRESSURE & MISTAKES

- Nobody plays well under pressure-not even the Super Stars.
- Skilful players play well under pressure situation precisely because they have eliminated the pressure.

Why don't they feel the pressure?

- Pressure is something you put on yourself.
- Disciplined Thinkers- Mentally tough players manage pressure well because they have become disciplined thinkers.
- What if I don't do well!
- What if I blow it now: I'll never be the same.
- The pressure is too much!
- If I don't perform, I will never be picked.
- I will lose every thing.
- My competitors are performing better.
- My parents will run me down, if I don't perform.
- I am going to give my best.
- I am simply going to focus on doing my job the best I know how.
- I am going to have lot of fun out there, no matter what.
- Pressure is something I put on myself.
- Winning and losing is for the fans; I simply perform.
- I love tough situations, Tougher the situation, the better I perform.
- Threat V/s Challenge.
- Impact on IPS.
- The Physiology of Threat.
- Pounding heart, rapid breathing, trembling body, elevated blood pressure, heighten fear or anger, tight muscles, tunnel vision are few symptoms.
- Controlling the perception of the situation is important.
- The key is to stop thinking about performing well or choking under pressure; focus instead on eliminating the pressure.
- Raging Bull
- Love Adversity
- The importance of Rituals.

I have little or no control over how much pressure I feel.

Certain people, places and events are threatening to me. That the way I am.

I really can't help it.

I know I don't perform well in those situations.

IMPACT ON THE IPS: These attitude will fail to perform.

Over-arousal will typically undermine the players performance.

## **IDEAL PERFORMANCE STATE**

- PHYSICALLY RELAXED
- MENTALLY CALM
- LOW ANXIETY
- ENERGIZED
- OPTIMISTIC
- ENJOYMENT
- EFFORTLESS
- AUTOMATIC
- ALERT
- MENTALLY FOCUSED
- SELF-CONTROL
- IN CONTROL

## **ATTITUDE TOWARD PRESSURE**

The Right Attitude Toward Pressure.

Pressure is something I put on myself. Pressure and any resulting anxiety come from the way

I choose to see the situation- Threat or Challenge.

Threat – Negative activator – tension, anxiety, fear.

Challenge – Positive energy is released.

The ultimate challenge of handling the pressure is the challenge of mentally reconstructing the event or situation so that it is seen as a positive self-challenge rather as a threat.

## **TRANSFORMING CRISIS INTO OPPORTUNITY BEGINS AND ENDS IN MY HEAD.**

### **THE RIGHT ATTITUDE TOWARD MISTAKES**

Mistakes are necessary part of learning anything well. Mistakes simply represent feedback. By becoming upset are bound to repeat mistakes. During play, keep mistakes and errors to a minimum when successfully establishing the right internal climate.

There is no better CURE for mistakes during a performance than the IDEAL PERFORMANCE STATE.

## GENERAL PRINCIPLES

### Goal Setting:

Set Performance, not Outcome Goals

- To set goals over which you have as much control as possible.
- Poor judging, bad weather, injury, excellence in other players, or just plain bad luck.
- Goals based on outcomes are extremely vulnerable to things beyond your control.

### General Principles of Goal Setting

- write down goals
- To avoid confusion and give them more force.
- Keep Operational Goals Small:
- Keep the goals you are working towards immediately(i.e. in this session) small and achievable.
- If a goal is too large, then it can seem that you are not making progress towards it.
- Keeping goals small gives more opportunities for reward.
- Today's goals should be derived from larger goals.

### Important Points

- If you base your goals on personal performance targets or skills to be acquired, then you can keep control over the achievement of your goals and draw satisfaction and self-confidence from them.
- Another flaw is where outcome goals are based on the rewards of winning, whether these are financial or are based on the recognition of being a winner.
- In early stages these will be highly motivation factors, however as they are achieved the benefit of winning another prize or championship at the same level reduces. You will become progressively less motivated. Law of diminishing returns.

### Important Points.

- One difficulty you will face is that people who are ignorant of sports psychology, such as many poor coaches, parents, media, fans, etc. base their assessment of success on winning.
- This completely ignores the effect of raw luck on high quality performance. As with many things, stick with what you know is right rather than what uninformed people think.

### Set Specific Goals

Set specific measurable goals.

- Then you can be confident and comfortable in its achievement.
- If you consistently fail to meet a measurable goal, then you can adjust it or analyze the reason for failure and take right action to improve skills.

## Set Realistic Goals

- Other people (fans, parents, media) can set unrealistic goals for you, based on what they want.
- Often this will be done in ignorance of your goals and training programs.
- Insufficient information: if you do not have a clear, realistic understanding of your sport and of the techniques and performance to be mastered, it is difficult to set effective and realistic goals.

## Set Realistic Goals

### **Always expecting your best performance:**

- Many people base their goals on their best performance, however long ago that was.
- This ignores the inevitable backsliding that can occur for good reasons, and ignores the factors that led to that best performance.
- It is better to set goals that raise your average performance and make it more consistent.

### **Lack of respect for self: and feedback**

- When you have achieved a goal, take the time to enjoy the satisfaction of having achieved the goal.
- Absorb the implications of the goal achievement, and observe the progress you have made towards other goals.
- If the goal was significant one, or one that you had worked towards for some time, take the opportunity to reward yourself appropriately.

## Feedback: Failure

- Where you have failed to reach a goal, ensure that you learn the lessons from the failure.

These may be:

- That you didn't try hard enough
- That your technique was faulty and needs to be adjusted
- That the goal you set was unrealistic
- Use this information to adjust the goal if it was set too high, or to set goals to acquire new skills or build stamina
- Feed back like this turns everything into a positive learning experience—even failing to meet a goal is a step forward towards perfect technique!
- Remember that the fact of trying something, even if it does not work, often opens doors that would otherwise have remained closed.

## **Feedback: Success**

- Where you have achieved a goal this should feed back into your next goals.
- If the goal was easily achieved, make your next goals harder.
- If the goal took a dispiriting length of time to achieve, make the next goals a little easier
- If you learned something that would lead you to change goals still outstanding, do so
- If while achieving the goal you noticed a deficit in your skills, set goals to fix this.
- Remember too that goals change as you mature- adjust them regularly to reflect this growth.
- In your personality. If goals do not hold any attraction any longer, then let them go-goal setting is your servant, not your master. It should bring you real pleasure, satisfaction and achievement.

## **You can set goals effectively by:**

- Phrasing them positively
- Defining them precisely
- Prioritizing multiple goals
- Writing them down
- Keeping them manageable: Not too hard, but not too easy.
- Setting performance goals, not outcome goals
- Failure in meeting goals is useful in improving technique and long term success as long as you draw useful lessons from it and feed these back into your training program.
- You should allow yourself to enjoy the achievement of goals and reward yourself appropriately. Lessons should be drawn where appropriate, and should be fed back into training.
- As a final point, if you do not already set goals, or if you have not yet focussed on your life goals, now is a great time to start!
- If you do not respect your right to rest, relaxation and pleasure in life then you risk burnout.

## **Setting Goals Too Low**

### **Fear of failure:**

- Know that failure is a positive thing:
- It shows you areas where you can improve your skills and performance.

### **Taking it too easy:**

- If you're not prepared to stretch yourself and work hard, then you are extremely unlikely to achieve anything of any real worth.

## **Setting Goals at the Right Level**

- Setting goals at the correct level is a skill that is acquired by practice.
- You should set goals so that they are slightly out of your immediate grasp, but not so far that there is no hope of achieving them:

- Personal factors such as tiredness, injury, stage in the season, etc. should be taken into account when goals are set.
- Now try setting some goals, and then measure them against the points above.
- Adjust them to meet the recommendations and then review them. You should now be able to see the importance of setting goals effectively.

### Where Goal Setting Can Go Wrong

- Goal setting can go wrong for a number of reasons:
- Outcome goals can be set instead of performance goals. Always set performance goals.
- Goals can be set unrealistically high. set realistic goals.
- Conversely goals can be set so low that the athlete feels no challenge of benefit in achieving the goal. Always set goals that are challenging.

### Where Goal Setting Can go Wrong

- Goals can be so vague that they are useless. Set precise, quantitative goals.
- Goal setting can be unsystematic, and disorganized. Be organized and regular in the way that you use goal setting.
- Too many goals may be set, leading to a feeling of overload. Remember that you deserve time to relax and enjoy being human.
- Where goal setting does go wrong, not only are the benefits of goal setting lost, but the whole process of goal setting can fall into disrepute.
- By avoiding these problems, and setting goals effectively, you can achieve and maintain strong forward momentum.

## **BIOMECHANICS**

- What is Biomechanics?
- Biomechanics involves a study of structure and function of Biological Systems using methods of Mechanics.

### **Coaching process not solely rely on:**

Intuitive feeling of the Coaches

Copying the current style (Sachin)

Leaving the performer to his own devices.

## **BIOMECHANICS**

- Why and What?
  - Techniques for Optimal Performance
  - Techniques to reduce Injury
  - Relationship- Practice & Match
  - Effect of Equipment on Performance
  - Oversize Equipment on young performers
- Understanding the biomechanics will be greatly help to teach better.

## **Batting**

### **Bio-Mechanics**

#### **Fundamental – Batting Skills**

- Time and Point of impact
- Body weight toward the point of Impact
- The body moves in PATTERNS
- -Feet-shoulder-Arms- and bat.
- -Shoulder-arms-and bat.
- -Wrist and bat and last –Bat
- Bat accelerates – Impact.
- Contact
- Bat only moves at the point of contact.

## **Batting Bio-Mechanics**

### **Skill Analysis Technique**

- Phases of Skill and Bio-mechanical Principles stance, Back swing, Impact, Follow through
- Teaching Sequence Grip-Stance-Step-Stabilise-Shoulder-Swing-Straight
- Successful Performance depends on Individual Ability and flair, Mental & Physical Strength
- Champion Player

## Mechanics and Sport

- Balance
- Static or Dynamic
- Position of center of gravity
- Weight of the performer
- Area of the base support
- MOTION
- Linear (in straight line)
- Angular (Movement about axis of rotation)
- Levers
- Short and Long-Cocking of wrist, Arm action

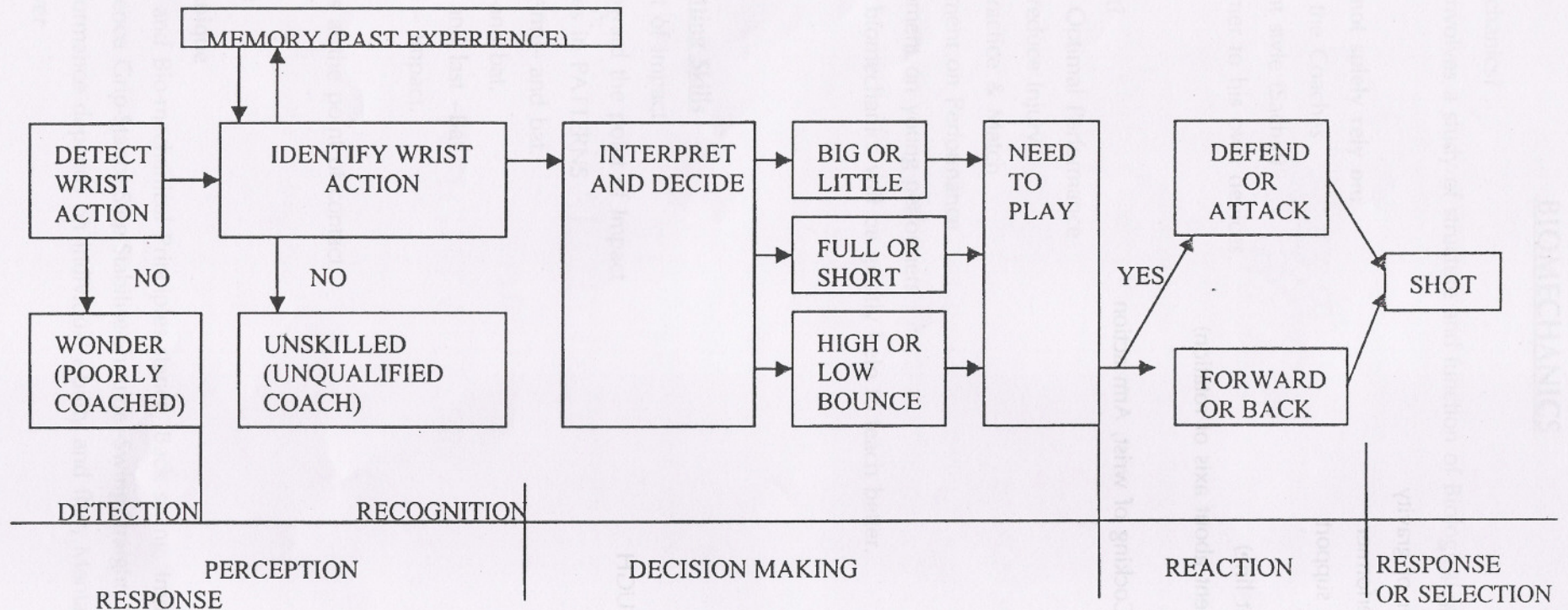
## Teaching

### Sequence-Batting

- GRIP
- STANCE
- STEP
- STABILISE
- SHOULDERS
- SWING
- STRAIGHT
- IMPACT
- FOLLOW THROUGH

# FLOW CHART ILLUSTRATING STAGES IN THE PROCESSING OF INFORMATION BY THE BATSMAN FOR BOWLING

28



## Developing Self-Esteem

- Individual and team performance is directly related to how a player feels about himself.
- Sportsmen will learn faster, perform better and have fewer performance problems when you help them feel good about themselves.

### **Step One:**

#### **Treat Players With Respect**

- Deal with your players the way that you would like to be dealt with.
- Respect them and they will end up respecting you. If they respect you, they will be able to learn from you and will go to the ends of the earth to perform for you.
- Humiliate and/or demand them on a regular basis and ultimately they will end up fearing you and hating the sport.

### **Step Two**

#### **Avoid Comparisons**

- All too often coaches make the mistake of comparing cricketers on the same team.
- Comparisons almost always make players feel badly and engender intra squad rivalries and unhealthy competition
- If you're going to compare, do so only to model (i.e., "Look at the way Sunil Gavaskar's Straight drive.. especially watch what he does with his upper body... that's what we want you to do").

### **Step Three:**

#### **Deal With Your Players As Whole People**

- If you take an interest in your player beyond his cricketing abilities you will go a long way toward making them feel special.
- If a player knows that you care about them as a person, not just for what they can do for you or the team, they will "reward" you with high intensity, increased motivation and peak performances.

### **Step Four:**

#### **Do Not Equate Your Player's Self – Esteem With Their Performances**

- When your players have bad performances or "let you down" they are not less of a person.
- What they need from you most is a self-esteem boost, not a self-esteem assault.
- Players that know that their coach will respond negatively when they fail will suffer from continuous performance problems.

#### Step Five:

##### **Challenge Your Players, Don't Threaten Them**

- When you really want your players to stretch themselves and push to that next level, challenge them!
- Encourage them to go for it and let them know that you believe they can do it.
- A challenge is a positive way to interact with them. It raises their self-esteem.
- A threat is negative and entails a punishment. Threats potentially diminish self-esteem and will set up the wrong kind of relationship with them.

#### Step Six:

##### **View Your Players' Personal Problems As An Opportunity To Develop A Better Relationship With Them**

- When your players bring personal problems to the gym or field don't view this as a hassle and *interference to your coaching*.
- Instead, see this as a chance to get to know the player better and to help him in a significant, personal way.
- If you approach their difficulties this way you'll automatically raise their self-esteem.

#### Step Nine:

##### **Be Empathic**

- There is nothing that makes you feel good about yourself as much as knowing that someone you respect understands you.
- Step into your players' shoes when they come to you with their problems. View the world from their perspective not yours.
- If you let them know that you understand what it's like to be in their shoes you'll make them feel cared out and valued.
- Communication with empathy is a key tool to raise self-esteem in your players.

#### Step Ten:

##### **Use Recognition**

- Recognition is one of the most powerful motivators there is and another important way that you can get your players feeling better about themselves.
- Every day let your players know that you know that they are there.
- Even simple comments like, "good effort", "nice job", "how to hustle" or "good to see you today" go a long way to make your players feel good about working with you.
- Sometimes all it takes is a simple pat on the back for you to help turn around an athlete's day.

### **Step Seven:**

#### **Communicate**

- Be open, direct and honest in your communications to your players.
- Let them know clearly how you feel and what is going on. If you are angry or upset with an player's behaviour, let them know directly.
- Do not expect that they should "read your mind".
- Communicate directly with them and they will do so with you.

### **Step Eight:**

#### **Listen**

The heart of effective communication is listening.

- The way to make an players feel better about himself is to listen to them when they speak to you
- Listening communicates caring on your part and will make an player feel better about themselves.
- So the next time they speak, do not plan out in your head how you will respond. Be silent both outside and inside and just listen.

### **Step Eleven:**

#### **Be Positive**

- Nothing good comes from negativity.
- Positive coaching is much more effective than negative coaching.
- Consistently getting down on your players will not make them feel good about you or themselves and it certainly won't inspire them to greatness.
- Negativity will bring you and everyone around you down.
- Be positive no matter what.
- Display a positive attitude and you'll find that it becomes catchy.

### **Step Twelve:**

#### **Handle Failures, Setbacks And Mistakes Constructively**

- Teach your players that failures and mistakes are a necessary part of the learning process and not a cause for embarrassment and humiliation.
- Model this attitude and you will teach your player to take risks and really go for it.
- If you jump in an player's face whenever they mess up you are not only assaulting their self-esteem, but teaching them that they should worry about making mistakes.

### **Step Thirteen:**

#### **Praise The Individual, Criticize The Group**

- When an player messes up, do not single that player out for humiliation in front of the group.
- Teach the whole group that when you are in that particular situation, you do not want a player doing such an such (you demonstrate without naming names).
- If a player does something well, single himout by name in front of the group for praise,("In this situation, I want you to handle things just like Sachin did").
- If you feel the need to criticize an individual do it in private.

### **Step Fourteen:**

#### **Model High Self-Esteem**

- If you want your players to feel good about themselves be sure that you act and present yourself in such a way that speaks of high self-esteem.
- It mean that you should act like you value yourself.

### **Step Fifteen:**

#### **Do Not Condone Demeaning Behavior On The Team**

- Do not allow a player or his teammates to put themselves or anyone else down.
- You do not want to collude with anyone's low self-esteem by allowing that behavior to go on unchecked.

# **THE DESERT SURVIVAL SITUATION**

Developed by

## **HUMAN SYNERGISTICS**

**J. CLAYTON LAFFERTY, PH.D.**

Consulting Psychologist

**PATRICK M.EADY, M ED.**

in consultation with

**ALONZO W. POND. M.A.**

Former Chief of Desert Branch

Arctic, Desert, Tropic Information Centre

Air University, Maxwell Air Force Base

The situation described in this exercise is based on over 2,000 actual cases in which men and women lived or died depending upon the survival decisions they made. Your "Life" or "Death" will depend upon how well your group can share its present knowledge of a relatively unfamiliar problem so that the team can make decisions that will lead to your survival.

When instructed, read about the situation and do step 1 without discussing it with the rest of the group.

## **THE SITUATION**

It is approximately 10.00 AM in mid August and you have just crash landed in the Somora Desert in South-western United States. The light twin engine plane, containing the bodies of the pilot and the co-pilot, has completely burned. Only the air frame remains. None of the rest of you have been injured. The pilot was unable to notify anyone of your position before the crash. However, he had indicated before impact that you were 70 miles south-southwest from a mining camp which is the nearest known habitation, and that you were approximately 65 miles off the course that was filed in your VFR Flight Plan. The immediate area is quite flat and except for occasional barrel and saguaro cacti appears to be rather barren. The last weather report indicated the temperature would reach 110 : that day, which means that the temperature at ground level will be 130 . You are dressed in light weight clothing-short sleeved shirts, pants, socks and street shoes. Everyone has a handkerchief. Collectively, your pockets contain \$85.00 in bills, a pack of cigarettes, and a ballpoint pen.

## **YOUR RISK**

Before the plane caught fire your group was able to salvage the 15 items listed on the next page. Your task is to rank these items according to their importance to your survival, starting with "1" the most important, to "15" the least important. You may assume –

1. the number of survivors is the same as the number on your team.
2. you are the actual people in the situation;
3. the team has agreed to stick together.
4. all items are in good condition.

Step 1: Each member of the team is to individually rank each item. Do not discuss the situation or problem until each member has finished the individual ranking.

Step 2: After everyone has finished the individual ranking, rank order the 15 items as a team. Once the discussion begins do not change your individual ranking.

Your team will have until \_\_\_\_\_ O'clock to complete this step.

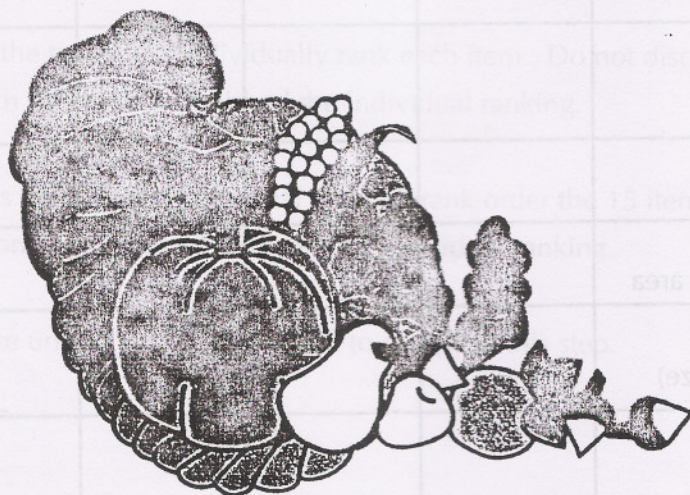
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## YOUR RISK

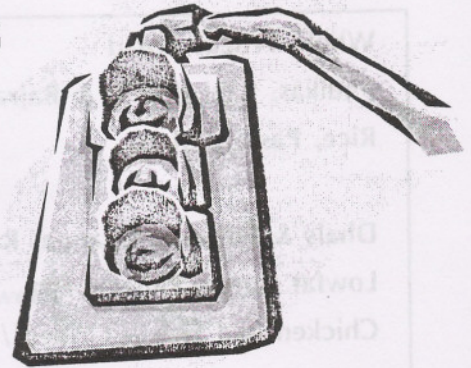
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ITEMS	Step 1 your individual Ranking	Step 2 the Team's Ranking	Step Survival Expert's Ranking	Step 4 Differ- ence between Step 1 & Step 3	Step 5 Difference between Step 2 & Step 3
Flashlight (battery size)					
Jack knife					
Sectional air map of the area					
Plastic raincoat (large size)					
Magnetic compass					
Campress kit with gauze					
45 caliber pistol (loaded)					
Parachute (ref & white)					
Bottle of salt tablets (1000 tables)					
1 quart of water per person					
A book entitled, Edible Animals of the Desert					
A pair of Sun Glasses per person					
2 quarts 180 proof vodka					
1 top coat per person					
A cosmetic mirror					
TOTAL					



# **FITNESS HEALTHY EATING AND WEIGHT CONTROL**

## TRAFFIC SIGNALS GUIDE TO GOOD EATING



**RED – CAREFUL** with these small portions can make you **FAT**

### WHERE IS THE FAT

1. Cream of Milk

Use – SAGAR/ANIK

Butter

SKIMMED MILK POWDER

Ghee

2 TABLE SP. IN 1 CUP WATER

Cheese / Paneer

OR

2. All Fried Food

NESTLE SLIM SKIMMED MILK

3. All Nuts and Coconut Chutney

4. Bakery Items like – Cakes – Pastry Cookies – Puffs.

5. Sweets like – Chocolate – Ice cream- Indian Sweets

6. Red meat and Gravies

EAT ONLY FISH/CHICKEN

7. Mayonnaise

EAT ONLY AT LUNCH

8. Oil and Coconut in cooking

AVOID GRAVY

9. Aerated drinks and Alcohol

## ORANGE – Eat in MODERATION

Whole Wheat Bread

Phulkas, Ragi, Jowar & Bajra Rotis

Rice, Pasta, Potato

Dhals & Pulses – Channa, Rajma, Moong

Lowfat Curds, Paneer, Egg

Chicken and Fish – Grilled / Tandoori.

Vegetables ( Sabji/ Porial )

Fruits – Banana, Mango, Chickoo, Grapes etc

NO RICE AT NIGHT (WHITE CEREAL)

NO NON-VEG. AT NIGHT

NO SABJI/PORIAL AT NIGHT

## GREEN – Eat LIBERALLY

Skimmed Milk

Thin Buttermilk

Lime, Sweetlime Juice

Fresh Fruits – Melons, Papaya, Oranges

Cucumber, Tomatoes

Carrots, Cabbage

Sprouted Pulses

MUSAMBHI,

APPLE, PEAR,

POMEGRANATE,

PINEAPPLE,

GUAVA

# Diet Counselling

## FORMULA FOR FITNESS

WALK	-20 -30 minutes 6 days/week
WATER	-10-12 glasses/day (2-3 litres)
DIET	-VERY STRICTLY AVOID FATTY FOOD – to loose weight -CAREFUL TO EAT FATTY FOOD ONLY TWICE/WEEK -to maintain weight EAT PLENTY OF FIBER Whole cereals, Pulses, Salads & Fruits

## FOOD DISTRIBUTION PERCENTAGE

### Breakfast & Fruit

11 a.m. = 40%

Lunch, Tea & Fruit = 40%

6 P.M.

Dinner = 20%

Contact: 330, 1<sup>st</sup> A Main 8<sup>th</sup> Block, Koramangala, Bangalore – 560095.

Tel: 5719234

E-Mail: [lisasarahjohn@mantramail.com](mailto:lisasarahjohn@mantramail.com)

# Diet Counselling

## NUTRIENTS & FOOD GROUPS

### CARBOHYDRATES – ENERGIZER

**SUGAR**

**STARCH**

**FRUITS**

**VEGETABLES**

**SUGAR, JAM, JELLY**

**CEREAL- Rice, wheat, Corn,**

**Oats, Ragi, Bajra etc.**

**HONEY, JAGGERY**

**CEREAL PRODUCTS-Bread, Roti, Paratta, Idli**

**Noodles, Pasta etc.**

**(Carbohydrates & Protein)**

**(Vitamins & Minerals)**

## PROTEINS - BODY BUILDER

**DHALS & PULSES**

**(Protein & Carbohydrates)**

**SOYA**

**NUTS & OIL SEEDS**

**MILK & MILK PRODUCTS**

**(Protein & Fats)**

**EGGS**

**MEATS, FISH & POULTRY**

**FATS – RESERVE FUEL**

**OILS**

**CREAM OF MILK,**

**GHEE, BUTTER**

**COCONUT**

**MARGARINE, DALDA**

# Diet Counselling

## MENU PLAN

On Rising	Milk – 1 cup Banana – 1										
Breakfast	Fruit Juice Idli/Dosa + Sambar & Chutney (or) Parata + Egg (or) Upma + Curd (or) Stuffed roti + Dhal Egg – boiled/fried Bread, butter, jam/Cornflakes + milk Coffee/Tea										
Lunch	<table> <tr> <td>Roti/Parata</td><td>Non-Veg</td></tr> <tr> <td>Rice</td><td>Curd</td></tr> <tr> <td>Dhal/Sambar</td><td>Rasam</td></tr> <tr> <td>Vegetable Sabji</td><td>Salad</td></tr> </table> Fruit/Fruit Salad	Roti/Parata	Non-Veg	Rice	Curd	Dhal/Sambar	Rasam	Vegetable Sabji	Salad		
Roti/Parata	Non-Veg										
Rice	Curd										
Dhal/Sambar	Rasam										
Vegetable Sabji	Salad										
Tea	Tea/Coffee/Milk										
5.30 p.m.	MILK SHAKE/LASSI + Biscuits Snack – Pastry/Puff/Sandwich/Chaat										
Dinner	<table> <tr> <td>Roti/Phulke</td><td>Curd, Salad</td></tr> <tr> <td>Rice</td><td></td></tr> <tr> <td>Pulses(Channa, Rajma etc) or Dhal</td><td></td></tr> <tr> <td>Vegetable Sabji</td><td></td></tr> <tr> <td>Dessert/Fruit Salad</td><td></td></tr> </table> Thursday – Continental Dinner Non-Veg Saturday - special dinner Non-Veg	Roti/Phulke	Curd, Salad	Rice		Pulses(Channa, Rajma etc) or Dhal		Vegetable Sabji		Dessert/Fruit Salad	
Roti/Phulke	Curd, Salad										
Rice											
Pulses(Channa, Rajma etc) or Dhal											
Vegetable Sabji											
Dessert/Fruit Salad											
Bed Time	Milk – 1 cup										

# Diet Counselling

***High carbohydrate and low fat snacks with plenty of fluids build glycogen stores in the muscles and improve the endurance and performance during events.***

## **Ideal Between – Event Snacks**

Fruit Juice  
Banana, Oranges  
Apple, Pears  
Raisins, Dates  
Sports drinks-  
Bread & jam  
Buns, Biscuits (Glucose/Marie)  
Jelly  
Skimmed milk(flavored)  
Low fat Lassi(Labour) or Yogurt

## **High Fat Snacks to be Avoided**

Bread & Butter  
Chocolates  
Nuts  
Cheese  
Burger  
Pizza  
Puffs/Pastry  
Fried Snacks

## **Avoid**

Soft drinks – increases dehydration,nausa, and bloating  
Alcohol  
Coffee/tea – diuretic effect.

# **MILK**

The ideal food for growth

Promotes healthy growth and tissue building

Contains a balance of

## **6 NUTRIENTS**

### **WATER**

Fluid – 85% water

### **MINERALS**

#### **CALCIUM**

Daily requirement – 450 – 500mg(2-3 glasses)

Pregnancy & Lactation – 1000 mg (4 glasses)

### **VITAMINS**

A – Important for healthy skin and eyes

B Complex – Important for digestion & healthy growth

D – Develops strong bones & teeth

E – Is an antioxidant

### **CARBOHYDRATES**

- 4.5 G/100ml - Energizer

### **PROTEINS**

- 3.5 g/100ml - Body builder

### **FAT**

- 4.0g/100ml – Reserve fuel