

OBJECTIVE

1. Improve the bowl's performance in pennant of (at least) a third of the Club's Pennant Bowlers.

THE GENERAL APPROACH TO ACHIEVING THE ABOVE OBJECTIVE.

2. A number of areas influence the performance of Players. This program aims to identify the areas and find ways of achieving improvements in each of them.

SOME MAJOR AREAS OF PLAYING BOWLS - BETTER.

3. The following major areas deserve consideration. (Other areas may exist.)

(a) The selection of the shot to play.

(b) The playing of different shots.

(c) Communications between Players.

(d) Helping other Players in the team to play well.

(e) The desires of Players to (i) play well and (ii) practise wisely. (The motivation factor)

(f) The attitude of Players to Selectors and the decisions made by Selectors.

(g) The assessment of Players with respect to their game performances.

4. The following sections discuss each of the above areas.

SECTION A - SELECT THE "RIGHT" SHOT TO PLAY<sup>1</sup>

OBJECTIVES.

1. Increase the probability that Skippers will identify the right shots to play.
2. Increase the probability that Players (other than Skippers) will identify the right shots to play.
3. The previous objective will help achieve the following objective - Get Players to - Accept that Skippers have called a desirable shot.
4. This objective uses the word "desirable" rather than "right". This approach rests on the belief that it would prove difficult to identify a shot that **every** Player will rate as the right shot.

ONE APPROACH - ANALYSIS OF HEADS.

Objectives.

5. Arrange for group discussions on tactics with the following objectives -
  - (a) Increase the number of possibilities, which Players can identify for a given shot.
  - (b) Exchange ideas on the advantages and disadvantages of the different possible shots.
  - (c) Help Players evaluate - better - the different possible shots.

Procedure.

6. Conduct the following types of sessions in a way that does NOT suggest that the Session Leader rates as an expert on bowl's tactics.
7. Use (a) diagram of heads and/or (b) heads set up on the green as a starting point for the discussions in the sessions.

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<sup>1</sup> People will disagree about what shot constitutes the right shot.

Use Syndicates for these Sessions.

8. Divide the Players into syndicates of three to four Players.

Each Syndicate should -

9. List the various shots available for a specific head.

10. List the advantages and disadvantages of each shot selected as a possibility.

11. Rank the shots in order of desirability assuming that the Player playing the shot can play all shots with equal skill at that stage of the game.

12. Identify areas of agreement and disagreement between Syndicate Members

13. Assemble with all other Syndicates to form group.

Group Members should -

14. Evaluate the major and important ideas that each Syndicate has produced.

Session Leader should -

15. Help Members to - Draw wise conclusions from both Syndicate and Group discussions.

Coaches should -

16. Encourage Skippers (and Thirds) to use the "wise conclusions".

SECTION B - PLAY SHOTS WELL

SOME BROAD OBJECTIVES

1. Identify the major areas of playing shots that affect a Player's performance.
2. Measure Players' abilities in two or more of the selected major areas.
3. Restrict the measurement to Players who volunteer to take part in the process.
4. Find methods to increase a Player's ability in each of the identified major areas. (See paragraph 2 above.)
5. Offer one or more of the methods to all Players.
6. Encourage Players to make use of the methods.

ONE APPROACH.

7. Identify the ability of Players to play different shots.
8. Devise, and Use, exercises that will help Players play different shots - effectively.
  9. *Examples.* (a) Draw three bowls out of four within three feet of the Jack. (b) Set up flapjacks to represent a jack and two bowls one-foot on either side of the jack and level with the jack. Set up flapjacks to represent one bowl one yard, two yards, and three yards behind the jack. Bowl between the two bowls and travel no less than one foot and no more than six feet past the jack.
10. Allocate two rinks on practice night(s) and set up four such exercises.
11. Encourage Players to carry out the (four) exercises.

12. Record each person's results; BUT keep the results confidential.
13. Publish the results of Players - **AS A GROUP** - so that each Player (privately) can compare their results with the group's average and range.
14. Provide help to Players to help each Player to - Improve their performance on each exercise.
15. **CONSIDER** the use of such exercises to - (a) Help make wiser decisions on Player selection and (b) Provide information to Players (and Selectors) who feel dissatisfied with their selection.

16. Example. Jack feels he should get selected as a Leader in the next-higher side in which he plays. He complains to the Selectors. The Selectors ask him to carry out three exercises, which relate to the shots, which Leaders play. They give him several days to practise the exercises. Jack carries out the exercises and achieves a result, which puts him below the results achieved by the Leaders in the higher side. The Selectors suggest that he practise further and seek coaching. Then, when he reaches the performance, which the higher-side Leaders have demonstrated, he should approach the Selectors again and seek to demonstrate his skills. Meanwhile they will monitor the scores he receives in his games and compare his results with the results of Players in the higher side.

SECTION C. GET TEAM MEMBERS TO - COMMUNICATE SUCCESSFULLY  
BETWEEN EACH OTHER.

SECTION C1 - SOME IMPORTANT ASPECTS OF COMMUNICATION.

1. A successful communication exists when the Receiver of the communication has the same mental image as the Sender on the topic the Sender aims to send to the Receiver. (IDENTICAL MENTAL IMAGE BETWEEN SENDER AND RECEIVER)
2. An effective communication exists when the Receiver of the communication does what the Communication Sender wants the Receiver to do. (OBJECTIVE OF THE COMMUNICATION ACHIEVED)
3. A **successful** communication refers to the technical aspects of communicating. An **effective** communication refers to the motivational aspects of communicating.
4. Communicating successfully between two people rates as a difficult task. No one should ever expect to do so perfectly on every occasion.

SECTION C2 - COMMUNICATION BETWEEN TEAM MEMBERS.

5. Arrange for team meetings and prepare procedures for team meetings that will have the objective - Help Players communicate successfully and effectively more often.
6. List all the ideas that help Players to - communicate successfully and effectively more often.
7. Find out which ideas help or hinder particular Team Members.
8. Agree to use, or not use, the communication ideas within a team.

SECTION C3 - COMMUNICATION BETWEEN SKIPPERS AND OTHER TEAM MEMBERS.

SOME OBJECTIVES - Skippers should -

9. Communicate in ways that make Players want to play well for them.
10. Identify words, phrases, etc. that help Players to play well.
11. Identify, in general, what Skippers say and do which (a) help Players to play well and (b) hinder Players from playing well.
12. Communicate words, phrases, etc. that help their Players to play well.
13. Identify words, phrases, etc. that hinder Players from playing well.
14. Avoid communicating words, phrases, etc. that hinder Players from playing well.
15. Ask questions that aim to obtain the attitude of Players to (a) a particular hand and/or (b) a particular shot.

GET SKIPPERS TO - CALL SHOTS IN SPECIFIC TERMS.

15. Introduction. This section assumes that many Skippers call unclear shots.
16. When Skippers call a particular shot the following two possibilities exist -
  - (a) Possibility One. Players do not know what the Skipper wants them to try to do. (AN UNCLEAR SHOT)
  - (b) Possibility Two. Players believes they know what shot the Skipper wants played but have a different shot in their mind than the Skipper intended them to have. (AN UNSUCCESSFUL COMMUNICATION)
17. Calls can vary markedly in clearness.

18. The greater the clearness of the call, the greater the probability that Players will rate the call as clear and will have the same Mental Image of the call as the Skipper.

19. It follows that Skippers who make clear calls will have a higher probability that the Player will know what shot the Skipper wants played. (Note - just because a Player knows what the Skipper wants does not necessarily mean that the Player will try to play the shot called.

**The Elements of a Specific Shot.**

20. Skippers who use the following elements in their call will increase the probability that they will call a specific shot.

21. **The hand to play** (forehand or backhand)

22. **The desired finishing spot** (The designated finishing shot) Skippers may point to or put a foot on the green to indicate the finishing spot and/or the designated object to hit.

23. **The desired path for the bowl to travel.** (Skippers can trace a path with their hand or a cloth or indicate some aspects of the path such as "You will need to come inside (or outside) one or more bowls in the path.

24. **The desired result.** This element can (a) describe what the shot aims to do to the jack and/or one or more bowls and/or (b) indicate the effect of the bowl in relation to shots up or down.

25. The distance the bowl should finish from the jack or a bowl in order to finish at the designated finishing spot.

26. Skippers will not necessarily use all of the above elements. However they must use the first two to make the call specific. The addition of more elements will increase the probability that the call will rate as specific - PROVIDED the Player does not perceive any of the elements as conflicting,

27. Example. *The Skipper designates the path the bowl should travel and the finishing spot and that the bowl needs to go inside a particular bowl. The Player believes that his/her bowl cannot follow the path described and finish on the designated spot.*

A Conflict can exist between the Amount of Detail in a Call and a Favourable Attitude to the Call by the Player.

28. Some Players get annoyed that "The Skipper goes into too much detail". In such cases, Skippers give a call and the Player knows exactly what the Skippers want. However the amount of detail annoys the Player and can lessen the Player's desire to try to achieve the shot.

SOME OBJECTIVES to - IMPROVE THE CLEARNESS OF CALL MADE BY SKIPPERS.

29. Observe matches and record (in writing and/or on tape) the calls that Skippers make.

30. Ask Players (including Skippers) to rate the calls into scale with clear at one end and unclear at the other.

31. Use the information obtained to help achieve one or more of the above objectives.

32. List examples of calls that rate as (a) clear and (b) unclear.

33. Identify questions that most Skippers will accept as helping Players know the shot Skippers want them to play.

34. Train Skippers to recognise the calls that they make which rate as unclear.

35. Encourage Skippers to avoid such calls.

36. Find out the type of detail that **particular** Players like with respect to the shot called.

SECTION C4 - OBJECTIVES THAT RELATE TO SPECIFIC PLAYERS. - Skippers should -

37. Communicate successfully the shot they want played.

38. Communicate in a way that makes the Player want to play a particular shot.

39. Identify what communications help **particular** Players to play well.

40. Identify what communications hinder particular players from playing well

41. Communicate in words, phrases, etc. that help a particular Player to play well.

42. Avoid communicating words, phrases, etc. that hinder a particular Player from playing well.

43. Find out what information (if any) particular Players want the Skipper to give them after they have played their first bowl.

44. Find out how particular Players like to have distance communicated.

Some General Principles. Skippers should -

45. Avoid communicating information that the Player almost certainly knows.

46. Examples. (a) "You have dropped short (again)."  
(b) "You have gone narrow (or wide)."

47. Communicate in positive terms - rather than negative terms.

48. Examples. (a) "Play inside that bowl" versus "Don't hit that bowl."

49. Avoid asking unnecessary questions of Players where the question can reduce the Player's concentration on bowling.

50. Examples. (a) "How's your memory?"

51. Offer Players the choice of either hand when they do not mind which hand the Player chooses. (This approach will prove useful with Players new to a Skipper. Often it will show Players preferred hand for that game or generally.)

52. Communicate their instructions with the fewest possible words. However they should use sufficient words to ensure a successful communication.

53. Avoid making statements that cause the Player to think about what the Skipper means.

54. *Example.* Skipper - You're playing this hand well. The Player thinks - "what does the Skipper mean? I have played very few bowls in that direction. (Later the Player realised that the Skipper's remarks related to one side of the green, but the Skipper referred to shots played in the opposite direction.)

55. Avoid giving false praise to Players who do not like such treatment.

56. Give false praise to Players who like such treatment.

57. Avoid telling lies to Players. (Where the Player finds out - as often they do - the Player can then NOT rely on later information given.)

58. *Examples.* (a) Some Skippers give an inaccurate statement about the distance between the finished bowl and the location of the jack. (b) Some Skippers ask a Player to play six feet past the jack and then clap a bowl that finishes about jack high. In fact they really want a shot on the jack but the Player has tended to drop short in previous shots so they make a false call.

**COMMUNICATIONS BETWEEN PLAYERS - OTHER THAN THE SKIPPER.**

59. Find out what communications from one Player to another Player (other than the Skipper) (a) helps the one or more other Players to play better and (b) hinders one or more other Players from playing well.

**SOME GENERAL PRINCIPLES.** Players should -

60. Not complain to other Players about their inability to play well.

61. Find out if which Team Members like, do not mind, or dislike having their bowls picked up.

62. Find out whether a Player would like any part of their delivery checked and commented upon during the game. (This point applies to communication between all Players. However the Players at the same end and the Skipper have different views of what the Player does and thus can comment on different aspects.)

**SECTION C5 - COMMUNICATIONS BETWEEN SKIPPER AND THIRD**

63. (Write material for this section)

**SECTION C6 - OBTAIN RELEVANT INFORMATION.**

65. Prepare a questionnaire to -

(a) Obtain information from Players relevant to the above objectives.

(b) Obtain their attitudes to the general principles stated.

66. Obtain answers to the questionnaire.

67. Collate and analyse the answers.

68. Communicate the results to all Players.

(PUT THE FOLLOWING SECTION WITH STRATEGY MATERIAL)

**PLACE THE MAT AND LOCATE THE JACK IN POSITIONS THAT -**

1. Increase the probability of one or more Players playing well.

2. Increase the probability of one or more opposition Players playing less well.

3. Increase the probability that Skippers will choose the right strategy in playing a particular game.

SECTION F - ACHIEVE A SITUATION WHERE 90% OF PENNANT PLAYERS AGREE WITH 90% OF THE SELECTOR'S SELECTION POLICY AND DECISIONS.

Insert the notes - "Increase the desire of Players to play well.

SECTION G - ASSESS PLAYERS PENNANT PERFORMANCES ACCURATELY.

This section could contain some of the many notes written on the assessment of Players.