

# **New Zealand Polocrosse (Inc.)**



## **Guidelines for Selection Criteria**

## Guidelines for Selection Criteria-New Zealand Polocrosse

### Introduction

Ultimately whether to select or not select a player is based on the selector's subjective judgement, the selectors 'gut' reaction and instinct.

However, this judgement is based on a feeling for the way the player plays. It should therefore be the last criteria for selection and not the first.

Prior to making this final judgement, an objective selection process can be used.

This process involves a step by step method of selection that is systematic and comprehensive.

This method will ensure that when the final choice is made it is based on sound objectivity to the stage at which the final subjective selection is made.

### Proactive selection

When a team is selected proactively it is selected to meet the requirement of an ideal game plan, i.e. the way the game should ideally be played.

### Reactive selection

When a team is selected reactively, the first step is to analyse the players and develop a profile of the talents of the players available. Once the profiles have been done and the strengths and weaknesses have been identified a game plan, patterns of play and tactics can be developed.

### The Selection method

#### Step 1

Notify the players of their requirements as a member of the team, i.e. must attend tournaments, visiting team games, required time off work, monetary input, training schedule, selection matches etc.

Call for expressions of interested players who can make the above commitments.

Once the list of available players is received, meet with all selectors and coaches. Complete the profile analysis form for each player. Using the Principles of Play categorise the strengths and weaknesses of all players. Time spent on details in this first step will ensure that the conclusions arrived at later are accurate. These forms should be updated during the season.



<b>DEFENCE</b>	<b>Strengths</b>	<b>Weaknesses</b>
1. Lineout		
2. Contesting possession		
3. Preventing forward play		
4. Supporting		
5. Marking up		
6. Regaining possession		
7. Moving in to Attack		

## The Game Plan (What is to be achieved)

Ideally the Game Plan should be developed by the coaches, selectors and some players to allow commitment, buy in and understanding from the team.

Step 2:

There are several Game Plans.

1. The Attack Game. (When your chukka is in possession of the ball)
2. The Defensive Game. (When your chukka is not in possession of the ball)

### EXAMPLE OF A GAME PLAN

<b>Principles of Play</b>	<b>Centre field</b>	<b>Goal Scoring area</b>
ATTACK		
1. Line outs	Position your horse correctly/be ready at all times	Go for the ball/Keep your hindquarters slightly behind opposition to enable a faster roll back
2. Gaining possession	Go for the ball/deflect the ball to your side of the lineout/don't take your eye off the ball/Possession gained	If taking a pass be ready & wait for the call, do not take your eye off the ball carrier/do not rush your bounce/shoot from all angles
3. Moving forward	Nos.1.Take ball round the front of lineout/keep Nos. 3 on offside/drive for the goal area. Score quickly 100%	Drive for the goal
4. Supporting	Watch the ball & be ready to go for the ball if players leave it on the ground/be ready to receive a pass at any time	Call for help if need be & pass to your player
5. Marking up	Nos 2 & 3. Mark up opposing players or Nos 3 minimising attack on Nos 1	Try & keep the opposing player on the off-side/control the game
6. Positional play	Always mark up &/or be in a position to support your Nos 1	Keep moving and always keep your eye on the goal.
7. Maintaining Possession	Be ready to receive a pass & minimise pressure on your Nos 1.	Keep the player on the off-side/drive for the goal/shoot quickly

## Positional requirements

### Step 3

#### Goal Shoot

Goals can only be scored by the Nos 1 if he has the ball

He/she must be cool, calm, skilled & reliable

Must take most penalties

Proficient in horsemanship, ball & racquet skills & have quick reflexes

Control the game i.e. judge the speed going in to goal area if ball carried by another player

Dominate the opposing nos 3

Score every goal you shoot for

Shoot from any angle & quickly ensuring 100% rate

#### Centre

Must know where the ball is at all times

Minimise the pressure on the nos 1

Support the nos 3

Able to read the whole game & to change from attack to defence game instinctively

Proficient in horsemanship, ball & racquet skills & have quick reflexes

Will gain possession of the ball where ever it is, leaving the nos 1 & 3 to do their job

Be pivotal in gaining possession of the ball in all lineouts.

Rides hard, plays hard

#### Defence

Able to gain possession of the ball at the back of the lineout and deliver the ball to the nos 1

Able to mark the opposing nos 1 hard, have a horse that can keep up to the nos 1

React to what ever the nos 1 does

Able to dislodge the ball from the nos 1 & gain possession

Be able to pass the ball to the nos 1 and minimise the pressure on the nos 1

If possession is lost then he/she must be able to quickly latch on to the opposing nos 1

Work hard on the opposing nos 1 to force him/her to concentrate on getting away from you rather than shooting the goal.

## Analysis of Players

### Step 4

Player profile forms are used to rank players by position. Rankings should be based on positional requirements. Players should be ranked on what is needed to be successful. Player profiles should be updated regularly.

## Selection responsibilities

### Step 5

Once players are ranked they can be placed in to 3 categories; IN / OUT / UNSURE

Unsure players will be competing to make the team. OUT players will be developed alongside IN/UNSURE players for future selection (if time & resources allow).

The selectors can now concentrate on the UNSURE players. The convener can now delegate responsibility to each selector. Player requirements now become more specific, so minor differences between players of equal calibre can be identified.

## Observing games

### Step 6

Selectors must now refer to the positional requirements of each player. The task is different from coaching. Selectors must watch individual players;

Observe play in possession of ball

Observe play away from play of the ball

Observe individual player in a supporting role

Observe regaining possession

Observe marking up of players

When conducting this exercise written notes must be made. At all times information must be compared to the positional requirements. This ensures that each player is being compared using the same criteria. Selectors should watch players independently so they are not drawn in to supporting each others views.

## Selection meetings

### Step 7

Regular selection meetings are essential to monitor the development of players.

What should happen at these meetings?

Discuss the merits of individual players.

Rankings of players must be reviewed and changes justified.

Analysis of players should be discussed.

## Priorities & consistency

### Step 8

Selecting to a game plan using the ranking system based on positional requirements to meet the Game Plan directs selectors to use a list of priorities. The following is a guideline only

PRIORITIES	SELECTION CRITERIA
1.	Possession winning ability
2.	Ability to maintain continuity
3.	Decision making ability
4.	Ability to perform attacking skills
5.	Ability to perform defensive skills
6.	Displays competent horsemanship skills
7.	Displays competent ball & racquet skills

The most important element of any selection method is consistency.

## Attitude

### Step 9

Players competing for a position may be of equal ability balancing up the strengths & weaknesses of one another. The final criteria should then be based on attitude. Attitude could be made up of any of the following...

Dedication

Commitment

Determination

Discipline

Reliability

Mental Strength

Compatibility

Adaptability

Initiative

The emphasis should reflect what is needed by the team in each position.

## Intuition

### Step 10

No selection is right or wrong. The selectors will develop a feeling for the play of the player. The final selection can be based on the selectors backing this feeling.

## Conclusion

Selectors must be able to justify their selections to the players. This allows players to identify their weaknesses, those factors that result in their non-selection so they can work on them. Unless selection is carried out systematically the selector's feedback to players will be vague & general. This could be detrimental to the selector's credibility. Players have a right to be dealt with honestly, personally & quickly. Selectors must be prepared to be personally responsible for their own actions.

END