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coaching tips & tricks from
the best in the game...

the waratah way...



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Utilising:

Key terms for
better coaching!

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Synopsis:

Throughout training sessions, before matches and at half-time, the coach must be able to deliver important feedback to players in a limited amount of time. The use of terms can assist the coach in delivering relevant information to the players in a concise manner. This paper assists with identifying the different types of terms, the ways they can be delivered, and gives examples from a **NSWRU perspective**.

The use of key terms can assist a coach in delivering information to their players in a simple and concise manner. Whether it is on the training paddock or on game day, using terms to deliver information to players is an easy way of disseminating information. This information must also be available through the different learning styles – KRAV learning styles model!

So how do key terms fit in?

From the very beginning of a training session the coach can use key terms to identify what they want from their players. Key terms can be used to identify key points, assist with error correction and/or identify patterns of play. The following illustration should assist any coach to produce their own “key term library”.

Examples of key terms

Body Shape

- **Split stance** – feet shoulder width, one in front of the other.
- **Abs on** – having the abdominal muscles engaged.
- **Targets** – having hands up and eyes forward (also assists with keeping heads up).
- **Irwin's or Snipers** – the collective “body shape” stance of split stance, abs on, and targets.

Catch & Pass

- **Targets** – having hands up and eyes forward (also assists with keeping heads up).
- **Swiss ball** – moving your hands from catching the ball on the inside hip, moving through a small dip and passing on the upswing on the opposite side.
- **Tabletops** – moving your hands from catching the ball on the inside hip, moving through straight across the body and passing on the opposite side.
- **Harry-Potter's** – having your hands and fingers pointing to the target after the pass.
- **Hips Square** – maintaining a forward running line.

Defence

- **Targets** – having hands up and eyes forward (also assists with keeping heads up).
- **Inside shoulder** – aligning against the attacking player from their inside shoulder.
- **Outside shoulder** – aligning against the attacking player from their outside shoulder.
- **Line speed** – the movement of the defensive line forward and the speed at which that task is completed.
- **Tracking** – the player's ability to follow their attacking player on either an inside or outside shoulder defensive pattern.
- **Foot in the Hoop** – refers to the defender having a leg as close as possible to the attacking player; this not only brings them closer for contact but makes the tackle contest much safer.
- **Hit & Stick** – the tackler's contact with shoulder and arm wrap on the ball carrier.
- **Lazy Arm** – the tackler's non-contact arm being used for a correct stick.
- **Sting** – where the defence denies “time & space” quickly by moving up on the attacking players; it may also refer to a dominant tackler on a ball-carrier.
- **Hover** – where the defence push across with the ball (at times this may mean moving back towards their goal-line) so that the attack does not get on their outside.

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Attack

- **3P's** – Position / Possession / Pace > be in position to receive the ball; look for possession when a support player; when you have the ball utilize it at pace.
- **Primary Support** – The player who passed the ball to the ball carrier.
- **Secondary Support** – the players coming from the inside of the ball carrier (i.e. players from the previous tackle contest)
- **Lateral Support** – the players on the outside of the ball carrier.
- **Unders** – running line back towards the ball carrier
- **Overs** – running line away from the ball carrier

In what ways could key terms be delivered to the players?

All individuals learn in different ways. The key learning styles are:

Kinesthetic – Having practical experience so that the player actually does the physical movement of the play/move. This is 'hands-on'.

Reading – Coach writes down, possibly with a diagram a play/move for the player to read.

Aural – Verbal explanation of a play/move so that the player hears the explanation.

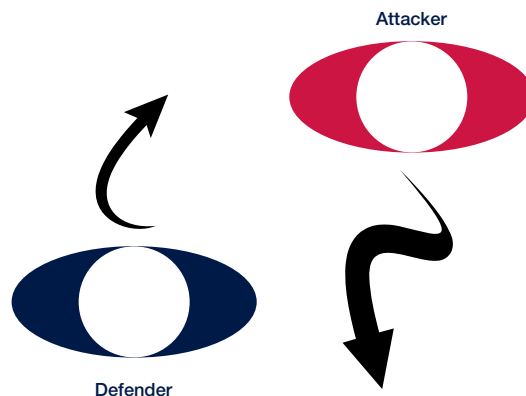
Visual – Video representation of a play/move that a player watches. Graphs or tables with KPI's etc...

Therefore, it is important for the coach to utilize the different styles when presenting to players. For example, the coach wants the players to execute correct technique when going into contact. In order to do this, the coach must:

- Introduce the players to the specific concept the coach diagrams the movement (R) and uses key terms to explain it (A);
- Have the players go through the movement on the field (K);
- Videos the game and at the next training session shows the way they performed the movement (V).

All the time the coach could be using key terms to identify, correct and develop the player's understanding and progression.

Example



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In this way, key terms can be used to maximise the time available and increase player understanding of key technical and tactical components of the game.

How do the Waratahs use key terms in their training regime?

Like every coaching environment, the **NSW Waratahs** are constrained with the amount of time available to develop individual and team skills. While the main goal is to secure a S14 title, it is important that the players are developed to an appropriate level – this level (for the Waratahs) is Wallaby selection. In order to do this effectively, the **NSW Waratahs** use key terms to identify the aspects of their game that are important for player retention.

Key terms are used within every aspect of individual, unit and team play environments. Key terms also signal the ways in which the team might play and execute their rugby skills on the field. In the past, the **NSW Waratahs** used the following key terms in defence to identify the roles and responsibilities of defenders:

- **Ball Defender** > player tracking the ball carrier
- **Hustle Defender** > primary support defender
- **Jam Defender** > lateral support defender

By using key terms, it was easy to identify defensive deficiencies and where appropriate correction needed to be made.

Where does the coach go from here?

In order to progress in your coaching, it is important to develop a key understanding of what the skills are your players are performing and the means by which you can error correct them. Key terms are the simplest way for the coach to disseminate information to the players in a form that is easy and simple to understand.

Therefore, the coach must begin to build a bank of terms which they generically use and utilise them within both the training and game environments. In this way, the players they coach will develop their understanding of how the coach wants the game to be played and they can identify the corrections the coach makes with just a few **key terms**!