

## ***Good to Great, bowls!***

I was referred to a book titled 'Good to Great' by Jim Collins, which I then read.

It seems to me we are still at the 'good' level and need to aspire to the 'great' level of bowls performance and overall elite management, starting from club level and beyond.

Our barrier? Ourselves. Our colleagues with the responsibility, especially at the development levels of controlling the sport, who are (still), yet to take the competitive aspect of bowls into the elite and then 'great' international level.

Basically, many of these colleagues do not comprehend the package that is elite sport, in this case bowls, as an elite sport. They have little comprehension of their role and responsibility in the rung of the elite ladder. It will come, ultimately!

In that book there were a few catchcries / clichés that represent that intuitive feeling which propels you / me / us / bowls from the level of being 'good' to that level we all know to be 'great' such as:

- Transform by disciplined people, disciplined thought, disciplined action from good to great.
- First WHO, then what to have the right people on the bus in the right seats THEN figure out where to drive it.
- Sometimes people are on the bus because they see who already is aboard and therefore motivation is not a problem.
- Unwavering faith regardless of the difficulties...is discipline.
- Inspired standards - don't stand for mediocrity, be intolerant of those who do (I regret to say I have trod on too many toes because of my outbursts and adherence to this one).
- Letting the wrong people hang around is unfair to all the right people as they compensate for the inadequacies of the wrong people...that can drive away the right / best / great people.
- Doing what you are good at will only make you good...focusing solely on what you CAN do potentially better than anyone else is the path to great.
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*Lachlan Tighe...Website*  
*Menu folder: Facts & knowledge*

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- To do with goals and plans – set your annual goals and objectives, ensure they are written and set in stone; you can change your plans but not the objectives you are measured against; never focus on what you accomplish...focus on what was accomplished relative to the goals / objectives you set.

**Lachlan Tighe. February 2016**

# **Pennant Season Appraisal**

Here in Melbourne, Victoria we have an 18-week bowl's season interclub weekly competition referred to as pennant. Somewhere in the vicinity of 50,000 players reputedly compete.

One Melbourne based bowls club, following a successful Pennant Season by all teams, documented very interesting information to share with their members. The club hierarchy believed the content helped explain club achievements this season, and importantly, should assist all individuals & teams to further improve for next season.

The club reminded members that one of the main reasons for introducing a "measurement" system was to gauge whether club Pennant Teams were in the "ballpark".

Benchmark data, based on a measurement system (Bowls within a Mat Length) has been gathered from clubs across each Division over several years. Amongst other things, this data shows the standards required for pennant teams to be finals contenders in their Division.

Division 2, the benchmark is for at least 36% (approx. 15/42) of bowls to be in the zone.

Division 4, the benchmark is for at least 32% (approx. 13/42) of bowls to be in the zone.

Division 7, the benchmark is for at least 24% (approx. 10/42) of bowls to be in the zone.

**So the club asked its members -how did we go this season?**

## **1. TEAM PERFORMANCES:**

Division 2 Pennant Team average was 35.7% (Premiers! On Grand Final Day one rink's average was 40.5%)

Division 4 Pennant Team average was 30.8% (Finalists)

Division 7 Pennant Team average was 21.7% (Not Finalists, but avoided relegation)

## **What does this tell us?**

The benchmark averages are reliable because both club teams which played finals were definitely in the "ballpark".

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**PENNANT SEASON APPRAISAL**

Not surprisingly, the team which missed finals was below the "ballpark".

**What are the implications for next Season?**

It reinforces the value of measuring each bowl - a practice that will continue as it is also a tool for selectors.

**2. FRONT & BACK END PERFORMANCES:**

The club has important information relating to the "Front End" (Leads & Seconds) and the "Back End" (Thirds & Skips) in each team, especially the notion of benchmarks (BM).

Remember, the benchmark (BM) for Front End is expected to be slightly higher than the BM for Back End.

Division 2 Front End average was 36.3% (BM=38%) and Back End average was 35.1% (BM=34%)

Division 4 Front End average was 30.1% (BM=34%) and Back End average was 31.5% (BM=30%)

Division 7 Front End average was 18.8% (BM=26%) and Back End average was 24.7% (BM=22%)

**What does this tell the club?**

1. The Back End players were better than the BM average across ALL THREE teams.
2. The Front End players were under the BM average across ALL THREE teams.

**What are the implications for next Season?**

Based on this information, it is clear that our main IMPROVEMENT FOCUS for next season needs to be "more bowls in the head" (within a Mat Length).

This improvement needs to come especially from our **Front End** players. It also reinforces **the important roles played by the Lead & Second** - a rink / team is **unlikely to be successful without a very effective Front End.**

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**PENNANT SEASON APPRAISAL**

The club document noted this improvement might seem daunting, to some, in reality it only means an extra 2-3 Mat Length bowls from each Front End player each game.

For example, Division 7, improve by at least 3 bowls (from 8 to 11)

Division 4, improve by at least 2 bowls (from 12 to 14)

DIVISION 1, improve by at least 2 bowls (from 15 to 17)

The club noted for members that Division 1 benchmarks are Front End 40% (17 bowls), Back End 36% (15 bowls) & overall team 38% (16 bowls).

### **3. INDIVIDUAL PLAYER PERFORMANCES:**

Because all members measured every bowl from every player in every team, we have data for each individual player throughout the season.

Division 2, all players averaged 13-17 bowls in the zone, with 81% averaging 15- 17.

Division 4, all players averaged 11-15 bowls in the zone, with 69% averaging 13- 15.

Division 7, all players averaged 6-14 bowls in the zone, with 65% averaging 9-14.

#### **What does this tell us as a club?**

Generally, players were selected in teams commensurate with their performances.

#### **Taking account of the measured performances, what are the implications for next Season?**

Several players have the potential to push for selection in higher Division teams.

All players should strive for further improvement so the club can continue its progress.

Provide individual players with regular measurement feedback during the pennant season (probably once a month) re: their performances. This information would be confidential to each player.

Coaching Coordinators to implement an Off-Season (April - July) training

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***PENNANT SEASON APPRAISAL***

program to further improve individual bowlers and their capacity to play all positions: Lead, Second, Third & Skip.

Prior to next season, obtain feedback from every player re: their pennant aspirations.

For those of us in any competition representing the club anywhere in our world of bowls, how good does this club sound as a trendsetter for wanting to perform better one for all and all for one?

**Lachlan Tighe, 2018**

## Measuring Pennant Performance

Here in Australia we have a competition between clubs in our state called pennant, which runs for about 5-6 months. It is a big deal to bowlers in many states.

Yet, as big a deal as it is, there is an overwhelming view that we do not measure performance in this pennant competition.

For years, various selectors and coaches have come to me to request support to have measurement exist at their club. Hell my own club struggles with it. Why?

Because bowlers cannot abide by being assessed.

Hence, I regard pennant as a form of mediocrity - there I go again challenging the masses.

Now rather than walk away smugly I wish to provide a sample of how the statistics can be compiled and used as we might see in this following table.

### FOURS TEAM RINK % Statistics standards ( bowls from total 42).

	LEAD	2nd	third	skip
ML Std accepted % Div.1.club level & objective	40 (17)	40 (17)	33 (14)	33 (14)
ML Std accepted % Div.2.club level & objective	36 (15)	36 (15)	30 (12)	30 (12)
ML Std accepted % Div.3.club level & objective	33 (14)	33 (14)	26 (11)	26 (11)
ML Std with first bowl - personal objective	12/21	same	same	same
ML Std with ends contributed target	14/21	same	same	same

One bowlers performance for 42 deliveries / 21 ends	17/9 StK trials	24/9 StK trials	8/10 Arma	15/10 CVille	29/10 b/ton	12/11 Mord.	19/11 R.U.
Division played	1	3	3	1	1	1	1
Position played	lead	lead	lead	second	2 <sup>nd</sup>	2nd	Lead
ML/ effective deliveries	22	22	15	17	16	11	4
ML/ effective deliveries %	52	52	35	40	38	25	9
Effective jack roll	tbc	11	11	-	-	-	9
No times first bowl ML/effective	13	16	6	7	10	5	4
Ends with ML/effective	15	16	12	13	13	9	4
Ends both bowls ML/effective	7	6	3	4	3	2	-
Ends NO bowl ML/ effective	6	5	9	8	8	13	17
Ave % effective, revised weekly			35	37	38	34	29
Ave No.ends contributed			12	12	13	12	10
Ave. No times first bowl ML			6	7	8	7	6
'Pb' % effective, revised weekly			35	40	40	40	40
'Pb'No.ends contributed			12	13	13	13	13

**Website menu- ...facts & measures  
TOPIC measuring pennant performance**

'Pb' times first bowl ML			6	7	10	10	10
<b>Club/ team performance &amp; Stats analysis on the game, 21 ends in pennant</b>	<b>17/9</b>	<b>24/9</b>	<b>8/10</b>	<b>15/10</b>	<b>29/10</b>	<b>12/11</b>	<b>19/11</b>
Win the club game (score)	Lost	Won	80-84	94-66	71-80	77-95	66-95
Win the team rink (score)	12-38	52-1	18-14	17-17	15-20	19-28	18-30
The rink (score) if losses kept <2	12-27	52-1	18-11	17-15	15-18	19-21	18-19
Win majority of the ends, 11+	6	20	13	10	8	9	9
Front end, no bowls in head /21			6	3	3	6	7
No. ends loss exceeds 2 shots	8	-	2	2	1	5	8
Shots lost from excess	27	-	7	6	4	17	27
Front end has 2nd shot/better /21			tbc	tbc	tbc	tbc	11
Front end, ends bowls in head			7	6	13	8	3
Front end, no bowls in head /21			6	3	3	6	7
Ave. front end 2nd shot/better /21			tbc	tbc	tbc	tbc	11
Ave. Winning ends,			13	12	10	10	10
Ave.Front end, ends 2 bowls head			7	6	9	8	7
Pb, Front end, ends 2 bowls head			7	7	13	13	13

The way the data is compiled is simply having the player record end by end the outcome of their bowls.

A few recordings may be wrong, but overall the scoring is reasonable. It is not meant to be totally accurate, simply a guide to provide data to assist the bowler, the team, the selectors.

**Lachlan Tighe, 2019**



**Website menu: measures & facts**  
**Debrief: performance analysis**

## Debrief: Performance Analysis

As a coach it is imperative you are able to analyze a game to be able to effect a reasonable debrief with the player(s).

When you do an analysis and a debrief of player(s) performances in events you may find my detail of a State fours final below of some assistance.

As coach, never waver from being honest with the players, as it helps them in the long run.

Never walk past a review because fellow team members feel awkward doing it. Makes me wonder why you chose them as teammates in the first place.

### TEAM PERFORMANCE: RESULTS, ANALYSIS & OBSERVATIONS

Explanation \_ Two marks in each column with first mark the first delivery per player.

Definitions \_ Not effective bowl

S is a short and ineffective bowl

\* skip did not add where could have, ineffective bowl

T is a toucher

D great drive/great trail

/ is a ML or effective delivery

Short bowls based on the training we forfeited a shot for short bowls so the two right hand columns amass the number short, and adjust the score every 6 ends to show how much the team contributed to the opposition scoreboard & add in deliveries where skip did not add to advantage

END	Lead	Second	Front End-back bowl	Third	Skip	Score Each end	Short bowls & *Each end	Score adjust short bowls
1	- /	//	-	--	- /	(2)	-	
2	S /	--	-	SS	/ *	4	4	
3	S /	//	-	//	S /	(2)	2	
4	/ S	//	/	/ S	/ *	3	3	
5	S /	S /	/	/ S	/ S	1	4	
6	1 -	/ S	-	/ S	/ -	(1)	2	
review	6/12	8/12	2/6	5/12	6/12	8-5	15/48	8-20
review	4S	2S		5S	4S*		15/48	
7	- /	--	/	/ -	- T	1	-	
8	S -	/ S	/	S -	SS	(2)	5	
9	//	- /	/	- /	/ -	(2)	-	
10	//	--	/	//	/ D	dead	-	
10	/ -	/ -	/	//	- S	(1)	1	

## Website menu: measures & facts Debrief: performance analysis

11	/ -	S -	/	- -	/ D	dead	1	
11	- /	- -	/	- S	- -	(2)	1	
12	- T	- T	/	- -	/ *	4	1	
review	9/16	4/16	8/8	6/16	9/16	5-7	9/64	5-14
review	1S	2S		2 S	4S*		9/64	
progre ss						13-12		
13	T /	- /	/	- /	- /	1	-	
14	S /	S /	-	- /	--	(3)	2	
15	/ -	S -	/	- S	- S	(3)	3	
16	- /	T -	-	- -	/ -	1	-	
17	- S	/ S	/	/ S	- D	1	3	
18	- -	/ S	/	S /	- -	(1)	2	
review	5/12	5/12	4/6	4/12	3/12	3-7	10/48	3-17
review	2S	4S		3S	1S		10/48	
total	20/40	19/40	14/20	15/40	18/40	16-19	34	16-51
	7S	8S		10S	9S		34	
% total	50	47		37	45			

### Expected Objectives      Fours team

- The team to adhere to the game plan to WIN
- Each bowler in the team to perform in their position at their expected standard;

### Anticipated Objectives

- Lead and second to have an effective bowl 14/18 ends
- Back end two to have an effective bowl 12/18 ends
- Keep ends lost to 2 shots
- Win the majority of ends played, /18

### Results compared to Anticipated Objectives

- Lead and second to have an effective bowl 14/18 ends (played 20 ends)

**Outcome**    17/20 & 14/20

- Back end two to have an effective bowl 12/18 ends

**Outcome**    12/20 & 14/20

- Keep ends lost to 2 shots

**Outcome**    2 ends cost 6 shots

- Win the majority of ends played, /18

**Outcome**    8/18

### ANALYSIS by outcomes: 20 ends

Number of ends where

## Website menu: measures & facts Debrief: performance analysis

- all 4 contributed an effective delivery

**outcome** 6/20

- only one player contributed with both deliveries

**outcome** 5/20

- front end did not contribute 2 effective deliveries together

**outcome** 7/20

- back end did not contribute 2 effective deliveries together

**outcome** 10/20

- the team had at least one short bowl

**outcome** 15/20

- the team had no short bowls

**outcome** 5/20

- skip failed to add

**outcome** 4

- number of times a player delivered consecutive effective bowls

**outcome** 11/80

### ***FOURS TEAM***

***% Statistics standards: the % of bowls deemed Mat Length (ML) or effective delivery at state levels.***

Competition level	LEAD	2nd	third	skip
State	55	55	50	50

***Mat Length (ML) or effective delivery with FIRST bowl each end as objectives.***

Competition level	LEAD	2nd	third	skip
State	12	same	same	same

***Number of ends with recorded Mat Length (ML) or effective delivery as objectives.***

Competition level	LEAD	2nd	third	skip
State	14	same	same	same

### OBSERVATIONS:

Each player can choose to react as they will to all of the below as it is intended to be an appraisal of that one concerted effort to achieve. At no stage should it be construed as anything but helpful for the future, for that is the intent of all that is below.

### THE TEAM

## **Website menu: measures & facts**

### **Debrief: performance analysis**

- Wins still hide sins, learn the lessons whether you win or lose if wanting to have ultimate success.
- Teams that win display a spirit supportive / competitive / sensibly NOISY all day.
- Must continue to watch multiples lost, all side members need to work at that.
- Very important factor in tough times throughout the game.
- What is the observable game plan of the team?
- What is an acceptable performance of each player?
- Did we have the right players in the right positions in the 4s team?
- Correction is bread & butter stuff, yet how often did the second bowl not correct?
- Every member should be aiming for a high first bowl effectiveness as it presumes taking opportunities.
- Where was back bowl by delivery 4 in the scheme of things?
- Skip & third at head, why?
- Skip had lead join him at head, why?
- Question the team factor in these two instances.
- Team emotionally taut - I arrived end 7 score 9-5 our favour; I only knew we were up by looking at the score; the lack of joy coming from the team did not equate with the score.
- What happened to all that energy trained these past months?
- Seemed like 4 individuals often, as I could not hear the spirit vocals.
- Lead was not throwing done sufficient challenge to opposition.
- Lead could be more effective with teammates than up with skip.
- Too many cooks - skip had too much input too early from teammates.
- Getting shot is not the priority early, yet players want to be holding shot, including skip.
- The team with skip appeared rudderless, passive, apathy, which compared to the comment of ..'living the dream.'
- Intensity was the theme of the training: skip calls to players too loose, be far more demanding.
- Example being the MW bowl in front of jack - the players trained to be around that, not a metre behind it.
- Short bowls were not corrected mentally or physically.
- What did we learn from 4s preparation over these past 3 months?
- Did you note the value of the opposition back end and how they encouraged their front end.
- Were there any objectives agreed to by one and all in the team.
- Players might like to consider a start to the practice of noting their own record of deliveries in any future game they play anywhere so as to improve their own overall standards of performance.
- And, what more information does anyone need than having an objective for the team, for each player, so here is a sample.
- For the future ask yourself, what more could each of you have done, we as a team have done in preparation?

## **Website menu: measures & facts**

### **Debrief: performance analysis**

- Trained specifically being down with a few ends to play - what did you do to implement that practice.
- Three team meetings called yet 2 of the 3 had a player missing, unity, communication.

#### **FRONT END TEAM**

- Leads / seconds to work at being closer for team to build on if we are to succeed.
- Front end competitive without dominating.
- First bowl from team LEAD not nailing it.
- Front end teams win games and back end teams determine by how much.

#### **BACK END TEAM**

- No deliberate call by skip for a back bowl from front end.
- Skip calls lack attack mode.
- Skip not seeing possibilities for shots.
- Back end off the boil.
- Back end underperforming, what was done to alter that factor.
- Skip not energizing the team.
- How often do we need to remind skips not to call a change of hand knowing the % success rate (Ivanhoe 2014 national coach and players seminar).
- Your tactical nous needs to be practised as much as our bowls skill.
- Skip inanimate displayed when nothing came from him after a good team delivery - whereas the lead was urging the bowl on.
- Score was 9-5 after 7 ends - stem the tide at end 10 or at worst end 12, do something!!! (AFL football coach legend Kennedy remonstrating his players).
- Opposing third was dynamite from mid-game: what could you have done to limit his effect or his access to the head.
- Skip seemed to call unfavourable hand too often.
- Skip conservative in use of his player's skills to attack.
- Skip was indecisive, perception being unsure, unaware, off the boil, lacking presence.
- What did we learn from skip workshops over winter?
- Third too quick to insert his opinion rather than seek to hear the skip clarify his decision.
- Skip still not sharing his decision with the team as he heads to the mat, so how do they know what to cheer for when he delivers.

The above is quite an exhaustive debrief rather than a preferred team meeting chat about the game, with some discussion points to use to exchange views within the team.

As coach I would steer the discussion among the team.

**Lachlan Tighe, 2019**

# Team Roles And Positions For Bowls

To start my 2017 year off in sport and coaching, I took an opportunity to browse through numerous sports book I have in my library to detect and refresh myself of any valuable messages from the books to refer over to bowls, bowls coaching and elite level bowls.

The generic themes I reacted to were these:

- Attitude
- Choose the players of character
- Culture and teams
- Coaching
- Leadership
- Measuring performance, observing and statistics
- Mental skill
- Selection and teams
- Skip skills
- Teamwork
- Team roles and positions
- Winning is a mindset (as is losing)
- Xcellence.

Here then are some précised statements, and my take too, on the specific theme below. Each theme will be on a separate article/column.

## ***Team roles: Planning, debriefing***

The right preparation is a must. (4)

One of the reasons for doing a game plan is that you start with a positive approach to the game, maybe offsetting the nervousness that will appear, because you are fixated on applying the strategy planned for the game. A plan is better than no plan. (1)

After a loss, review the positives as a priority. Identify the role of the individual, their contribution to the team effort, preparation for the contest. Reward and recognize post game. Part of the review was effective contribution where team member and team benchmarked what was the level for a successful contest. All based on a game plan, and, with that we train for the habit making skills & drills to win. (7)

Plans:                Chart your course  
                          Decide your pacing  
                          Set interim checkpoints

Debriefs \_ It is not an inquisition, a fault finder. It is the foundations for the next plan, all leading our team being better as winners. Conduct it straight after the event allowing feedback to be honest positive open and two way.

What did we do well?

What did we learn today?

What might we consider doing differently next time?

**Website menu- facts, knowledge, measurables  
Books on sport, Team roles and positions for bowls**

BCB 2012 if we / you don't succeed, ask yourself what could I have done better, differently. What could my team have done better, differently. Why did you not challenge the approach at the time?

**Question on your personal accountability. What could YOU have done to counter our demise, relegation, loss, or to influence the acceptable successful standards?**

Team debriefs:

Don't C	DO A
C compare	A accept
C criticize	A acknowledge
C compete	A appreciate
C condemn	A appraise (3)

The majority of bowlers turn up at the green for pennant with no purpose in mind other than expecting to win. If they don't play well there are numerous players, circumstances to point out to for blame. No mirrors here please. The player / team that seeks success sets out goals and plans for the game to win. (2)

***Sources***

- 1 Bryant, Bryant on Bowls
- 2 Belliss, Play better bowls
- 3 Benincasa, How winning works
- 4 Charlesworth, Shakespeare the coach; The Coach;
- 5 Collins, Good to great
- 6 Dwyer, Full Time
- 7 Matthews, Accept the challenge
- 8 O'Neill, Sport leaders and success
- 9 Orlick, In pursuit of excellence
- 10 Parkin, Perform or else
- 11 Pyke, Toward better coaching
- 12 Syer, Sporting body, sporting mind; Team spirit
- 13 Woodward Winning

**Lachlan Tighe, 2017**

## International Level Measures

### Mat Length = excellence

I use the words ‘mat length’ (**ML**) as my core measure and defined its dimensions and showed both the visual and audible effect of it and the link to skip strategies and directional calls.

Why do I refer to **ML** here in HP?

Well if the perfect shot is the resting toucher, for example, then **ML** is a reflection of HP where we aim for perfection and in just falling short of that achieve excellence. **ML** is approximately one revolution of a bowl from perfection. Because it is only ONE revolution:

Short of perfection

Beyond perfection

Narrow of perfection

Wide of perfection

and thus **ML** is essentially = EXCELLENCE as an outcome.

Postscript - while coaching in Alberta, Canada, in August I had used and applied the ML. One wag, Dene, said he was watching some supposed good bowlers and he felt their interpretation of my concept was a...mattress length.

As we laughed we recognised the self-deception of players and their measured abilities.

### Examples of international level measures

#### **1.Canadian National squad - Measuring Delivery skill performance from 10 attempts:**

Scoring was done by the number of deliveries ending within ‘Mat Length’ (ML) of delivery being attempted at the minimum length RH forehand.

Types of delivery, (10 attempts all each)	Total bowled	Total effective	BC Ave. %	BC Ave. /10	BC ‘pb’
1 Draw	720	324	45	4.5	10
2 Wrest out toucher	120	14	11	1.1	4
3 Add a yard past jack	400	115	28	2.8	7



**Website menu: facts, measured, knowledge**  
**Samples of measured delivery skills at international level**

4 Trail – hide it	150	15	10	1	4
5 Yard on / over shot	120	31	25	2.5	6
6 2-yard on / over shot	100	18	18	1.8	5
7 Drive	450	193	43	4.3	9
8 Firm up shot swinger	100	36	36	3.6	8
9 Draw to ditch, ML	490	108	22	2.2	6
10 Resting toucher	190	5	2	0.2	4
Total	2840	859	240	2.4	4

The first session 1,800 bowls were delivered; session two another 1,040 bowls delivered totalling 2,840 bowls delivered and assessed for the table above.

## **2. Malaysia national squad,**

Survey of 3,600 bowls deliveries on choice of playing lengths and the difference of elite bowlers to club level bowlers:

At minimum length, difference was 2.8/ 10 deliveries

At medium length, difference was 1.3/ 10 deliveries

At maximum length, difference was 3/10 deliveries

Showing less difference at medium length. And shows the folly of playing medium length. You bring lesser skilled players into the contest.

## **3. Elbows Squad Measuring performance (score out of 10 attempts):**

### **The purpose:**

For Rating to establish a standard to gauge skill / consistency for all shots at the two extreme playing distances of minimum and maximum length. Below is the 'pb' level for each delivery as measured by the best performance from the squad over a period of a decade.

Scoring is done by the number of deliveries ending within '**Mat Length**' (ML) of delivery attempted at the distance indicated below; best recorded scores are within the table.

The alternate hand columns are blank as we never did get to experiment with that skill.

*Website menu: facts, measured, knowledge*  
*Samples of measured delivery skills at international level*

<b>19 Types of delivery</b> (10 attempts each delivery)	<b>Min. Length B/H</b>	<b>Min. Length F/H</b>	<b>Min Length h Alt. Hands</b>	<b>Max. Length h B/H</b>	<b>Max. Length F/H</b>	<b>Max. Length h Alt. Hands</b>
Jack	10	n/a	n/a	8	n/a	n/a
Draw	10	10		10	10	
Draw to ditch	9	9			6	
Wrest out toucher	4	5		3	3	
Add a yard	7	6		8	8	
Trail shot	4	4		3	3	
Trail shot-hide it	4	3		2	4	
Yard on shot	7	7		6	5	
2 yard on shot	5	6		5	4	
Firm shot						
Firm shot, stay	5	6		5	6	
Drive	9	9		7	8	
Push short bowl ML						
Resting touchers						
Plug/ Block entry		4		1		
Widen head jack high		5		4		
Caterpillar						
Caterpillar opposition						
Set play skills						
Draw jack spot right	9	8		9	8	
Draw jack spot left	8	8		7	7	

**Lachlan Tighe, 2018**

## Estimate Distance Skill **Measuring Depth Perception**

Even the 2018 Commonwealth Games illustrated how far we have to go to develop elite bowlers, let alone the regular bowler, in skills other than technical proficiency.

In this case it is the apparent lack of skill in estimating distance at the head from bowlers who are on the mat.

Over a period of 20 years I have included in (some) of my training aspects where those training had to judge a distance between a bowl and a jack or even a bowl and a bowl, and, do it from the mat.

And while I am on that, my current series of YouTube clips has one solely on the bowler telling you the viewer, within seven metres of the bowl leaving their hand, where their bowl shall end. This is another aspect of estimating distance.

Anyway back to depth perception, and training to acquire that skill.

I conduct a role play done on the green – players at the mat located, first at maximum distance, then at minimum distance, verbally advise how far the bowl is from jack.

Have a tall and a short player at the mat at the other end of the green and all squad members at your end to observe the validity of the advice and outcome.

The coach places a bowl about two metres in front of the jack, which means the players on the mat still have sight of the jack.

Coach rolls over the bowl one revolution toward the jack and asks if jack still visible to each player.

Continue rolling the bowl a revolution until the player indicates the jack is no longer visible.

Outcome of their calls is always, that experienced players know that you lose sight of the jack at maximum length when the bowl finishes on the rink line at a metre short, and minimum length when the bowl finishes on the rink line at a ML short.

***Website menu: Facts, measures & knowledge  
Facts to base your performance measure on***

One unforeseen consequence from this training is the capacity for players when at the head to make better instant observations of which bowl is shot, etc., rather than the stupid practice of crossing fingers to 'read' the distances between bowls at the head.

**Lachlan Tighe, 2018**

## **‘... Agassi: success story, 2017’**

There on my TV screen in the MCG crowd at the 2016 AFL football finals I did see that icon of sport, tennis legend Andre Agassi as the guest of the AFL hierarchy.

Readers please allow me to part recycle an article I wrote in 2004 citing the great man in the context of first dreaming about where you want to end up in sport, then, the pursuit of that success. I am sure Western Bulldogs captain, writing about the dream before the grand final, could relate to what Agassi said given the Doggies went on a week later to win the AFL premiership grand final.

I like what I read about Agassi this week (2004) where he was quoted as saying ‘...I came here, to the Grand Slam Open, with the belief I can win – my motivation is the fact that if I can play my best tennis, can I still win it and I need to be able to answer with a yes.’

How good is that bloke! Bowlers, take note.

And again I read on about Agassi on the subject of dreams and the pursuit of such. And here is where we the coaches must be the true believers for the players (bowlers) as our doubt will deprive the player of the prospect of fulfillment of those dreams.

So the MAN said ‘...any dream by definition is a long way off. You need to rewind back from the dream, to now, to be able to understand what it is you want to accomplish, look at yourself and honestly see where you currently are; then you have to set up a plan that keeps you focused on a million small steps that need happen that continually build that momentum for your (sporting) life – so you set your plan and work your plan. And your plan should include a lot of little daily victories...long live dreams.’

How good is THIS bloke! Now that’s Agassi, greatness, the stuff of legend.

So if you have any sniff of sincerity about what you want to achieve, forego the barflys and ‘wouldhavebeens’ and ‘wannabees’ and seek out the role models in sport to set your sights against.

## ***Website menu- Facts, measures & knowledge***

*Agassi success story, 2017*

And as we know and accept, very very few of us have the raw talent of an Agassi, but we ALL have the capacity to do the best with what is given to us.

So if I were to hear you talk about goals, dreams, aspirations, would I be able to hear that you, like Agassi, has this wonderful list of a squillion daily victories to reach your goal, or, are you another one of those ‘...want to win type still not committed to planning and preparing to achieve your dream type’.

Oh, for the dreamers, you need believers, supporters, committed experts as part of your dream team. And the coach has a pivotal role in the dreamer’s goal and ultimate fulfillment. Ask Agassi how much he values Darren Cahill, his coach.

And you know why the dreamer should have the coach along for the journey? Because the coach should also be a dreamer for his / her own goals.

**Lachlan Tighe, 2017**

# **School Coaching Program**

My club approached me at late notice to conduct a school PE program this week as our three joint head coaches were otherwise engaged in their full time employ.

When I shared the lesson plan below, the coaches were feeling a bit awkward as they did not feel confident and comfortable to run such a program with no prior PE background.

Once I explained the simplicity of the physical activity as it relates to all ball sports there was a sigh of relief from them. They knew what to do, what it meant, in bowls terms.

I think the terms in the headings made for their initial discomfort. Importantly the PE teacher was fully familiar with the idea of a lesson plan, and the application of the content within each heading.

The lesson went off without a hitch and I hope my 'energy & attitude' as a coach won the day with these 16-year-old boys.

## **LESSON PLAN**

### **Program guide- Bowls**

(8.45-10.00am)

### **Introduction**

### **EQUIPMENT**

Jacks, tennis balls, bowls small sizes, CDs, orange circular discs

### **FITNESS, WARM UP**

PE teacher to take a two-minute warm up / stretching session

### **BIOMECHANICS**

Ball catching

Ball rolling

Use of rink line for jack, bowls deliveries

**Website menu- COACHES CORNER**  
**A school Coaching program, 2017**

**SKILL ACQUISITION**

Technical competence and consistency

Pre delivery routine, grip, step, stance, delivery, spot ahead, watch it, accept it.

Introduction to terms & identifying experience levels

F/H, B/H, narrow, line, length, heavy, ML, caterpillar, official lengths to play the game

Choosing the line of flight of your bowl- CDs

Clockface 12, 11am, 1pm as an alternative to saying bias and hand to use

Modifying your stance to alter length, weight

YouTube pendulum: demonstration of various heights bowl is held, knee bending

**MINOR GAMES**

Games: teams

Football,

Leapfrog

Back of the queue

Noughts & crosses

(N.B. \_ Those of you reading this refer to my website and the menu 'games for fun training' where diagram sessions are on view).

My immediate feedback from the session was rewarding

Laughter throughout

Thanks from all the boys

Request from the teacher wondering if I would do this again

Him saying...may we pay you for this (where I was helping out the club at short notice).

Giving and helping is reward enough.

**Lachlan Tighe, 2017**



*Website menu – measured, appraisal  
Debrief for Major bowls event- plans & performance*

## PLAN TO PERFORM SUCCESSFULLY

**(Reviewing performance with a hypothetical example of what the content might be within each section.)**

Goals	Plan for Outcome	Acceptable limits	Event results
To perform at my optimum <b>Event Result goals-</b> Finalists for these formats: Singles, Pairs, Triples. Fours.	Win sectional series in each format so as to be a qualifier in the main event; Establish a game plan for each game in the three formats event; Recruit pairs, triples & fours team mates suitable to each team position, to my own goal and my mindset; Train accordingly on a personal basis and as a team; Keep statistics of each game to monitor progress in each format; Perform above 40% at all stages in all formats.	Win pairs having won before; Finalist triples; Section winners in fours & singles; 1/12 sectional games to be <40%; No game loss greater than a handful of shots.	Singles - won 2/3 yet still lost in section; Pairs – runners up; Triples – lost first round in qualifier; Fours- lost 2/3 in section;  Overall only met one format goal of being a finalist

### TECHNICAL SKILL COMPETENCY

Planned	Executed / action	Affect on result & performance	What to improve
Train 4 times per week for 4 weeks prior, so allowing one session per week to all 4 formats; Debrief training with team mates &/or coach; Appraise delivery skill ratings weekly.	Singles done weekly; Training for all team formats done occasionally; Players excused themselves from training.	Level of consistency too varied; Though no stats. kept in any team game format, the coach was of the view the range was 30-45%, which was never going to be competitive at elite events.	Set a calendar for skill rating sessions and record results;  Comply with the calendar plan to fulfil the objective.

*Website menu – measured, appraisal  
Debrief for Major bowls event- plans & performance*

Meet the average rating as a goal each session.			
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**PHYSICAL FITNESS COMPETENCY**

<b>Planned</b>	<b>Executed / action</b>	<b>Affect on result &amp; performance</b>	<b>What to improve</b>
Ensure a 5 time weekly program of walking, exercise, stretching and diet.	Generally only did 3 sessions weekly	Player was not physically conditioned for playing so many days of competition. Knees and back strained after a few days causing poor bending which affected the weight control.	The discipline of adhering to an exercise regime each week

**TACTICAL SKILL COMPETENCY**

<b>Planned</b>	<b>Executed / action</b>	<b>Affect on result &amp; performance</b>	<b>What to improve</b>
A game plan established, reviewed and suitable;  Know our strengths and weaknesses in general, and, on the event day.	The game plan was too loosely applied in the teams formats; Change in tactics delayed and too late when the team mates skill and confidence seems lost; Effectiveness of the game plan poor.	Thinking too hard is equal to hardly thinking enough when the ‘wheels’ get wobbly.  No sense of progress or performance level as I did not have objectives to compare against without a set game plan.	Develop game plans in training; Perhaps more inclusive of the team mates and also with intended team mates so, with the coach, you / they can agree on the application of this game plan and its necessity; Amendments during the event.

*Website menu – measured, appraisal  
Debrief for Major bowls event- plans & performance*

**MENTAL SKILL COMPETENCY**

<b>Planned</b>	<b>Executed/ action</b>	<b>Affect on result &amp; performance</b>	<b>What to improve</b>
<p>I had no mental preparation strategy prior to the events; The intent had for the event was to improve coping when the pressure is peaking.</p>	<p>Became fearful of not doing well; Even choked in the singles, which was a disaster; Only time felt ok was in the pairs where my partner is so relaxed and competent;</p> <p>Had no response mechanism to draw on when the going got rough(er);</p> <p>Inability to recall my strengths during games due to anxiety level;</p> <p>Decision making questionable.</p>	<p>Performed below expectation due to unnecessary level of anxiety, consequently, played poorly. Mental toughness absent; Reality shows not enough skill development applied pre the event;</p> <p>Player tired physically and emotionally and ability to control positive and confident thinking inadequate to help produce a good performance.</p> <p>Throughout the pairs, after qualifying, players knew we had a good team and I was playing well enough to get us there. All result focussed still;</p>	<p>The tools for mental skill use in a game; The discipline and priority to set time in my scheduled training to include mental skill; Development and simulation in games; Learn to relax/meditate, so as to be able in a game to reflect and refocus as...where your mind goes everything else follows.</p>

*Website menu – measured, appraisal  
Debrief for Major bowls event- plans & performance*

**TEAM/ LEADERSHIP COMPETENCY  
(Include Communication within this competency)**

<b>Planned</b>	<b>Executed/ action</b>	<b>Affect on result &amp; performance</b>	<b>What to improve</b>
<p>Nothing stated; No game plan</p> <p>No stated roles</p> <p>No agreement to what behaviours are acceptable to win as a team;</p>	<p>In pairs, skip calls clear and positive when directing the head, making sure partner had no doubt in their mind about the delivery to play.</p> <p>All through triples &amp; fours team played very poorly, and we lacked capacity to address this pattern of losing;</p> <p>Triples, I did exactly as I had planned, although as lead could not exert tactical control of my team mates;</p> <p>Triples &amp; fours as there was no specified role and objective for any position then these teams drifted aimlessly over the event;</p> <p>Played the singles to a plan every game and finally beaten by ultimate section winner.</p>	<p>Good skip direction plus in pairs; This tactical strategy was not reciprocated by triples &amp; fours skips, and when we started to suffer with anxiety we did not have someone there ready to help ‘pep us up’, plot a new course of action;</p> <p>With pairs, The capacity to contend with pressure prevented all negative thinking and I played my best level of performance for all four formats. Stress and pressure were apparent in our team formats.</p> <p>Players forget we are visible and audible to positivity, little experienced, and negativity, apparent throughout the formats;</p> <p>Inability to remain contained and controlled especially when experienced a losing pattern.</p> <p>Lost because of team factors as much as the technical competence.</p>	<p>Chose a better suited partner to team to my type of game; ‘...if you want to soar with the eagles, don’t mix with turkeys’</p> <p>Commit to the team training so we can expect when the pressure is high or anyone of us is struggling to cope – train to communicate better;</p> <p>Have agreed roles, position objectives;</p> <p>Use a coach to plan, train and appraise you to counter these deficiencies;</p> <p>Role play in training as a game tool</p> <p>Game plans</p> <p>Described roles</p> <p>Displays of good and attainable verbal / body language;</p>

*Website menu – measured, appraisal  
Debrief for Major bowls event- plans & performance*

**EVENT REVIEW/ CONCLUSION**

<b>Summary results, other outcomes</b>	<b>List your performance strengths</b>	<b>List the performance deficiencies</b>	<b>How to improve your competencies, outcomes</b>
<p>Singles - lost the section winning 2/3 games;            Pairs – runners up;            Triples – lost first round in qualifier;            Fours- lost 2/3 in section;            Overall only met one format goal of being a finalist;            Dissuaded to do a complete debrief of team event formats;            Without detailed records, delivery ratings for myself were somewhere            Singles 40%            Pairs as skip 48%            Triples as lead 38%            Fours as second 35%            Learnt the need for Situation awareness capacity;            More priority for mental skill and needs training.</p>	<p>Analytical skills            Honest self appraisal            Mindset of a winner when doing well            Capacity to learn            Bowls skill competency            Highly competitive</p>	<p>I feel my goal for the events should have been to win, rather than to make the final;            No record of skill rating;            Lacked fibre to be more directive to the team about our approach;            Choice of partners;            Insufficient pre event planning;            Poor preparation as a team;            Preoccupied by event surfaces a reflection of low mental (skill) toughness;            Level of leadership character within these teams;</p>	<p>Set goals and action calendar;            Set standards and train to meet these measurable performances;              An emphasis through training on the development of mental &amp; tactical skills.</p>

**THE COACH, 2015**

*Website menu – measured, appraisal  
Debrief for Major bowls event- plans & performance*

## Measuring singles performance

I don't get a lot of enquiries about competing and measuring singles, but I share this singles analysis anyway, should anyone in bowls be interested.

**Personal Competition Expectation - objective %. Statistical standards for all formats in % and ends. Terms as formats vary with events, so delivery numbers vary.**

Delivery target	Singles
singles positions ML Std objective	<b>40</b>
ML Std with first bowl - % objective	<b>50</b>
ML Std with ends contributed - % objective	<b>50</b>

Player's performance SINGLES	11/10 MBC	5/11 Open	5/11 Open				
Total number deliveries	80	56	64				
ML / effective deliveries	43	26	15				
ML / effective deliveries %	54	48	24				
Total ends played	20	14	16				
Ends 2+ bowls ML/effective	15	8	5				
Ends with a ML / effective	19	10	10				
No ends first bowl ML / effective	6	9	2				
No. successful up shots / drives	3/3	-	1/1				
Ends NO bowl ML/ effective	1	4	6				
Average % (this format)	54	51	42				
'Pb' % (this format)	54	54	54				
Ave.ends contribute (this format)	15	12	9				
'Pb'ends contributed (this format)	15	15	15				
Win the game (score)	8/25	21/10	10/21				
Win majority of the ends	6	10	7				
Win majority of the ends %	30	65	45				
No. ends loss exceeds 2 shots	2	-	2				
Shots lost from excess	7	-	8				

**Lachlan Tighe, 2019**

# **‘Improving Knowledge To Improve Performance’**

In a past life I attended an interesting workshop hosted by the Victorian Institute of Sport using golf as the model on developments in coaching in sport.

The head coach for golf displayed to an eager audience from various sports the value of set goals, record keeping and skills analysis for their golfers to know what has to be done to be the next Tiger Woods, so to speak.

Then the audience went out on the golf range to witness one of these golfers display their skills, which he knows he can apply as he and his coach have a base for that knowledge, rather than guesswork or instinct. And it was interesting to hear that the golfer is the one, with either the caddy or coach, who compiles and inputs his statistical data on to a computer after keeping a hard copy during training and in competition.

And I had an opportunity to apply the valuable approach we heard at the golf session with two players I coach. We detailed our knowledge and record keeping and here is one way I wish to share with you on how we did the game analysis of their weekend club championship pairs victory which was wholly based on knowledge factors.

GOAL \_ Win consecutive club championships

## **STRATEGY**

Train regularly for this format.

Enter similar format competitions as lead up.

Discuss, set, practice and review objectives over seven months as partners in readiness for the final.

## **OBJECTIVES**

1. Throw jack to only two specific lengths, minimum or maximum.
2. Ensure a minimum of two bowls are in the head within a mat length (ML) after the pair have delivered 4 bowls and after six bowls delivered by this team.



*Website menu- facts measures knowledge  
column- improving knowledge to improve performance*

3. Each teammate to aim to have two bowls per end within a mat length (ML) striving for 50% effectiveness of total deliveries.
4. Win two of every four ends of the expected 18-end game.
5. Keep shots lost to a maximum of two on any end.
6. Divide the game into 4 X 4 end segments where teammates meet mid-rink to assess progress of the above objectives up to end 16.
7. Decision making: avoid greed and decide on tactics to ensure no turnovers of shots held are provided to the opposition by our skip decisions.
8. Composure: be positive, happy, confident with knowledge of training and preparation, ensure body / verbal language is fun and supportive.

## ANALYSIS

As coach I based the following analysis of the players' game on a comparison to the goal, strategy and objectives statements, which we detailed above.

Goal - The team won 18-8 and fulfilled the goal of consecutive club championships.

Strategy - The three factors were trained and honed over a 6-month application and review.

Objectives (in order):

12 of the 13 jacks thrown were the full ditch to ditch maximum length distance;

12 of 17 ends the team had two bowls within ML after four bowls, and 14 of 17 ends after six bowls.

One player had 33/68 deliveries (48%) within ML, teammate had 30/67 (45%) and apparently a sideline scorer observed the two opposition players were in the 30% result region.

Won a total of 12 of the 17 ends played and the four X four segment record was as follows: Won 3 of 4, 1 of 4, 4 of 4, 3 of 4 ends; and contribution of ML deliveries per segment was the lead player 7/16, 9/16, 10/16, 6/16 and the skipper record of ML over the 4 segments was 9/16, 9/16, 4/16, 7/16, which resulted in that 48% and 45 % contribution of ML deliveries from each player for the game. Only one multiple loss end conceded in 17 ends resulting in a 3 shot loss.

The pair met after each segment to share information recorded by the lead to affirm their plan for the next segment.

*Website menu- facts measures knowledge  
column- improving knowledge to improve performance*

Decisions also reflected in other data compiled by the pair included these:

Eleven of 17 ends held shot with skip still to play deliveries,  
Skip converted result or reduced shots down on four ends,  
There was one end where skip added to the score,  
There were 10 ends where score was maintained, thus  
unchanged.

A final piece of detail was determining a 'pb' for each player and on this analysis the lead has a segment 'pb' of 10/16 deliveries within ML, and the skip has 'pb' of 9/16 deliveries within ML.

Listened to the conversation after the game with opposing players, and spectators, and the number of times comments were forwarded without any base of fact (data) and it implies that many involved in bowls cannot experience a game (i.e. watch or compete in ) and make clinical, analytical comments after the game based on what they see, hear or record as the momentary emotion, or ego, intrudes into providing a useful analysis.

My concern is that too many very good bowlers have this attitude of an emotional analysis being the only analysis and it carries on down through the ranks, so, our future bowlers have only that experience to know to draw on as they progress in bowls.

As Ian Schuback and Jim Yates, both former world champs, often lamented, bowlers and the coaches are unwilling to keep records and documented analysis. If they are unable to keep records then coaches ought to come to the fore.

Oh, one thing about that bowls analysis – one of the pairs players compiled that data during the event having sat with me as coach the day before to write up a specific score card to use to record data in the 'idle' time while competing.

So, recording can be done.

And I am pleased to note that performance recording by numerous players, and an increasing number of clubs, is being done a lot more than was ever seen even a decade ago.

*Website menu- facts measures knowledge  
column- improving knowledge to improve performance*

So well done you bowlers and you clubs recording your knowledge and lets hope it emerges your performances are improving.

**Lachlan Tighe, 2020.**

*Elbows*  
*Players: the qualities & attributes to identify*

**Bowlers as players, attributes**

**Player commitment - measurable factors**

- Level of usage of personal and specialist coaches
- Preparedness of player to comply with and use services as directed by the national coach
- Commitment of player to their Skills development based on evaluation and analysis as recorded in their training and your competition (viz game plans, mental & tactical skills)
- Calendar of coaching and training program for following year
- Obligation to record and maintain a fitness program of an acceptable standard
- Level of usage and application of sports science (include game plans etc.)
- Self appraisal form and evaluation of such form
- Skill rating using average and a 'pb' to gauge ultimate level of technical skill
- Player debrief reports & analysis
- Fitness - a level acceptable to anyone presuming to play elite level bowls as sport
- Report from national and personal coach
- Report from national selectors
- Potential for improvement measured by the various factors above
- Measure of the **personal qualities** recognized by selectors as important
- Responsibility to submit requested information to the Bowls organization per timelines
- Any other factor deemed by the bowls committee (viz Rankings)

Lachlan Tighe, 2014.

## **Player Intro To Elite Squad**

### **Preamble**

My experience is that elite sports people need to be convinced about the culture the sport organization demands from anyone wanting to be a representative of the elite sport team. Thus anyone wanting to be in the representative needs to be made aware of what the culture is for that (bowls) association.

The best way for that is an induction into the sporting culture.

### **The BUS Concept for an elite squad**

I want to look at the DESTINATION (of the club) written on the front of the bus so as to ensure I am jumping aboard a bus being taken in the right direction.

And before I jump on the bus I want it to appear contemporary and be well resourced (fuelled for energy).

Then, where I am willing to be on the BUS, for me as a coach, the bus driver, or you as a player in that team or a selector, or an association committee member, I ask myself:

Let's get the right people on the bus.

Get the wrong people off the bus.

Get the right people in their right positions.

Let the passengers off where they do the least damage.

Take the role, take the responsibility.

Do we have the right people on the bus in all capacities.

If not, is the leadership able or willing to pursue the recruitment of the right people connected to all aspects of club success as set by our committee?

### **PLAYING MEMBER in the Squad aim to**

To be a member of that team, I agree I need to commit my contribution by:

- Committing to train with team members as scheduled pre-season.
- Know, accept and succeed in the agreed role of the position in which I am selected.
- Commitment to team game plan goals.
- Abide by a commitment to contribute to player meetings.
- Abide by a commitment to season planning.
- Agree to not arrange club games that clash with elite squad training.
- Make a commitment to game plans, and openly discuss, agree, apply and review.
- Abide by a commitment to game debrief performance review, based on game plan, statistical analysis, skip input, coach observation, selectors.

***Website menu: facts, measures & knowledge***  
***Player induction into elite squads***

- Preparedness to train more diligently the following week(s) when my previous game performance rating score was <5/10.
- Be prepared to improve my skills under supervised coaching to contribute to the team.
- Show by example I am part of the ‘win’ team mindset prepared to work for squad success.
- Don’t be passive as passive members more often are ‘passengers.’

**Elite squad**

**Induction Workshop for players invited to the squad**

Interest is in observing who chooses not to attend. Inference is that some regular squad players don't see the necessity for attendance (they know it all).

What are you selectors / coach to do now with these players?

Of those who attend, important to target the regular squad players who say NOTHING publicly yet are good enough to be eligible members of the elite team - rationale, to get them to contribute: passive members are passengers – sort them out early.

**DISCUSSION**

(Questions and discussion to put to these ‘nominated’ attendees)

**Specific to you as a bowler.**

Why am I sitting here now?

Is this going to be a waste of time?

What is your intention as a bowler?

How good is your skill?

What is the value of measuring your bowls performance?

What is one thing you are going to do better this year?

What were the fundamentals you worked on since last season?

Why would we select you as an elite skip?

Do you see yourself as having leadership and why, or why not?

Explain your idea of a game plan?

Describe the value of game plans for you?

**Specific to you about other bowlers as future team members.**

Why are the others also here today?

Hell, there are some here that never pull their weight, won’t change.

None of this today will change a thing as selections are already complete!

*Website menu: facts, measures & knowledge*  
*Player induction into elite squads*

Describe the value of team meetings to you.  
Give your reaction to the selectors criteria for compulsory training.  
How do you react to players who flout that criteria.  
Talk about respect as you understand it, feel it, sight it, value it.  
What is one thing you expect the other elite team (mates) to do better this year?  
Skips chosen on leadership, discuss.  
Selection into the elite team - issues you have.  
What is your idea of an ideal skip?  
Explain what is meant by 'back end team skills.'

**Lachlan Tighe, 2018**

## Singles Performance Measured

### Facts and knowledge

#### **World Championships Singles**

#### **Australian (JK) & English (JS) (right side details)**

OBSERVATIONS & GAME ANALYSIS of the final of a past World Championships

Score 2-10, 8-6, 1-2

Ends played	20	
Won	8	12
Lost	12	8
Total number of deliveries = 80		
Forehand	51	45
Backhand	29	35
Forehand effective	18	23
Backhand effective	10	11
Effective / acceptable DEFINITION = <b>Mat length</b> of target / successful shot execution, OK deliveries		

#### Effective/ acceptable Mat Length (ML)

	= 28/80 or 35%	= 34/80 or 42%)
First bowl	5/20 = OK	7/20
F/H	1/10 OK	3/12
B/H	4/10 OK	4/8
Short bowls	= 0/20	2/20
Second bowl	8/20 = OK	11/20
F/H	4/12 OK	5/12
B/H	4/8 OK	6/8
Short bowls	= 3/20	5/20
Third bowl	8/ 20 = OK	8/20
F/H	6/13 OK	5/10
B/H	2/7 OK	3/10
Short bowls	= 2/20	1/20
Fourth & last bowl	7/ 20 = OK	8/20
F/H	7/16 OK	6/14
B/H	0/4 OK	2/6



*Website menu: Facts, measures & knowledge  
Performances in singles, measured.*

Short bowls = 0/20                      2/20

Short bowls total    5                      10

Number of ends (20 played) with FIRST bowl within mat length.

JK = 5                      JS = 7

Number of ends (20 played) with only ONE bowl within mat length / or  
Effective deliveries

JK = 12                      JS = 9

Number of ends (20 played) with 2 bowls within mat length/ or Effective  
deliveries

JK = 7                      JS = 10

Number of ends (20 played) with NO bowls within mat length/ or Effective  
deliveries

JK = 1                      JS = 1

Lengths played 20

Minimum Played 1;

Won 0; shots 0                      won 1; shots 1

Medium Played 13;

Won 5; shots 6                      won 8; shots 11

Maximum Played 6;

Won 3; shots 5                      won 3; shots 6

Bocce opportunities = 1/4                      1/4

Caterpillar success                      = 1                      1

ISSUES from WORLD SINGLES sets play final

- Why does a player change hands in certain circumstances
- As coach would seek to have player 'replay' certain ends to explain the decision making.

Player changing hands after 2 superb (note) deliveries

Where 2 deliveries are great is there any distinct decline in

performance of bowl THREE if the player plays same hand again compared  
to changing hands.

- Anecdotal observation from Aussie Open showed 43% of players lost their second set after a big win in the first set - happened here too and I have posed it as a discussion for sports psych people.
- Mat length (ML) strategy non evident in these games.
- Two bowls in head strategy missing also.
- Last end has to be talked about when the winning delivery is close to a 2m draw shot range.

*Website menu: Facts, measures & knowledge  
Performances in singles, measured.*

**Measuring player performances singles matches**

Score 25/13

Ends played 25, and won 12, lost 12, 1 dead end

Effective/ acceptable ML 49/100 OK deliveries

First bowl 10/ 25 = OK

F/H 6/25 OK

B/H 4/10 OK

Short bowls 3 BH, 4 FH = 7/25

Second bowl 18/ 25 = OK

F/H 6/25 OK

B/H 4/10 OK

Short bowls 3 BH, 4 FH = 3/25

Third bowl 14/ 25 = OK

F/H 7/11 OK

B/H 7/14 OK

Short bowls 5 BH, 2 FH = 7/25

Fourth & last bowl 7/ 25 = OK

F/H 4/11 OK

B/H 3/14 OK

Short bowls 4 BH, 1 FH = 5/25

Lengths played

Minimum

Played 10; Won 4; shots 10

Medium

Played 11; Won 6; shots 13

Maximum

Played 4; Won 2; shots 2

**Singles game 28 ends player loses 20/25**

**OBJECTIVE**

- First bowl to be within ML each end – outcome 15/28
- One effective bowl each end – outcome 27/28
- A minimum of 8/20 (40%) ML effective bowls each segment 5 ends – one segment, ends 21-25, fell to 35%
- Keep losses per end to 2 shots – 27/28 OK, one end dropped 4 shots

*Website menu: Facts, measures & knowledge  
Performances in singles, measured.*

**Knowledge – debrief that Example singles game  
praise**

- Effective delivery % very good, 50%
- Playing length at minimum successful
- TCUP 26/28 ends
- Contributions consistent 27/28 ends

**Deficiencies on the day**

- HICCUP, end 19 changed hand stopped seeing to believe drops 4
- Jack throw long ends mid game not fully effective, helped opposition
- Little use of deliveries 2-3 mid game to alter pattern of play
- FH on long ends not as effective later in game

**Game analysis** - 20-25 over 28 ends where 112 deliveries bowled.

<b>Ends</b>	<b>Score 5 ends</b>	<b>score</b>	<b>First bowl</b>	<b>Ends won</b>	<b>ML</b>	<b>%</b>
1-5	6-3	6-3	4	3	10	50
6-10	4-4	10-7	3	3	13	65
11-15	5-5	15-12	4	3	11	55
16-20	1-7	16-19	3	1	10	50
21-25	3-4	19-23	-	1	7	35
25-28	1-2	20-25	1	1	5/12	45
Total	20-25	20-25	15/28	12/28	56	50

**Lachlan Tighe, 2018**

*Website menu: Facts, measures & knowledge  
Facts to base your performance measure on*

Measuring Facts & figures as knowledge

## Skill Of Lead In Fours Team

### Expectations – skips

One session of mine was focused on the directions / instructions of the skip calls and the expected outcomes compared to the actual outcomes. The reinforcement that a mat length (ML) is a highly achievable outcome and still good enough to win games, generally.

I have now done this session three times since 2008 using 656 delivery attempts and can cite that when a skip calls to the lead bowler for:

Draw to finish one bowl short of jack,	success rate is 3%
Draw to finish one bowl beyond the jack,	success rate is 2%
Draw the bowl to finish a foot beyond the jack,	success rate is 4%,
and	
If however the player was asked to draw anywhere within <b>ML</b> of jack,	success rate is 38%.

The **ML** is realistic and reinforces positivity in the mind of the lead, the skip and the team and it is by definition, excellent.

I might note the first time I did the session the ML % was 22. The second time it rose to 25%. The third time was 38% as per the table.

Noticeably those other % (3,2 &4) never altered in any of the sessions.

Skips why in hell expect and ask for the impossible.

Description	Total deliveries	No. bowls successful	% success
Finish a Bowl in front of jack	656	21	3
Finish a Bowl behind the jack	656	16	2
Finish a foot behind the jack	352	14	4
Finish anywhere ML from jack	656	247	38

**Lachlan Tighe. 2018**

## Selection Too Hot To Handle

Everyone of us in bowls worldwide has experienced, or witnessed, deplorable decisions by selectors, at all competition levels.

To players I coach I say ignore selectors - embarrass the bastards if they overlook your current record of success. Not all selectors are B's, thank god. In fact the B's are in the minority but exert undue influence.

Selection is meant to be tough.

Selection is easier if it is measurable and objective with stated criteria.

Selection of teams (fours) means an understanding or description of the role, objective, suitability of each player of each position.

Selection is meant to ensure integrity.

Selection should also account for the dignity and feelings of those not chosen.

Selection impacts on morale.

Selection is the tool to meet the bowls season, or event, stated target objective.

If selectors don't take account of the above, get out, you do us a disservice.

And if they won't leave, you management people have a role to perform, get rid of them. Your credibility is in the spotlight, not the selectors, as you steer the bowls organization.

And at all levels recruiting too is meant to be tough, because when selection / recruitment is measured, objective and tough, it eliminates the need for those perceived tough decisions as good selection is a requirement from coaches for good coaching.

At both state and national levels, I have first hand experience of the outcome of the selectors lacklustre decisions and inherited players not nearly suitable at the particular level of elite performance.

So be it, life goes on.

**Lachlan Tighe, 2020**

# Pennant Stats Tell Truth

Of late I am approached by clubs and coaches to advise and assist them during pennant season here in Australia.

Most times the representatives who meet me have an inkling of what is necessary for their players to improve. However, when I ask specifically how good the players are, none know. That's because they cringe at the thought of measuring pennant performance. So the expectation from all far exceeds the reality, as limited as the data is on the performances.

In recent years a few diligent clubs have amassed statistics and know what level is necessary to maintain or improve. This year I had a handful of players keep statistics in games and this table below shows their performance from premier league down to Division 5.

Surely these are the players who in the long term will go further, why? Because they have the motivation and discipline to gauge where they are at and where they can get to using the statistics as a tool to display their progress. Well done those players.

## *Pennant season 2016*

### **FOURS TEAM RINK % Stats standards (number bowls from total 42)**

	<b>Lead</b>	<b>2nd</b>	<b>3rd</b>	<b>Skip</b>
ML Std accepted % premier league	<b>50 (21)</b>	<b>50 (21)</b>	<b>45 (19)</b>	<b>45 (19)</b>
ML Std accepted % Div.1.club & objective	<b>40 (17)</b>	<b>40 (17)</b>	<b>33 (14)</b>	<b>33 (14)</b>
ML Std accepted % Div.2.club & objective	<b>36 (15)</b>	<b>36 (15)</b>	<b>30 (12)</b>	<b>30 (12)</b>
ML Std accepted % Div.3.club & objective	<b>33 (14)</b>	<b>33 (14)</b>	<b>26 (11)</b>	<b>26 (11)</b>
ML Std with first bowl - personal objective	<b>12/21</b>	<b>same</b>	<b>same</b>	<b>same</b>
ML Std with ends contributed target	<b>14/21</b>	<b>same</b>	<b>same</b>	<b>same</b>

No previous experience recording at Division 5 from any source, so unable to have set objectives.

**Website menu- facts, measures, knowledge  
Club pennant in Victoria, 2016**

<b>Performance for season 42 deliveries / 21 ends</b>	<b>Premier league record</b>	<b>Division 1 record</b>	<b>Division 3 record</b>	<b>Division 5 record</b>
<b>No. games played</b>	20	4	10	2
<b>ML/ effective deliveries %</b>				
Expected ave.	50	40	33	TBA
Actual ave.	51	28	36	30.5
No. games met expected	15	1	7	-
pb	63	40	45	38
<b>No. times first bowl ML/effective</b>				
Target	12	12	12	TBA
No. games met target	2	0	0	-
Actual ave.	8	6.5	6	3
pb	12	10	9	4
<b>No. ends with ML/effective</b>				
Target	14	14	14	TBA
No. games met target	19	0	3	-
Actual ave.	16	9.5	12	11.5
pb	21	13	16	15

**Observations: Lachlan Tighe, 2017**

## Measuring Triples Play

Not much triples formats are around in bowls, but where they do occur it happens to be at international level.

So, lets see how we might analyse the performance of the triples team as below.

**Personal competition expectation: objective % statistics standards.**

**All formats in % and ends terms as formats vary with events so delivery numbers vary.**

Delivery target	MLEA D	2nd	skip
Fours / triples positions ML Std objective	40	40	33
ML Std with first bowl - % objective	50		
ML Std with ends contributed - % objective	50		

One player's performance TRIPLES	1/11 F/ston	1/11 F/ston	1/11 F/ston	1/11 F/ston	7/11 Open	7/11 Open	7/11 Open
Position played	3rd	skip	lead	lead	2nd	2nd	skip
Total number deliveries	20	20	20	20	30	30	30
ML / effective deliveries	8	9	8	2	11	3	6
ML / effective deliveries %	40	45	40	10	34	10	20
Ends played	10	10	10	10	15	15	15
Ends 2+ bowls ML / effective	1	2	3	-	3	-	1
Ends with a ML / effective	7	7	5	2	8	3	5
No ends first bowl ML / effective	1	4	4	1	8	2	3
No. successful up shots / drives	1/1	1/2	-	-	-	-	0/1
Ends NO bowl ML / effective	3	3	5	8	7	12	10
Average % (this format)	40	42	42	34	34	30	27
'Pb' % (this format)	40	45	45	45	45	45	45
Ave. ends contribute (this format)	7	7	6	5	6	5	5
'Pb'ends contributed (this format)	7	7	7	7	8	8	8

Team performance TRIPLES	1/11	1/11	1/11	1/11	7/11	7/11	7/11
Win the game (score)	19-2	15-2	12-5	18-4	10-19	11-15	10-15
The team (score) if losses kept <2	-	-	-	-	10-15	11-12	10-12
Ends played	10	10	10	10	15	15	15



**Website menu- ...facts & measures**  
**TOPIC: measuring triples performance**

Win majority of the ends	8	8	7	7	5	8	8
Win majority of the ends %	80	80	70	70	33	55	55
No. ends loss exceeds 2 shots	-	-	-	-	2	2	2
Shots lost from excess	-	-	-	-	8	7	7

**Lachlan Tighe, 2019**

# Leadership In Sport

To start my 2017 year off in sport and coaching, I took an opportunity to browse through numerous sports books I have in my library to detect and refresh myself of any valuable messages from the books to refer over to bowls, bowls coaching and elite level bowls.

The generic themes I reacted to were these:

- Attitude
- Choose the players of character
- Culture and teams
- Coaching
- Leadership
- Measuring performance, observing and statistics
- Mental skill
- Selection and teams
- Skip skills
- Teamwork
- Team roles and positions
- Winning is a mindset (as is losing)
- Xcellence.

Here then are some précised statements, and my take too, on the specific theme below. Each theme will be on a separate article / column.

## Leadership

You can accomplish anything in life if you do not mind who gets the credit.

Two sides of the coin.

### **PROFESSIONAL WILL**

- Create great results
- Unwavering resolve
- Set the standards
- Look in the mirror / responsible

### **PERSONAL HUMILITY**

- Show modesty
- Rely on inspired standards
- Channel others' ambitions
- Look out to shower credit due elsewhere (5)

**Website menu- facts, knowledge, measurables**  
**Books on sport, Leadership**

Eric Cantana, as Alex Ferguson's outstanding M.U. model player, doing more than required despite him being the already acknowledged champions player by his peers.

Team leaders have:

Superior playing skill	Cantana at MU
Attitude	Cantana at training
Inspirational skill	Karen Murphy to win gold in NZ
Social skill	Bear
Team harmonizer	Bear
Listening skill	Luke Beveridge
Honesty, integrity	Adam Gilchrist
Standard bearer	Matthew Scarlett (4)

Matthews held out two types of leader

CORE players \_ the heart and sole of the team, standard bearers.

CONSULTANT players \_ contribute solely thru their technical prowess (7)

Woodward wants energisers not energy sappers. Players who commit to the team, who perform their position, task as well as add value to glue the team.

Energisers \_ drive, exertion, levity, fire, force, spirit, intensity, engage

Energy sappers \_ bleat, bleed, deplete, drain, erode, exhaust.

He felt sappers are the biggest obstacle to team success. And for me passive people are passengers (13).

Parkin described qualities as:

Honesty & integrity, self image, vision, risk takers, team oriented, change agent, energy, constantly learning (10).

**Sources**

1 Bryant	Bryant on Bowls
2 Belliss	Play better bowls
3 Benincasa	How winning works
4 Charlesworth	Shakespeare the coach; The Coach;
5 Collins	Good to great
6 Dwyer	Full Time
7 Matthews	Accept the challenge
8 O'Neill	Sport leaders and success
9 Orlick	In pursuit of excellence

**Website menu- facts, knowledge, measurables  
Books on sport, Leadership**

- 10 Parkin Perform or else
- 11 Pyke Toward better coaching
- 12 Syer Sporting body, sporting mind; Team spirit
- 13 Woodward Winning

**Lachlan Tighe, 2017**

## **Pennant Debriefs – Factual History**

During 2017, I was asked to help some clubs specifically with pennant team debriefs. A big issue of course was the unwillingness of many members to be honest in their appraisal.

Again in 2018 some more clubs have asked the same question of me to help with team debriefs.

Remember debriefs are the post mortems to see if any objective was met in the pennant competition today. Now most clubs / players have no objective so I better give an example.

Below we can compare the objective with the recorded performance of a Lead player in pennant:

- Get one bowl per end within mat length ( ML) – result 20/25 ends played;
- Deliver the jack to within one metre of requested length – result 9/10 times;
- Perform at 50% effective ML for the game - result 60%;
- Won when 12 of 13 jacks thrown were the full maximum length distance;
- Whenever lead bowled at 50% effective or better, team rarely lost;
- Whenever lead bowled one bowl within ML 20/25 ends, team never lost;
- Whenever team front end has 2/4 bowls in head 18/25 ends, never lost.

Now with pennant having a four and being at different levels there is a need to have different standards to achieve as per the following sample table. Competition FOURS TEAM RINK Statistics inserted in the table are hypothetical;

***Website menu: Facts, measures & knowledge  
Facts to base your performance measure on***

(Bracketed figures in this table would be the standards based on 50 deliveries)

	<b>LEAD</b>	<b>2nd</b>	<b>Third</b>	<b>Skip</b>
ML Std accepted % Div.2.club level & objective	<b>36 (18)</b>	<b>32 (16)</b>	<b>28 (14)</b>	<b>24 (12)</b>
ML Std accepted % Div.1.club level & objective	<b>40 (20)</b>	<b>35 (18)</b>	<b>30 (15)</b>	<b>25 (13)</b>
ML Std accepted % State level & objective	<b>60 (30)</b>	<b>55 (28)</b>	<b>49 (25)</b>	<b>44 (22)</b>
ML Std accepted % National level & objective	<b>75 (38)</b>	<b>70 (35)</b>	<b>65 (33)</b>	<b>60 (30)</b>

Another aspect of the debrief may focus on the skip and their tactical skill on the day.

Here is one such observation using statistics from a game:

- Teams win 16/25 ends yet loses 21 -24 because the SKIP dropped 4 ends with 17 shots; which ignores the base game plan;
- Review and question him/team about the circumstances (reluctance arises here)
- Losing Skip resorted to 43.5% weighted shots,
- While Winning Skip had 7% weighted shots
- BOG: the skip for managing the emotions of his guys when 1-11 after 8 ends, though early on his own game was not its usual brilliant self; the final score 24/22, says it all.
- Skipping again is a value judgement when we evaluate that player. The spirit of a rink team is apparently affected by three factors – 1) either the demeanour of the skip, 2) tactics chosen by the Skip or 3) the playing performance of the Skip. When it is all three factors, or even two of the three, then the Skip stands real high in my view.

**Lachlan Tighe. 2018**

## **Understanding international players motivations**

I am of the view we don't find out enough about our players who we ask to represent the country.

I tried to address this limitation with some of the national players I coach by asking them to submit to me their response to the following:

- Tell me how it feels to be selected to represent your country.
- Do you know what wins medals.
- Why do you want to do this.
- Is the goal of yours, or your national team, worth the commitment.
- What do you expect to gain from the experience.
- What do you lose or sacrifice to take on this task.
- Is the goal something beyond bowls itself.
- Explain the fire in your belly.
- If you lost at the event, do you know what you would be able to answer to explain what more you could have done to secure a medal.

All of this leads me to continue to read about the player motivation, to better understand their being, their motive and to compare their 'talk and their walk'.

**Lachlan Tighe, 2017**

## **Questionnaire for aspiring elite bowlers**

What prompts me to write this column is a reaction to discussions had with a handful of premier league bowlers and a few just below that level again. And some coaches too.

Some players actually were in the recent elite events such as the national teams / sides championships or the Commonwealth Games 2018 and one coach performed at the Games.

I am amazed at the limited view of players who say they have national representative ambitions, yet do not know what objective their national body might have for players performance and I felt that objective would, even should be, something like this: *'...to maximize the potential of elite and aspiring national bowlers to enable the nation to be acknowledged as a leading country internationally in Lawn Bowls competition.'*

Now take a step backward as an aspiring bowler and work through how and what you might do to seemingly be in the mix as a representative bowler. My questionnaire is meant to get you thinking about your process to be better.

### **PLAYER QUESTIONNAIRE      NAME.....**

- Why should the regional / state / national bowls body include you in their squad?
- State your personal bowls goals – last year; this year; next year.
- Record your performances at elite level the past two years, describing the events, playing positions, teammates names, result.
- Your regular playing position in elite teams.
- Your preferred playing position in a team.
- Explain your regular training program.
- What hinders your capacity to commit (further)?
- What mental skills training do you include in your sessions?
- Describe your current technical skill level.
- How well developed is your tactical skill knowledge and options?
- Explain what is included in your yearly calendar of bowls commitments?
- Describe your game plans for singles / fours.
- Describe the objectives you set within your game plan for an event.
- Describe your debriefing of such an event.
- How do you (not) record performance in training, games.
- How committed are you in the opinion of your coach?
- Explain your leadership and team spirit attributes.
- Tell us a bit about yourself as a person (away from bowls).



*Website menu: facts, knowledge, measurement*  
*Question player motivation*

One bowler who approached me about coaching him for elite performance soon went on the defensive when I suggested they need to 'walk the talk' as I could not see them doing any more than saying they were good (apparently no one else seems to have noticed).

They could benefit from taking the time to respond to this questionnaire as a start to further progress as a bowler.

**Lachlan Tighe, 2018**

## **Selection of Selectors**

### **Selecting the selectors: the first influence for success in team bowls.**

The initial question I ask of a bowls association is...who selects the selectors and on what basis is the decision being made with a view to the long-term objective of the **bowls** association.

Get that wrong and all the cards fall the wrong way. Get it right and we start having the ‘right people on the bus.’

These comments to me appear relevant for all bowls associations operating at the level of bowls from club to zone / group etc, to state / province to national.

### **Selectors as individuals**

#### **WHO WE ARE AS THE SELECTORS**

#### **SKILLS** needed as Selectors

Some of the important skills would include:

- Prior playing experience at the relevant level
- Prior coaching experience at the relevant level
- Analytical and observation skills
- Communication skills - includes report writing
- Contemporary awareness of elite sport requirements
- **Knowledge** of Team selection requires selectors to have:
  - Outline of what is best for the team
  - Base selection on facts, statistics, performance measures, then qualitative aspects
  - Inform squads what they are looking for PRE the choosing of the team
  - Know and inform what skill level is necessary
  - Know and advise each squad member what the role is for each playing position
  - Be aware of character traits they are after from team members that includes work ethic, commitment, dedication, leadership, team oriented, a winners mentality

## *Website menu – facts & knowledge*

### **ATTRIBUTES** necessary as Selectors

These personal attributes for selectors should not have to be stated as they are elementary to the position:

- Ability to judge people
- ‘People’ intelligent (skills)
- Open minded attitude
- Honesty
- Confidentiality in dealings with players
- Integrity
- Impartiality
- Sense of rationality in argument
- Be prepared to be Accountable and
- Take responsibility for decisions and results

### **Selectors checklist: a check of your skill & knowledge**

- What do you look for in a bowler, and what do you watch when they compete?
- What are your reasons for being a selector?
- What skills do you bring as a selector?
- A structure is required to identify talent, explain your approach?
- What are the most important events in the future?
- Describe to us what you mean by leadership.
- What would you do if appointed as a selector?
- How do you see your role fitting with the coaches and team managers?
- What questions would you insert in a proforma handed to players?

### **Summarily**

#### **What we do**

- Objectives of a selection committee
- Roles of members
- Responsibilities of members

## *Website menu – facts & knowledge*

### **Who we are as the selectors, ‘doers’ displaying our**

- Skills required for the job
- Qualities and attributes as people

### **What we want from players**

- Criteria for selection
- Player attributes and expectations

**Lachlan Tighe, 2017**

# ***bowls club Selection Guidelines,***

## ***Selection committee***

### ***OBJECTIVES***

#### **Primary objective**

- To consider every player on their current merit
- To pick the current committed &/or best players in pennant level order
- club teams continually improve on the previous season performance
- Each club team to perform at least equal to the previous year performance

#### **Secondary Objective**

- Strive for a club team to win a pennant premiership
- planning, selection, training, coaching and club management all to assist the objectives
- To have a consistent approach to selection
- To use the coach(es) to meet our objective

### ***Guidelines considered to select players***

The Guideline for ...**continuation or inclusion** ... as a club pennant team member would include many of these factors below,

- Current performance in pennant games
- Current performance rating from your rink team debriefing
- Current performance in recent major club championship events
- Current acceptable performance in organised club selection trials
- commitment by the players to the coach requirements of higher level bowls performance (measure bowls, game plans, complying with the position role, rink meetings, pennant team debrief)
- commitment by the players to meet the specified technical skill levels
- Commitment intensity & involvement of a player to club training
- Commitment of player for skill development based on evaluation and analysis as recorded in their training, trials and competition (viz game plans, mental & tactical skills)
- Debriefing Performance reports on players from selectors and coaches
- capacity for improvement by any player to be part of the club success

### ***Rationale for positioning players in fours teams***

Being chosen in any club team of 16 is the only rationale for the player.

Selectors, including the coaches, should be comfortable these players can play in any position, however, actual team positioning of players in the rink fours may well be based on such reasoning as

- Specific, even superior skill, for any team position
- Recent record of any players in certain positions
- Team position vacancies
- Perceived commitment to Team wherever a player is chosen
- Perceived contribution of any player to team harmony

Lachlan Tighe, website [www.lachlantighebowls.com](http://www.lachlantighebowls.com) 1/8/2014

## **Sensory / Situation Awareness**

### **INTRODUCTION**

This paper is for coaches and bowlers evaluating the sensory and situation awareness skills of their bowlers, especially that elite bowler with reference to their training performance, and competition performance.

When doing the regular reviews (weekly, monthly or quarterly) use a ratings score from an excellent at ten (10) down to a dismal one (1). Any score below a five for a Skill would suggest a real NEED to improve in that skill.

The coach and the bowler need a mechanism to evaluate performance, both at training and in competition. An alpha score could alternatively be inserted into each box below when doing the regular review where the four alpha letters used:

E = excellent, G = good, A = average, B = below average (in skill or performance, i.e below a 50% capacity). Skills scored B suggest a real NEED to improve for that skill.

### **Sensory and Situation awareness in Technical (Delivery) Skill**

- Feet placement on mat for chosen shots
- Stance and direction for forehand deliveries
- Stance and direction for backhand deliveries
- Posture for minimum length draw deliveries
- Posture for maximum length draw deliveries
- Posture for drive shots
- Shoulders and hips in sync with body square to flight line
- Front knee adequately bent at time of bowl release
- Back knee adequately bent at point of delivery
- Length of step forward is along grass line
- Consistency in direction for step forward
- Non bowling hand is suitably aligned and used for balance
- Weight transfer over onto front foot
- Follow through with hand extended and straight out along line
- Stays down for a sufficient period to ensure a fluent follow through
- Visualisation of anticipated delivery apparent
- Reads visual cues from all rink deliveries
- Reads cues of body / verbal language of fellow bowlers
- Watchful and aware of what wins ends
- Use of eyes in their skills toolkit to perform well

***Website menu: Measured & Appraisal***  
**Sensory & Situation Awareness Skills Competency: Bowler**

- Use of ears in their skills toolkit to perform well
- Body weight awareness
- Motor control, soft touch
- Distance judgement
- Sensory awareness touch and temperature
- Judging short bowl and jack distances from the mat
- Judging long bowl and jack distances from the mat
- Judging bowl and jack distances from minimum length
- Judging bowl and jack distances from maximum length
- Visual - speed of green each end
- Visual - narrow and wide hands
- Visual - attitude of all players on rink
- Oral - hears positivity, caterpillar
- Oral - attitude of all players on rink

**Physical (fitness) sensory Skill**

- Pre game / training warm up routine
- In game toning routine
- Post game warm down
- Leg stretch, lunge capacity
- Leg extension
- Squat exercise
- Back extension exercises
- Core endurance
- General flexibility, bending
- Nutrition needs
- Hydration needs
- Clothing - sun smart, warmth

**What are you looking at when you are in the stance position ready to deliver?**

- The focus point, stare point
- Feet in line with grass line
- Line of bowl on the grass
- Finishing point of intended bowl

***Website menu: Measured & Appraisal***  
**Sensory & Situation Awareness Skills Competency: Bowler**

**What are you looking at upon release of the bowl?**

- Line of bowl on the grass
- Focus point, stare point
- The intended shoulder of the path

**What is the main focus of concentration upon release of the bowl?**

- Weight / speed of my bowl
- Combine line / speed

**What is your freedom (of body / mind) checklist?**

- Feet in line with chosen direction
- Concentration on smooth follow through
- Concentration on staying on mat

**What constitutes your grip?**

- Relaxed but firm, comfortable
- Thumb comfortable not stressed
- Mid finger along centre of bowl surface

**How do you time your step and delivery action?**

- Natural walking step with swing
- Step timed with arm swing
- Walking step predominant
- Maintain constant speed of action

**How do you vary your grip for slow greens?**

- Firmer grip for faster shots
- Bowl placed further back in hand

**How do you vary your grip for fast greens?**

- Hold bowl on fingers
- More gentle feel of bowl
- Emphasis on comfort



***Website menu: Measured & Appraisal***  
**Sensory & Situation Awareness Skills Competency: Bowler**

**How do you vary your delivery action for fast greens?**

- ‘Soft’ hands sense in delivery
- Shorten pendulum for varied distances especially start position
- Lower body more than normal
- Use eyes as primary (but not sole) bodily sensory detector

**Note:** The bowler who goes home after the game (regardless of the result today) and assesses each match for tactical strategy, skill and performance purposes and in this particular area, sensory and situation awareness, will be the bowler who eventually wins the most and important singles events.

It all comes back to .....fail to plan, plan to fail.

**Lachlan Tighe, 2018**

# Leadership, Within Us

Regardless of where you play in the (fours) team, you can own a level of leadership within that team.

The Skip determines the tactics, our style of play, the game plan, our collective approach to winning.

Our leadership, our strength of character, within the team can be on display in these ways:

- Chatting pre-game with our team mates about our game plan, our specific role(s).
- Being an energizer during the game with encouragement, advice, acknowledgement.
- Wanting to do more than is required of you, enough being never enough.
- Feeling there is always something that can be done, something more to ensure victory.
- Taking personal responsibility for getting started, a self starter.
- Initiate your own spark to be a leader within the team, not one being led.
- Self motivation is a key to being ahead of other (teams).
- Understand and lead the value of morale boosting contributions to the team.
- Being emotionally up, even if your playing performance is down (temporarily).
- Challenge the negativity from within any one of our team, sensibly.

On negativity and the challenge it presents to a team:

We can all hear and see when someone in our team (it better not be you) is giving off levels of negativity / defeatism, often a cause of distraction, dissention.

And if we observe it, so do our opponents.

Why then do we allow that team member to join the opposition, because that's what they have done and if you do not exert influence, intrude even to change their behaviour, you succumb to being a team of three versus the opposition now with five unofficial members.

Bowls is a sport, a contest, a challenge.

*Website menu: facts, measures & knowledge*  
*Leadership, within us*

During the course of the contest today it will not be all plain sailing for each or all of us team members.

If we are a team and if we have a sense of leadership, both personal and collective, then you as one team member, having the guts to be a responsible leadership team member. will address the negative / defeatist issue with the team mate immediately it arises or certainly within a time not long after it first rears its head.

The strength of the team, and your own leadership character, is on the line when someone strays into the negative / losing mindset.

Don't expect to win if you and your team mates struggle to address this cause for losing.

**Lachlan Tighe, 2017**

## Why You Are Training (Yarra group champions preparation 2019)

Research (the best or most widely regarded is by Anders Ericsson, USA) has shown talent is nowhere near as vital to gaining a standard of excellence / expertise as is the quantity / quality of purposeful practice.

Elite performers devote hundreds of hours to become the BEST.

Ericsson found there were NO exceptions to this pattern: nobody who first reached elite level did so without copious practice sessions and nobody who worked their arse off (my words) failed to excel.

Purposeful practice / training was the sole factor distinguishing those who excel from the utter champion.

When the research findings were made, Ericsson and his research crew were aghast: like all of us, they thought talent was the fundamental factor.

Now they advocate that the reason for elite performance is due to prolonged persistent deliberate effort to improve.

You may read occasionally an expert is described as one who has accumulated 10,000 hours of application, or sometimes, 10 years of dedicated practice.

I keep a log summarizing what I do as a coach and all these years on I reckon I have accumulated 8,500 hours of experience hence slowly, but surely, I am moving toward that zone of “expert”.

To you few players as champions at group level who agreed to have me direct your preparation, your coaching, your training, one final word from the footer below:

attitude, sums it all up.

**Have attitude**

Enjoy the ride with me. I shall.

**Lachlan Tighe, 2019**

**Website menu- ...facts & measures**  
**TOPIC why you are training**

(this article will go on my website sometime soon as I just wrote it now with you Yarra region champions at the forefront of my mind)

# Managing The People On The Bus

To start my 2017 year off in sport and coaching, I took an opportunity to browse through numerous sports book I have in my library to detect and refresh myself of any valuable messages from the books to refer over to bowls, bowls coaching and elite level bowls.

The generic themes I reacted to were these:

- Attitude
- Choose the players of character
- Culture and teams
- Coaching
- Leadership
- Measuring performance, observing and statistics
- Mental skill
- Selection and teams
- Skip skills
- Teamwork
- Team roles and positions
- Winning is a mindset (as is losing)
- Xcellence.

Here then are some précised statements, and my take too, on the specific theme below. Each theme will be on a separate article / column.

## **The BUS, First who**

### ON THE BUS

Choose as first action to get the right people on the bus, the wrong people off the bus, the right people in the right seats and THEN they figure out where they can go; the right people are THE asset.

There are going to be times when we can't wait for somebody.

Now you are either on the bus (in time) or you're not.

All players will want to be on the bus because they see who is already on it.

**Website menu- facts, knowledge, measurables  
Books on sport, BUS people**

Self motivation is in every seat.

Letting the wrong people hang around on the bus is unfair to all the right people as there is compensation to accommodate their inadequacies.

Worse, it may drive great people away from our bus.

Strong performers expect to expend energy but not to carry extra weight.

Passive people are passengers.

These great people on the bus love their role because they love being around/ surrounded by kindred spirits.

However, instead of firing honest able people who are not performing well, it is worthwhile to move them around in different suitable positions on the team bus. (5)

I have fond memories of the first time I did a parody / role play of this BUS program with the Victorian Group side in 2008 in front of an audience of over one hundred hopefuls (bowlers trying to get selected into the final squad of 16) and the reactions from many of the bowlers, selectors and executive. Since then I used a variation coaching two different national squads vying for Commonwealth Games success.

An addition I had to all of the above was to seat 'passengers' near the exit door so we could unload them easily.

What we should end up with is a team full of people with character because we who chose them had similar attributes in different roles and skill sets.

***Sources***

- 1 Bryant \_ Bryant on Bowls.
- 2 Belliss \_ Play better bowls
- 3 Benincasa \_ How winning works
- 4 Charlesworth \_ Shakespeare the coach; The Coach;
- 5 Collins \_ Good to great
- 6 Dwyer \_ Full Time
- 7 Matthews \_ Accept the challenge
- 8 O'Neill \_ Sport leaders and success
- 9 Orlick \_ In pursuit of excellence
- 10 Parkin \_ Perform or else
- 11 Pyke \_ Toward better coaching
- 12 Syer \_ Sporting body, sporting mind; Team spirit
- 13 Woodward \_ Winning

**Lachlan Tighe, 2017**

# **Attitude: The Maths add up = 100%**

(Questionable views on certain approaches fostered in teams)

**What Makes 100%?**

**What does it mean to give MORE than 100%?**

**Ever wonder about those people who say they are giving more than 100%?**

**We have all been to those meetings where someone wants you to give over 100%.**

**How about achieving 103%?**

**What makes up 100% in life?**

**Here's a little mathematical formula that might help you answer these questions:**

**If:**

**A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**

**is represented as:**

**1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26.**

**Then:**

**H-A-R-D-W-O-R-K**

**8+1+18+4+23+15+18+11 = 98%**

**and**

**K-N-O-W-L-E-D-G-E**

**11+14+15+23+12+5+4+7+5 = 96%**



Website menu- Facts, measures & knowledge  
ATTITUDE, The maths add up

**But,**

**A-T-T-I-T-U-D-E**

$$1+20+20+9+20+21+4+5 = 100\%$$

**&**

**M-A-T      L-E-N-G-T-H**

$$13+1+20 \text{ \& } 12+5+14+7+20+8 = 100\%$$

**And, conversely to the ATTITUDE maxim,**

**B-U-L-L-S-H-I-T**

$$2+21+12+12+19+8+9+20 = 103\%$$

**or,**

**look how far ass kissing will take you.**

**A-S-S-K-I-S-S-I-N-G**

$$1+19+19+11+9+19+19+9+14+7 = 118\%$$

**So, one can conclude with mathematical certainty that while Hard work and Knowledge will get you close and Attitude and the concept of Mat Length as a zone of excellence will get you there, it's the Bullshit and Ass Kissing that will put you over the top.**

**Lachlan Tighe 2018**

## **Measuring international event performance**

In recent years countries have sought my coaching input in preparation for either world championships, Commonwealth Games or other events on the calendar.

Most countries set themselves to secure medals, quite rightly.

Most countries though, do not set a standard of player performance for the competitor to know what will assist in their achieving that medal.

I set out for each country a formula that is still a guide today and as such I detail it:

- Each performer in whatever game format (singles, fours etc.) should in the first instance set out to win 50% of their scheduled games as a minimum win/loss ratio.
- Singles players and leads in team formats should be aiming to score 50% effective bowls deliveries and a minimum measure at 40% to ensure to achieve that win/loss ratio.
- Seconds in team formats should be aiming to score 45% effective bowls deliveries and a minimum measure at 40% to ensure to achieve that win/loss ratio.
- Thirds in team formats should be aiming to score 40% effective bowls deliveries and a minimum measure at 35% to ensure to achieve that win/loss ratio.
- Skips in team formats should be aiming to score 40% effective bowls deliveries and a minimum measure at 35% to ensure to achieve that win/loss ratio.
- The team, through the tactical skill of the skip, to set themselves to lose no more than one end with a shot loss exceeding 2 shots.
- The team, through the tactical skill of the skip, to set themselves to win a majority of the ends played per game.
- The team, through the tactical skill of the skip, to set themselves to win at the very least 40% of the ends played per game.

To know these stats. someone has to be recording the measures and I suggest/require the second in the team formats to be doing this end by end. And the team can refer to the stats when they have their on green team meeting say every 3 ends.

Lachlan Tighe, 2015

## **PEOPLE INVESTMENT- a LEADERSHIP necessity**

In bowls especially related to teams, we do not appreciate the value of everyone around us. Whether these are people in attendance, people we met elsewhere or people we read about. All these people have the capacity to add influence to our growth, our effort, our journey, our success, if only we soaked up their input, their treasures stored within for us to reap the golden benefit.

Everyone in attendance at a national Bowls camp who was not bowling was used as a support resource to the coach for the eventual benefit of the bowling squad. Their role was:

Observe squad bowlers body language.

Listen to squad bowlers' verbal language when they train as partners.

Watch player capacity / willingness to bend down, stay down, follow through.

Positivity – how signs were displayed from players to you.

Negativity – how signs were displayed from players to you.

That squad showed they had the capacity to orient their focus on other players priorities if shown the value of the focus.

### **Some statements learned from associating with others for our use in bowls.**

I have used these in practical training programs to commence or review the day session.

- One crowded hour of glorious (winning) life is worth it all.
- Positive people are amazing.
- Confidence is contagious.
- Seeing is believing.
- TCUP – think correctly under pressure, not to be confused with HICCUP (hell I can't cope under pressure) a no no!
- Tune out for a second and second is where you come.
- Striving, never arriving.
- Laugh a lot.
- If you don't work hard enough, others make the choices for you.
- You don't have to be right, you don't have to be sure.
- Not to decide is to decide unfortunately.

*Website menu, Facts & knowledge*  
*People investment*

- No one, not one of us is as good as all of us.
- Be a team that praise together.
- Where you want to be and where you end up is a reflection of yourself, your commitment.
- Start with yourself as an investment, impress those around you with your level of commitment.
- Where your mind goes everything else follows.
- There's no pressure, just challenge.
- If wanting to soar with the eagles, then don't mix with turkeys.
- Unwavering faith (in self) regardless of the difficulties./ hurdles reflects your self discipline.
- Competition is like life itself.- love it, love the thrill of the challenge, of overcoming adversity.
- Sensory awareness is to me bound up in people awareness and all they offer.- citing Michael Jackson...can you feel it, can you feel it, I can feel it...

Lachlan Tighe

2016

## **Deliberate Practice is Success**

A bowls' coach attended my regular training session as an observer and at the conclusion asked me what makes for a good bowler. Gee I gulp when asked that as you hope to know the answer. I replied they needed the raw talent of ball skill and sport skill, as their base, then the important ingredient of motivation to optimize that skill.

As most of we bowlers are over 50 years of age, I reckon collectively we are not (necessarily) prepared to work too hard to be as good as we could be. Is that a question of a balanced life where bowls fits in, or a sheer avoidance of grit and determination.

Conversely I see a lot of 'young guns' strutting around beating all us oldies and I think inwardly... get a life boys, you should be beating us just because you are younger, fitter, faster and with all your faculties. I don't immediately think of them as fair dinkum sportsmen at their present levels of performance. Doesn't mean they can't get there.

Anyway. I direct this column to anyone (youngies or we grey power groupies) keen to develop your bowls much further.

An article titled 'Success is all in the mind' featured prominently in the weekend newspaper and I was struck by its relevance to sport and our bowls. And I thought of those I have been fortunate to coach in Lina, Jude and Safuan for whom all achieved international success. Why?

The article cited the research of a Dr. Ericsson on ...deliberate practice...which makes someone extremely good at what they do. Thus Lina, Jude, Safuan in bowls.

Ericsson saw deliberate practice...as the major bullet taking the player into the stratosphere of brilliance. Again, these three bowlers and their successes. He maintained it, success, is not innate talent, but practice; practice though of a particular, concentrated and grueling kind.

Ericsson reckons that the champion has a complex cognitive process that pushes the body, and mind, to extraordinary heights. And he cited Tiger Woods and Roger Federer. In training I can still and well recall some sessions where Lina, Jude and Saf displayed these heights to me, extraordinary dedication to purpose.

Ericsson maintained everyone has that capacity to be an expert (bowler) as there is no known limit to the brain. Hey, that means you, so go tell the selectors to watch out there is hope yet. My observation in coaching where I am primarily watching behavior is the limit to success is our ego, our emotion. All linked to our effort. Or lack thereof.

*Lachlan Tighe.....Website*  
*Menu folder: Facts & knowledge*

Boy, Ericsson's content is good fodder for me to push in my coaching. Listen to this. He said '...deliberate practice begins in the brain. What makes someone spectacular in their field – ours being bowls – and keeps them there is training via a kind of focused, repetitive practice in which the person is always monitoring their performance (in games and training), correcting, experimenting, listening to immediate and constant feedback, and always pushing beyond what has already been achieved. He put the kybosh on the idea that critical feedback is damaging.'

Note here – immediate feedback is best done and provided by your coach, or in the absence of having one, your teammates. And feedback has to be both at training and post events.

Ericsson felt if you are in an accepting world (by that he meant no one criticizes) people don't develop or get better. For him, and I accede to it too, expert performers / bowlers (and include bowls coaches) there's always effort, improvement is never effortless.

Finally, Ericsson discovered one other thing in his research to apply to our sport, bowls and 'deliberate practice'.

Using the best performers in the world from one sector he found the constraint was not the number of hours practiced, but the number of hours you could maintain and sustain full concentration. If you could not sustain concentration, you were wasting your time.

Who observes that concentration level for you – yes, your coach. Go get one.

January, 2016.

# SELECTING PLAYERS, MEASURED IN BOWLS 2017 CATCH THE BUS

## Two aspects

Measures of performance standards

Observable attributes for team playing positions

## MEASURES OF PERFORMANCE STANDARDS

How do you think you bowled today, really!!!

### Measuring skill

- technical skill rating audit
- skill defined – communication, fitness, mental, sensory, tactical, team, technical

### Measuring attributes / attitudes

- self appraisal (template 2017)
- coach evaluation
- coach observations at training, events
- goals
- outcomes to goals
- reporting
- re-set goals
- pyramid

### Measuring performance

- standards relevant to the team competition level (pennant, state, national)
- targets
- game plans / skips
- team objective
- player (position) objective
- data collected post game for comparison: actual versus objective(s)

## SELECTION, A MEASURE OF PERFORMANCE IN BOWLS

### Game plan / Skips

#### A Measurement of performance, both team and player(s)

Game plan Objectives may be

- win the event / pennant today
- win the majority of ends
- win a minimum of 1 every 3 ends
- keep the opposition score to <10 shots in weekly domestic club pennant competition

Game Plan process to fulfill the Objectives

#### FRONT END PLAYERS

- Compete at the winning length
- Deliver jack 90% effective length as lead
- front end 14/21 ends with 2 bowls in head**
- front end 20/21 ends to have a back bowl**
- Lead first bowl to be within ML 11/21 ends
- one of first 4 bowls must be within ML every end
- both players perform at known average effective delivery rate at the pennant level

SKIP & THIRD steering the team.

- keep losses to a maximum of 2 shots any one end
- prevent opposition entry to head whenever opportunity arises
- take the attacking opportunity whenever it presents itself
- assess the game plan (measures) every 5 ends
- if needed, alter player behaviour as part of amended game plan
- Team to win 11/21 ends, at worst a minimum 8/21 ends**
- Team unable to win today, at worst to keep rink / team loss to single figures**
- both players perform at known average effective delivery rate at the pennant level

#### OBSERVABLE ATTRIBUTES FOR TEAM PLAYING POSITIONS

##### Observing attributes of a lead player

- technical skill rating audit for draw bowling
- ML % each pennant performance



## SELECTION, A MEASURE OF PERFORMANCE IN BOWLS

- Jack throwing competency

### Observing attributes of the 2<sup>nd</sup>/3<sup>rd</sup> players

- technical skill rating audit in all deliveries
- knows the role, accepts it, applies it
- complements the leadership / tactics of the skip

### Observing attributes of a skip

The best skips are those marshaling their team, using their team skills as tools to success, giving the teammates the opportunity to amaze, to inspire fellow teammates, rather than a skip leading as a pacesetter who never allows others 'in on the action'.

**They are described as LEADAR (acronym )**

- is the energiser
- is the tactician
- game planner
- the people manager,
- the impeccable communicator
- technical skill rating audit in all deliveries

## The BUS (organisational) concept

Selectors, please hear me,

I want to look at the DESTINATION written on the front of the bus so as to ensure I am jumping aboard a bus being taken in the right direction.

And before I jump on the bus I want it to appear contemporary and be well resourced (fuelled for energy).

Then where I am willing to be on the BUS, for me as a coach, the bus driver, I ask myself

let's get the right people on the bus  
get the wrong people off the bus  
get the right people in their right positions  
let the passengers off where they do the least damage.

Take the role, take the responsibility

Do we have the right people on the bus in all capacities.

If not is the leadership able or willing to pursue the recruitment of the right people connected to all aspects of a better level of performance?

Summarising

...hire the inspired, inspire the hired

**SELECTION, A MEASURE OF PERFORMANCE IN BOWLS**

&

...first WHO, then what as the who probably know the what.

**Lachlan Tighe, 2017**

# Technical Skills Competency Evaluation

## INTRODUCTION

This paper is for a coach evaluating the technical delivery skills of the bowlers they coach, especially that elite bowler with reference to their training performance and competition performance.

Also when doing the regular reviews (weekly, monthly or quarterly) use a ratings score from an excellent at ten (10) down to a dismal one (1). Any score below a five for a Skill would suggest a real NEED to improve in that skill.

The coach and the bowler need a mechanism to evaluate performance, both at training and in competition. An alpha score could alternatively be inserted into each box below when doing the regular review where the four alpha letters used are:

E = excellent, G = good, A = average, B = below average (in skill or performance, i.e. below a 50% capacity). Skills scored B suggest a real NEED to improve for that skill.

### 1.1 Technical (Delivery) Skill

- Grip and fingers
- Grip and thumb
- Feet placement on mat for chosen shots
- Stance for forehand deliveries
- Stance for backhand deliveries
- Posture for minimum length draw deliveries
- Posture for maximum length draw deliveries
- Posture for drive shots
- Shoulders and hips in sync with body, square to flight line
- Backswing line
- Control of pace of draw delivery
- Maximum length draw bowling
- Driving skill
- Jack delivery to required length
- Front knee adequately bent at time of bowl release
- Back knee adequately bent at point of delivery
- Step forward is along grass line
- Consistency in step forward
- Non bowling hand is suitably aligned and used for balance
- Balance in delivery of drives

## ***Website menu: measures & appraisal***

### **Technical delivery Skills Competency Evaluation: Bowler**

- Weight transfer over onto front foot
- Follow through extended and straight out front
- Stays down for a sufficient period to ensure a fluent follow through
- Accuracy in delivery along grass line
- Pre delivery routine

The article 'SKILLS AUDIT' on my website details a table with about 12 types of delivery at various lengths and either hand to use to record a bowlers' level of competence.

**Lachlan Tighe 2018**

## Lessons From 2018 Elite Bowls Events

# **Bowls: Game Of Skill At Elite Level**

I had the pleasure of coaching a state player recently who was part of the state winning side in the national sides championships.

I also had the pleasure of providing advice to a player who at time of typing was in his 5<sup>th</sup> state singles final in as many years.

And over the past few weeks I have conducted training for two players who represented their region in the state regional championships within Victoria.

Based on those player exposures I am still so, so disappointed our sport lags so far behind in the example elite performance preparation from our players.

Not helped one iota by the blissful ignorance of selectors and bowls management.

Let me proceed with this column '**Bowls: A Game Of Skill Elite Level**' basing a lot of what I am to write on recollections had with other sports coaches and sports psychologists in my dealings with them in sport generally and bowls over 20 years.

The most vivid picture a sports psychologist gave me of his experience observing an earlier sides championships was noting some players playing the pokies before matches, at lunch-time between matches, and in the evening after matches. For many players gambling-smoking-drinking was, still is, an important part of their lifestyle.

Gee that reinforced my version of the elite representative bowler when away attending a major event. Saw it all in Delhi 2010 Games with bowlers the only sports people drinking and at times to excess, at the Village bar prior to their events.

The players who represented their Regions recently at the Victorian regional championships in early 2018 were aghast at how many elite players drank excessively, were never punctual for formal sessions, even being roused from their beds to get to compete and worse, appeared to be influenced by the use of drugs.

And these were teammates or prospects for future state sides. Selectors, team managers, wake up, this is occurring still on your watch in 2018.

I ask the question.

Do state representative bowlers see themselves as elite athletes?

I ask the question of state selectors.

Do you see state representative bowlers as elite athletes?

I ask the question of state bowls associations.

Do you see state representative bowlers as elite athletes?

In my view, elite level bowls is a game of acquired skill at the highest level and it is reasonable to expect, even demand, that regional, State and National bowlers are honing their skills with an intensity, parallel to elite players in other sports, ie. AFL, Cricket and Olympic sports.

Bowls Selectors of representative sides need to step up and take full responsibility in who they choose to represent the association. They should be selecting players who have an elite and team mentality towards competitive bowls.

And, guess what, some of our very best (technical players) would not get a team shirt from me seeing and knowing their mindset.

**Lachlan Tighe, 2018**

# **Team Skills Competency Evaluation**

## **INTRODUCTION**

This is my take for a coach evaluating all the TEAM skills of the bowlers they coach, especially that elite bowler with reference to their training performance and competition performance.

Also, when doing the regular reviews (weekly, monthly or quarterly) use a ratings score from an excellent at ten (10) down to a dismal one (1). Any score below a 5 for a Skill would suggest a real NEED to improve in that skill.

The coach and the bowler need a mechanism to evaluate performance, both at training and in competition. An alpha score could alternatively be inserted into each box below when doing the regular review where the four alpha letters used:

E = excellent, G = good, A = average, B = below average (in skill or performance, i.e below a 50% capacity). Skills scored B suggest a real NEED to improve for that skill.

## **TEAM SKILLS Competence Evaluation of the individual**

- Committed to the team approach
- Works in with others
- Embraces excellence as a standard to aspire to together
- Has attitude of positivity as a team member
- Has attitude toward practising the successful habits
- Enjoys milestones with others
- Applies the word 'work' within teamwork
- Oneness - we start together and finish together
- Respect - has it, shows it, shares it
- Knows the role to be played in the team
- Takes responsibility for that role
- Leadership - shared
- Manages people well
- Prepared to be managed if playing position requires it
- Trains with intensity and purpose for the team
- Expects to win
- Expresses energy as a team member in performance
- Supportive personality to fellow team mates
- Being relaxed helps others relax
- Prolonged focus for the entire game
- Distractions adequately coped with or ignored (control factors)
- Emotional control in all event situations

***Website menu: facts, measured & knowledge***

**Team Skills Competency Evaluation: Bowler**

- Copes under pressure
- Knows how to win
- Game plan contributor
- Learns from a win
- Learns from a loss
- Seeks insight from past champions
- Goals set personally
- Goals set for the position in the team game
- Understands the necessity to improve skills
- Willingness to review team performance in a debrief

**Lachlan Tighe, 2017**



## The Best Captain (Skip)

Dene Milner sent me a quote from a former Australian cricket captain, Michael Clarke.

The quote:

“In sport in Australia, we have a sense of the best player needs to be the captain;

I don't agree with that;

I think the best captain needs to be the captain.”

Early 2018 a panel of bowlers, including Milner, discussed this very topic on skips (refer the YouTube on my website).

We all wholeheartedly agree with Clarke, but the difficulty, the barrier, is at selection table.

At club level it sometimes is selfish self interest of a selector(s) who want to preside over a rink (they call that skipping), without the least bit of relevant skill to skip and certainly not seen as the best skip.

One selection chairman I chatted with this season was of the firm (obstinate) opinion he was a shoe in as a skip in the team. No desire at all to listen, to consider another view.

Guess what they lose a final due to decisions primarily related to choice of skips.

As we go higher in bowls to representative teams, selectors are mesmerized by the ball skill of talented bowlers and overlook or don't even know how to look, the team / tactical / mental skills requisite for a Best Skip (Clarke) to steer these other talented players who form representative sides.

Nothing will change until the approach to selection and the choice of selectors is dramatically altered.

**Lachlan Tighe, 2020**

# Awareness Is Sensory

I actually think AWARENESS is a sensory skill rather than a mental one. Bear with me as I think out aloud.

Awareness can be raised, heightened easily by focused attention of bowlers at supervised training sessions, which have repetition in practice. My notion of caterpillar as repetition is such an example of awareness, more later.

Awareness is emotional intelligence. If you come to train or to the bowls competition, in a bad mood, you are in negative mode and it could percolate over onto teammates, training partners. If a bowler is more self-aware you recognize that mood state and you can choose to leave it at the bowls gate, so as not to negatively impact on your bowls teammates.

My touch on awareness is that it is sensory and thus as a skill can be learned, improved and to some extent measured (by observation at least). My sensory skill coaching and training is a basic feature of my coaching.

In this new year, I held a session for bowlers and the drills required their feeling of motor skill / biomechanical awareness. Nearly all the bowls coaches I meet tend to be (technique) instructors basing the technical capacity of the bowler on how they as coach have a preferred technique. At elite levels that coaching method needs to shift from technical to an extensive coaching of all the other (six) skills.

As elite bowlers the awareness of bodily sensations in delivery movement could be the difference (between winning and losing). Calling on my prior experiences in elite sport, a prime way to increase physical efficiency (bowls delivery) is for you the bowler to become far more aware of your own physical sensations during the delivery from the first movement to the completion of the follow through. That is you the bowler doing and feeling it, not me the coach or any other coach. Might I say observing bowlers I can tell what is and what is not moving in a pure sensory mode.

Hell, how many times has some bowler wandered over or contacted me and asked if I would look at their delivery. These bowlers define that as

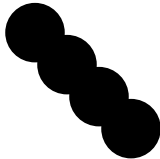
**Website menu- ...facts & knowledge**  
**Website TOPIC Awareness**

coaching. If I was to provide a response am I coaching or imposing my preferred technical approach on them?

Bowlers don't need to bowl like the coach or to satisfy the coach. Bowlers can be shown how to be more aware of their physicality in the delivery for their action to be more fluid for their style of delivery.

That new year session the bowlers were made to arouse those sensory tools to their physical factors in the delivery of their bowls. What do they need to increase their awareness? Bowlers differ however. Making yourself aware of those parts of the body flowing into the delivery is a start.

My caterpillar routine mentioned above illustrated here has sensory awareness.



It is visual, because you see the outcome of the next bowl with its proximity in finish to the original delivery.

It is auditory when that second bowl taps or rests on that original delivery we hear the sound of the bowl on bowl.

It is kinaesthetic where you are able to feel the hip movement taking the body lower, the shoulder blade extending the hand that bit further, the knees lowering your body and weight to start the forward motion.

The tactile awareness is in the soft grip the bowler can recall to be able to deliver such excellent deliveries.

So when someone says how does it (delivery) feel, you the bowler should be sensing all that above.

The mental awareness is the riveted focus on the spot on the green, or wherever it is you focus, as the flow of the body is in execution phase.

Awareness using the senses can develop and excel, through relevant training and coaching. At this bowls session I mentioned, the players were asked to tell me from their position on the mat how far away their bowl was from the jack. Their calls on distance estimates improved over the session as

**Website menu- ...facts & knowledge**  
**Website TOPIC Awareness**

much because I asked them after every bowl, which meant numerous estimates and once I showed them cues and parameters on the green itself, they were able to use these to gauge a distance. Example: a jack spotted on the 2m. mark is just that, 2m. from the ditch, thus any bowl going behind the jack cannot be more than 2m. from the jack, as a start.

Awareness and sensory skill is knowing what is happening around you.

Self awareness is knowing what you are experiencing. It is there as feedback.

Being made aware, you have the capacity to change. Awareness is relevant input. Awareness is feedback, primarily from within your body, the environment, equipment, other bowlers on the green and of course coaches and selectors.

Improvement and change (for the better) can come about as a consequence of quality feedback.

**Lachlan Tighe, 2018**

Menu - Facts, measures

## Factors Affecting Team Performance

Firstly an explanation of three words within the table:  
 Hodge = know your role, accept your role, play your role (& Indian cricket captain Kohli)  
 BUS = right people in right positions, offload the passengers (applies to teams & club)  
 TCUP = think carefully under pressure. I listed Factors into four categories and a player can control one (mine) influence another (team) and deal with the other two with comfort.  
 Mental toughness is that skill to deal with what you can control or influence.

### FACTORS EVEN BEFORE THE GAME

Mine	Team	Club	External
		BUS	
commitment	commitment	commitment	
	composition	coaching	clothing
		culture	
debrief	debrief	debrief	domestic life
	goal	goal	fitness
	<b>Game plan</b>		
<b>Hodge</b>	<b>Hodge</b>		<b>Health</b>
intensity	intensity		
		leadership	
		morale	
<b>Mental tough</b>	<b>Mental tough</b>		
mediocrity	mediocrity	mediocrity	
measured	measured		
motivation	motivation		
		<b>Player pool</b>	
positivity	positivity		
preparation	preparation	preparation	
respect	respect		relationships
		standards	
	<b>Spirit</b>	selection	
skills	skills		
	Skip		travel
strengths	strengths		
training	training		
	targets	targets	

**Factors affecting team performance**  
**Website [www.lachlantighebowls.com](http://www.lachlantighebowls.com)**

<b>Team oriented</b>	<b>Team oriented</b>		
weakness	weaknesses		
winner	winners		<b>Work issues</b>

FACTORS  
ONCE THE GAME GETS GOING

<b>mine</b>	<b>team</b>	<b>club</b>	<b>external.</b>
anxiety	anxiety		
	assertive		
	<b>Back end</b>		
	cautious		
	communication		
confidence	confidence		
	decisions		
	dysfunction		
energiser	energisers		
enjoyment	enjoyment		
	<b>Front end</b>		
	harmony		
intensity	intensity		
leadership	leadership		
mindset	mindset		
	morale		
	opportunity		<b>Opposition:</b>
negativity	negativity		behaviour
	<b>Play to win</b>		strategy
persistence	persistence		mindset
positivity	positivity		pressure
pressure	pressure		<b>Skip</b>
	<b>Skip tactics</b>		skills
	Skip		
	Sooks & snipers		
	Situation aware		
	TCUP		
	Tantrums		surface
trust	trust		temperature
	wimps		wind

I have done this before as an article and limited it to the player, whereas here I have tabulated it into the four headings so we can see where all the potential influences exist.

**Factors affecting team performance  
Website [www.lachlantighebowls.com](http://www.lachlantighebowls.com)**

**Lachlan Tighe, 2019**

## **Communication: Bowlers Skill Competency**

This article is for a coach or bowler, especially if a skip or third in a fours team, evaluating all the communication skills of bowlers, especially that elite bowler with reference to their training performance, and competition performance.

Also when doing the regular reviews (weekly, monthly or quarterly) use a ratings score from an excellent at ten (10) down to a dismal one (1). Any score below a five for a Skill would suggest a real NEED to improve in that skill.

The coach and the bowler need a mechanism to evaluate performance, both at training and in competition. An alpha score could alternatively be inserted into each box below when doing the regular review where the four alpha letters used:

E = excellent, G = good, A = average, B = below average (in skill or performance, i.e. below a 50% capacity). Skills scored B suggest a real NEED to improve for that skill.

### **COMMUNICATION SKILL**

- verbal language, positive
- body language, positive
- social skill level
- clarity versus ambiguity in instruction

### **Communication Self Knowledge**

- Do you know your capability using general communication skills?
- What are your strengths in communication skills?

### **COMPETENCE OF A SKIP**

#### **Communication skills**

As Skip do you:

Convey directions clearly?

Indicate where their bowl will finish if the player misses?

Offer his player a good percentage shot?

Protect a player? i.e. Not offering a dubious drive.

Get 'grumpy' with his players?

Get on well with his players? If not - watch out.

Leave the rink and the team unsupervised during the contest?

Behave poorly - (body language)?

Have a good attitude to all - including his opposition?

Accepts advice from his team?

Only tolerates advice from his team?



*Website menu: facts, measures & knowledge*  
**Communication Skills Competency Evaluation: Bowler**

Talk to his players on the change-over?  
Appear courteous at the start of the game?  
Appear positive to your teammates throughout?  
Applaud good deliveries early and publicly?  
Accept delivery errors with calm?  
Engage your teammates at all times, more so at crossover ?  
Display trust in the calls of the third?  
Allow your eyes to see how teammates are feeling at times?  
Allow pressure to be negatively on display?  
Have a game plan shared with the team beforehand?  
Describe to players before what their role in the position will be?  
Have mid-rink meetings mid-game to encourage your team?  
Laugh and express a sense of fun skipping this team?

**Lachlan Tighe, 2018**

## **Time, The Essence Of Performance**

### **Playing Time**

Research shows that bowlers only delivered a bowl 9% of the time they were out there on the green competing.

The breakdown of the time was approximately:

Delivery of bowls	9%	
Walking to head, changing ends		24%
Other available time	67%.	

A favourite coach of mine, Danny Simmons, as club head coach informs his players of 21:210.

The 21 minutes is approximately the amount of time a Victorian pennant player has for the process of his overall deliveries for that afternoon of competition.

The 210 minutes is about the length of time for each pennant competition game. Meaning these pennant players are only in the process of delivering bowls 10% of the afternoon.

### **Pre Delivery Time**

I first surveyed time taken for a pre-delivery routine as far back as 2000 with the commencement of the squad of bowlers I coached.

From my coaching of international players / teams to 2010 Games, I gauged numerous bowlers pre-delivery routines and the time taken as a means of observing their behaviour in the contest.

The players time for pre-delivery ranged from a quick 2.0 seconds to a patient 18.4 seconds, though the best bowlers in the world were taking between 9.5 to 11.5 seconds to do their repetitious pre-delivery routine.

Interestingly the best bowlers all stay down for a follow through between 3.0 to 3.5 seconds.

Exceptions always occur though and the two men's single finalists in the 2018 Games are that exception and would take, at a maximum, 3 seconds to deliver.

*Website menu: Facts, measures & knowledge  
Facts to base your performance measure on*

**Training & Competition weekly ratio**

Coincidentally, just this week I was asked by a player to advise on the amount of time they should give over to training in any given week of bowls season.

Playing games as practice is NOT Training.

Many bowlers are out on the green in season up to 20 hours weekly. Playing games mostly, which amounts to about 16 hours, with 4 hours practice with club mates, not even teammates.

My ratio for preparation using that 20 hours would be about:

Competitions	8 hours;
Training with club team	3 hours;
Separate individual training	3 hours;
Coach supervised training	6 hours

**Time on the green when not bowling**

In those fours team games you can switch on when not bowling by immersing yourself in the contributions of the fellow teammates, being aware of opponents behaviour, energizing the team, rehearsing your excellent deliveries in readiness for your next effort.

Here in my home state of Victoria we have weekly pennant club competition in the form of fours. We have all experienced playing in a team of four. At the higher levels you get to deliver your two bowls about every eight minutes. The skill to hone is your focus skill as you have those minutes to go around the world in your mind if not switched on.

Mentally ... where your mind goes everything else follows.

**Lachlan Tighe. 2018**

*Members of any aspiring elite level Bowls Team or Squad,  
Part of an overall plan for self improvement as a capable bowler*

Self appraisal guide for .....(bowlers name)			
Rate yourself by referring to the column on the right that aptly fits you now / today	Demands improvement Rating 1-3	Fair to Good Rating 4-6	Very good - Excellent Rating 7-10
<b>TECHNICAL Skill</b>			
Delivery action consistency - backhand			
Delivery action consistency - forehand			
Draw bowling skill competency at: Maximum length Minimum length			
Drive skill competency at: Maximum length Minimum length			
Skill ratings for these : All FH delivery weight options & jack All BH delivery weight options & jack			
<b>MENTAL Skill</b>			
Pre-delivery routine, as a constant ritual			
Mental toughness: remain in control despite: Losing scoreboard Distractions Anxiety Anger Luck (perceived as bad) Poor form – yours / ours			
Composure under pressure: Keep a level of positivity Retain confidence Maintain competitive energy for the team Concentration factor TCUP - thinking carefully under pressure			
Situation awareness in game: Thinking hard, hardly thinking Using all senses to keep aware			
<b>COMMUNICATION Skill</b>			
Communication when skip are: Clear and precise instructions Positive, audible Supportive verbally Supportive body language			
Communication in team when NOT skip: Listening to instructions Accepting instructions in trust Supportive verbally Supportive body language			

*Self appraisal by bowler, 2015*

Rate yourself by referring to the column on the right that aptly fits you now / today	Demands improvement Rating 1-3	Fair to Good Rating 4-6	Very good - Excellent Rating 7-10
<b><i>TACTICAL Skill</i></b>			
Decision making, when team <b>skip</b> (fours): Prompt, purposeful Aware of playable (winning) hand Aware of winning playing length Aware and use of team member delivery skills Game plan team detailed, known, applied			
Decision making, singles			
Game plan detailed for singles formats			
<b><i>TEAM Skills</i></b>			
Team membership, you in the team: How responsible are you to your role What level is your focus during game How supportive are you to each player How honest are you with fellow members Team training attendance and application Asserting yourself to improve the team mindset			
<b><i>ATTITUDINAL attribute s/ skills</i></b>			
To Health, diet & fitness			
Motivation to develop as a bowler: I can readily state my bowls strengths I know what I need to do to improve Developed a set of goals for myself Sought a coach to service my goals			
Commitment: factors to ask yourself: Could you measure it, or, describe it (to others) Willingness to learn, even to change Training intensity and regularity Goals set applied and monitored			
Event / game performance debriefing: Record my game performance statistically How well do you do detail the debrief How well do you discuss it in teams How honest are you with your own game			
Pre game preparation			

**Rating Players** (rate yourself in a column above out of a score of 10 in a range as follows)

9-10 excellent; 7-8 very good; 6 good; 5 average; 4 fair to average; 3 poor; 1-2 ghastly; 0- yuk

ACTION if I was your coach

Rating 0 Needs immediate consultation to question their / our desire to continue.

Ratings 1-3 Needs advice, assistance, training and if pattern continues then ejection.

Ratings 4-6 Needs encouragement to strive for the higher scores, avoid mediocrity.

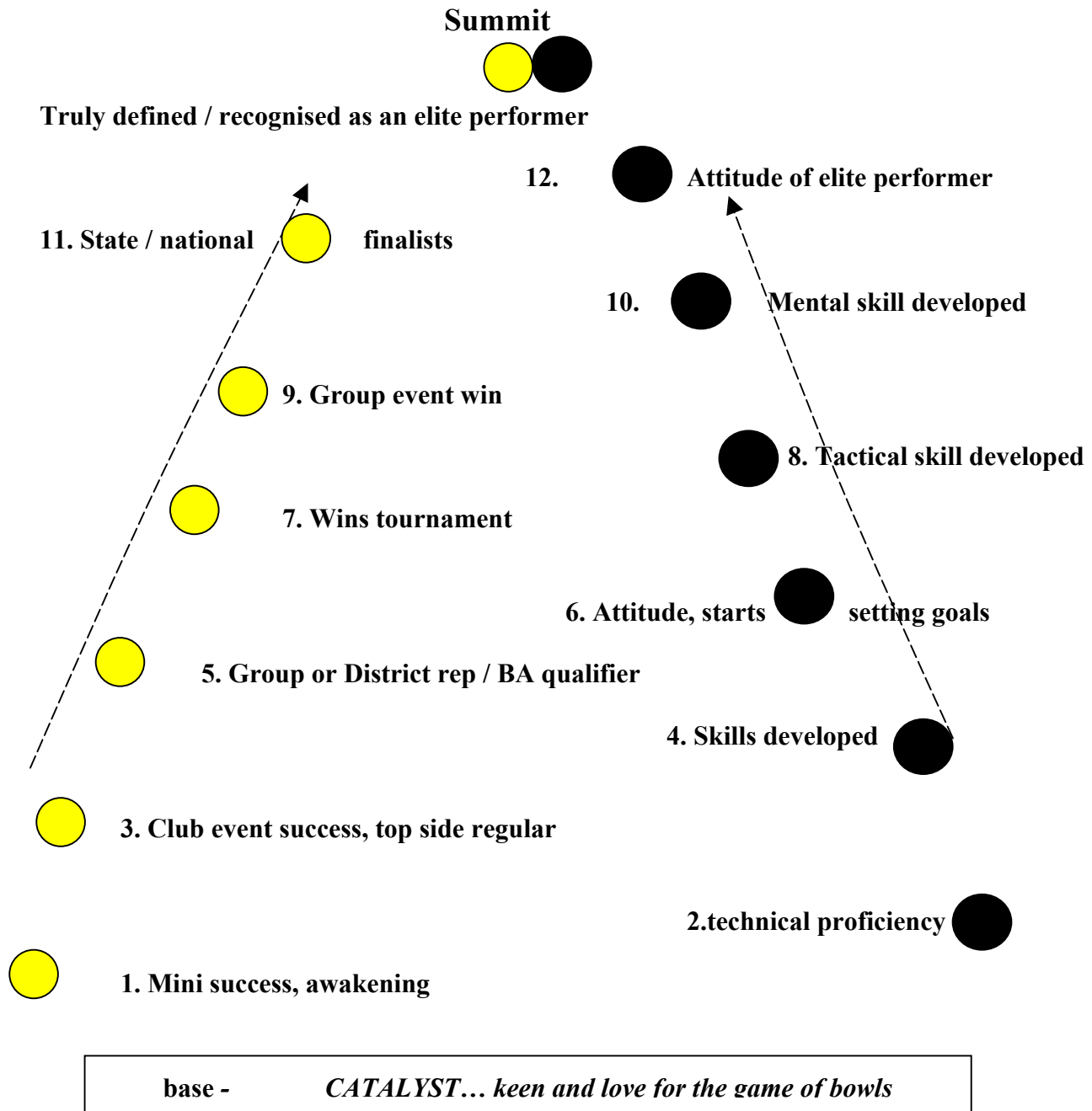
Rated 7-10 Needs to be nurtured, as they are the foundation to strive for success.

The template intends to allow you to reflect honestly on where you are as a bowler, and what you might see doing to reach your level of aspiration in bowls.

Lachlan Tighe, 2015.

**PURPOSE of the session**

Assist bowlers to be aware of their current skill proficiency and required skill(s) competency. Bowlers, know your strength, identify and, importantly, accept weaknesses to ensure you continue to develop the skill to reduce or minimise the weakness; in fact the weakness may even disappear as you acquire the skill and thus a weakness is not apparent anymore.



As coach I have players pinpoint to me where they reckon they sit in the pyramid, discuss.

# **Winning Is Planned**

## **Player Preparation-Event Finals Or Championships**

### **1. 'Winning ways' come from:**

Goals set by all for all  
Preparing by planning  
(Mental) preparation an important component  
Analysing  
Learning

### **2. 'Winning ways' comes pre game:**

Training as opposed to 'practicing by playing'  
Knowledge of us and opposition  
Technically become proficient  
Tactically make preferred decisions, minimise errors  
Game plan devised, acknowledged, shared

### **3. Goals**

What did you / we set for yourself  
Did you write it down  
How often are you monitoring the progress

### **4. Training, including Mental Preparation**

How often do you play per week and in hours / positions  
What position are you generally played in pennant  
What ratio of time training for that role  
How often do you train per week to hone skills  
Parkin Principle hourly ratio of 3 planning, 2 preparing, 1 performing  
Pre delivery routine exact and constant  
Visualise every delivery  
Simulate game in training,  
Tactical training set situations to learn composure under pressure  
The TEAM wins, not you, not the Skip etc.

## **5.Game Plan**

- Take the 'training' into the game
- Set objectives for team in pennant
- Responsibility is shared equally 25% per player
- Ends won, segments won
- Team meetings during and post
- 'TEAM' focus on front-end players having a 2 of 4 bowls contribution
- Minimise losses any end with shots limited to less than 3
- Analysing team, player performances, post game.

**Ask what I need to do to fulfil my own goal (and the club will benefit by my extra commitment.**

**Lachlan Tighe, 2017**



## **Selection of players**

**Selecting the selectors: the first influence for success in team bowls  
...what players need to know, what selectors seek from players.**

The initial question I ask of a bowls association is...who selects the selectors, and on what basis is the decision being made with a view to the long-term objective of the **bowls** association.

Get that wrong and all the cards fall the wrong way. Get it right and we start having the 'right people on the bus'.

This is the third paper / column I write on the general topic of Selection and is focused on what players need to know, what selectors seek from players.

### **Players**

- Measurable commitment
- Attributes / qualities
- Skills
- Squad application
- Rationale / criteria for player selection
- Criteria for player team positions

### **Rationale for Selection**

#### **1...Retention or inclusion in the national bowls squad**

The criteria for continuation or inclusion as a squad member **could** include these factors in their influence on a players national squad selection:

- Competition Performance in past year
- Recorded player commitment to prescribed training and coaching (camps)
- Comparison of players overall performance(s) to their written set of goals for the period
- Responsibility of player to record and submit documented information to the national coach
- Commitment priority of players to national level requirements over other bowls priorities

## ***Website menu – facts & knowledge***

### ***Selection of players***

- Squad members adherence to their formalized personal Terms of Agreement
- Judgement and measurement by coach, selectors etc. of player skills at this level
- Summary of event debrief reports
- A player selectors view as ...knowing how to win

### **2... Positioning players in team events**

Being chosen in the final team of say 16 players is the only rationale for the player. Selectors including the coach should be positioning players in the rink fours based on such reasoning as:

- Specific skill for any team position
- Recent record of players in positions
- Team position vacancies
- Perceived team harmony
- Coach advice on player temperament / suitability for Skip or Vice captain positions

### **Player commitment- measurable factors**

- Level of usage of personal and specialist coaches
- Preparedness of player to comply with and use services as directed by the national coach
- Commitment of player to their Skills development based on evaluation and analysis as recorded in their training and your competition (viz game plans, mental & tactical skills)
- Calendar of coaching and training program for following year
- Obligation to record and maintain a fitness program of an acceptable standard
- Level of usage and application of sports science (include game plans etc.)
- Self appraisal form and evaluation of such form
- Skill rating using average and a 'pb' to gauge ultimate level of technical skill
- Player debrief reports & analysis
- Fitness - a level acceptable to anyone presuming to play elite level bowls as sport
- Report from national and personal coach
- Report from national selectors

## *Website menu – facts & knowledge*

### *Selection of players*

- Potential for improvement measured by the various factors above
- Measure of the **personal qualities** (referred below)
- Responsibility to submit requested information to the Bowls association per timelines
- Any other factor deemed by the committee (viz Rankings)

#### **Player: personal qualities**

The qualities sought from the coach and selectors in squad members **could** include these factors:

Attitude	to bowls, balance in life, teams, others, excellence, learning
Commitment	training, competition, programs
Goals	set, planned, met, reviewed, reset
Learning	willingness to learn, explore, experiment, losing as learning
Lifestyle	and a life and interests other than playing
Loyalty	gives and earns respect, belief in others support
Mental skill	toughness
Motivation	innate desire to succeed, to improve, to win
Persistence	contends with setbacks, sacrifice
Presentation	physically, verbally, role model approach
Self confidence	self belief, self esteem, positive
Sportsmanship	acceptance of fairness and integrity in all dealings
Team	contribution adherence to team approach and appreciates each member

#### **Selectors proforma:**

##### **QUESTIONNAIRE for selected players**

NAME.....

- Why should the bowls body include you in their national squad?
- Record your performances at elite level the past two years describing the events, playing positions, team mates names, result.
- Your regular playing position in elite teams

website [www.lachlantighebowls.com](http://www.lachlantighebowls.com)

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## *Website menu – facts & knowledge*

### *Selection of players*

- Your preferred playing position in a team
- State your bowls goals – last year; this year; next year
- Explain your regular training program
- Tell us a bit about yourself as a person (away from bowls)
- What hinders your capacity to commit (further)
- What mental skills training do you include in your sessions
- Explain your current skill level
- Explain what is included in your calendar of bowls commitments for the year
- Describe the objectives you set within your game plan for an event
- Describe your debriefing of such an event
- How do you (not) record performance in training, games
- How committed are you in the opinion of the coach

**Lachlan Tighe, 2016**

## ***Attitude, says it all***

In these past weeks since my return to Melbourne from coaching in Canada late August, I have conducted 14 training or presentation sessions at numerous clubs.

After one such session I casually mentioned to 3 executives from the club that two of the players in attendance at training were suspect with their attitude.

All three officials were dismayed by my comment.

How could I sense that they asked!

Simply, whenever I coach I am using my eyes and ears mainly to observe the behaviours (be they physical or emotional) and efforts of the players to the task at hand, their preparedness to challenge themselves, not to satisfy me. Who would anyway, might I ask!

Some observable questionable behaviours we can all see in various bowlers if our eyes are open to such include:

- Taking opportunity to cut corners to avoid the effort required.
- Lacklustre obligation to training.
- Self possessed approach to a team training program.
- Complains about the challenges.
- Level of persistence is low.
- Dislikes intensity of training.
- A bit of, near enough, is good enough.
- 'Know all' behaviour.
- Self satisfied with a few good deliveries.
- Irritated that team members are performing better, training or competition, than them.
- Critical of fellow team members.
- Not a team communicator.
- Self motivation level low.
- Not a student of the 'no pain, no gain' school.
- Not self-critical or not sufficiently self-critical.
- Brusque, not willing or able to listen, a no no in a team format.
- Leadership qualities not evident.

If I was to summarise to fellow selectors and coaches and executives then the above is a good sample of the phrase...Attitude is all about practising habits.

I like to see and hear the natural appetite for training, learning, challenges, improving, sharing, intensity of application, yet fun in both the training session, and importantly, in the competition.

*Website menu- Facts, measures & knowledge*  
*ATTITUDE, says it all*

Top performers in all sports do these things, as should you vying to be better at bowls.

Young bowlers bring (some of) that appetite to our sport. With the younger brigade of bowler, I love their natural enthusiasm, optimism brought into a team.

I see too many glum buggers, generally older players, in bowls. No doubt good bowlers, but too protective of glories now past.

They fight hammer and tong with selectors in holding down senior playing positions without trying to ramp up their skill level to justify the position they are selected for in teams.

To my way of thinking, it is great to whet the appetite of the young brigade, and, hopefully rejuvenate the desire in the experienced good bowler to keep improving all in the spirit that the more we collectively improve the better our team(s) perform.

The attitude then says we are being never totally satisfied without being too over critical.

A bit of...striving, never arriving.

**Lachlan Tighe, 2016**

***Website menu- facts & knowledge  
Bowls organisation – Plan to succeed***

***Bowls Association***

**Questions requiring response for any bowls organisation to succeed**

- What are the goals of Bowls association?
- Does the association know what it requires to be the winners (refer below)?
- Compare the performances from the previous comparable event / finals.
- Bowls squad – list prospective members.
- What are the standard of the essentials right now (goals, structure, funds, coaches, playing personnel, bowls skills set)?
- Where does Bowls organisation need to be six months pre the event / finals?
- Where does Bowls organisation need to be a month pre the event / finals?
- The players chosen – proud, responsible.
- Players – position descriptions.
- Calendar of coaching.
- Training sessions – synopsis of daily details.
- Measures - Player Appraisal (mental / tactical skill).
- Measures - bowls delivery rating (technical skill).
- Goals of the coach.

***What it requires to be the Winners***

Firstly having ***Players - proud, responsible.***

Malaysia had a bowls membership of 1, 200 bowlers in 2002, small number in comparison to well established countries, yet moved to a level of success because everyone craved it. The challenge for Bowls associations is to do likewise.

A winning culture is one where:

Players are ferocious in their desire and discipline.

Coach is honest with players in their approach in training and development.

Selectors are ruthless pragmatists in choosing the best players.

Everyone is striving for success, sharing leadership.

***Website menu- facts & knowledge  
Bowls organisation – Plan to succeed***

In Malaysia, the head of the National Sports Council, NSC, informed all athletes from all sports, the questions he had to ask constantly were:

Do we have the right people?

Do they take it (the responsibility) seriously?

Do they accept the challenge?

Thought provoking questions to challenge the best of us and our associations.

Lachlan Tighe, 2016.



## Measuring Pairs Games

Of recent months a few dedicated coaches have talked to me about the unwillingness of bowlers to measure their performance.

Not surprised!

But I want to help a little by providing an example of what the bowler could do to measure a pairs game for example.

The two players have a series of objectives set out before the game thus.

### Personal Competition Expectation - objective % Statistics standards.

All formats in %. Ends terms as formats vary with events, so delivery numbers vary.

<i>Delivery target</i>	LEAD	2nd	third	skip
Singles / pairs positions ML Std objective	40			33
ML Std with first bowl - % objective	50			
ML Std with ends contributed - % objective	50			

One player's performance PAIRS	6/11 open	6/11 open	6/11 open	8/11 open mixed	8/11 Open mixed	8/11 Open mixed	
Position played	Skip	Skip	Skip	Lead	Lead	Lead	
Total number deliveries	45	45	45	45	45	45	
ML / effective deliveries	13	28	21	11	16	13	
ML / effective deliveries %	29	60	47	25	34	29	
Ends played	15	15	15	15	15	15	
Ends 2+ bowls ML / effective	4	10	7	1	6	3	
Ends with a ML / effective	9	15	13	9	10	8	
No ends first bowl ML/effective	5	8	6	5	5	4	
No. successful up shots / drives	1/4	1/1	-	-	-	-	
Ends NO bowl ML/ effective	6	-	2	6	5	7	
Average % (this format)	29	45	45	40	39	37	
'Pb' % (this format)	29	60	60	60	60	60	
Ave.ends contribute (this format)	9	12	12	11	11	11	
'Pb'ends contributed (this format)	9	15	15	15	15	15	

**Website menu- ...facts & measures  
TOPIC measuring pairs games**

Win the game (score)	8-22	8-13	15-14	18-12	9-10	9-15	
<b>Team performance PAIRS</b>	<b>6/11</b>	<b>6/11</b>	<b>6/11</b>	<b>8/11 mixed</b>	<b>8/11 mixed</b>	<b>8/11 mixed</b>	
The team (score) if losses kept <2	8-17	8-13	15-11	18-11	9-9	-	
Ends played	15	15	15	15	15	15	
Win majority of the ends	5	6	7	8	7	4	
Win majority of the ends %	33	40	45	55	45	30	
No. ends loss exceeds 2 shots	3	-	2	1	1	-	
Shots lost from excess	11	-	7	3	3	-	

You may have a better approach in analysis, so long as you have an approach.

**Lachlan Tighe, 2019**

## *Experts & Expertise (Performance)*

I have a column on this bowls website which I titled 'Deliberate Practice is Success'. My reference was an article in the weekend newspaper about a book by a Dr. Ericsson in which I cited a few excerpts from the newspaper review of his book to reinforce my own approach.

I finally acquired the book 'Expertise and Expert Performance'. As you can imagine I had to plough through it; for this column I shall borrow, paraphrase and translate into 'bowls talk' relevant pages. The book is that good – if you are striving for expertise (coaches) and expert performance (bowlers); especially those of you one year away from the pinnacle of bowls, the World Championships 2016 in NZ.

Read on Macduff.....

### INTRODUCTION

Record-breaking gold medallist performance levels are attained by the champions (think bowls think Bryant, Glasson, Murphy, Edwards, Marshall, Said, Siti Zalina). However, in the course of time other bowlers / associations are able to design training methods that allow them to gain that (same) level of performance of these earlier champions. After a while, these training methods become part of the regular and current coaching of all who want to excel and expect to be at the new level of performance.

### TIME

The best training environments are not sufficient to produce the best bowlers; there are substantial individual differences even among bowlers in the same squad. Expert performers have kept diaries on how much time they spend on training and it is found they spend around the same amount of time; but the best of them spend more time on activities specifically designed to improve performance, thus called deliberate practice. A prime example is a bowler in solitary supervised practice working to master specific goals or objectives determined by the coach.

Deliberate practice attributes the rarity of excellence to the scarcity of optimal training places (in bowls), and, to the years required to develop the mechanisms that support expertise and expert performance. Most individuals don't recognise that sustained training and effort is a prerequisite for reaching expert levels of performance.

Experience differs greatly from deliberate practice. Where individuals concentrate on trying to go beyond their ability deliberate practice includes mental demands of problem solving and other aspects of learning. It requires

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concentration that can only be maintained for a limited time. Some experts only train for an hour, as it is too intense beyond that time span.

**INTENSITY versus PLAY**

The essence of Ericsson's study is that expert performance is acquired gradually and that effective improvement of performance requires the opportunity to find suitable training tasks that the (bowler) can master sequentially – typically the program design is done by the coach. This deliberate practice presents bowlers with tasks that are initially outside their current reach of reliable performance, but, can be mastered over practice time by concentrating on critical aspects and refining performance through repetitions after feedback via the coach. In this manner the requirement for concentration sets deliberate practice apart from mindless routine performance training and playful engagement (of practice such as pairs).

**STRUCTURE, PLANNING, MEASURE**

Though individuals have to train in isolation at times, it has been found that the amount of time spent in team related training programs correlates reliably with the enhanced skill levels of the team (and its members).

In addition to acquiring skill, it has been shown that experts (bowlers) continue to improve performance with more experience gained with deliberate practice in structured training. The challenge for bowlers keen to excel is to avoid the focus on technical delivery and to acquire the other skills (mental & tactical) to support their continued learning and improvement. By actively seeking out demanding tasks as set by their coach that force the bowler to engage in problem solving and to stretch their performance, these expert bowlers overcome technical automaticity and refine cognitive skill. This bowler and their coach identify specific goals and objectives to meet improvement in set aspects of performance. Programs are designed to suit that focus that includes feedback and skills repetition. After a time this bowler as expert will learn how to control, monitor and evaluate their own skill performance in training and in events.

To go even further the bowler and coach need to increase and change their regular training activities to take on new and different types of strain or pressure on the new found skills.

Experts continually search for training activity that optimises skill using effective and intense training programs.

Deliberate practice is meant to assist improvement in performance, though, the change has to be measurable and integrated into game related

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skill developments. This type of practice requires attention and concentration, though for all that some lapse in standard of measured performance will occur, hence the need for corrections and repetitions.

### **INNOVATION, GAMES SENSE**

One study cited was a reference to experts' capacity to handle pressure, emergencies. The study showed that where experts simulated the pressure situation beforehand and practised, they were reliably more successful in dealing with the actual event (and perceived pressure). In sport this is a reference to the games sense approach to coaching.

Expert players rely on planning out consequences of game related moves in order to (learn) how to select the best choice of delivery in the tournament. During this deliberate practice the expert will rely on the same planning mechanism to improve their ability to select the best shot choice (in the event). One study has the experts 'think aloud' while applying their practice delivery in training. It was found the expert chose similarly to that which they learned best from their deliberate practice. Incidentally I have explored this where squad bowlers are to 'nominate' their delivery in training.

This practical approach is intended to understand how expert (bowlers) plan and select the best shot in a given game situation. Typically they analyse the game and delivery options for any bowls head by practiced set heads in training.

By spending time in training analysing the consequences of shot selection, bowlers can increase the quality of their choices. With study, bowlers can refine their choice and make decisions better and faster. It has been found experts recognise choices and better choices immediately whereas a competent club performer takes longer.

Practice aimed at improving cannot be performed mindlessly, nor, independently of the relationship to the game, hence games sense approach. Accomplished individual coaches play an important role in guiding the expert bowler in their development.

### **CONCLUSION**

As a theory, deliberate practice asserts that improvement in performance does not happen automatically or casually as a function of experience. Improvements are caused by changes in cognitive mechanisms where the brain and nervous system control performance and the adaptation of the body. The challenge in the attempt to attain the level of an expert is to induce specific changes that allow performance to be gradually improved.

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At the highest level of expert performance (which for us is Commonwealth Games and World championships) the drive for improvement will always involve search and experimentation at that expert threshold even for the masters of any field (bowls) dedicated to redefining the meaning of excellence.

Lachlan Tighe, January 2016 .

## **‘... leadership as a recognizable quality’**

A highly regarded leader in sport and former captain of an Australian Rules Football club once said that leadership was about honesty, no matter how much the truth might momentarily hurt others.

All sport teams / clubs, need leadership, however as only a few are, by definition of results, successful within their competitive environment, what these teams / clubs, have is not true leadership when at times the reins of leadership has to be undertaken by people bestowed with the levels of seniority without all the accompanying leadership qualities because of the limitations of the resources available to the club / team.

The absence of true leadership may be seen as a reflection of the prevailing culture in the club / team as it implies ‘...that is the way we do things around here’ reaction. Leadership is most required when the doubt sets in with the ‘...true believers’ when values and standards are under threat.

The culture that best signifies success is one that is inclusive. Though set and lead by the team / club leader(s), the successful culture embraces the club and team people via:

- Selecting, motivating, rewarding, retaining and unifying members of the club / team,
- The marshalling of the resources within and beyond the organization to pursue the vision set by the leadership in the team / club.

People fall into 3 classes:

Those who make things happen,

Those who watch things happen,

Those who have no idea what happened.

And at times I am sure, I like everyone else, has romped around all three categories.

If I was to summarily describe leadership qualities in a person(s) it would include:

- Having a vision of where our team / club / sport is heading,
- Knowing how to chart a course for all,

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- Providing direction for others,
- The capacity of leader(s) to influence others toward set goals,
- Not (simply) management for although leaders manage, management is planning, organizing, etc. as an outcome from the direction provided by the leaders,
- Developing an acceptable proud culture worth fostering as a legacy for successive people in the club / team,
- Top notch communicator especially for listening and caring.

Reasserting or redirecting team and club culture is an interesting function many of us read, see or are even involved in with our sports.

It is a slow, sensitive and gradual process.

However, when a team (be it at local to national level) is grouped together at irregular and occasional notice there is limited time to foster the preferred culture so the answer is for the leadership to spread the responsibility within the teams / club to enable the people and the culture to merge and consolidate well before the competition event.

Involvement from players in teams / clubs is simply attending training sessions and competitions.

Commitment is that extra effort made and noted, those efforts that go the extra 1% at all times that makes and defines a culture as a success. I finished a report to my club once by saying, “..If YOU do what you always did, WE get what you always got”.

Quotes on leadership:

...A man is not as big as his belief in himself. He is as big as the number of persons who believe in him.

...If you don't stand for something, you stand for nothing.

...Coming together is a beginning, keeping together is progress, working together is success.

One more quote for the road to consider, one we should all be trying at our clubs.

**‘TEAM’** i.e. Together Each Achieves More

**‘TEAM’** or Trust Enthuse Applaud Mates



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And guess what, still there are no guarantees (of success). That is true believing.

**Lachlan Tighe, 2020.**

## **Measured Expectations is Excellence**

After a Bowls Workshop one night, I read this comment about Brett Kirk, the Sydney Swans AFL footballer, captain and anointed great, citing his approach going back 12 years to his teenage days.

Brett, though a cheeky kid, developed some earnest routines as a junior. Before matches he would compose a checklist of personal expectations. After that game he would review it and give himself a mark out of ten (10) for each category.

His family instruction was that the kids never follow the pack simply for following the pack's sake.

A friend and former work colleague was a Skills Acquisition expert (who I used frequently in my bowls coaching) and professional adviser to the North Melbourne Football club ('Kangaroos') in the AFL during their successful period of the 1990s. He would tell me that based on statistical evidence, whenever the Kangaroos were in front at three quarter time, they would win. He knew that position based on fact. Those elite footballers knew that based on emotion and fact.

Bowls has had people who knew that too. In 2002, Ian Schuback came over to me at Manchester, UK, prior to the Games and lamented how all the bowlers out there on the greens kept no record of their performances. With glee, I corrected Ian ('Shooey') because the Malaysians, minnows at the time in bowls, kept records both in training and in competition. All these years on the Malaysians now amongst the best in the world all keep records of performance.

To those of you aspiring to elite level bowls, move on, start the honesty system that applies to self. Measure yourself each performance in training and games for your long-term benefit. It should be part of your development in bowls too.

The topics eventually covered in the Wet Weather discussion forum were:

Game plans

Modified games and their application in training

Club culture and the difficulty as a coach

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[www.lachlantighebowls.com](http://www.lachlantighebowls.com)

Tactical training

A former advisor of mine maintained that players and certainly skips have to know whether a bowler is playing at his A Game level, the B Game level or the C Game level and use the player accordingly, while that bowler is in the level of performance.

That level of tactical awareness and mental skill is rare in bowls currently.

**Lachlan Tighe, 2017**

## Lessons from 2018 elite bowls events

# Who is in charge when teams travel to compete for their Association?

We are mid-year 2018 and I had the pleasure of coaching a state player, on the weekend, who was part of the state winning side in the recent national sides championships.

I also had the pleasure of providing advice to a player who at time of typing this was in his 5<sup>th</sup> state singles final in as many years.

And over the past two weeks I have conducted training for two players who represented their region in the state regional championships within Victoria.

Based on those player exposures I am still so, so disappointed our sport lags so far behind in the example elite performance preparation from our players.

Not helped one iota by the blissful ignorance of selectors and bowls management.

Let me proceed on this topic, which can be called “**Who is in charge anyway?**” basing a lot of what I am to write on recollections had with sports managers in my dealings with them in bowls over 20 years.

I wonder if the question should have been asked by all nations prior to the Commonwealth Games 2018, when we see so few countries secure gold medals. Certainly BA can hold their head high which is good as there is an exemplary culture now existing within HP and the squad members.

Or at the recent 2018 Australian sides championships in Darwin.

Or at the 2018 Victorian regional sides championships in Traralgon.

Anyway, continuing on.

In 2003, the Wallaby rugby team lost to the English Lions in the most fabulous competitive event in team sport to my way of thinking.

I learned so much watching, later reading from the Lions coach, Clive Woodward.

One aspect came through loud and clear. He was in charge, totally.

In bowls, from the top sides at club pennant, right through to the national teams, players seem to be a law unto themselves, exception nowadays may be our national players.

This becomes an issue, on the green and off the green, when things are not going so well and it is time for someone to stand up and take charge of the situation.

Let's not look at Cricket Australia as a profile example.

Who is that 'someone'?

There are two questions that come to mind when I think about this issue.

Who is The Coach of the representative Bowls Team?

Gee, do all our state teams even have a head coach?

Continuing, who does what (Wayne Bennett or Craig Bellamy) does for the respective Rugby League Team or Alastair Clarkson (Clarko) with Hawthorn FC, in preparing the team and the players before and during the tournament to perform at their best?

Clarko apparently has that great dictum for players FIFO translated as "fit in or F ..off", love it!

Question two then is who is the leader of the representative Bowls Team?

Who does what Cameron Smith does for the Rugby League Team, or Luke Hodge did at Hawthorn, steering the acceptable practices, showing the courage, the determination in action when the play is at its toughest and most vital?

Over these years in bowls, however where I watch representative teams, in my view, there are not many times I have seen someone in the squad who coaches the players individually or the teams as teams and the overall representative team off the green.

And in bowls no one who has the authority, or should I say takes authority or responsibility, despite their designated title of either selector or team manager and can command the respect of the team to lead it on the green.

To some extent some of these bowls persons with titles seem to be obsequious in their dealing with players. As if they hold them in awe. Respect the player for their endeavour don't hold them in awe.

Delightfully, the BA team and culture no longer fit into the views I mention above. I think the jury is out on all our state level approaches though, and certainly a majority of the nations in bowls.

I would want to appoint a Coach of a representative side who can:

- (i) Coach and train elite level players,
- (ii) Who values an intensity of work on the training green, players who are solid citizens who naturally proper conduct in the team,
- (iii) Who shows respect but commands respect.

And I would want to appoint someone who is fair and firm and upholds the coach's standards as either the selector or team manager.

Or else we have the farcical situation again all these years on of our elite bowlers being light years away from true professional elite sportsmen, and women.

**Lachlan Tighe, 2018**

## **Lessons from 2018 elite bowls events**

### **How the hell does selection operate?**

Let me provide a brief glimpse into the tantalising topic SELECTION, asking, “**How the hell does selection operate?**” basing a lot of what I am to write on recollections with elite players in my dealings with them in bowls over 20 years.

Essentially the selection criteria omits measurable performance or skills.

To add to that flaw, nothing (of substance) is communicated to prospective players anywhere from regional / district level right up to national selection.

Years ago I was in the company of numerous players at the Australian Sides Championships and heard them say selection was a raffle and then only if you bought a ticket.

That selection approach reeks of disrespect from the selectors toward players.

No wonder we have the feeling that players are playing for personal success (with a national position in mind), which becomes more important than state team success at the Australian Sides Championships.

Bowls Associations, take note, time to change your ways for the better (for our elite bowlers).

Once you do that you can then demand more responsibility and commitment to the cause from the representative bowler.

**Lachlan Tighe, 2018**

## Measuring Fours Performance

If teams adhere to a form of measurement, inferred in the title, we can assume that teams and skips are developing tactically in their approach to perform.

The situation that follows is familiar to all of us who are in a fours team, whatever the level of competition. Let us assume it is a pennant game of 25 ends, which will have long periods of time if you are losing.

Beforehand your team sets out to win, no surprises so far. The Skip, as always, says to us let us see how we are going after five ends. By end fifth the score is 0-11, now there are surprises, where were the opponents in our pre game plans.

What caused 0-11? It must have been one of the three other players, it certainly was not the Skip, it never is. But, our Skip does know, he watched the game disintegrate. But did he know (read she for ladies pennant). Not really as he said let's see how we go after five ends. Now we know - we are being crapped on.

At this point of five ends, the Skip and his team have facts to discuss (briefly mid green). What happens in reality is that the bowlers walk past one another, probably heads bowed, Skip snarling, like ships in the night.

Now if I as coach am sitting in the stands observing I would be asking myself have they stuck to their agreed game plan which might have been to play maximum length ends with the lead on the forehand, the second on backhand and both to aim to have 2/4 deliveries per end in the head for say 3/5 ends. And individually each of these two players have 5/10 effective deliveries after 5 ends.

OK, we have placed a good Skip in our team. From the stand, I can see he meets mid-green after end five and looks at the facts of all four bowlers deliveries as recorded by the lead. Yes you read correctly, the lead. It may be the front end team only had 2/4 bowls in the head for one end and both players have 3/10 effective deliveries so far. No doubt the Skip and third are operating at the same level, but in their defence they are chasing the opposition because the front end team are currently below par.

The typical Skip will grumble and carry on up the Khyber...presumably to a disastrous loss. Our good Skip might see a turnaround in the next five ends where the five end score is 4/6 giving a cumulative total of 4/17, which



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is a marked improvement on the first five ends. Our other rinks notice the containment approach too, they feel encouraged.

For the ends 6-10, our front-end team both score 4/10 effective deliveries and had 2/5 ends with 2/4 bowls in the head. All well and good if we keep thinking and applying ourselves, so on this ideal the score for 20 ends in five-end segments is:

Ends 1-5 score 0-11, total 0-11  
Ends 6-10 score 4-6, total 4-17  
Ends 11-15 score 6-4, total 10-21  
Ends 16-20 score 8-2, total 18-23

Which team continues the momentum? Is our team self satisfied at our effort and rapt if we lose say 20-28. Does the opposition fire up and win 11-0 in the last five ends as they did at the start and eventually inflict a defeat on us of 18-34, an even worse outcome than where we were after five ends.

Much of what occurs from ends 11-25 has to do with the capability of both Skip and third to think tactically in some of these ways:

- Keeping alert to any one member playing a hand or length better than anyone else in the rink,
- Keeping alert to switching all four players from an unkind hand, or length,
- Taking 'A grade' risks with the third / Skip when they are playing at a 'C Grade' standard,
- Poor calls such as inaccurate distance calls from jack to the nominated bowl,
- Third not being quick to consider either safeguard or attacking options to suit the end,
- Skip not providing any input to teammates as he is solely focused on his playing game,
- Minimizing losses per end to maybe 2 shots.

My observer position in the stand enables me to see these tactical areas as the real weakness in the team because when we play well it just happens. But how well do we all play well. How often do the opposition ruin our fun and play as well, if not better.

It is at all times the third and Skip need to be switched on, on red alert and not coasting because we are in front. When we are doing well someone has to be watchful that the winning standard is maintained.

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When we have this mental and tactical skill in place to contend with the opposition we can lift performance to a level where it just simply happens...that level of playing well.

**POSTSCRIPT**

I played recently with a traditional Skip who, though pleasant, and is a good player:

Who never gave much in the way of instruction,  
Never showed adventure,  
Never gave any insight tactically,  
Played those up in the head shots (which have a knack of keeping going beyond the head) rather than the discipline draw.

Fortunately we had a third who assisted we two teammates with advice, tactical options, preferred length and his input in effect won us the game.

And still the Skip simply was there 'to play the game expecting to win'.

Amazing this archaic approach, still in 2018.

As a team we won, he probably thinks he won it for us.

In this sport, Bowls needs to exchange 'he' for 'we' as part of understanding what team is all about.

**Lachlan Tighe, 2018**

# Excellence For Bowls

To start my 2017 year off in sport and coaching, I took an opportunity to browse through numerous sports book I have in my library to detect and refresh myself of any valuable messages from the books to refer over to bowls, bowls coaching and elite level bowls.

The generic themes I reacted to were these:

- Attitude
- Choose the players of character
- Culture and teams
- Coaching
- Leadership
- Measuring performance, observing and statistics
- Mental skill
- Selection and teams
- Skip skills
- Teamwork
- Team roles and positions
- Winning is a mindset (as is losing)
- Xcellence.

Here then are some précised statements, and my take too, on the specific theme below. Each theme will be on a separate article / column.

## **Xcellence**

Gained at training.

Practice makes players.

Practice has to have a purpose.

Training is to be physically and mentally tougher, more complex and more demanding than the competition. This ensures you have the skill capacity to deal with whatever comes along.

Develop excellent habits at training.

Remember it is the power of the mind that excites us to excel at such a level.

Great players enjoy that standard of training. They can lose themselves to the task at hand as they trained with that intensity of purpose as they work hard at excellence, never complaining, always sparing time to devote to the

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**Books on sport, Excellence for bowls**

path of excellence. Excellence to these players is unconditional. It is hard work. It requires commitment. It is the base for motivation.

Eric Cantana as Alex Ferguson's outstanding M.U. model player doing more than required despite him being the already acknowledged champions player by his peers. (4)

From Olympic experience it is known that these gold medal teams go into training with a singular purpose of skill development, enhancement. (10)

### Nurturing Xcellence

All great performers have - fun, joy, passion, love - as their essential ingredient in allowing them to be free to excel. It is that ingredient which enhances their commitment, their motivation, their positive approach in the journey.

Now for commitment & focus great players have incredible intensity on display at both training and competition. They train with a purpose, focused every moment, energized. Their pathway to success is - set goals, train with purpose, perform at your best, debrief to learn the lesson from today. (9)

Xcellence is a habit (4)

### *Sources*

1 Bryant	Bryant on Bowls
2 Belliss	Play better bowls
3 Benincasa	How winning works
4 Charlesworth	Shakespeare the coach; The Coach;
5 Collins	Good to great
6 Dwyer	Full Time
7 Matthews	Accept the challenge
8 O'Neill	Sport leaders and success
9 Orlick	In pursuit of excellence
10 Parkin	Perform or else
11 Pyke	Toward better coaching
12 Syer	Sporting body, sporting mind; Team spirit
13 Woodward	Winning

**Lachlan Tighe, 2017**

## **‘Marching...into another year of bowls, 2016’**

The calendar year 2015 is over, national events concluded and domestic finals are decided around March 2016 as the month of miracles and premiership medals.

So what have we other bowlers learnt – competitors who entered the AO qualifiers around the country; clubs who fielded sides in pennant without finalists; clubs in fact still in contention for pennant premierships.

Before you give the answer, you need to know the questions to ask. Let me probe your thoughts – those of you still in pennant finals really need to have answers if wanting to hold the premiership flag aloft and high.

Here goes.

### **1. What do we need to do for next year for the club to get into the final four.**

First and foremost, just simply be aware of how many average wins your team needs to get into the club pennant final four – 12 wins to be first, 10 for second, nine for third and eight wins should see you as fourth. And to avoid relegation about five wins are required from the 18 games.

Secondly, training and preparation. None of this...I won't train Tuesdays, or under a certain coach. Get used to better approaches.

Third, recruitment of better players. Finally, increase the skill level of all team members. That requires your club to consider a series of coach supervised training sessions over the season.

### **2. How will we cope going into the finals with recent losses fresh in our minds.**

This is a tough one, but lessons are learned from other sports where it also happens.

Seems to me the key is in reinforcing the need to be mentally positive. All your technical, tactical and fitness skills were enough to take you to the finals. Now is the time to believe in yourself, your teammates. Selectors note. Hold strong. I am coach to numerous bowlers playing in finals at a variety of clubs. This message applies to all of them wherever they compete.

**3. What goals have we set the club for next year.**

The current selectors SHOULD have one more meeting post season. That should be to set the goals and direction for the club and maybe the incoming selectors for next season. Without goals you don't score.

**4. What goals have you set yourself in bowls for the year.**

Way back in 2000 I had elite players who shared goals with me, which I still keep.

Their success is no surprise to me when I look back at the level of detail written in those goals.

To be better in your bowls you must, repeat must, go to that length. I know in my coaching I cannot help anyone who has not set themselves a goal so we can refer to that statement. In fact it is my initial measure to find out how serious the bowler is who approaches me about coaching. I am serious about my coaching, maybe you are not about your bowling. Good on ya!!!

**5. You give the lead the choice for length, or to hand the mat away, do you as skip know what he considers.**

Some skips in the club pennant and other competitions too, will give length and mat decision responsibility to the lead. But do you know the mindset of that lead. Will they be reacting based on their own form in the game, the result, our team, the opposition. And even so, when will they be reacting – too early, too late, after five ends to see how we go? Hell the final might be lost by then. Skips, sit down and discuss the approach with the lead and ensure they have the foresight you expect to make suitability judged decisions. If not, blame yourself, not them, if you hand them that responsibility.

**6. What can I do to perform better in the 2016 AO.**

Or for that matter your group/zone events, state events. Firstly, view the skill levels of the best, those in the big league, and digest their elite standard. Now review the use of your weekly time in bowls. If you play pennant, that is about five hours as a given allocation, where you apply your trained skills. If you also 'practice' with club mates in pairs / fours roll up, that may be another say five hours in a week. Well, kick that five hours to seven hours in

the week. Now ensure that 3/7 of that time is set to improve your skill level with separate specific training. That still allows you four hours with mates if that is what you want too.

Otherwise by retaining your normal schedule, don't expect a marked improvement in performance because your expectations exceed your work load and skill level. Stiff luck troops.

### **7. Have we a mechanism as a team to cope when we are struggling in the finals.**

You will struggle at some time in these forthcoming finals. It will happen maybe 4-5 ends where nothing works. As a rink you have to keep the spirits up, you have to meet as a team in the middle of the green to change your collective behaviour. No good persisting with stuff that is not working. And you have to do it no later than three ends of any one members horror stretch. But don't change anything if one team member is 'bleeding to death' in the horrors yet the team is winning. Just bad luck for him, back him emotionally by speeding to victory on the results board.

### **8. What is our game plan.**

Helps answer the above question too. At a previous AO when sets play was the format, one skipper informed his team to win the second set. If they won the first then they won overall. If they lost the first and won the second they had the momentum to go into the tie break knowing that statistically winners of the second set were generally winners of the round. Plans on length, mat placement, handovers and hand to play, were all spelt out too. Interesting to talk to that skip later about his approach.

### **9. What lessons have we learned from this event - AO or pennant season.**

Earlier I referred to selectors sitting and examining the season for the club teams. Well this question applies to all bowlers and us coaches, at whatever performance level. I have sat with my bowls squad as soon as they finished the AO program.

Every one of them has their own perspective for their improvement. My role as their coach in these conversations is to flesh out the tangible things / skills they will work on where we can gauge, measure, train,

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improve, modify or even correct. Note that is the last factor. All of the above though is a reflection of their attitude, or mental skill. How hungry are you to be better? A few national level bowlers had separate conversations and training sessions with me as soon as they were ousted from the AO setting out their next year of bowls. That's what will drive you, not me nor anyone else. Me, I do all of the above as a coach, because I am driven to be as good as I can be as a coach. Who knows how far I can go? My one limitation – I need driven players who want to be much better bowlers. Actually I was asked by one of the bowlers at the AO how come I was so passionate about bowls coaching and elite development. There above is part of the answer. I love the passion.

In our sport today, your time at the top is limited if you don't take stock of what is occurring around you. We have new AO champions, new clubs in finals, new group or Zone contenders, new state, province and national squad members.

Even new coaches - though few and far between.

All because more players are looking at ways to improve themselves, and their clubs. If you remain stationary, you are actually going backwards as the others pass you by. I encourage, in fact coach, you all to 'march' forward and learn from the triumphant, who have recently finished their march in bowls this past season.

March, 2016.



**Website menu: Facts, measures & knowledge**  
**Player induction into Bowls club**

## **Pennant Player Induction At The Club**

Clubs in Australia are consumed by the need to grab new bowlers and have them represent the club in pennant bowls competition.

It is worthwhile for clubs to consider the merit of an induction to all these new prospects so as to retain them as pennant playing members. Here is my take on an induction process where the president / committee get up in front of the audience and explain the following:

### **Pennant Player Induction**

Auditing our CLUB position

- What is our agreed goal?
- Where are we collectively in relation to the skill set / personnel to meet that goal?
- How did teams perform in the season just completed?
- What is expected as a measure to achieve finals next season?
- What is expected to remain competitive in the current pennant level?
- What do selectors have to do to meet the club goal?

What's in it for you the player?

- Everything - if you want to use club resources.
- Very little - if you are disinclined to take advantage of the opportunity.
- Express a commitment to adhere to the club and selectors policy on performance.

What the coach as one resource can do.

- Schedule, supervise and conduct structured club / team coaching.
- Assist in the team debriefs after each game.
- Make recommendations on committed players.
- Help you to be more aware of the skills set playing bowls viz tactics, mental.
- Foster and contribute to your own commitment (skill level).
- Reinforce or make aware to you the factors that influence performance - game plans; commitment; intensity; pressure; team spirit; performance debriefing;

## **Website menu: Facts, measures & knowledge Player induction into Bowls club**

What you the member can do.

Continue

- Enjoying yourself, team mates, the club, the sport, the wins
- Personally improving
- Training attendance
- Club pride

Stop

- Seeing and thus playing (only) games as training and practice
- Negativity
- Myths such as demotion = being dropped versus moved within the team
- Being complacent

Start

- Changing your approach, your behaviour, your training to help you improve
- Training with an increase in intensity, purpose
- Game plans
- Measuring your skill (leads to your improvement)

**Lachlan Tighe, 2018**

## Lessons from 2018 elite bowls events

# Investment Return To Associations

Let me proceed now with the theme, “**A return on investment from bowlers to Associations,**” basing a lot of what I am to write on recollections had with various bowls people in my dealings with them over 20 years.

I can say I know all about this as I was the inaugural appointee in the role of high performance manager for BA. And have also had the privilege of being both a state and regional association coach. Then again I may not know too much anyway, let's press on.

Initially let it be noted, players and officials are nowadays reasonably supported by their relevant Bowls Association for the state and Australian Sides Championship. The accommodation, food, uniforms and travel arrangements for championships are much improved for a state team from an amateur sport. Check comparisons with other small sports. This formal support makes it comfortable for players to be living away from home and focusing on bowls for the duration of these elite events.

In return the representative players need only to:

- Be on time for bowls and other team activities each day,
- Be in bed at a reasonable time each night,
- Act in ways that show respect for the game of bowls,
- Limit their alcohol intake before, during and after bowls games,
- Put the interests of the team first, their personal interests second,
- Play the best bowls they are capable of under the conditions of the day.

From my observation and reaction from others, associations put a lot in and some players take a lot out. As unfortunately do some badge wearers. But that is an aside.

Far too many players cannot deliver on these six-simple-things each day of the championships. These players are not upholding their part of the deal either with their performance on-the-green or their conduct off-the-green.

I question whether they in fact ever agreed to the deal.

What to do then?

Well, one unpopular action is to not put any more into the national or relevant State Team, ie, by providing coloured trousers, a daily player's allowance, a courtesy car so that players can travel back-and-fro, etc., etc. until all players can deliver on these six-simple-things each day over the period of the event. This waiting-to-be-given mentality undermines the determination and motivation of young people to succeed in bowls, sport and life.

Then again make sure the obvious hangers-on who play the role as officials don't take the spoils either.

**Lachlan Tighe, 2018**

*Website menu- facts & knowledge  
Players: the qualities & attributes to identify*

## **Bowlers As Players, Attributes**

### **Player: personal qualities and attributes**

The qualities sought by me as coach and selector of squad members **could** include these:

Attitude \_ to bowls, balance in life, teams, others, excellence, learning,

Commitment \_ training, competition, programs,

Goals \_ set, planned, met, reviewed, reset,

Learning \_ willingness to learn, explore, experiment, losing as learning,

Lifestyle \_ and a life and interests other than playing,

Loyalty \_ gives and earns respect, belief in others support,

Mental skill \_ toughness,

Motivation \_ innate desire to succeed, to improve, to win,

Persistence \_ contends with setbacks, sacrifice,

Presentation \_ physically, verbally, role model approach,

Self confidence \_ self belief, self esteem, positive,

Sportsmanship \_ acceptance of fairness and integrity in all dealings,

Team \_ adherence to team approach and appreciates each member contribution.

**Lachlan Tighe, 2018**

# **Debriefing Pennant Performance**

Here in the state of Victoria we have what is called club pennant, where a club fields sides of 16 players to oppose other clubs. A large club might have 6 sides spread from a skill level called division one down to division ten. It is in this context I offer the following article.

## **A process that should apply for the Club top two 2 sides**

(As a respected club, you do rink debriefs once you have entertained the opposition guests and they have departed your club.)

### **Preamble**

It is imperative as fair dinkum members that you always review pennant performance, sometimes even wins hide sins. How else can we together steer for the future.

My idea for each and every one of the four in the rink is to:

- Listen to the other three.
- Contribute an opinion or statement on yourself and the other three.
- Do ONE ranking on the performance on each of you who played today.

### **Statistics- purpose for keeping them**

My prime purpose is to use stats. When the rink meets after each segment (say ends 5, 10, 15) to gauge what we are doing and the strategy to employ for the next segment with a view to winning. Of course, their added value is to assist in the review of our personal and rink performance after the game.

Question is, who records the stats. The lead can record them with the second and third sharing a view on the accuracy of the record as you do each end. Maybe the skip can signal deliveries that are ML to assist; now all are involved in our effort; discuss as a side, decide as a rink.

### **Statistics recorded of mat length (ML) / effective bowls**

Stats are a prime guide, but not the only measure in rating performance. For the top two club sides the ML / effective delivery aim at all playing lengths as we start the season would be for a:

Front end team, Lead & second EACH to acquire    —  33% which is 14/42 deliveries.  
Back half team, third & skip EACH to acquire       —  30% which is 12/42 deliveries.

Where the player in the position reaches that % / delivery score, I would say on this basis they are rating at performance level 4/10, described below, then subject to other considerations (measurable objectives & observable behaviours) as discussed within the rink.

**Website menu: facts, measured & knowledge**  
**Debrief process for club pennant rinks & players**

(NB \_ A draw bowl that finishes behind the head, yet just beyond a ML is of great value to us, BUT it is not within a ML and, thus is not given a tick score; same as a bowl asked to be a metre into the head yet is delivered 3 metres over and gets a result – it is not a tick as the delivery was not at the weight sought. Subjective, agreed, but intended to ensure we can deliver what is asked of us long term).

(NB \_ The shot result of the delivery is not the measure, it is the skill of the delivery that is the focus.)

### **Guideline to have your Rink discussion**

#### **Priority comments**

- What was one thing you did well today? Now, having explained that, allow each of the others to tell you one thing they thought you did well today. All four of you do this full process.
- What is one thing you can improve on from today? Having explained this, now allow each of the others to make a comment on one thing you can improve on from today. All four of you do this.
- Rink discussion - what did we set out to achieve today (game plan) and how did it go?
- Rink discussion - why did we win (important to know so dwell on it), or lose?
- Rink decision - now, do the performance rating for you four players to be handed to selectors?

#### **Secondary comments**

(Time or interest permitting)

- What do we do / change / improve individually or collectively to succeed in future?
- What did we learn about today's opponents?

#### **Player Performance Rating**

I prescribe these numbers / definitions to reflect the rating of a player's game performance:

1-2 = no good; 3 = just a game; 4 = OK for today, 5-6 = solid, good; 7 = very good; 8-9 = exceptional; 10 = perfect.

(NB \_ Players rated today 1-3 need supervision at training as this standard cannot continue too long; rated 4-6 keep developing and training; those 7 + we need to ensure the other teammates come up to meet your level: if you are one rated 7 +, you can help nurture fellow team members.)

Examples of **measurable objectives** beyond those ML / effective delivery % stats:

- Rink to win a minimum 9/21 ends
- Lead to deliver jack to prescribed length 80% time
- Lead / Second to have 2/4 bowls effective 11/21 ends
- Rink losses kept to a maximum of 3 shots
- Rink to keep game loss to singles figures (< 10 shots)

**Website menu: facts, measured & knowledge**  
**Debrief process for club pennant rinks & players**

- Number of ends played at certain lengths – min / med / max.
- Our side to win every home game
- Game divided into segments, eg. ends 5/10/15 or 6/12/18 and rink meetings held.

Examples of **observable behaviours** influencing player performance rating:

Team skills

- Team spirit / support of each player
- Positivity level of any player

Mental skills

- Concentration / focus / distraction levels of any one player
- Anxiety / frustration level / demeanour - of any one player

Tactical skills

- Tactical nous / decisions of skip, third
- Communication / calls of skip, third

Club pennant players:

Your performance, your honesty at rink meetings, application at training, and having a personal commitment in developing your skill influences selection, not your desire to be selected.

## **Lachlan Tighe 2017**

### **Postscript            Selection**

#### **Article #1 AFL All Australian team announcements this week**

Sam Mitchell gets selected half back flank in All Australian team though if he had a preference would prefer midfield position; Jarryd Roughhead wins the AFL goalkicking award, gets selected ruck / forward pocket in All Australian team though he would prefer to play as a permanent forward. Neither player gives the position selected a second thought - they got chosen in the top team in AFL.

#### **Article #2 Lincoln & Grant in the final stages of winning the US Civil War, 1864**

Lincoln on Grant, who in 1860 was no longer in the army having only been a lieutenant, about Grant's stature in 1864 where he is now the Union Commander in Chief determining the war for the US. It is men who wait to be selected, (while still displaying and fostering their skills) and not those who seek, from whom we may always expect the most efficient service.



*Welcome to this (monthly) edition of the coaching column titled ‘...On Line Delivery’ on Henselite’s website with this theme ... Attributes of elite bowlers.*

I am constantly approached from local bowlers to international bowlers for advice on what and how to become elite, or to succeed at elite level. Let me say what I demand of anyway who wants me to coach them to be an elite bowler ... we move beyond your previous skill level gained over a few years in bowls to the five elite levels which are to me in rung order :

the top domestic club pennant competition level,  
Group/Zone/District championship level,  
state squad/team level  
national squad level  
international team representative level.

The *personal attributes* that I prefer they possess (note the subjectivity) to propel this bowler onward toward the top (international) tier elite level is:

- Highly motivated person
- Understands, and is committed to, personal bowls priority to be elite
- Has a coach capable of servicing their goal to achieve
- Trusts the contribution and honesty of the coach to evaluate their progress
- Train regularly, and, with a purpose
- Challenged to learn, to experiment
- Has inherent ball (sporting) skill
- Instinctive competitiveness/ killer instinct
- Acceptance that mistakes/ losses will occur
- Has a goal(s) that is written down as a reference
- Works hard in training and in competition
- Know their current technical skill and the skill required to be at various levels of elite
- Works at improving ‘pb’ in technical delivery skill
- Applies training to mental and tactical skill development
- Applies game plans based on training
- Disciplined in practice to practice
- Disciplined to avoid social games in lieu of prioritising events
- Selected in teams, capacity to be a strong character for/ within the team
- Has a calendar of events scheduled and to aim for
- Honest in analyzing their competition performance
- Honest in acknowledging/ hearing what else he needs do to be at elite level
- Honest in self analysis of their skill, performance, progress, their personality
- Contented, happy personality

Henselite sponsors a stable of bowlers who are amongst the elite. Be interesting for them as name bowlers to check their approach to mine,  
Enjoy the read.

Lachlan Tighe, 2009

## **Henselite column- August 2012**

### **Lessons from Session: Skill rating**

#### **TRAINING SESSION PURPOSE: lessons from Skill rating**

#### **PURPOSE of the session SKILL AUDIT as outlined in July column**

- ...introduction for this session only of the full range of skill ratings,
- ...and, knowledge of your technical skill
- ...use the audit rating in principle to apply for any one delivery in other training sessions

#### **LESSONS**

Observations of skill development is on player capacity to have discipline in

- Pre delivery routine

- Fundamental factors of delivery are sound

- Ease and fluency of delivery

- Get down, stay down

- Disciplined to watch the bowl flight, detect, repeat or correct

... Choose to work on scoring for 2 - 3 of the ratings each session;

...keep inserting the known 'pb' current for each delivery

for each of these in the table below and note who else you train with has a 'pb' for set deliveries

#### **Questions for skill development**

Competition

- What is your quest

- How are you going to achieve it

Technical

- How good are you

- How good to you need to become

Tactical

- What competence do you have

- What is lacking

Mental

- What skills do you possess

- What do you need to develop

## *Lachlan Tighe.....Talking tactically*

*Lawnbowls.com.au/weeklycolumn*

(edition 154, Aug 1.2005 thoughts & observations on lawn bowls)

### **‘Bosisto on Bowls’**

Jon Bosisto was gracious enough to share the thoughts and experiences gleaned from his famous dad, the great Glyn Bosisto at an informal session held Wednesday 24/1/2001 immediately after the ‘Elbows’ practical program.

Great players like great ideas never date.

Jon was understandably and demonstrably proud of his dad and those achievements and summarised these include

- 7 Australian national titles
- 5 state titles
- 29 club championships
- 296 state games
- 3 Empire (now Commonwealth) games selection

Jon was quite happy for me to jot down what he said to the squad for this to be sent around for later consumption. .

Jon spoke on 3 topics from his dad’s experience- preparation, concentration, tactics

Prior to this he gave a few insights his dad had :

Why do bowlers continue to lose

Because of a lack of bowls intelligence due to a lack of perception and comprehension

Because of greed in their excessive desire for power, success

Learn to lose and learn from the loss, write down what you learnt

Respect every opponent

Minimise bad bowls(errors)

Concentrate harder on the easy shot

Leads- play one side of the green or be versatile; not keen on around the clock drawing

2nds- most important player in a fours

3rds- should be a draw shot player

skips- to be the only firm shot player/ driver in the four

#### **Preparation**

He never practised the day prior to an event as he wanted to be hungry to play on the day

Had an early night pre the game

Followed a normal pre game routine

Never did manual work pre the game

Never practised on the green pre the game but limbered up at home beforehand

Dressed rarin’ to play by 11am on pennant day

Only had a light lunch as big meals ‘weigh you down’

Checked out rink when it was known to be the one to play on

As skip watched every bowl that came down in warm up ends

If lost, went out straight after and ‘released the demons by quick practice’

Kept fit to play at elite level

Never had alcohol in competition

***Lachlan Tighe.....Talking tactically***  
***Lawnbowls.com.au/weeklycolumn***

**Concentration**

Practised focusing on an object (Jon brought a tea jug to show us how to practice focus)  
Chose a line and fixed on it, any technique was acceptable so long as it was done  
Done on environment to include grass, green, wind  
Alert to change during event affecting pace, parts of the surface, etc  
If playing badly quick to think about it, react, change  
If in fours first 3 team bowls short, made next bowl go long i.e. behind the head  
On only beating the bowl holding shot not to be sitting on the jack  
Whenever a green was sub standard play long ends as less adverse influence on draw  
If you think you are going to win (during a game) you are now about to lose so play with determined concentration until the end of the game (a recent lesson for 'young tiger')

**Tactics**

Careful never to drive with only one team bowl in the head  
Drive on the hand where the bias is going away from your bowl you do not want to dislodge so as to hit the opposition  
Playing the last end do not throw the jack to the 2m mark (near the ditch) as opponents have the opportunity to get the ultimate shot if trailed into the ditch  
A player must not have a preference of hand for any shot (if you do go and perfect the shot/ hand to remove the current deficiency)  
If a player is out of form, skips should not change the hand as retaining player on the familiar hand gives the player an opportunity to improve his performance  
Similarly skips should alter the zone space for that player to draw into to enable their success rate to be a realistic and achievable one ( think of reducing pressure for player)  
Don't widen the head with another bowl as it creates options for opposition  
Remember the width of 2 bowls and a jack and the added width of a third bowl (in 'elbows' we refer to this as mat width and mat length measures)  
The 'bozzie block' a shot played with the opposite hand at minimum distance to finish in the draw/ grass line of the opponent to create a 'mental / visual block' for the intended prime delivery option  
Finally, in good company, respect their skill and accept that holding 2 shots is a bonus and not seek out greater, therein riskier, shots to the score

It was interesting to note 4 years later, now 12 years on, in light of the presentation to recall what I sent out re future workshop titles

- . Tactics – poor v. good Decision making
  - maximising the options (not letting short bowls curtail choice)
  - not changing a winning game
  - pairs/ fours
- Skipping – how and why
  - Reading the head, anticipating the head
- Winning ways- comments from regulars to the 'winners circle'
- Attitude- aspects of +/- communication
- Rituals and pre delivery routines
- Mental toughness – do you mind, it matters/ Composure in competition

In thanks to Jon he showed how much is to be learnt inside the club house as well as out on the green.  
Lachlan Tighe, 8/12/2012 actual seminar held 29/01/2001

***Bowls organisation: Strategic Plan Template,***  
***Detailing suggested Key Performance Areas***

**KEY RESULT AREA (KRA): COACHING PROGRAM**

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**Objective:** To enable the Bowls club to succeed at the highest level of competition performance through the appointment of a Head Coach

**Strategies**  
**(implemented by the coach as person with prime responsibility)**

1. Establish a formal documented program plan for management endorsement
2. Devise and apply a TID system/ program to identify prospects for the club objectives
3. Develop competitive opportunities within the club to enhance performance for identified bowlers
4. Develop and conduct required and regular training programs for relevant bowlers
5. identify appropriate external competitions for players to compete
6. Expand opportunities to for players to trial and compete for club & Group /Association/ zone
7. As coach be required as a member of selection panel,
8. review, develop and monitor criteria for top side selection

*Lachlan Tighe, Elbows squad coach, advising*  
*Bowls clubs/ bowls Associations on a Higher Performance Program*

*Elbows 2013*  
*Bowls club- Bowls Association Management*

**KEY RESULT AREA (KRA): COACHING PROGRAM**

<b>Strategy detail</b>	<b>Activities</b>	<b>Outcomes</b>	<b>Timelines</b>
1. Establish a formal documented program plan for management endorsement	<ul style="list-style-type: none"> <li>• Review current programs</li> <li>• endorse coach proposal</li> <li>• Establish selection committee</li> <li>• Conduct players workshop</li> <li>• Set objectives</li> </ul>	program for club players and identified player personnel	
2. devise and apply a TID program to identify players to meet the objectives	<ul style="list-style-type: none"> <li>• Review current programs</li> <li>• Devise the system</li> <li>• selection of players</li> <li>• Conduct players program</li> <li>•</li> </ul>	Increase the number of players suitable for the program for club representation	
3. identify competitive events within the club to enhance performance for identified bowlers	<ul style="list-style-type: none"> <li>• Encourage all identified players to enter all major club events</li> </ul>	Structured talent identification; training program developed for keen players	
4. Develop and conduct required and regular training programs for squads	Weekly conduct of coaching and training programs.	training programs published and implemented.	
5. identify appropriate external competitions for players to enter	<ul style="list-style-type: none"> <li>• Review competitions within state</li> <li>• Enter players as teams in events</li> </ul>	Increase number of entrants in other competitions	
6. Expand opportunities to compete for club & Group	Send players to represent club Send players to Group/ zone trials	More competition opportunities available to identified players.	
7. member of selection panel	Use position to influence objectives	Competitive success	
9. review, develop & monitor selection criteria for top side	Define criteria with fellow selectors disseminate criteria to all club players	More opportunities to screen club players.	

## **Lachlan Tighe, BCB, National Coach 2012-2104**

### **‘...Extraordinary Achievers’ with Deliberate practice**

**Avid reader that I am on all sorts of things, I came across a spectacular few pages in a recently purchased book titled ‘QUIET’ by Susan Cain from New York, and the reason for my use of the word spectacular.**

**Well read the following excerpts which I have retyped direct from her pages and if you in the bowls world, more specifically you who wish to be recognized as elite athletes, if these words, these ideas, these examples don’t resonate with you (the way they rebounded off the page for me), well, where in hell are you!!!**

**So to start quoting**

‘How do extraordinary achievers get to be so great at what they do?’

Anders Ericsson, research psychologist has searched for answers using various fields of human endeavour including sport, music, technology.

In his famous experiment, he and colleagues compared a collection of violinists from an international music academy. Violinists were divided into three groups- the best who would be internationally recognised, those deemed very good, and then a third group seen as good and competent performers. All violinists were asked to keep diaries of their lifestyle especially musical time allocation.

All three groups spent the same amount of weekly time, fifty(50) hours, participating in music related activities. All three groups had similar demands in their normal course of life. But Ericsson found a striking difference among the groups.

That being the best two groups spent most of that 50 hours practising in solitude- 24.3 hours per week, compared to group three who allocated 9.3 hours to solitary practice.

The best group rated practice alone as the most important aspect of their music activity. Elite musicians, even those who perform in groups, describe practice sessions with a chamber, orchestra groups as ‘leisure’ compared with solo practice, where the real work gets done.

**LT comment: this fits so comfortably with me in coaching elite bowlers- motivate yourself to train independently to acquire the necessary skill to perform at elite level, therein stop giving over precious time to ‘play’ games, truly a leisure pursuit; now continue reading**

Ericsson and fellow researchers found solitude had similar effects for expert performers in other fields beyond music. Elite athletes in team sports spend unusual amounts of time on solitary skill practice.

**LT comment: in team bowls, it is called a team position such as a lead, so we need to be an expert in that role in the specific event, such as world championships, 2012. Now continue again**

What’s so magical about solitude?

In many fields according to Ericsson, and his findings, it is only when you are alone that you engage in, what he refers to as a ...**DELIBERATE PRACTICE**; which he has identified as the key to exceptional achievement. When you practice deliberately you identify the tasks or knowledge that are just out of your reach, strive to upgrade your performance, monitor your progress and revise accordingly.

Practice sessions that fall short of this standard are not only less useful – they’re counterproductive. They reinforce existing habits and mechanisms instead of improving them.

**Lachlan Tighe, BCB, National Coach 2012-2104**  
**‘...Extraordinary Achievers’ with Deliberate practice**

**LT comment: in this past year with BCB, how often have you heard or read me state that you are to train with a purpose and an intensity, how apt to be reading this book just pre coming to Canada to have an external source of experts reinforce the approach. It will be hard for anyone to refute the findings and suggest we go any other way to 2014.  
Now continue again**

‘Deliberate Practice’ is best conducted alone for several reasons

- It takes time and concentration
- Other people can be distracting
- It requires an intense motivation which may often have to be self generated
- But more importantly it involves working on the task most important to you, personally, only when you are alone. If you want to improve what you’re doing you have to be the one generating the move. In a group session you’re only generating the move a percentage of that time together.

**LT comment: as I am in full agreement the dot points could have added your level of discipline and your striving to fulfill your goals. Groups such as our Canadian national squad will have levels of mediocrity surface and that is a difficulty for the bowler aspiring for ultimate success. Unless I as coach jump on that mediocrity as soon as it raises its ugly head. And that assumes it is not me being the cause of the mood of mediocrity. Who keeps me honest- you, the player of character, wanting to strive all the way to success. Always remember you bowlers, you win the medal not me, not the organization.  
Again continue reading her story**

The story of Stephen Wozniak (Woz) is exemplary. As co founder of Apple the IT giant, with Steve Jobs, his early meetings with various IT people at their Homebrew meetings was the catalyst for him to build the prototype PC introduced by Apple. But the knowledge and work habits that made it possible came from another place entirely.

Woz had deliberately practised engineering ever since he was a kid. Ericsson maintains it takes 10,000 hours of deliberate practice to be deemed an expert.

And Woz had these attributes – a passion; he built his expertise step by step; and, he worked alone.

**LT comment: Terry O’Neil delivered in excess of 10000 bowls in 2011 to work toward a level of bowls expertise. You readers, look at what is on the footer of every page I send you..attitude is all about practicing habits. A passion for what you do makes it habit forming naturally. And coincidentally, if I coach approx. 10 hours weekly all year round this past 20 years , then I am around 10,000 hours of experience, rather than expertise, something I am forever and still striving toward.  
Read more of the book below**

(Wozniak) acquired a central ability that was to help him throughout his career, patience; which he felt was an underrated attribute.

He learned things gradually, figuring out what worked, what didn’t; he learned not to worry so much about the outcome, but concentrate on the step he was on and try to do it as perfectly as he could do it.

**LT comment: again in an Arizona camp document either 2011 or 2012 I urged you as players to aim for perfection (which was mat length delivery outcomes) and in falling short you will end up with excellence.**

**Pappa is in my squad and wondered if the thrust of the article goes against me being of use as a coach. No, I am a service agent for each of you as elite athletes, I provide skill in assisting you in furthering**



**Lachlan Tighe, BCB, National Coach 2012-2104**  
**'...Extraordinary Achievers' with Deliberate practice**

the tactical and mental skills set. I reinforce the necessary standard that prevails for international success.

But all you bowlers need to be like Pappa. He trains by himself about 6-8 hours weekly and still trains in our squad. His form this past 2 years is so exemplary as an elite athlete, everyone and many clubs want to have him in their teams.

To Bowls Canada and my Elbows squad, what a story in this book the pages of which I have retyped for our mutual benefit. Soak it up and stand (even) taller .

Lachlan Tighe  
Sunday 6/5/2012

***Bowls Canada***  
***Coaching 2011- Lachlan Tighe***

**Facts and knowledge**

**Myths**

**Greens being unkind**

Training on rinks that do not run true is a valuable program to gauge the mental discipline of any player. Common reaction is to complain. Better response from the elite player is to reset the zone, to learn TCUP reject HICCUP.

**Set of Bowls**

Changing sets of bowls regularly is not a solution. It is still the same flawed player delivering a different set of bowls. Re-examine the source of the problem, the player.

**Playing games as practice is NOT Training**

**Training & Competition weekly ratio**

Many bowlers are out on the green in season up to 20 hours weekly. Playing games mostly. My ratio for preparation using that 20 hours would be about

Competitions	8 hours;
training with club team	4 hours;
private individual training	4 hours;
coach supervised training	4-6 hours

***Henselite Coaching Column... 'On line Delivery'***  
***Coach consultant, Lachlan Tighe***

**January, 2012 edition** of the coaching column titled '...On Line Delivery'

The *theme* this column is.....lessons learnt from attending the BA Hall of Fame Inaugural award night, December 2011 in Adelaide.

I had the sheer joy to attend the awards and also to separately dine with icons John Snell, Peter Belliss and Jon Bosisto ( whose dad was made the only legend of our sport). In their company I picked up these pearls for us all to heed.

***Hall of Fame***

**Lessons**

- Train as if you were competing in the final of the Australian Open
- Compete against your own standards and not worry about the opposition
- Develop standards at training
- Discipline yourself to train such as 20 consecutive deliveries over a chalk mark
- Don't be greedy, maintain advantage then gain
- It is not necessary to get the shot too early
- The best players recorded their performance in training AND in events
- Know your weakest delivery, improve it, visualise it even when away from the green, say when walking around the street

Enjoy the read.

Lachlan Tighe,  
January, 2012

## ***Henselite coaching Column...On line Delivery Coach consultant, Lachlan Tighe***

**January 2013 edition titled ‘...FINALLY, SELECTORS’**

Two observations

### **Finals strategy**

We Victorians near our pennant finals come February 2013. And selectors need to make the best decisions in the interest of the club prospects to win premierships pennants.

A sample formula maybe to consider following:

- Choose the best rinks of players with the skips and club coach providing major input
- Require the nominated rink players to attend training to ensure ongoing selection and for the players to attend each Tuesday and Thursday for your club coach to direct training
- Sit and consult at length with these skips about their preference for player positioning
- Set targets to give your players a sense of direction so it may read like number of games to win from the remaining five; number of points realistically achievable over the five weeks; number of ends each rink to win weekly
- Culture- the use and abuse of grog and fags, and if you combine that factor with a poor approach to training, will invariably see your team lose their (chances) of finals success

### **Selectors...nightmares**

Witnessed the worst example of selector's poor judgement skills.

Selector is also a skipper and was heard to publicly and loudly abuse the daylight out of a fellow team skipper two rinks along for the manner in which that other skipper was steering his team rink.

Fellow team members sunk or slunk into their shells to avoid the line of fire after that outburst.

Selectors know your role. Know your responsibility. You do your best to select the best teams for the good of the club. Don't expect appreciation as players are too emotionally involved to give you due credit. So you took the job just do the job but only that job.

Once that selection task is done the skips and their team do their best the way they see it or the way the opposition is allowing the pattern to unfold.

You as selectors do not take, or have, the responsibility for the way others play.

The club coach has the opportunity to enhance the skill set of each of the skippers and he may have club authority to do so.

How come my experience within bowls, which goes to international level, keeps getting reminders that of all the groups in the sport who make a contribution, I continue to see and hear the selectors as being the ones deficient in their relevant skill set for the role they undertake.

Lachlan, January 2013

## Henselite column- July 2012 Training Session: Skill rating

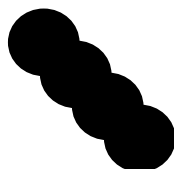
### TRAINING SESSION PURPOSE: Skill rating

#### **PURPOSE of the session    SKILL AUDIT**

...introduction for this session only of the full range of skill ratings,  
 ...and, knowledge of your technical skill  
 ...use the audit rating in principle to apply for any one delivery in other training sessions

#### **WARM UP physical toning exercises, (10 minutes)**

caterpillar all 4 deliveries to touch one another for 2 to 4 ends  
 at worst the three deliveries should be no further than a mat length from the original delivery



#### **SKILL Rating ,**

**Measuring performance score out of 10 attempts:** scoring is done by the number of deliveries ending within **'Mat Length'** (ML) of delivery being attempted at the distance indicated below:

Type of delivery, (10 attempts at all deliveries at both lengths)	Min. Length B/Hand	Min. Length F/Hand	Max. Length B/Hand	Max. Length F/Hand
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6 trail shot – hide jaack				
7 yard on shot				
8 2 yard on shot				
9 Drive				
10 Draw to ditch, ML				
11 Draw spot right/ left				
12 resting toucher				
13 widen the head				
14 firm shot & stay				
15 plug / block entry				
16 firm up shot swinger				

KEEP A SCORE OF ANY OF THESE PERFORMANCES

**In a normal training session choose one or two skill deliveries and again choose to attempt one of the hands and lengths as indicated. Never do all as that skill rating is not my intention of a typical training session.**

# *ELBOWS*

## *Coaching as leadership, 2013*

### Facts and knowledge - Leadership

Since 2011, I have re-read and rewritten these leadership aspects summarised below

#### **LEADERSHIP (practically) STATED**

- A leader to me is someone who can do (nearly) everything themselves but lets others help them
- People do work, not processes, hence I coach/ lead people (who bowl)
- Ask challenging questions for the others to come up with the answers
- To lead people, walk beside them
- Understand people and involve them to help you meet our / their /my goal
- The quality of leadership determines the success of any (bowls) organisation.
- The qualities others see in leader(ship) include trust, care, vision, reliability, credibility, hope, inspiration, philosophy, values
- my leader is one who passes on the baton as their legacy

### Leadership, an attitude

In my time continuously learning and practising the craft, and indeed the art, of coaching, I have eventually developed a **P** Principle as follows, applying the phrase... attitude, all about practising habits....to encompass the approach to coaching, to steer or lead the direction of the squad.

- Sharing my coaching **Philosophy**, i.e...striving to be better, always
- **Planning** constantly; everything, every time, every battle is won before the war is begun
- Developing, enthusing, educating, training, sharing and enjoying the **People**
- Display, communicate the sheer unadulterated **Passion** that reflects that enthusiasm
- Applied importantly via the challenging and skill intense training **Programs**
- All done with the goal in mind to **Perform**
- **Power** is attitudinal- if you work hard you get to make the choices...if you don't (work hard) others make those choices for you
- **Praise** and appraise the effort the share and care of the players competition

### The BUS (organisational) concept

I want to look at the DESTINATION written on the front of the bus so as to ensure I am jumping aboard a bus being taken in the right direction.

And before I jump on the bus I want it to appear contemporary and be well resourced (fuelled for energy).

Then where I am willing to be on the BUS, for me as a coach, the bus driver, I ask myself

let's get the right people on the bus  
get the wrong people off the bus  
get the right people in their right positions  
let the passengers off where they do the least damage.  
Take the role, take the responsibility  
Do we have the right people on the bus in all capacities.

## **ELBOWS**

### **Coaching as leadership, 2013**

If not is the leadership able or willing to pursue the recruitment of the right people connected to all aspects of High Performance?

- Mentally *where your mind goes everything else follows*
- emotionally *attitude is all about practising habits*

#### **‘PIE’ LEADERSHIP STATEMENTS**

P

Professional	passionate	patient	planned	personable	persistent
Political	probing	prepared	profile	powerful	philosophy
presence					

I

Intelligent	initiator	innovative	influential	informed	inspiring
Inquisitive	interested	interpersonal	integrity		

E

Enthusiastic	energised	educator	embraces	empathy	enjoys
Excel	encourages	evangelist	excites	experiments	

(these simple statements in the acronym PIE have guided me for years as I strive to do it better each and every year). Be great if I had these qualities. However simply realising what traits make for leadership is enough to both keep me realistic and desirous of at least improving on these traits.

#### **LESSONS LEARNT ON LEADERSHIP SINCE 2011**

##### **Leadership**

Means taking responsibility and in that sense it is about your ongoing learning and growth, regardless of age;  
it means you are prepared to put up your hand;  
it means you acknowledge when you err;  
it means you accept the consequences from incorrect or misguided decisions and actions;  
it means you are a stronger character with a stronger conviction;  
it means others see that attribute too;

How do I know this- well I experience it and strive to gain from all and any ideas and action I journey through.

The right ones and the ‘wrong’ ones too.

Make your conviction, your leadership, known to all; make a commitment to influence as others will be the beneficiary of that conviction; and in their being the beneficiary you engage them; listening is leading as it helps to engage and then others grow as you do.

What else have I learnt this past year- in walking tall, sharing and enjoying what I do and believe in, others (in this case in bowls and coaching) also are taller than they were before. As one coach said she is now getting warm and fuzzy herself by being able to share and guide others. Me too.

One reminder, take on the role then take on the responsibility (of leadership); with that increased responsibility comes a degree of accountability which we have to equally accept and adopt.

**ELBOWS**  
**Coaching as leadership, 2013**

And that requires another degree- one of honesty, self honesty, a trait so important to all of us first as people, then in the various roles we have, seek, in our lives, sport, business or interpersonal relationships.

**LEADERSHIP Story #1     Hawthorn FC 1989 Brian Richo, Bo Bo, Iggy**

Hawthorn era of permanent grand finalists, frequent premiers.

Young recruit joins in training with the greats who are senior players. Recruit starts lairising with a set skill routine and is cautioned by one senior player about adherence to set routines. Recruit continues his lair ways in routine. Another senior player gives a reminder to the recruit. Recruit still does his own thing. The two senior players are joined by the captain and all three in effect tell the recruit to piss off, you are not wanted here at Hawthorn.

Coach, Alan Jeans, did't have to do a thing. Standards are known and agreed to and applied and have success and no one is going to challenge that for successful players.

**LEADERSHIP Story #2     Melbourne Storm, Glen Lazarus via Bo Hanson**

Glenn Lazarus was the hot profile player brought to Melbourne to establish the Storm. He was already a legend in rugby. He joins in with his new team mates at training where he is to be fed chest high passes from two forwards and then he is to race through for 15m. First forward pass is knee to hip high; Lazarus ignores it and sprints the extra 15m. The drill resumes and the second forward passes well above Glenn's head and again he ignores it and does the extra sprint.

Both forwards walk over to Glenn asking him why he made no attempt to catch their passes; his retort is when you acquire the skill to pass that ball to me chest high then I will catch it; till then I will just do sprint throughs.

The outcome- those two forwards went off and learnt how to effectively pass the ball at chest high to a legend player.

***Lesson for me-***

get the fundamentals spot on,

get the attitude right too,

get a GRIP

G     goals

R     roles

I     indicators to measure

P     people perform people are investment

Lachlan Tighe

27/06/2013



## **Henselite Consulting Coach Column...On line Delivery**

Welcome to the April 2011 (monthly) edition of the coaching column titled '...On Line Delivery' on Henselite's website.

We all play in teams as bowlers. Sure we contribute, so we say, however can we measure how well we contribute. Worse would we get a fright if we were measured for our contribution.

QUESTION for you the bowler

What can I do as a pennant player to increase my intensity levels if the pennant level is not personally demanding enough.

### ***Personal measure in Team (pennant)***

For example can you answer such

- ...state your average 'pb' mat length deliveries in pennant, e.g. maybe 22/50 deliveries, i.e. 44%
- ...state your 'pb' mat length deliveries in pennant, e.g. maybe 35/50 deliveries which is 70%
- ...state your 'pb' mat length deliveries with the first bowl in pennant, e.g. 12/25 ends, reads as 48%

And for singles you may want to set goals as

- ...state your average 'pb' mat length, effective deliveries, e.g. 44%
- ...state your 'pb' mat length, effective deliveries e.g. 55%
- ...state your average 'pb' mat length with the first 2 deliveries e.g. 22 %
- ...state your 'pb' mat length with the first 2 deliveries e.g. 45%
  
- All of these are ways of altering the focus by making your contest with yourself, though guided by a skip in pennant and team events;
- That does not alter your focus as you had to decide to deliver anyway just that someone else (the skip) chooses your delivery;
- You are then distracted both from the result and the level of comp. as it is all about you setting higher standards which are transferable into all events;
- with my international coaching, I always use 'pb' as a measure because at times selectors put you in dud sides so you need self motivation;

The problem with Divisions one or two is that they have bowlers of good standard, but at these pennant levels it has too many self satisfied players;

The question to ask, do you want to develop your skills or remain at the present level.

Lachlan Tighe, 2011

***Bowls Canada***  
***Coaching 2011- Lachlan Tighe***

**Facts and knowledge**

**(refer also to the file – player performances)**

**An objective**

will raise the level of intensity and focus for a player and for players in a team.

**Game plans**

are the basis for providing that objective.

**Goals**

are the specific target for any one individual.

**Game debriefs**

are the post mortems to see if any objective was met in the recent event.

**Measuring Game Plans**

**1 fours team**

Game plans can have a measured aspect and as a sample could include

- team has 2 bowls within mat length(ML)
- the lead bowler to have one bowl within ML
- the team to keep losses per any one end to 2 shots
- the lead bowler to aim for 50% effective, or ML, deliveries
- the skip aim to have 40% effective deliveries

which then are able to be used as a comparison to the actual performance at the conclusion in a debrief of the team event

**2 singles game 28 ends player loses 20/25**

- first bowl to be within ML each end – outcome 15/28
- one effective bowl each end – outcome 27/28
- a minimum of 8/20 (40%) ML effective bowls each segment 5 ends – one segment, ends 21-25, fell to 35%
- keep losses per end to 2 shots – 27/28 OK, one end dropped 4 shots

**Knowledge – debrief that Example singles game**

**praise**

- effective delivery % very good, 50%
- playing length at minimum successful
- TCUP 26/28 ends
- contributions consistent 27/28 ends

**deficiencies on the day**

- HICCUP, end 19 changed hand stopped seeing to believe drops 4
- jack throw long ends mid game not fully effective, helped opposition
- little use of deliveries 2-3 mid game to alter pattern of play
- FH on long ends not as effective later in game

**Player GOALS**

Sample statement            To be an even better bowler

***evidenced in competition***

- club pairs champion (champions 5 of the past 10 years)
- event winner and finalist (entry into 10 specified bowls events season 2010/2011)
- club pennant side – perform at 45% pb level for the season

**Lachlan Tighe, 11/2/2011**

# *Elbows, 2014*

## *Self appraisal by bowler*

*Members of any Bowls Team or Squad,  
Part of an overall plan for self improvement as a capable bowler*

Self appraisal guide for .....(bowlers name)			
Rate yourself by referring to the column on the right that aptly fits you now	Needs improvement Rating 1-3	Fair to Good Rating 4-6	Very good - Excellent Rating 7-10
<b><i>TECHNICAL Skill</i></b>			
delivery action consistency- backhand			
delivery action consistency- forehand			
Draw bowling competency Maximum length Minimum length			
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Skill ratings for these deliveries All 9 FH delivery weight options All 9 BH delivery weight options			
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Situation awareness in game,			
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Pre delivery routine			
Communication as skip giving instructions positive precise supportive verbally supportive body language			
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## *Elbows, 2014*

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Commitment factors: How could you or I measure it How would you describe it Willingness to learn Willingness to change Training attendances Training intensity			
Goals, set, as in written somewhere			
Goals, applied			
game performance debriefing: how well do you do detail it how well do you discuss it in teams how honest are you with it			
Pre game preparation			
Team membership, you in the team: How responsible are you What level is your focus in the team how supportive are you how honest are you with members Training attendance & application How well do you assert yourself to improve the team mindset			
Records competitive performances			

**Rating Players** (rate yourself out of a score of 10 in a range as follows)

9-10 excellent; 7-8 very good; 6 good; 5 average;  
4 fair to average; 3 poor; 1-2 ghastly; 0- yuk

**ACTION**

ranking 0 need immediate consultation to question their/ our desire to continue.  
ranking 1-4 need advice, assistance, training and if pattern continues then ejection.  
ranked 5-6 need encouragement to strive for the higher scores, avoid mediocrity.  
ranked above 7 need to be nurtured as they are the foundation to strive for success.

Anyone reading this template should ask themselves, am I interested in MY bowls success?????????????????  
The template intends to allow you to reflect honestly on where you are as a bowler, and what you might see doing to reach your level of aspiration in bowls.

Lachlan Tighe, 1 January, 2014

# *Elbows 2013*

## *Player performances, Fours Teams*

### Player Performance Fours Teams

#### Research Survey 2007 (summary)

Premise that I used was that the effective or Mat length delivery expectation for each of the 4 players in a team at Div.1 & 2 pennant standard from 50 deliveries would be at this average level

Lead 20 deliveries (40%) and  
 second 17 deliveries (35%)  
 Third 15 deliveries (30%) and  
 skip 12 deliveries (25%)

#### CONCLUSION

Leads/ seconds deliver on average approximately 13 Mat Length ML effective deliveries (26%) of the 50 pennant bowls at either extreme length;  
 Performing at 26% effectiveness is an approximate Div.1 & 2 level for a lead or second position bowler.  
 The best % performance from any player was 36% (at minimum length) from the 70 players measured.  
 I use that best % as a basis for performance in the table featured below.

Note,

2013 – with pennant reduced to 21 ends/ 42 deliveries, the 26% average expectation becomes eleven (11) effective/ ML deliveries from a lead & second in pennant.

#### SURVEY DETAIL

The purpose of the survey was to debunk statements about the expected level of performance for a lead and a second in fours teams.

The focus of the survey was on measuring the performance level of a lead and a second in a Division 1 or 2 club pennant or fours team.

The measure was simply any bowl that finished within Mat length (ML) of the target.

Three clubs were used in this research where 2 of these 3 have Div.1 top side and the other has Div.2 as top side. After a total of 2356 deliveries from 70 players drawing to a bare jack AND in simulated lead / second settings the following results were observed for application to Div.1 & 2. and by inference pennant levels lower than these surveyed.

The format for the practicum of bowling was for 70 players initially draw to a bare jack; then simulating a game the lead bowled to the jack with other bowls staying on the rink, and, the second also delivered their bowl to the head as it occurred with each added delivery. There was minimal difference in % outcome for the bare jack or the simulated head setting.

<b>performance Standards</b>	<b>Minimum length</b>	<b>Maximum length</b>	<b>total</b>
<b>Averages from the 3 clubs</b>			
<b><i>Survey detail summary</i></b>			
successful ML deliveries	342	267	609
Total no. deliveries	1178	1178	2356
As a %	29	23	26
25 end/ 50 pennant bowls (2007)	14.5	11.5	13
21 end/ 42 pennant bowls (2013 modified)	12	9.5	11
No. players as participants in 2007 Survey	70	70	70
No. deliveries Survey A	634	634	1268
No. deliveries Survey B	544	544	1088
TOTAL No. deliveries Surveyed	1178	1178	2356

#### Measuring player performances- observations

**Melbourne 2006** Lina wins second singles gold medal performing at 50% effective rate.  
**World 2008** Safuan wins semi final performing at 52% and world singles at 48% effective  
**Delhi Games 2010**

## *Elbows 2013*

### *Player performances, Fours Teams*

I indicated to the Commonwealth Games player squad I was coaching from 2009, that an average **successful** performance expectation at International level was 50% effective/ ML deliveries. Players I observed and recorded in Delhi Games 2010 had average effective delivery results as such  
triples ranged from 16- 50 % (with an average of 37%)  
pairs ranged from 22-67% (with an average of 46%)  
singles ranged from 30- 72% (with an average of 50%)  
Weale, Delhi 2010 gold medallist has 36% in sectional rounds  
Observed unsuccessful players at times performing at 16%.

#### **skips expectation & calls to leads – reality check**

totally unrealistic requests from skips were to be a toucher, or finishing a bowl either in front or behind away from the jack (first three recorded %s below);  
and the fourth request from me for bowlers to be within ML- outcomes shown below for all four

**RVBA 2008** 3%; 2%; 4%; & 22% ML  
**Jersey UK 2009** 3%; 2%; 4%; & 25% ML  
**Canada 2012** 2%; 1%; 1%; & 30% ML  
**Canada 2012** 2%; 2%; 4%; & 48% ML

#### **Skill rating**

Based on performance observations of mine since 2002, shows the necessity to have a skill rating of 7/10 for the draw and drive to perform adequately at elite level (division one and above).

#### *PERFORMANCE MEASURES - Fours TEAM*

##### **Definition of an effective delivery, 2013**

draw ends within MAT LENGTH; Effective delivery ends/ results as asked;  
Victorian bowls club pennant competition is a 21 end game with bowlers delivering 42 bowls.  
(performance measures -effective deliveries- revised by me again in 2013 from an initial study in 2003 of a rink of players for each of the four standards mentioned and conducted then by R Dobbins, National bowls coach and myself)

<b>Performance standards</b>	<b>Club Div.1. pennant</b>	<b>Region Zone</b>	<b>State</b>	<b>National</b>
<b>Lead</b>				
As a %	36	48	50	55
42 pennant bowls	15			
<b>second</b>				
As a %	32	44	46	52
42 pennant bowls	13.5			
<b>third</b>				
As a %	28	40	43	48
42 pennant bowls	12			
<b>skip</b>				
As a %	25	35	40	45
42 pennant bowls	10.5			

Note: my inference is that a player needs to meet these standards simply to compete favourably; perhaps to succeed regularly you need to ensure you do not fall BELOW these standards.

Lachlan Tighe  
Updated September. 2013

# *Elbows, 2014*

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Lachlan Tighe, 1 January, 2014



# ‘Elbows’ 2013

## Training Session: Skill rating

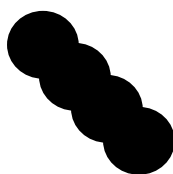
### TRAINING SESSION PURPOSE: Skill rating

#### PURPOSE of the session    SKILL AUDIT

...introduction for this session only of the full range of skill ratings,  
 ...and, knowledge of your technical skill  
 ...use the audit rating in principle to apply for any one delivery in other training sessions

#### WARM UP physical toning exercises, (10 minutes)

caterpillar all 4 deliveries to touch one another for 2 to 4 ends  
 at worst the three deliveries should be no further than a mat length from the original delivery



#### SKILL Rating , (120 minutes)

**Measuring performance score out of 10 attempts:** scoring is done by the number of deliveries ending within **‘Mat Length’ (ML)** of delivery being attempted at the distance indicated below:

Type of delivery, 19 (10 attempts at all deliveries at both lengths)	Min. Length B/Hand	Min. Length F/Hand	Min Length Alt Hands	Max. Length B/Hand	Max. Length F/Hand	Max. Length Alt Hands
1 Jack		n/a	n/a		n/a	n/a
2 Draw						
3 Wrest out toucher						
4 Add a yard						
5 trail shot – limit m.						
6 trail shot – hide it						
7 yard on shot						
8 2 yard on shot						
9 Drive						
10 Push short bowl ML						
11 caterpillar opposition						
12 Draw to ditch, ML						
13 Draw spot right/ left						
14 resting toucher						
15 widen the head						
16 firm shot & stay						
17 plug / block entry						
18 firm up shot swinger						
19 caterpillar						

KEEP A SCORE OF ANY OF THESE PERFORMANCES

**In a normal training session choose one or two of the 19 and again choose to attempt one of the hands and lengths as indicated. Never do all as that skill rating is not my intention of a typical training session.**

# 'Elbows' 2013

## Training Session: Skill rating

### LESSONS

Observations of skill development is on player capacity to have discipline in

Pre delivery routine

Fundamental factors of delivery are sound

Ease and fluency of delivery

Get down, stay down

Disciplined to watch the bowl flight, detect, repeat or correct

... Choose to work on scoring for 2 - 3 of the ratings each session;

...keep inserting the known 'pb' current for each of 19 delivery

for each of these in the table below and note who else you train with has a 'pb' for set deliveries

### Questions for skill development

Competition

What is your quest

How are you going to achieve it

Technical

How good are you

How good to you need to become

Tactical

What competence do you have

What is lacking

Mental

What skills do you possess

What do you need to develop

**MODIFIED Games** consider type of program for this

( minutes)

**FINISH with FUN**

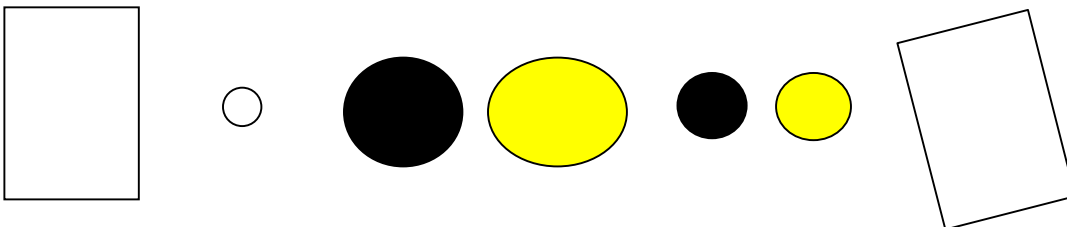
(10 minutes)

Noughts / crosses or Caterpillar or football

Bocce or Target mat or Specified purpose eg world series one bowl nearest ditch

### EQUIPMENT

Bowls, jacks, round mats as targets, mats, mats for drive/ yard over, CDs



**TRAINING SESSION REVIEW**

## **Template: Tactical Skills**

*'.....what do the best Skips in bowls do ???*

**you have the Tactical  
edge with...  
a Game Plan**

**you have the tactical edge  
by...  
thinking hard  
and forcing your opponent  
into less desirable options**

**you have the tactical edge  
knowing...  
how capable every player is  
playing presently and  
deciding based on that  
knowledge**

**you have the tactical edge  
knowing...  
you have the remedies  
to keep your team in the  
game**

**you have the tactical edge  
with...  
best use of your other team  
members**

***Elbows 2011***  
***Appraisal of a bowler / attribute of elite***

***Appraisal of a Bowler***

***initial meeting with Coach Performance, (use as a guide only)***

**PRELIMINARY DISCUSSION**

- Find out what they hope to gain (goals)
- Find out if there is a specific event they want to succeed in within a certain time
- Agree on a mutual commitment
- Agree on what your role as coach will be for this person, let them know what type of bod you are

**PLANS**

- Get the player to describe their present skill level
- And also how they view themselves as a player
- Let them tell you where he / she wants to be at a set time in the future
- Share your knowledge of how you would measure their progress

**JUDGEMENTS**

- The technical skill potential of the player
- Specific skills needed to help them in a team position (say going from second to a skip)
- Specific skills needed if the player is wanting to be better at singles
- Your view of their preparedness to learn, to listen, to read, to ask, to digest information, to try

**TRAINING PROGRAM**

- A winter season program maybe weekly or fortnightly over 4 months,
- Establish an agreed weekly training session for the 8 months of the bowls season
- Schedule an agreed pennant and tournament competition calendar with the player
- A program to assist them when you as coach are not around and it may be something like
  - Know what you look at in your stance position
  - Know what you look at upon release of the bowl
  - What do you focus on concentrate on when about to deliver
  - Do you know your own body alignment in readiness for delivery
  - Are you aware of your grip,of how to alter the grip for slow wet greens
  - Be aware of your step and delivery action
  - What is pressure for you and how can we help you minimize it in future

**JUDGING, MEASURING PROGRESS**

- Level of attendance at training
- Skill rating sessions at training as knowledge is vital to tactical skill (next page)
- Results from all competitions, either individual or team events
- Improvements in skills application at training & competition
- Improvements in recording skills in training & competition
- Videod observation of skill development

**MATCH PREPARATION, MATCH ANALYSIS**

- Have the player set down a game plan with objectives beforehand
- Wherever possible go and watch them play – that may well mean not playing yourself – are you prepared for that situation; I reckon you ought to be
- Review the game plan together comparing results to objectives
- Review the competition for other aspects they feel are important
- Anecdotal stuff – like saying the bowler who goes home after the game, regardless of the result today, and wants to assess each match on objectives, strategy and skill application, will be the bowler who eventually wins the majority of the games they play, the bowler you and I would like to coach.

The above is not exhaustive or definitive, simply an approach I use.

***Elbows 2011***  
***Appraisal of a bowler / attribute of elite***

***Attributes of an elite bowler***  
***aspiring to move into the Elite sphere of bowls***

PREAMBLE

Since establishing *Elbows* in April 2000 I have had the unusual opportunity to coach with success at Commonwealth Games, world championships, group, state and national squads, and, a handful of individual champions.

The ***personal attributes*** that I prefer they possess (note the subjectivity) to propel this bowler onward toward the top (international) tier elite level is:

- Highly motivated person
- Understands, and is committed to, personal bowls priority to be elite
- has a coach capable of servicing their goal to achieve
- Trusts the contribution and honesty of the coach to evaluate their progress
- Train regularly,
- trains with a purpose for every session
- Challenged to learn,
- challenged to experiment in the training
- Works hard in training and in competition
- appraises and records their training performance
- Works at improving 'pb' in technical delivery skill
- Applies training to mental and tactical skill development
- Applies game plans based on training
- Disciplined in practice to practice, not to play
- has inherent ball (sporting) skill
- Instinctive competitiveness/ killer instinct
- Acceptance that mistakes/ losses will occur
- Has a goal(s) they have written down as a reference to guide them
- Know their current technical skill and the skill required to be at various levels of elite
- Disciplined to avoid social games in lieu of prioritizing events
- Selected in teams, capacity to be a strong character for/ within the team
- Has a calendar of events scheduled and to aim for
- Honest in analyzing their competition performance
- Honest in acknowledging/ hearing what else he needs do to be at elite level
- Honest in self analysis of their skill, performance, progress, their personality
- Contented, happy personality

***The purpose for Skill Rating***

is to establish a standard to gauge their skill / consistency for all shots at the two extreme playing distances of minimum and maximum length. I believe, after research in Malaysia 2002, mediocre bowlers play medium length so I limit the training at that length.

It is best done with your coach or another player who is recording score at other end after each series of 10 deliveries; don't spend more than 20 odd minutes per session AND use the information (complete details and keep your current record and 'pb' to monitor your skill level)

**Measuring performance score out of 10 attempts:** scoring is done by the number of deliveries ending within '**Mat Length**' (ML) of delivery being attempted at the distance indicated below

***Lachlan Tighe***

Skill Rating idea introduced 1/4/2000, latest revision 1/12/2010

# *Elbows, 2011*

## *Self appraisal by bowler*

### *Members of any Bowls Squad,*

Theme: Planning for the players to do their best  
In the past calendar year, have you advanced on your answers to these questions-  
*What are my goals as a Bowls squad rep. at the priority 'event', e.g. championships*  
*What are our team goals and if none why not*  
*what is needed, still, of me to meet that goal when the 'event' occurs*  
*what is an acceptable level of achievement for me to be satisfied*  
*have I the motivation to debrief my performance after every competition*  
*have I the honesty to appraise myself to determine necessary level of improvement*  
Are you interested in YOUR bowls success????????????????

Can you easily respond to yourself/ me/ anyone who asks answers to these statements

- I want to be in the squad side
- I am prepared to work to be in the squad side
- I have a coach who plans/ supervises my training
- I have set/ written my goals for skills and performance
- I have documented an annual bowls plan for training and events
- I have a training program of 3 times a week in season
- I practice specific tactical skills at training
- I know what mental skills are necessary to improve
- I have training sessions to develop my mental skill
- I have performance evaluation debrief sessions (with my coach)
- I plan and devise game plans for every event
- I keep a diary record of my performance in training & events
- I know what the qualities of a great player are
- I watch better players train/ practice and / or play
- I know what my strength as a player is
- I know what my delivery strength as a player is
- I know what my deficiency as a player is
- I know what my weakest delivery as a player is
- I need to re set my goals/ plans/ objectives in bowls for the next calendar year

Use this template as a guide to assist your goal for BOTH training (sessions) & competition (events). You identify yourself within one of three columns and then insert a score for yourself in the range shown at the top of the column. All about being honest. In role as coach this is what it would mean to me.

**Rating** (rate the player out of a score of 10 in a range as follows  
9-10 excellent; 7-8 very good; 6 good; 5 average; 3-4 poor; 1-2 ghastly; 0-  
players ranking 0 need immediate consultation to question their/ our desire to continue.  
players ranking 1-4 need advice, assistance, training and if continues then ejection.  
players ranked 5-6 need encouragement to strive for the higher scores, avoid mediocrity.  
players above 7 need to be nurtured as they are the foundation to strive for success.

*Elbows, 2011*  
*Self appraisal by bowler*

Self appraisal guide for bowlers			
Score in the column that aptly fits you now Player name:	Need improvement Rating 1-3	Fair to Good Rating 4-6	Very good - Excellent Rating 7-10
<b><i>TECHNICAL Skill</i></b>			
delivery consistency- backhand			
delivery consistency- forehand			
draw			
drive			
Skill ratings for all (19) deliveries			
<b><i>TACTICAL Skill</i></b>			
Decision making, as skip			
Decision making, singles			
Game plan detail			
Minimize losses			
Choice of lengths			
Capable head reading			
Set play format			
<b><i>MENTAL Skill in event</i></b>			
Pre delivery routine			
Communication giving instructions and listening to instructions			
Concentration			
Confidence, energy, presence			
Composure under pressure			
Persistence			
<b><i>ATTITUDINAL skill</i></b>			
Health & fitness			
Diet & nutrition program			
Commitment, passion			
Goals, set, applied			
Honest with team			
Pre game preparation			
Responsibility to team			
Team focus/ support/ orientation			
Training attendances			
Training intensity			
Records performances/ motivation			
Willingness to learn/ change			
assertive, confident character			

March, 2011

## 'Elbows' 2011 Training Session: Skill rating

### TRAINING SESSION PURPOSE: Skill rating

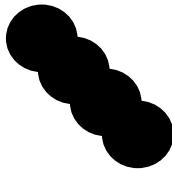
#### **PURPOSE of the session    SKILL AUDIT**

...introduction for this session only of the full range of skill ratings,  
 ...and, knowledge of your technical skill  
 ...use the audit rating in principle to apply for any one delivery in other training sessions

#### **WARM UP physical toning exercises,**

**(10 minutes)**

caterpillar all 4 deliveries to touch one another for 2 to 4 ends  
 at worst the three deliveries should be no further than a mat length from the original delivery



#### **SKILL Rating ,**

**(120 minutes)**

**Measuring performance score out of 10 attempts:** scoring is done by the number of deliveries ending within **'Mat Length'** (ML) of delivery being attempted at the distance indicated below:

Type of delivery, 19 (10 attempts at all deliveries at both lengths)	Min. Length B/Hand	Min. Length F/Hand	Min Length Alt Hands	Max. Length B/Hand	Max. Length F/Hand	Max. Length Alt Hands
1 Jack		n/a	n/a		n/a	n/a
2 Draw						
3 Wrest out toucher						
4 Add a yard						
5 trail shot – limit m.						
6 trail shot – hide it						
7 yard on shot						
8 2 yard on shot						
9 Drive						
10 Push short bowl ML						
11 caterpillar opposition						
12 Draw to ditch, ML						
13 Draw spot right/ left						
14 resting toucher						
15 widen the head						
16 firm shot & stay						
17 plug / block entry						
18 firm up shot swinger						
19 caterpillar						

KEEP A SCORE OF ANY OF THESE PERFORMANCES

**In a normal training session choose one or two of the 19 and again choose to attempt one of the hands and lengths as indicated. Never do all as that skill rating is not my intention of a typical training session.**

*Attitude: all about practising habits*

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## **'Elbows' 2011**

### **Training Session: Skill rating**

#### **Knowledge**

India 2010	Weale, gold medallist wins at 36%
Jersey 2009	skips calls to leads for first bowl positioning 3%; 2%; 4%; 22%
RVBA Group 13	skips calls to leads for first bowl positioning 3%; 2%; 5%; 20%
Research 2007	leads/ seconds % skill 26-36% at division 1-2
Premise made that Div.2 pennant standards from 50 deliveries are assumed at this general level	
Lead 18 deliveries (36%) and second 16 deliveries (32%)	
Third 14 deliveries (28%) and skip 12 deliveries (24%)	
World 2007	Nardella and 39/40 diagonal at Darebin
Skill rating	acceptable 7/10 for draw and drive

#### **LESSONS**

Observations of skill development is on player capacity to have discipline in

Pre delivery routine

Fundamental factors of delivery are sound

Ease and fluency of delivery

Get down, stay down

Disciplined to watch the bowl flight, detect, repeat or correct

... Choose to work on scoring for 2 - 3 of the ratings each session;

...keep inserting the known 'pb' current for each of 19 delivery

for each of these in the table below and note who else you train with has a 'pb' for set deliveries

#### **Questions for skill development**

Competition

What is your quest

How are you going to achieve it

Technical

How good are you

How good to you need to become

Tactical

What competence do you have

What is lacking

Mental

What skills do you possess

What do you need to develop

#### **FINISH with FUN**

**(10 minutes)**

Noughts / crosses or Caterpillar or football

Bocce or Target mat or Specified purpose eg world series one bowl nearest ditch

### **TRAINING SESSION REVIEW**

*Attitude: all about practising habits*

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