



LEVEL TWO COACHES MANUAL



INTRODUCTION

THIS MANUAL HAS BEEN COMPILED AS A SUPPORT RESOURCE FOR PRESENTERS OF THE LEVEL 2 COACHING COURSE. IT COVERS THE MATERIAL THAT FORMS THE ON-GROUND COMPONENT OF THE LEVEL 2 COACHING COURSE. THE MATERIAL HAS BEEN WRITTEN TO FACILITATE TEACHING THE PRACTICAL ASPECTS OF THE LEVEL 2 COURSE TO COACHES.

The content forms the basis of the practical competencies for a coach to be accredited with a Level 2 coaching accreditation. More complete information regarding the Level 2 competencies can be obtained by viewing them on the Hockey Australia HockeyEd site.

The material in this manual follows from that in the Level 1 coaching manual. It is assumed that coaches undertaking a Level 2 coaching course are familiar with and comfortable coaching the skills and game scenarios that form the syllabus for the Level 1 coaching course.

The information contained in this manual is not intended to be read as definitive but rather as a guide to coaching the Level 2 practical elements.

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Greg Richards: Former Coaching Director, Sunshine Coast, Queensland

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RECEIVING SKILLS

The presenter should check with the coaches to ascertain whether to review the basic receiving skills taught in Level 1. The skills identified for Level 2 build upon the basic receiving skills taught at Level 1. The extra constraints for a player are, being able to receive while marked by an opponent, and being able to out position their opponent.

There are two distinct contexts when receiving as a marked player;

1. Receiving when moving towards the deliverer and then having to turn in the direction of their goal.
2. Receiving going towards their own goal.

Both techniques require the leading player and the deliverer to have an understanding of when the lead will occur and in which direction. This process can occur through the deliverer watching the leading player's movement and deciding the optimum time at which to pass the ball in order that the receiver gains possession, or by cueing prior to leading for the ball.

RECEIVING MOVING TOWARDS THE DELIVERER

The starting position is with the receiver in front and slightly to the right of the opponent to allow the receiver to be able to receive on their forestick and to keep the opponent in behind them to prevent them intercepting or stealing the ball.



The receiver leads towards the deliverer. Ideally the receiver should be able to receive the ball without having to slow down in order to keep the opponent at a disadvantage.



The receiver usually moves in an arc to their left to roll around to the opponents reverse stick side.



If the opponent moves quickly to prevent the receiver rolling left then they can quickly turn to the opposite way to eliminate them.

RECEIVING MOVING TOWARDS GOAL

A sequence, which nullifies the opponent's opportunity to intercept the ball, is known as cueing, and is described below.



1

The deliverer and the receiver make eye contact preferably well before the ball is to be passed.



2

Once eye contact is established then the deliverer signals, without the opponent being aware, the direction they intend leading. For example using a finger to signal or slight movement of stick to indicate direction of the lead.



3

The receiver usually makes a dummy move to disguise the timing of their lead to confuse the opponent.



4

FORESTICK:

Once the opponent follows the dummy then the receiver leads quickly in the signaled direction to receive the pass.



5

REVERSE STICK:

As the receiver leads, the deliverer only has to judge whether they can pass the ball without it being intercepted.

The deliverer then weights the pass for the receiver dependent on the context, that is, the distance the receiver is away from the deliverer and the space available.

If the receiver is unable to pass the ball then either the sequence recommences or the deliver looks for another option.

ERROR	REASON	SOLUTION
The ball bounces off the stick when receiving.	The player is pushing at the ball and not using a "catching" movement when receiving the ball.	Practise a "catching" movement (taking the stickhead back at contact) so that ball is received in one motion and stays on the stick.
The ball deflects off the stick.	The stick face is not at 90 degrees to the ball direction when receiving.	Practise receiving the ball from a range of directions and ensure that the stick face is at 90 degrees to the ball direction. The ball should stay on the stick.
The player has to slow down appreciably to receive the ball.	Player moves the bottom hand very low on the stick when receiving.	Practise receiving with the bottom hand further up the stick. This allows trapping at speed and the stick to remain on the ball at all times.
The opponent intercepts the ball before it gets to the receiver.	<div>1. The receiver hasn't deceived their opponent to be able to create enough time and space to receive.</div> <div>2. The receiver hasn't held good body position to keep the opponent away from the line of the ball.</div>	Practise moving the opponent away from the receiving area before leading to receive. If leading back to the ball keep the opponent in behind the receiver's body.

PRACTISE THE SKILL

1

In groups of three, one player passing, one receiving, and the third delivering. Initially the defender can be passive to allow the other two to establish their timing. The deliverer can begin by passing from a stationary position, and then as practice progresses, move to deliver.

2

It is critical that the receiver learns to “dummy” their opponent by getting them to move in a direction other than where they wish to receive the ball.

3

The deliverer practises disguising their pass so that the opponent does not know where or when the ball is going to be passed.



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ELIMINATION SKILLS

The presenter should check with the coaches to ascertain whether to review the basic eliminating techniques taught in Level 1.

The higher-level eliminating skills are, drag & jink (both sides), 3D skills, squeeze, V-drag, and rotation.

DRAG & JINK

The concept is to drag the ball quickly toward one side of the opponents body and at the point the player wishes to jink (carry the ball forward) turn the stick so that the ball runs up the stick shaft, allowing the ball to be carried forward over the opponent's stick and dropped behind the opponent's stick.

This technique can be used on either side of the body.

RUNNING JINK

For a running jink, allow the ball to run forward of the right foot in contact with the stick, dip the right shoulder and use the right wrist to execute lifting the ball. Some players prop the ball (i.e., stop the ball) then jink it.

3D SKILLS

3D skills occur when the ball is carried on the stick in the air either in one direction or by changing the direction of the ball in the air by changing the direction of the stick face under the ball. They are an extension of a drag and jink with the ball remaining on the stick for longer periods of time. 3D skills are particularly useful in the attacking circle when opponents defend by flat tackling.

The essential part of the skill is being able to pick the ball up on the stick, usually by allowing the ball to run up the shaft either from the side or by running the stick under the ball from behind.



ERROR	REASON	SOLUTION
Unable to get the ball into the air.	Not allowing the ball to roll up the stick prior to "carrying" it.	Practise dragging the ball quickly and turn the stick to allow the ball to roll up the shaft before "carrying" it forward.
The ball rolls off the stick when in the air.	The stick face is not held at 90 degrees to the direction of the carry.	Practise the skill with speed of stick movement but reduce body movement speed so as to concentrate on the stick and ball.

PRACTISE THE SKILL

1

Practise dragging the ball at speed then turning the stick to allow it to roll up the shaft.

2

After mastering 1 then carry the ball forward on the stick and place it on the ground.

3

If jinking the ball while running forward, slow the overall movement to allow discrete stopping of the ball by placing the stick on top of it then scooping under the ball from behind but keeping the ball on the stick. Then drop the ball on the ground. Once that has been mastered attempt to jink while moving forward.

SQUEEZE TECHNIQUE

The squeeze technique is a way of eliminating an opponent who is flat tackling. It is used on the forehand side. The technique is for the player's body to be forward of the opponents flat stick with the ball trailing and then to hit down on the ball at an angle squeezing it into the turf causing it to rebound over the opponent's stick.

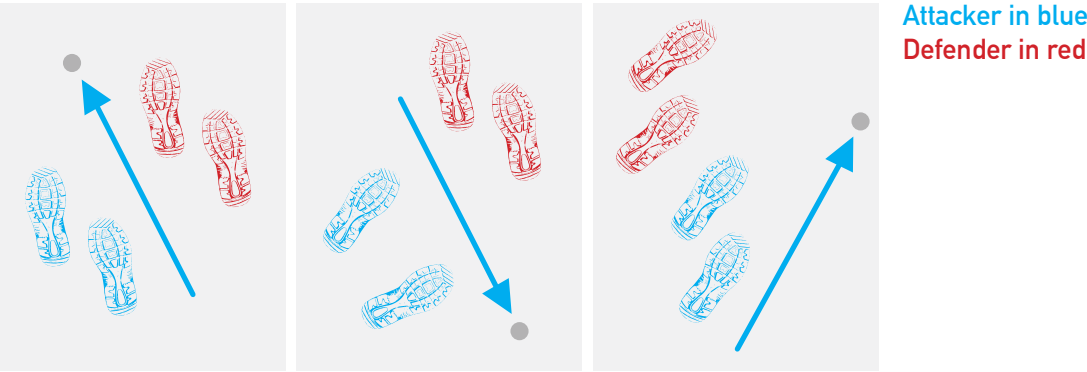
It is a technique that is more easily used on wet surfaces than dry or hybrid surfaces as there tends to be more rebound on wet surfaces.



ERROR	REASON	SOLUTION
The player cannot get a consistent squeeze technique and ball does not rise off the ground.	The ball is not behind the line of the player's body on the right side.	Practise initially by undertaking the skill when standing still without an opponent, with the ball behind the body on the right side. Place the ball in the optimal position to be able to hit down on the backside of the ball. As player becomes proficient then begin moving with the ball in the normal running position and then getting the ball into the squeezing position. Then add an opponent.

V-DRAG

Carry the ball to commit the opponent to one direction, quickly pull the ball back along the same line to unbalance them, turn the body to protect the ball as it is carried forward to eliminate the opponent.



ROTATION WITH BALL

ROTATION WITH BALL

If the ball carrier commences eliminating an opponent by going to one side of the opponent's body and it becomes obvious that they cannot pass them, then they roll around away from the opponent in the opposite direction into space protecting the ball with their body.



ERROR	REASON	SOLUTION
Unable to eliminate opponent.	Not watching the opponent to see if they have been caught off guard.	Focus on the opponent to recognize when the opponent has been "tricked".
When attempting to "rotate", the player allows the opponent to intercept the ball.	Not keeping the opponent in behind the body when rotating.	Practice playing 1 v 1 "keepings off", protecting the ball with the body.

PRACTISE THE SKILL

1

Once the player is comfortable performing the skill without pressure, introduce some constraints such as change of direction, change of execution speed.

2

Add an opponent who initially places token pressure on the player in possession.

3

Practise the skill at full pressure with an opponent attempting to steal the ball.

4

Practise the skill in a small game situation where the player has to determine whether the skill can be used in that context.



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TACKLING

The presenter should check with the coaches to ascertain whether to review the basic tackling techniques taught in Level 1, that is, grip, channeling, footwork, block, steals, poke, and flat stick tackles on both sides of the body.

It is useful to review the two major grips used to tackle. The neutral grip that has been traditionally coached in Australia and the forehand grip used extensively in Europe and with indoor hockey. Rather than debate whether one grip is better than the other, it is more useful to examine the contexts in which they are used.

This is based on being able to tackle on both sides of the body but particularly on the reverse side without struggling to change grips. The critical point is for the defender to protect their feet by keeping the stick in a neutral position, with the grip allowing the defender to tackle on the reverse side (steal or poke) or quickly change their grip to tackle on the forestick side.



NEUTRAL GRIP

This utilizes the standard forestick grip. The tackler channels the attacker and directs them into a confined space and forces the attacker onto a horizontal or nearly horizontal flat stick. The critical point for the tackler is to protect their left foot, especially when defending in the circle.



EUROPEAN GRIP [INDOOR GRIP]

TACKLING CONTEXTS

Each tackling technique has a context in which it can be successfully used.

1

UPRIGHT TACKLES are predominantly used when the ball carrier is moving quickly with the ball, although many world-class defenders also utilize these tackles in the defensive circle being mindful of correct body position in relation to the ball carrier, and protecting their feet.

2

FLAT TACKLES are optimally used when the ball carrier is moving slowly and in a confined space, allowing fewer changes of direction. These are often utilized in the defensive circle or near sidelines.

3

Attackers often use **CLOSING TACKLES** a type of flat tackle when attempting to prevent opposition defenders from running the ball out of defence. The key outcomes are to slow the defender's movement, avoid giving a free hit away and direct the defender to the tackler's forestick to create a turnover.

4

SHAVE TACKLES are executed by the player bringing their stick under the ball carrier's stick & pulling (shaving) the ball out.

The key elements are timing, and being able to tackle without hitting the ball carrier's body or stick. The player attempting to "shave" needs to be mindful of the ball carrier attempting to hit as the stick may come back towards the head of the player "shaving". The execution of the shave tackle requires the tackler to be low to the ground and as such is optimally performed when the ball carrier is not moving at speed.



Shave Tackle



Shave Tackle Outcome



ERROR	REASON	SOLUTION
The attacker dictates tackler's movement and easily eliminates the tackler.	The tackler hasn't channelled the attacker into a confined space prior to attempting to take the ball.	Practise controlling the attacker's space without attempting to get the ball.
The tackler hits opponent's stick.	The tackler is not in good position to take the ball.	Practise controlling where opponent runs and at what speed before attempting to take the ball. Time the tackle to when the attacker looks up off the ball.

PRACTISE THE SKILL

- 1 Begin practising tackling in a confined space.
- 2 As the tackler becomes more skilled at dictating where the attacker can move with the ball then increase the space available for the attacker in order that the tackler practices controlling the time and space available for the attacker.
- 3 Practice the various types of tackling in game-like drills of small games, where a variety of tackling is required.



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PASSING SKILLS

The presenter should check with the coaches to ascertain whether to review the basic passing techniques taught in Level 1.

HITTING



HIT OFF RIGHT FOOT

Grip: The standard hitting grip is used, as is the standard swing.

Ball position: For a flat hit, at the point of impact the right ankle is level with the ball.

ERROR	REASON	SOLUTION
The ball does not travel towards the target.	The ball is not level with the right ankle when hit.	Ensure the ball is level with right ankle. Undertake a few hits at walking pace prior to beginning to run and hit.
The swing appears cramped.	The ball is too close to the body.	Move the ball away from the body prior to commencing the swing.
The swing is slow, in a long arc.	The wrists are not being "cocked" at 90 degrees to the forearm prior to the downswing.	Demonstrate what the 90 degree angle of wrist to forearm looks and feels like.



HIT RIGHT TO LEFT

Grip: The standard hitting grip is used, as is the standard swing.

Ball position: The ball position for a 90-degree pass to the direction the player is running with the ball, e.g., right striker hitting to play in the attacking circle. At point of contact the ball is directly in front of the right foot allowing the stick face to swing in the direction of the pass.



HIT LEFT TO RIGHT - USING AN ARC

There are at least two methods of performing this.

Method 1: Continuous forward movement using an arc.

Grip: The standard hitting grip is used, as is the standard swing for both methods.

Ball position: The ball carrier runs in an arc to finish with the point of the left shoulder facing the direction of the pass, keeping the ball away from their feet.

At the point the player wants to hit, they do a crossover foot movement, right foot behind left, or a shuffle movement of right foot to left, to allow the body to turn with the left ankle finishing level with the ball prior to impact and the stick being able to swing towards the target.

ERROR	REASON	SOLUTION
The ball does not go in intended direction of hit.	The ball has not been moved in an arc so that it moves toward the intended target.	Direct the ball in the intended direction prior to attempting to hit it.
The ball does not go in intended direction of hit.	The player has not moved their feet so that the left foot is level with ball and the body has not turned fully for the point of the left shoulder to face the target.	Slow the movement action to allow the player to either do a right-left-right crossover foot movement, or a right foot to left foot shuffle to turn the body.



LEFT TO RIGHT HIT - BALL RUNNING STRAIGHT

Method 2

Grip: The standard hitting grip is used, as is the standard swing.

At the point the ball carrier wants to hit the ball, they slow down both the ball and their speed to allow them to move in front of the ball to be able to hit the ball at 90 degrees to their current direction. The ball carrier crosses their right foot behind their left, or shuffles their right foot to their left, allowing the stick to be swung in the line of the desired pass.

ERROR	REASON	SOLUTION
The player mis-hits the ball.	The ball moving too quickly to allow the player to move in front of it to hit it.	Slow the ball speed prior to hitting.
The player mis-hits the ball.	The player doesn't complete the crossover or shuffle movement them to get into a position to hit the ball in the desired direction.	Practice at a slower speed to become accustomed to the time and space needed to swing the stick.



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TOMAHAWK

This shot is played with the edge of the stick when the stick is held in the reverse grip (sometimes called the frying pan grip): V's of both hands facing upwards, as is the stick face, when the stick hits the ball.

Grip: The player changes from the standard grip as the swing commences to a reverse stick grip.

Swing: The swing starts with the stick head being tilted upwards in front of the face, then the player takes their hands away around towards their left hip (body rotates as this happens) in a half circle movement.

Ball position: At the point prior to impact the ball is moved into a position in front of the player creating an angle of 90 degrees between the direction the player is moving and the target (usually the goal but if used in field play can be another player).

The stick is swung in an arc from L – R with the stick being parallel to the ground prior to impact

To achieve this, the player “lunges” with leg that they intend hitting the ball off (the key is being very low to the ground).



REVERSE EDGE PASSING IN THE FIELD

The same technique as the tomahawk can be used in field play with the player exercising greater control over the swing in order that the ball remains on the ground and the speed of the ball controlled. For passes over a shorter distance a “pushing” grip, where the hands are apart can be used.

Arms remain more rigid, using a short backswing take the stick straight back / straight forward in the direction of the ball.

ERROR	REASON	SOLUTION
The stick hits the top of the ball.	The player's body position is not low enough to allow the stick to swing parallel to the ground.	Making a lower lunge with the leading leg to create a lower body position to enable the stick to be swung parallel to the ground.
The intended flat hit lifts.	The edge of the stick doesn't strike the midline of the ball.	Lower lunge and focus on stick edge hitting the ball midline.
The ball does not travel towards intended target.	The body and feet position are not at the optimal angle.	Body position creates a 90-degree angle to target.



OVERHEAD PASSES

Toss

Grip: Standard pushing grip.

Foot position: Position the feet by starting with the right shoulder in behind line of ball.

The left foot is moved to a position to the left and level with the ball when the stick is placed on the ball.

Hand position: at the point the stick is placed on the ball, the left hand is touching the right forearm (this creates a good right elbow angle for a optimum throwing action).

As the toss begins the right shoulder follows the right arm through the line of ball.

As the body weight moves to the left foot, the left hand will come off the right forearm allowing the right wrist to flex similar to when throwing a ball.

The ball is picked up on the stick and released. The trajectory of the ball is determined by the angle of the stick face.

ERROR	REASON	SOLUTION
The player cannot pick ball up at start of the toss.	The player is too far away from the ball, and right shoulder not behind ball.	Move so that the left foot can be placed to the side and forward of the ball.
The player cannot pick ball up at start of the toss.	The stick head is not stable on the ball.	Keep left hand resting on right forearm as the ball is picked up.
The player cannot achieve the desired trajectory.	The angle of the stick head not at desired angle.	To attain greater ball trajectory drop the right shoulder lower behind the line of the ball at pick up.

PRACTISE THE SKILL

- 1 Vary the demands on the player practising the skill, from a static performance requiring little movement or accuracy as they learn the skill to one of increasing pressure, e.g., distance, height.
- 2 Place the player in situations that replicate the game like movements required to perform the specific skills, e.g., tossing over a passive player.
- 3 Add an opponent or opponents to place pressure on the context and performance of the skill. For example with the toss there are rule constraints that determine how it can be used.





RECEIVING OVERHEADS

Ideally a player wishes to receive the ball at approximately chest height towards the right side of the body (forehand side).

The player attempts to “catch/cushion” the ball (soft right hand), allowing it to drop to the ground without the ball being propelled forward.

The aim is to bring the ball to ground quickly to a position allowing control.

ERROR	REASON	SOLUTION
The ball received with stick over shoulder height.	The player has not altered their collecting position as the ball is tossed.	As soon as the trajectory of the ball is recognized move body position to enable the ball to be controlled around waist height.
The ball rebounds off stick.	The player is pushing at the ball on collection.	Practise using a “catching” motion with the stick to bring the ball to ground.



PRACTISE THE SKILL

1

If the player is not comfortable receiving aerial balls then have the coach throw a ball to them from a short distance so that the player becomes adept at getting the stick behind the ball and “catching” it on the stick.

2

Vary the height at which the ball is thrown in the air to the receiver so that the receiver has to adjust their position to receive the ball around chest height on the forehand side.

3

Place the player in a range of positions so that the aerial ball is coming from different angles.



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DRAG FLICK: BASIC TECHNIQUE

Grip: The stick is held in the same way as for a push (right hand approximately 1/3 down the stick).

Stance: The player usually starts 2-3 steps behind the ball.

Execution: As the player moves towards the ball the left foot is placed slightly forward and to the side of the ball.

The right foot either begins to crossover behind the left foot or shuffle to the left foot with the stick placed on the ball. The ball may begin to move at this point although some players do not move the ball until the left foot is planted on the ground, after the crossover or shuffle has ended.

The left hand touches or is close to touching the right forearm (this creates a “throwing angle” at the right elbow joint) as the ball is dragged. The left thigh is parallel to the ground.



DRAG FLICK: BASIC TECHNIQUE CONT'D

At the point of release the player is attempting to keep their right foot on the ground to prevent counter rotation causing loss of force.

The trajectory of the drag flick is determined by the angle of the stickface.
Sophisticated technique: The desired outcome is for the player to be able to drag flick the ball into any part of the net from the same delivery position. This makes it difficult for the defending team to recognise any cues as to where the ball is likely to enter the goal.

ERROR	REASON	SOLUTION
The player is unable to consistently pick ball up on stick face.	Stick face not making firm contact with the ball.	Check that left foot is landing in correct position in relation with the ball. Check that left hand is touching or near right forearm at the point the stick face is placed on the ball.
The player is unable to create any power.	The player not rotating through the shot.	Check that the player's body weight is on their left leg and they are rotating as they release the ball. Ask the player to try and keep their right foot touching the ground to reduce counter rotation.
The ball "lobs" rather than goes directly at the net.	The right wrist is not being "cocked" prior to ball release.	As the ball is picked up allow the left hand to come away from the right forearm; this will cause the right hand to flex backwards as when throwing a ball.

PRACTISE THE SKILL

1

Practise drag flicks from one or two-step approach so that the player becomes familiar with the skill sequence. Initially flick the ball along the ground.

2

Practise the initial drag flicks either close to the goal or into the netting around the ground so that the distance is not a challenge, rather focus on refining the technique.

3

As the player becomes more adept at the technique, practice from the top of the circle.

4

Introduce an attacking battery so that the timing of the push and trap can be added, with a PC defence, under strict coach control, so that the technique can be practised in simulated play.

Note: With young players the number of drag flicks undertaken in a session should be limited to avoid injury.



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GOAL SHOOTING

The presenter should check with the coaches to ascertain whether to review the basic goal shooting techniques taught in Level 1.

These include the concepts of where the optimum places to shoot are for scoring goals, i.e., in front of the goal between backline and top of circle, preferably facing the net.

Emphasise that consistent goal scorers are very competent at “one touch” trapping, and moving into a shot quickly. Review types of shots from Level 1 course.

SHORT GRIP HIT



This is designed for quick execution given the maximum distance the ball needs to travel is less than 15 metres.

Technique: slide the top hand (left) towards bottom hand (right) as swing commences.

REVERSE SIDE PUSH



This is executed by rolling the stick over the ball with the reverse grip and then pushing the ball towards the net with the right hand without the stick leaving the ball. The shot is executed in a single movement. Hands are held in the basic position with the left hand at the top of the stick and the right hand 1/3rd down the stick. The ball is usually in front of the body as the player moves across the left side of the circle close to goal. The push is along the ground and the flick in the air.

REVERSE TOSS OR SCOOP



This is executed by rolling the stick under the ball and scooping the ball in the air towards the goal. The hands are held in the basic position (hands apart). For a basic technique the ball can be positioned in front of the left foot or for better disguise can be played from in front and to the side of the right foot. The shot is played in a single continuous movement with the stick remaining in contact with the ball. The height of the shot is determined by the angle of the stick face at the point the ball is released.



UPRIGHT BACK STICK HIT

This is executed by lifting the stick head vertically in front of the body, hands together, with the left hand rotating the stick into the reverse grip position. The hands are moved around the left side of the body level with the hips and the stick-head is then swung through the ball in an arc towards the ball. The ball position immediately prior to impact is in front of the feet.



TOMAHAWK

This is executed by striking the ball with the reverse edge of the stick with a swing nearly parallel to the ground. The grip and swing is the same as the upright back-stick. The ball position is in front of the feet, with the body moving at a 90 degrees angle to the goal or target. At impact the player's body is lunging on the front foot allowing the stick to swing nearly parallel to the ground.

DEFLECTIONS

These are executed by allowing the ball to hit either the face or shaft of the stick and deflect at a pre-determined angle. Usually executed with little or no movement of the stick through the ball, i.e. let the ball hit the stick. If using the shaft, the stick is held low to the ground usually outside the line of the foot on the side of the deflection. Hands are apart in the basic grip position, with knees bent to allow the stick to be nearly parallel to the ground.

The best outcomes for deflections are achieved by avoiding the goalkeeper (GK) when positioning to deflect, preferably deflecting the ball into the open part of the goal.





UNDERCUT

This is executed as per a normal hit but with the ball ahead of the left foot to allow the stick face to move across the back of the ball at an angle to cause the ball to lift in the air.

PRACTISE THE SKILL

Goal scoring requires forwards to be able to select the appropriate shot dependent on the context within the attacking circle, i.e., how much time and space the forward has, the distance and angle from the centre of the goal.

1

Players need to be able to perform the various shots from varying positions within the circle without pressure from a defender but with a GK in the goal. Coaches should emphasise that the shot needs to be executed at game speed, ideally after receiving the ball from another player or the coach.

2

Situational drills can be introduced that add defenders and other forwards to increase the pressure that a forward would experience in a game. The complexity of the drills can be developed dependent on the capacity of the forwards to achieve shots under varying degrees of pressure.



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GOAL KEEPING

The presenter should check with the coaches to ascertain whether to review the basic GK techniques taught in Level 1.

BASIC STANCE: The feet are shoulder width apart, knees slightly bent, weight evenly distributed across both feet, hands held facing outwards at 45 degrees, comfortably between hips and shoulders. For a goal shot from the top of the circle the GK takes a position on a direct line from the ball to the centre of the goal.

BASIC BODY MOVEMENT: At higher levels GK practise making their movement on any save a “total body” integrated movement. For instance, when making a high right hand save, the GK moves their body in a sequenced manner starting from loading through their left foot, left hip, right knee until they make their last movement as an extension of their right arm towards the ball. Developing GK’s tend to extend either their arm or leg at the ball without having moved their entire body into a balanced position.



REFER

MARK HICKMAN'S VIDEO: [HTTP://WWW.YOUTUBE.COM/WATCH?V=NNICIY16Z90&LIST=UUDX8ETDVAREFBOYYBNNLIF3G](http://www.youtube.com/watch?v=NNICIY16Z90&list=UUDX8ETDVAREFBOYYBNNLIF3G)
DAVID BELL'S VIDEO: [HTTP://WWW.YOUTUBE.COM/WATCH?V=FP_QIHIDMOQ](http://www.youtube.com/watch?v=FP_QIHIDMOQ)



IN AN ARC

For developing GK's they assume a position on a line between the ball and the centre of the goal. Often the GK is required to change their position in relation to the ball as the forwards move the ball around the circle. The GK moves in an arc using the “spot” as a reference point to assist orientation. When the ball is in close proximity to the GK the danger is the ball can be played between their legs as they move, requiring the GK to take smaller steps.



EXTENDED ARC

This is used when the keeper comes forward a little further to close down the attacker. The angles change from a line from the ball to centre of the goal, to the ball to the opposite corner of the goal. This is used by more experienced GK's as taking this line exposes the near side of the goal. If the GK overcommits to the centre of the circle a forward can take advantage of the space left open.

DIRECT MOVEMENT: There are contexts where the speed of movement of the ball requires the GK to move quickly and directly preventing the usual movement in an arc. The GK needs to get to the desired position and ensure that they are still when the shot is taken.

HAND SAVES

The full surface of the glove or the stick face is presented to the ball to direct the ball preferably away and down from the shooter. If the position of the ball requires the GK to move, then their weight is transferred through the save by moving their feet in the direction of the save. If the GK needs to play the ball legitimately over the backline then rather than turning their hand in that direction, the GK steps back 10 cm with their outside foot allowing the ball to hit the glove or stick and deflect over the backline without any wrist movement.



Recovery: In competitive situations it is normal for the GK to follow the line of the ball out of the circle, being balanced and prepared for the ball to re-enter the circle if it is not cleared.

Note – In training when repetitive shooting is occurring, GK's often are not given enough time to follow the line of the save, but instead have to scramble back to the centre of the net for the next shot. This doesn't allow the GK to practise the movement sequence required in competition.



SLIDING TACKLE

Stick-side slide: The optimal position for making contact with the ball is half way along the right pad, with the left pad (top pad) sitting tightly on the right pad (bottom pad). Ideally the top pad overlaps slightly forward to direct a bouncing or higher ball into the ground. The left hip is rotated forward so that the pads are facing slightly downwards but maintaining the “wall” shape of both pads. The GK can use the momentum created by sliding to kick through the ball with the right leg (bottom leg) after contact meaning that their pads may not remain together after the ball is cleared. When learning to slide, a soft cone can be used as a replacement for the ball so that the coach can check the GK’s position on the cone at contact.



LEFT SIDE SLIDING STICK TACKLE

This save is used when the attacker attempts to drag the ball around the GK’s left side. The initial movement of the GK is directly towards the attacker to attain a balanced position. As the attacker drags within reach the GK dives through the line of the ball with the stick supported by the glove hand directly behind it to create strength and height on the save.



PENALTY SHOOT OUT

This is a basic technique for coaching goalkeepers to defend a penalty shoot-out. As the attacker has 8 seconds in which to score, any technique for the goalkeeper should be based on being patient, maintaining balance, and not making moves that would cause them to be eliminated easily. Ideally the goalkeeper wants to direct the attacker to one side of the circle (imagine dividing the circle in half by drawing a line through the penalty spot from the top of the circle to the goal line). The goalkeeper will, with practice, decide how far out to come to confront the attacker, either to the penalty spot or past it. In a perfectly played shoot-out the goalkeeper will keep the attacker to one side of the circle, control the attacker's speed and direction of movement, and make the save with pads or stick. Unlike field play the goalkeeper can knock the ball deliberately over the backline without another penalty corner being awarded.

LYING ON PENALTY CORNERS

Penalty Corner Defence. (This is a summary from a Hockey Australia goalkeeping camp)

The GK starts in an offset position to the right of the 7 metre spot. The offset position is dependent on the height of the GK, with a shorter GK needing to off-set a greater distance than a taller GK.

The GK stands in the goal with their left foot forward and shoulders square to the battery. When the ball is injected the GK steps forward. Shorter GK's will advance 2 steps, taller GK's 1.5 steps. The GK assumes their usual defensive stance but with the hands in a more neutral position with hands level with the hips, as the ball may be played low by the attacking battery. As the ball is struck the GK goes down and into position very quickly. No longer does the GK go to a halfway position on their knee prior to lying down. The GK when lying needs to cover the area to the right side of the goal but without their stick overlapping outside the line of the ball to the furthest part of goal.

The lying position is with the pads on top of each other but tilted forward. This is accentuated by rolling the left hip and shoulder forward. If the ball is hit into the area that can be played by the glove hand (left) then this can be used as a rebounding surface to clear the ball.



HOCKEY AUSTRALIA SKILLS VIDEOS
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PENALTY CORNERS

PENALTY CORNER ATTACK:

The presenter should review the knowledge of attending coaches regarding the basic techniques of pushing, trapping and hitting for penalty corners. For descriptions of the basic techniques refer to the Level 1 manual.

The types of variations utilised by teams depends largely on whether the team has a competent drag flicker or relies on a hit. In lower aged junior hockey, teams do not necessarily have a player capable of stick trapping for a hitter, or a player who can consistently hit or drag flick.

There are innumerable variations available for coaches to use limited only by the individual player's capacity to perform the various specialized tasks e.g., L1, R2 deflection at the post, R1 deflection at the spot, L2 deflection at the spot with the reverse stick, and the ball back to the pusher.

The choice of PC attack variation is usually determined by how competent the attacking battery is with the variations and the specific defence utilised by their opponents.



FOR DIAGRAMS AND PHOTOS VISIT
WWW.SPORTPLAN.NET

PENALTY CORNER DEFENCE:

There are two basic defence formations: 1:3, and 2:2.

However there is a range of variations to these depending on the preferred attacking variations of the opposing team. The predominance of drag flicking has encouraged the development of defensive formations designed to limit where in the goal a drag flicker can place the ball. This usually means that the lead runner and the trailing runner take a line very close to the direction the ball travels despite there being a rule that prevents defenders "running the barrel" on defensive PC's.



Apart from the primary defensive formations teams also have pre-determined secondary and tertiary roles for each defender dependent on the ball movement within the circle if a direct shot is not the first outcome of the corner.



SPECIALIST DEFENSIVE SKILLS

1ST RUNNER: This role has become very important since the advent of teams scoring utilizing a drag-flicker. The critical component is to be able to run in a line that reduces the flicker's options, i.e., ideally to direct the flicker to the GK's right by "blocking" the line to the left post. Teams are requiring the 1st runner to run "to" the battery rather than "through" the battery and therefore not eliminating the runner from the corner as it is played out. The 1st runner is usually very quick in order to put pressure on the battery. They also need to have courage, as they are being required to run very close to the line of the shot.

TRAIL: This role entails being able to judge whether the attacking battery is about to utilise a variation that will see the ball played to another attacker within the circle, e.g., lay-off to the left of the battery. If the battery shoots at the GK rather than use a variation, then the trailing runner has the responsibility of turning and retreating behind the 7-metre spot and protecting the space and defending any rebounds.

LEFT POST: is required to defend any shots from the battery to the left side of the GK. A difficult position to play as often the player does not have a good view of the path of the ball until very late as other defenders moving to the top of the circle often obscure the ball. The left post must have a very good understanding with the GK as to which balls to the GK's left the GK will play and which balls the left post is expected to play. The objective of the left post is to turn balls to the left of the goal or deflect them over the goal. The basic requirements for the position are to have courage and to be able to track the path of the ball without being distracted.

RIGHT POST: The role varies depending as to whether the GK stands to defend drag flicks or lies to defend hits. In higher-level hockey most batteries drag flick as a first option. Occasionally the battery may use a hit as a variation. In lower grades a hit may be the priority, as they may not have a quality drag flicker. The relative frequency of drag flicks to hits may also vary from men's to women's hockey. If the GK stands, the right post takes a position to be able to negate any variation to the injector, or any deflecting variation to the right and forward of the GK. They can also be required to move away from the goal towards variations that involve players to the left of the PC battery.

Defensive batteries have also used the right post to stand in the goal to save low drag flicks to the right, although this occurs less frequently as the GK are assuming an initial position slightly right of centre in the net. If the GK is lying to defend a hit, the right post initially prevents variations utilizing the injector. If the ball is hit directly at the GK often the right post is required to turn and face the GK to "block" the space in front of the GK to prevent opposing forwards entering the space. They are also required to clear the pads of balls that lodge against the GK's pads or if the ball rebounds off the GK's pads.

GENERAL CONCEPTS & SPECIFIC PRINCIPLES OF CONTEXTUAL PLAY

1v2 / 2v1 / 3v2 / 3v3 / 3v4



Practices based on the above scenarios are designed to create repetitive practice opportunities of situations that regularly occur in matches. Rather than only playing half versus half when practising match situations, varying the number of attackers in relation to defenders allows players to learn to exploit the numerical situations from either perspective, for example, 3 attackers versus 4 defenders, or 4 defenders versus 3 attackers.

In addition to manipulating the ratio of attackers to defenders it is advisable to practice these scenarios in different parts of the ground to reflect the game day demands.

There are a variety of methods for playing these situations dependent on the coach's philosophy and the preferred game style. One key element can be the amount of time available to exploit the context if a team has a philosophy of quickly exploiting a numerical advantage. Conversely when the defenders have fewer players than the attackers, clearly they are attempting to play in a manner that ensures that the speed of attack is reduced until other players are able to assist.



1v2



1v3



3v3 TO 3v2 (NZ)

OUTLETS AND CONTROLLING OUTLETS FROM DEFENCE:

Defending teams use outlets to clear the defensive area in possession of the ball in order to mount an attack. One definition of a successful outlet is when the defending team has the ball in possession behind the line of the opponent's forwards. This means they are running at the opposition defence and therefore attacking.

OUTLETS FROM 16 YARD FREE HIT

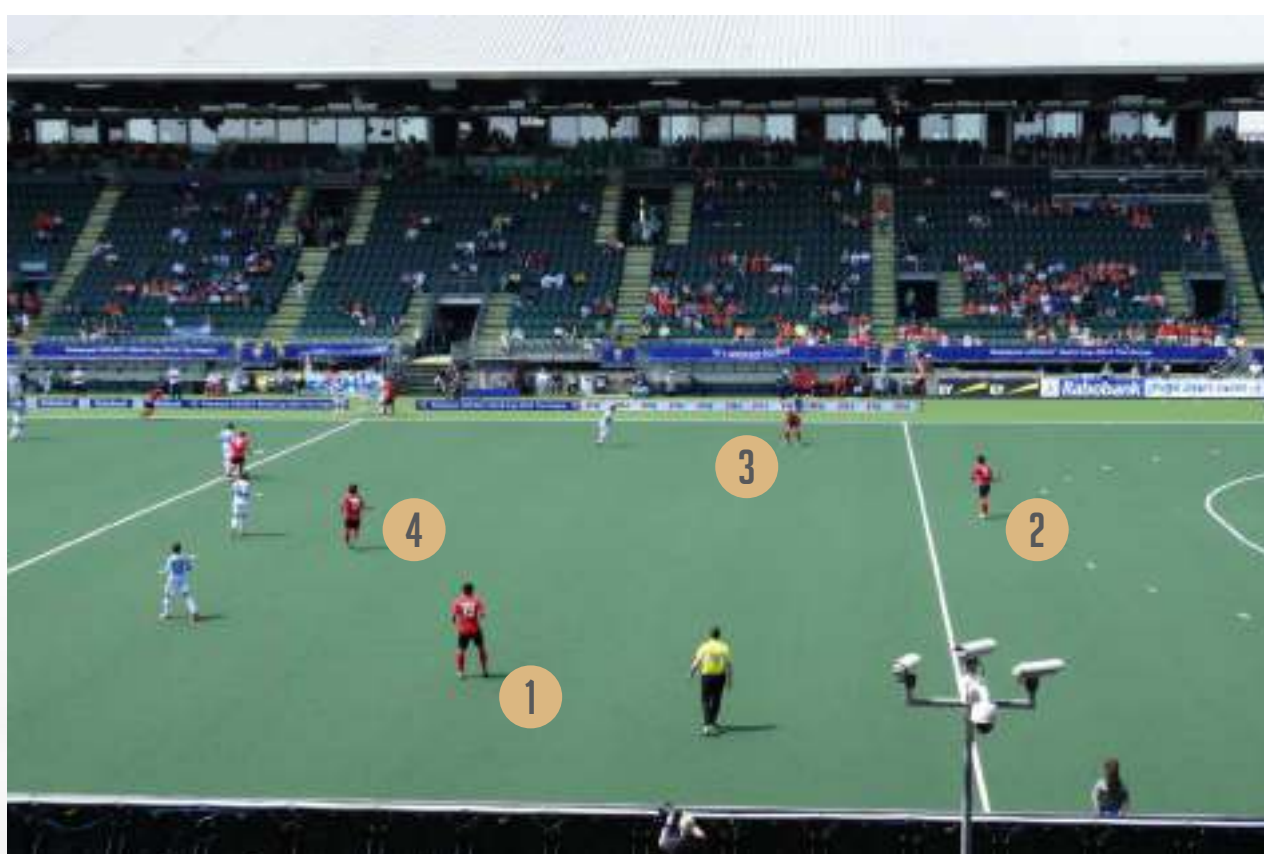
Strategies for bringing the ball out of defence from a 16 yard hit usually fall into two recognisable situations using either 4 defenders spread across the width of the ground in the defensive end or having 3 defenders forming a triangle with the point being closest to the goal. The extra defender who would normally be involved in a back four either pushes up each side of the ground (left or right half back) or moves into the centre of the ground (full back) to become an extra mid-field player.

Each strategy is used to combat a specific outlet control used by the opposition and to enable the team in possession to move the ball to a preferred area to establish an attack. Where the team focuses bringing the ball out of defence varies according to the "risk" philosophy of the individual coach; do they encourage the defenders to play the ball into the centre of the ground or do they prefer it to travel up the outside to a higher position prior to bringing the ball infield.

A critical component of successful outlets is the ability of defenders to recognise where they are able to pass the ball to allow the player receiving the ball enough time and space to play the ball without risk of turnover. Given that teams have become adept at preventing the first pass being played to advantage by defenders, the outleting team often has to play the ball "around the back" to force their opponents to move and hopefully to create space to play the ball to a teammate. As the ball is played "around the back" the defenders waiting to receive the ball need to scan into the mid-field to ascertain which of their teammates might be open to receive. Often teams play the ball blindly "around the back" without being aware of opportunities to take advantages of gaps that have occurred in the team attempting to prevent the outlet.



BACK 4 > BACK 3 AFTER MOVING FROM BACK 4 (2 METHODS)



OUTLET CONTROL

How a team controls their opposition coming out of defence is initially dependent on:

- 1 Where the defensive outlet is being taken.
- 2 Where they wish to direct the opposition as they bring the ball out of defence; that is, wide (is there a preferred side) or allow them to pass into the centre of the ground where they will be surrounded.
- 3 Whether the team wishes to “press” the opponent into a particular part of the ground, or “fall away” to a pre-determined part of the ground to allow the defenders to advance with the ball.
- 4 What structure the team is using, that is, whether there are two or three strikers attempting to direct the opposition defenders as they bring the ball out of defence.
- 5 How the players in the midfield are asked to mark their opponents.
- 6 How the deep defenders should position themselves, that is, push up into space, mark their opponents from in front, mark from the side, mark man to man or control a zone.

Outlet controls fall into two main categories, pressing or falling away.

PRESSING: Attempts to limit the space and time that the opposing defence has to move the ball out of the defensive area. The key principle is to force the player with the ball to make a pressured decision as to what they can do with the ball. The press entails having a large number of players in a tight area facing the defensive team bringing the ball out of defence allowing only riskier passes to be played to players at a distance from the ball carrier.

There are a range of different presses that can be used dependent on whether the ball is in the middle of the ground or to the sides. This dictates whether the front line of forwards of the pressing team face the opponents roughly parallel as a line to the backline if the ball is in the centre of the defensive area or whether the front line of the pressing forwards are slanted towards the player about to take the defensive free hit, that is, if the defenders have the ball on their left side of the ground, the left wing of the pressing side pushes forward and across to prevent the ball being moved around the back to the right half.

FALL AWAY: When a team falls away it is allowing the outletting team to either hit the ball and risk turning the ball over or advance with the ball into the available space. Dependent on where the outletting team moves with the ball the team falling away will have a range of secondary moves that close the ball carrier into limited space to force a turnover. The advantage of falling away is that if the team controlling the outlet gains possession they have a lot of space in which to pass or run to attack the opponent's circle.

SET PLAYS

ATTACKING FREE HITS IN THE 23 METRE AREA

To enter the attacking circle from a free hit inside the attacking 23 metre area requires rehearsed tactics given that the ball cannot be passed directly into the circle without it having previously moved 5 metres. Apart from a player moving with the ball for 5 metres and then entering the circle, tactics involve either moving with the ball and then passing to an available player in the circle or passing to another player who either carries the ball into the circle, or passes it to an available player in the circle. Whatever outcomes occur will be reliant on the context within the circle, e.g., further pass, shot or penalty corner.

For teams to maximize outcomes from free hits in the 23 metre area the available options from a range of positions in relation to the circle need to be practised in order that the players are aware of how and where they need to move, both with and without the ball.

The availability of space for the player taking the free hit determines whether they attack the circle directly or pass the ball to where there is more space. Usually the defending team's "free man" will position themselves in a direct line from the ball to the goal, requiring the attacking team to seek a different avenue to the circle.

ATTACKING LONG CORNERS

Similar options are available for attacking long corners as for free hits within the attacking 23 metre zone, as the ball must be moved 5 metres, either by a player running with it, or it being passed to another player, prior to the ball being played into the attacking circle. The options chosen are determined by the space immediately available to the player taking the long corner.

SET PLAYS CON'T

DEFENSIVE CIRCLE FREE HITS

There are three distinct scenarios regarding defending free hits into the attacking circle.

1. A free hit awarded within the 5-metre area around the circle.

The ball has to be brought back out beyond the 5-metre area allowing the defenders to retreat 5-metres and defend the line immediately into the attacking circle. The defending team marks the attacking players in the circle and attempts to concurrently direct where the attacking player can run or pass the ball.

2. A free hit awarded within the 23-metre zone but outside the 5-metre area.

The options available to the defence depend upon whether the attacker immediately plays on, meaning the infringing defender cannot tackle. In this case another defender (who is already 5-metres away) and is between the attacker and the circle needs to engage the attacker to prevent them passing directly in to the circle and to control where they can run with the ball.

If the attacker is required to re-position the ball prior to playing it then the defence has the opportunity to establish a more structured defence with a defender taking the direct line to the attacking circle.



3. A free hit awarded just outside 23 metre zone.

The attacker has the option of passing directly into the circle, passing to another player in the 23 metre area or running with the ball. The “free player” on the defending team stands in direct line of the ball to the most dangerous part of the circle. The same defensive strategies can be used as in scenario two.

The most dangerous scenario for the defence is if the “free player” is not on the direct line of the ball into the circle as the attacking team has a range of direct options open to it.



DEFENSIVE LONG CORNERS

As with free hits within the 23-metre area, defenders are required to be 5 metres from the point a long corner is taken. Defending teams usually place a non-marking defender (free player) along the line of direct entry into the circle to prevent the attacker running into the circle. The remaining players on the defending team in the circle mark attackers and the defending players outside the circle create a zone, which directs where their opponents can pass the ball.

SIDELINE PLAYS

The desired outcome is dependent upon where in relation to their goal the ball is taken. In the attacking 23 metre area the 5-metre rule prevents the ball from being hit directly into the circle. The alternatives available are the same as for a free hit within the 23-metre area.

Likewise the alternatives available for sideline hits outside the 23-metre area but at the attacking end of the ground are similar to those for free hits in the same area.

Possession of the ball becomes a greater priority the further back into a team's defensive area the sideline free hit is taken. The alternatives are based upon possession, either by the player taking the free hit, or by passing the ball to a teammate. As to whether the ball is played forward, laterally or back and around, depends upon the specific game context at the time and the tactics usually employed by the team in similar circumstances when play is moving.



COMMONLY USED PLAYING STRUCTURES AND SYSTEMS

“A great deal of rubbish is talked about systems. It stems from lack of understanding or ignorance. It is essential to grasp the following points:

- *There is no magical combination of numbers, the way in which systems are most usually described, which commands success.*
- *Any system is no more, and should be no less, than an attempt to deploy the best ten available out-players to ensure success in a given match.*
- *Any system may be played in various ways, dependent on what duties are laid down for each individual player (role assignment).”*

Ref: Terry Podesta-Hockey for Men and Women.

The type of “system” that a coach utilizes can be determined by a number of factors;

- 1 The system the coach has played as a player.
- 2 The system that is currently in vogue within the competition that the coach is coaching.
- 3 The system that is mandated by a National or State Organisation
- 4 The system that best suits the talent pool available to the coach, and
- 5 The system that is most appropriate for a given opponent.
- 6 Game context

Systems are usually represented by a series of numbers, e.g., 1-3-3-3, running from defence to attack. Coaches often take these series of numbers too literally, as players are rarely in the neat formation that the numbers would indicate. Rather the numbers indicate what clusters of players are likely to be in given specific game contexts, e.g., with 1-3-3-3, the players are evenly spread over the ground, with 4-4-2, the emphasis is more on defence and midfield.

Coaches are advised to observe both what the roles are of groups of players, and those of individual players and to ascertain what they are attempting to achieve, as any general system For example 1-3-3-3, can be played a variety of ways dependent upon the coaches instructions.

Historically, coaches talk of the traditional Australian system being 5-3-2, supposedly being very attacking. In fact, no teams played with 5 forwards, rather 3 forwards (2 wings and a centre-forward) and 2 inners (now called midfielders) then 3 halfbacks and 2 fullbacks. The usual defensive variation of this system was to have the inside left play man-to-man on the opposing inside forward so that it often appeared that the team had 4 half backs.

To understand the “system” a team is playing simply requires observation of what “clusters” of players are playing in different parts of the ground and what roles do individual players within those clusters have when;

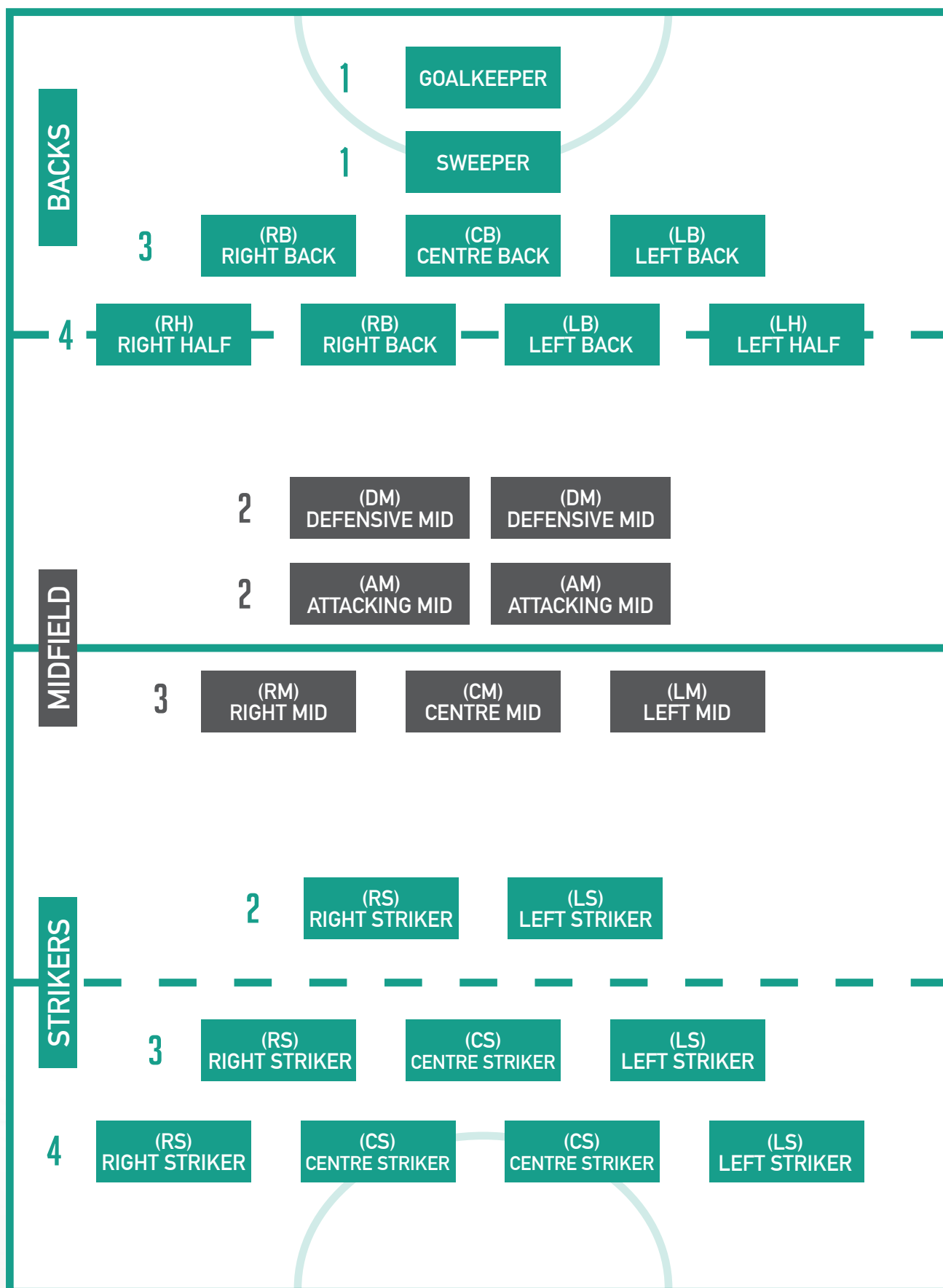
1. Their team is in possession, and
2. The opposing team is in possession, and,
3. Where the ball is on the ground.

Often by tweaking the roles specific players are required to undertake means that a team can slide between different systems in a game dependent upon the opponent and, or the game context at any particular moment. When viewing an opposing team it is useful to look at the backline to see how many defenders they have across the back when bringing the ball out of defence, and how many they have across the back when their opponent is attacking. Then look for clusters of players in the mid-field and in attack to understand the logic of the team’s structure.

Other players that can be moved to change the team’s structure are strikers. Observing the opposition will indicate how many the team has ‘up front’ when attacking, and how many strikers they utilise when controlling the outlets of the opposition.

For example, the a 1-3-3-3 system can be moved to a more midfield defensive 4-4-2 by moving one of the strikers back into the midfield line to mark an opposing midfielder.







COACHING FRAMEWORK

There is a range of different coaching styles used in sport, from simple to increasingly complex. Often coaches in the early part of their careers focus heavily on their ability to maintain order and to conduct sessions that are strictly coach designed and controlled.

As coaches become more experienced and comfortable with the demands of coaching they become more flexible with both the design of sessions and to the extent they direct sessions or allow players to be responsible for their learning. This process can be expressed on a continuum from coach-centered to player-centered.

COACH CENTRED

- Coaching through drills
- Instructional/didactic
- Technique driven
- Focus on performance
- Coach makes all decisions
- Authoritarian leadership
- Structured
- Tell & show
- Explicit & formal approach

LEARNER ENVIRONMENT

PLAYER CENTRED

- Coaching through games
- Questioning for understanding
- Needs of learner
- Individualized learning
- Focus on person
- Emphasis on development
- Player makes decisions
- Democratic leadership
- Chaos
- Hands off style
- Ask & listen
- Implicit & informal approach

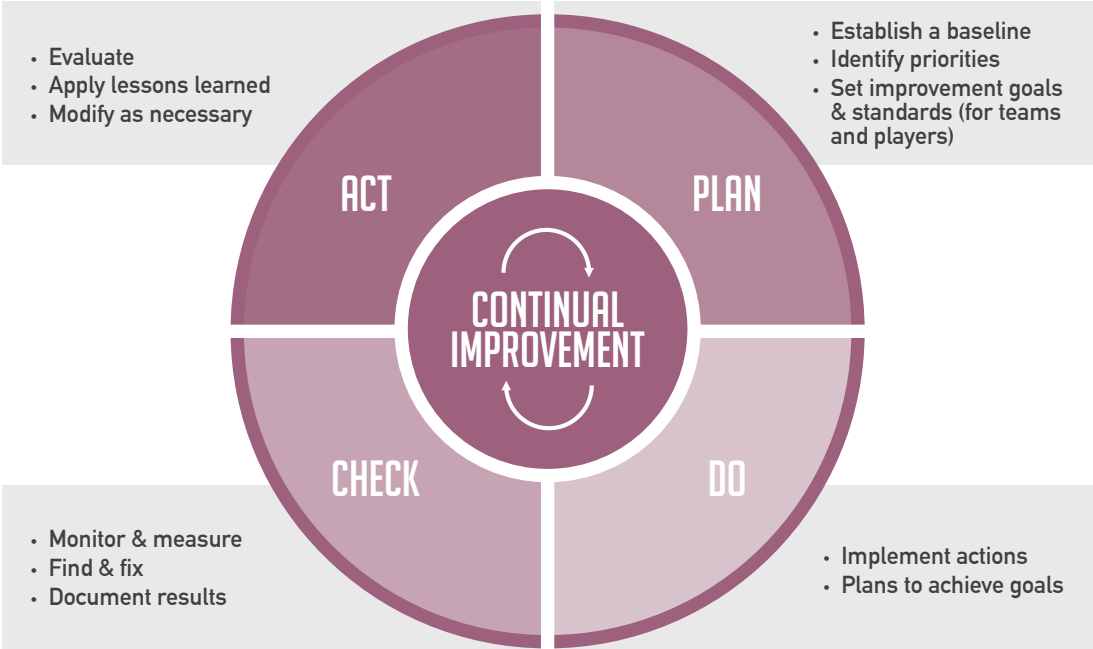
Reference: FIH Hockey Academy, Trainer Programme.

While coaches often profess to utilising a range of coaching styles, research has indicated that their behaviour usually is based on one or two styles. Coaches can seek feedback from their players as to what styles the players experience them as predominantly using.

COACHING PROGRESSION

Coaching a team entails tactical and technical development, designing training programs, team management and individual development. The most challenging for developing coaches is designing training sessions that reflect the teams intended game focus, and concurrently individual player development. One of the skills that coaches should develop is to be able to conduct a drill for a team but being able to concurrently coach individually within the drill.

To assist this, coaches need to be aware of the particular skills that if a player improved over a short period they would improve significantly as a player. When beginning this process coaches can avoid confusion by carrying a card that has the players' names and the particular skill they are currently focusing upon. This allows the coach to refer to the card regularly during training and to prompt players during drills.



The Continuous Improvement cycle can be applied to a specific team over a season, between games, to separate training sessions and also to the individual development of players.



DECISION MAKING

Decision-making should be coached as part of all activities to increase the capacity of players to recognise what is occurring within game contexts. A substantial body of research points to experts being more skilled in recognising structure in domain specific contexts. Put simply, an expert decision-maker in hockey can recognize from the structure presented to them the optimal outcome that can be obtained in the context by undertaking a specific movement.

The Game Sense or Teaching Games for Understanding (TGFU) approaches are predicated on developing the decision-making capacity of players utilising well-designed training drills that replicate match scenarios. The coach asks questions that focus the player's attention to the critical features of the context to assist development of their understanding.

ORGANISING TRAINING UTILISING GAME SENSE PRINCIPLES

Expert decision makers in hockey are superior at recognizing how to exploit the game context as it appears to them, or by manipulating the context to their advantage. The capacity to do this is enhanced by coaches structuring drills that reflect the contexts and situational demands of games.

Coaches still have the opportunity to organise drills that are specifically for technical development. However a player's ability to perform these skills in competition is increased if the player is placed in game-like drills that allow them the opportunity to practise the skill.

The quality of the questions asked by coaches is critical to problem solving in this model. The questions used in the Game Sense or TGFU fall into five categories:

- Tactical awareness – What do you...?
- Skill and movement execution – How do you...?
- Time – When is the best time to...?
- Space – Where is...?
- Risk – Which is the best choice between...?

Ref: Teaching Sport Concepts and Skills, Mitchell, Oslin, & Griffin, Human Kinetics, 2013.

MATCH DAY COACHING

Coaching on match days is usually based on an established timetable depending on the type and level of competition. If the competition is a tournament format then the coach will establish a timetable based initially on the starting time of the game, then working backwards to indicate at what time in advance of the game that certain activities will take place, e.g., the team meeting.

Likewise activities post game will be established on a time frame created from the completion of the game. On a day-to-day basis the actual time of the activity will change but not its relationship to the start or finish of the game.

For those coaching in a home and away format the schedule will depend upon factors such as access to the ground prior to the game commencing to be able to warm-up. In some situations the on-ground warm-up will be reduced or non-existent in the case of a junior competition played within tight schedules. In these circumstances the coach is able to control arrival time at the venue, commencement of the physical off-ground warm-up, and the team talk but not necessarily the on-ground portion of the preparation.

Match day coaching should follow an agreed upon strategy and playing structure that the team has adopted for the specific competition. The tactical focus of the coach may change on a game-to-game basis dependent upon the performance of the team in the previous game, or their opponent on the day. In a tournament setting the turn-around time is often short, usually less than 24 hours. In a home and away domestic setting the turn-around time might be a day, several days, or a week.

Coaching activities on match day should reinforce the accepted strategy and tactics of the team. The coach's role entails reinforcing what has been practised in the lead-up to the game, and making changes, tactical, positional and of personnel, during a match. Introducing unfamiliar material during a match is generally unhelpful to players, individually or collectively.

The coaching process during a match entails analysing what is occurring from a range of perspectives dependent upon:

- 1 Which team has possession.
- 2 What occurs in different parts of the ground.
- 3 What the game context is at any particular time.
- 4 The tactics of both teams.
- 5 The individual performance of members of both teams.



The information gained allows the coach to make decisions as to what, if anything, needs to be changed during the course of the game and how that is to be communicated to players.

Analytical methods fall into two groups, those that are designed to provide information during the game allowing coaches to make changes to their teams structure and tactics, and those like software programs that provide an edited record of what has occurred and can be programmed to categorise specific groups of events for post game review allowing adjustments to be made for future games.

Methods that are developed for in-game use must make sense to the coach and allow enough information to be collected that supports specific changes being made to what the team or individuals are subsequently required to do in the game. Too much information that doesn't lead to a clearer picture of what is occurring can blur the coach's focus.

Coaches may develop a precise template for both their pre-game address and half-time address to avoid being overly verbose and irrelevant, being mindful of players' capacity to retain information. The template can be developed around the length of the address which is usually determined by the number of points a coach decides is optimal. Teams that have a range of coaches, i.e., head and assistant coaches, may split the team into playing groups to allow specifics related to those groups to be addressed prior to joining as a complete team for summary remarks. However the capacity of players to absorb and retain information should be kept in mind.

A major part of match day coaching is for the coach to behave in a manner that is conducive to enhancing the performance of the team and individual players. While the outcome focus for the team may vary according to the age and, or standard of competition, there are generally accepted codes of behaviour as to how coaches should behave. Historically accepted stereotypes of coach behaviour have changed based upon evidence-based research as to what is optimum. Coaches who regularly act in a manner that is contrary to this are likely to have a negative impact upon the performance and or the retention of players. Coaches should be in the habit of reflecting upon their behaviour with a view to improvement. Feedback should also be sought from players and from people who regularly observe the coach in action.

OTHER INFORMATION:

- Hockey Australia Coaching Resources: www.aussiehockey.com.au
- Australian Sports Commission Coaching Resources: <http://ausport.gov.au/participating/coaches>
- Goalkeeping, Kathleen Partridge OAM: <http://www.kathleenpartridge.com>
- Game Sense and other resources: http://www.ausport.gov.au/participating/coaches/videos/coaching_children
- What You Say Matters: http://www.hockeyvictoria.org.au/Portals/15/Development%20Resources/What_you_say_Matters_pdf.pdf



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